



The Role of Linguosyntactic Tests in Russian as a Foreign Language in Determining the Level of Language Proficiency at Advanced Stages of Learning

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Abstract

This article is devoted to the independent work of students, the basic principles of independent work - an integrated, systematic approach, and also provides a list of exercises with their focus.

Keywords: linguodidactic testing, level system of testing, advanced level of language proficiency

Introduction

One of the most important methodological problems of teaching Russian as a foreign language is the problem of ensuring objectivity in the assessment of communicative activity. Linguistic testing is understood as:

1. the use and implementation of tests to determine the level of proficiency in the target language, language competence and the formation of spoken (communicative) competence in the process of teaching a non-native language;

2. a series of planning, composing, checking, processing and interpreting the results of linguistically determined tests of procedures and stages. Test control is one of the promising methods of objective assessment of students' knowledge and competence.

In modern linguistics, tests are used not only to measure the level of preparedness, but also to assess students and control the learning process. In addition to its main function, testing serves as a means of diagnosing the difficulty of language material for students, a measure of learning level and a means of predicting the success or failure of learning. Testing the level of proficiency in Russian as a foreign language acquired official status in the mid-1990s, with the development of the concept of communicative competence levels and standardization of teaching methods. Accordingly, the level of language proficiency was usually determined taking into account the parameters of communicative competence "situation-content-structure-function". These include the correspondence between the situation or communicative area and the content of speech, correlation of speech content with a specific socio-communicative role, completeness of speech content, achievement of communicative goals with the help of selected speech acts and speech tactics. When assessing a foreigner's Russian language proficiency, both the form and content of



statements, communicatively significant and non-communicatively significant, are taken into account. Advanced levels of Russian language proficiency include III and IV certification levels. Attainment of these general levels of Russian language proficiency implies high communicative competence in all spheres of communication. Masters of Russian Language Level III can carry out professional activities in Russian as linguists, translators, editors, journalists, diplomats and managers working in Russian-speaking teams. Masters of Russian Language Level III can carry out professional activities in Russian as linguists, translators, editors, journalists, diplomats and managers working in Russian-speaking teams. A Master of Russian Language Level IV demonstrates proficiency in Russian at a level close to that of a native speaker. In the Russian system of higher education, the Level III certificate is conducted as a final state examination (USE), which entitles the holder to receive a Bachelor's, Specialist's or Master's diploma in the specified specialty. Certificate of proficiency in Russian language of the IV level is necessary for obtaining a master's diploma in linguistics, which gives the right to all kinds of teaching and research activities in the field of Russian language. The test on Russian as a foreign language is complex and consists of five specialized tests.

1. Vocabulary and grammar. The duration of the test is 90 minutes. The use of dictionaries and reference books in solving the tasks is not allowed. The number of tasks-100, all tasks are evaluated on a 100-point scale.

2. Reading. The number of tasks is 60 minutes and all tasks are evaluated on a 100-point scale.

3. Writing. The examination time is 60 minutes. The use of dictionaries and reference books is not allowed. There are three tasks in total. All tasks are graded on a 100-point scale.

4. Listening. The use of dictionaries and reference books is not allowed. The number of tasks is 12. All test items are graded on a 120-point scale.

5. Speaking. The duration of the test is 45 minutes. Candidates are required to prepare a report on a given topic using the material, text and tables. The number of tasks-15. All tasks of the test are evaluated in 150 points.

The purpose of the test is to check the level of linguistic competence necessary for solving specific communicative tasks in accordance with the State Educational Standards for Russian as a foreign language. Requirements for Level II I of the certificate of proficiency in Russian as a foreign language.

1) Communicative and speech skills. When solving communicative tasks at the advanced level, foreigners need to demonstrate the developed tactics and speech behavior in situations of formal or informal communication. Adhering to the rules of stylistic design of speech, a foreigner can combine tactics of speech behavior depending on the purpose, task, time and place of communication, social status and expected communicative competence of the interlocutor, to establish contact, coordination, information and evaluation of intentions and, if necessary, the following skills. Reading. The foreigner must be able to understand and appropriately interpret texts related to socio-cultural and public business communication. Understand the main content, logical, emotional and metaphorical elements of popular science texts and identify similar content expressed by different linguistic means;



2) Writing. The student is able to produce problem texts related to the sociocultural sphere of communication after selecting the necessary information material, including description, narration and reasoning;

3) Listening. The foreign citizen should be able to understand the content of the speaker's speech, communicative intentions and features of social and emotional manifestations to the fullest extent possible. The foreign citizen should be able to perceive the main semantic information, including the speaker's implicit statements of intention, communicative intentions, and the speaker's social and emotional manifestations.

4) Speaking. Foreigners should be able to achieve specific communicative goals in situations where extended parameters are given, necessarily using a range of different linguistic means according to the task at hand. They should also be able to achieve specific communicative goals in all communicative spheres, taking into account different social and behavioral roles in dialogic and monosyllabic forms of speech.

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