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DIFFERENT APPROACHES TO TESTING

The article analyzes the main characteristics of the language test. We consider the communicative approach to language testing. The test is presented orally, in writing and by reading and listening.

Keywords: test, communicative approach, basic skills, listening, goal.

ТЕСТТЕУГЕ БАЙЛАНЫСТЫ ТҮРЛІ КӨЗҚАРАСТАР

Мақалада тілдік тестілеудің негізгі сипаттамалары талданады. Ол тілдік тестілеу үшін коммуникативті тәсіл болып саналады. Сынақ ауызша, жазбаша, оқу және тыңдау арқылы ұсынылады.

Түйін сөздер: тест, коммуникативті тәсіл, негізгі дағдылар, тыңдау, мақсат.

РАЗЛИЧНЫЕ ПОДХОДЫ К ТЕСТИРОВАНИЮ

В статье анализируются основные характеристики языкового теста. Рассматривается коммуникативный подход к языковому тестированию. Тест представлен в устной, письменной форме, а также при помощи чтения и аудирования.

Ключевые слова: тест, коммуникативный подход, основные навыки, аудирование, цель.

The test is considered one of the most effective means of control in foreign language teaching. In the foreign literature on testing for pedagogical tests they commonly understand procedures designed to detect a particular pattern of behavior (in our case - the speech), from which we can draw conclusions about the specific characteristics of the individual [3].

Test is a system of tasks, the fulfillment of which allows you to describe your language skills with the help of a special scale results. Tests are also widely used to determine the ability, mental development, and other characteristics of the person.

The tests are part of testing - a method of research that involves subjects performing special tasks. Such tasks are called test. They are available either in an open form (the subject must supplement the main text, to get a true statement), or in a closed mold (the subject must choose the right answer from several options, one of which is correct, and the other - no).

The main difference between the traditional tasks and control tasks is to test that the latter always involve using a special measuring scale (matrix). Therefore, the evaluation, are exposed on the test results, is more objectivity and independence from the possible subjectivity of the teacher. The standard form of jobs while providing efficiency in work and ease of counting results.

The maximum increase measurement reliability and validity of the test, you can use if you follow the three main stages of its creation: 1) to give a clear and unambiguous theoretical - science-based definition of skills that need to be measured; 2) to ascertain the condition and operation that should be followed during the test and monitoring its implementation; 3) to quantify the observations in order to make sure that the used measurement scales have all the necessary qualities [3].

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What are the characteristics of a good language test? A good test should have a positive effect on learning, and teaching should result in improved learning habits [3]. Such a test will aim at locating the specific and precise areas of difficulties experienced by the class or the individual student so that assistance in the form of additional practice and corrective exercises can be given. The test should enable the teacher to find out which parts of the language program cause difficulty for the class. In this way, the teacher can evaluate the effectiveness of the syllabus as well as the methods and materials he or she is using. A good test should also motivate by measuring student performance without in any way setting «traps» for them. A well-developed test should

provide an opportunity for students to show their ability to perform certain language tasks. A test should be constructed with the goal of having students learn from their weaknesses. In this way a good test can be used as a valuable teaching tool [1].

In the methodological literature and practice of language learning have proliferated two types of tests: standard-based and criterion-oriented.

Normative-oriented test (norm-referenced test) is designed to compare the academic achievements of individual subjects. Test results are expressed in points, and thus students are arranged depending on the number of points. This test is widely used in the distribution of students in educational groups (as part of the study group) according to the level of language training and abilities.

Criterion-oriented test (criterion-referenced test) is used to assess the degree of knowledge of the subjects studied material. It became popular as a reliable source of professional training and certification to determine the level of language proficiency.

To assess the ability to speak English is proposed set of tests, parts of which were developed by Robert Lado. The package includes three «language» test (test of perception by listening to language units of different order, lexical and grammar tests) and one «voice» (essay). Vulnerabilities in tests assessing indirectly control object is the evidence of lack of correlation between the controlled entity and the facilities offered in the tests. Some testers offer to put the subject in terms of the actual speech activity in which he or she is listening to or reading specific texts, sounding or written. However, such a procedure makes the test very cumbersome, it actually deprives the test form of control of its advantages over other. In addition, it is extremely difficult, almost impossible, to become almost equal in the selection of texts difficult for several versions of the same test.

This kind of test, along with the «pure language» test, currently the most popular. This form of controlling the test, of course, is much easier to implement in practice than, obviously, due to its prevalence. However, its value, even if only in respect of receptive types of speech activity cannot be considered proven that they recognize themselves his supporters. First, expressed doubts about the reliability of the results of the degree of understanding of the text or possession of one or another skill: it is not clear, for example, when there is an understanding of the text - in the process of listening / reading or at the time when the student works with the test task and compares the proposed it solve the problem, i.e. selects one of the ready-made solutions. Secondly, as yet there is no comprehensive list of skills necessary for a particular type of speech activity. Thirdly, the question remains unresolved whether to test all skills (at least among the set) or you can confine a few; if it is possible to confine a few skills, what sort of. The latter problem is closely related to the question of the possibility of compensation of other skills, which is also still no answer. Finally, it calls into question the premise itself - judge the formation of a particular type of speech activity on the basis

of individual skills. These doubts expressed H. Brooks and other researchers.

Testing productive kinds of speech activities (speaking and writing) with a format such as «comment» or «essay» for objective reasons, is less reliable than testing receptive species (listening and reading) with the format of «multiple choice» type.

The test of the «filling of gaps in the coherent text» (cloze procedure) is a more reliable procedure than with the format «error correction» (editing procedure) [5]. At the same time studies show low reliability of the usual method of measuring the educational achievements as translation [6]. The problem is that the test items differ according to the degree of reliability [4], although all of the resulting test information using a prior, is considered to be equally reliable.

Reliability testing of language depends not only on the format of the test, but also from the concerted action of the examiners evaluating the results of the execution of tests productive (speaking and writing). Despite the efforts made, the examiners often differ in their opinion, which is especially desirable in situations that determine the life choices of students.

Among the many types of jobs that are used for drawing tests and examinations, the following are the most common:

- Cross-selection (matching),
- Alternative choice (true-false, etc.),
- Multiple Choice,
- Ordering (rearrangement),
- Completion of / the end (completion),
- Replacement / substitution,
- Transformation,
- The answer to the question,
- Intralingual paraphrasing,
- Cross-language paraphrasing (translation),
- Close-procedure.

In the process of language testing is carried out measurement as integral and discrete (sampled) in their students' knowledge explicit (demonstrated) form. Object language testing consists of several «columns evaluation». Estimates for these headings are set in accordance with the established parameters and criteria. These parameters are necessary in order to consistently put marks for made a verbal task, taking into account, for example, «the grammatical correctness of the statements», «mechanical organization statements» (the appropriateness of the use of the introductory words, and so on.), «The logical organization of the utterance», «convincing argument statements», «optimal presentation of statements» (pace, clarity, etc.).

If you are using discrete headings, test task (for example, an essay type) can be estimated separately for the persuasiveness of the arguments and, separately, by other

parameters. In addition, each of the headings of assessment can have a «weight», giving greater or smaller than the value of each of the estimated parameters. Categories of assessment can not only measure the result of teaching on the necessary parameters, but also provide valuable information about the quality of students' knowledge and identify ways to improve [1].

The language test procedure is an educational measurement, which is not devoid of contradictions characteristic. In the most general form considered contradictions boil down to the fact that the desire to increase the objectivity of educational measurement leads to the unification of language testing procedures without regard to individual cognitive styles. The desire to increase the validity of the language test leads to the fact that important information obtained during testing, ignored since lost the certainty that «what measures the test». Improving the reliability of language tests carried out by «moderation» procedure, excluding the flexible student-centered approach to the testing organization [1].

The standardization of language testing, dictated by the desire to improve the validity, reliability and objectivity of the applied test and measurement tools (tests), often expressed in resisting attempts to introduce the practice of educational measurement alternative language testing, ensuring the right to choose the form of the exam, a full account of the individual characteristics of students and the ability to communicate participants valuable information essential to improve learning outcomes. Finally, the existing paradigm of quantitative language testing, i.e. focus on quantitative norms that even if the qualitative criteria (all translated into points), creates the false impression that success has a quantitative indicator. This significantly reduced the role of the language test as a humanistic educational measurement tool.

The four major skill areas found in a good test consist of the following:

a) Oral: Tests should concentrate on those types of items which test for real-life situations. Therefore, questions testing the ability to understand and respond appropriately to polite requests: advice, instructions, directions, etc. are preferred to tests of reading aloud or telling stories.

b) Written: Questions requiring students to write letters, memos, messages and reports are more appropriately useful than the traditional compositions used in the past.

c) Reading and Listening: The ability to extract specific information of a practical nature is a preferable testing criterion to that of the old comprehension test which attempts to have the student give back irrelevant bits of information.

A communicative approach to language testing emphasizes the importance behind responding orally rather than their form and structure. Communication as the focus behind real-life language needs are approximated as closely as possible. Other testing approaches check formal linguistic accuracy. The communicative approach stresses how people actually use language for a variety of different purposes while

other approaches are concerned with formal patterns of language such as «old school» or prescriptive grammar and vocabulary [2]. Communicative testing is an attempt to integrate the testing of skills and not separate them as the formal approach does. Also this type of tests reflects the culture of a particular country because of their emphasis on context as well as the use of authentic materials. Unlike other testing approaches, these exercises test content that is totally relevant for a particular group of testers in real life situations. Communicative tests are based on precise and detailed specifications of the needs of learners. And finally communicative testing differs from other testing approaches because it introduces the concepts of quality in preference to quantity. The learner's levels of performance in different skills is tested. This enables the examiner to make decisions according to a carefully drawn-up and well-established criteria as well taking advantage of a humanistic attitude to language testing.

Each student's communicative performance is evaluated individually rather than in relation to the performance of other students.

Now let's compare two different approaches to testing oral production. The preparation for these two approaches is similar in that students are given either a picture to study or questions they might be asked in an oral interview. With the picture item test, students are asked to describe or narrate what they see in a mixture of objective/subjective answers [4]. Similarly, in an oral interview the person interviewed must describe themselves in terms of skills and assets and narrate their background when interviewing for a job. Both approaches test a range of total oral skills.

With careful picture selection basic vocabulary can be somewhat controlled and the tense sequencing can be suggested. The oral interview in this sense is more difficult since fewer guides or cues are given and the interviewee must respond to each question with only his or her language ability. All types of speaking tests should include: pronunciation, fluency, vocabulary knowledge, and grammatical control. The two approaches can be compared in this way: interviews use and develop fluency in vocabulary. On the other hand, picture-based speaking stresses vocabulary and grammatical control [6].

Oral performance on a test can be scored by the usage a sliding rating scale. For example: (deduct from a sliding scale of 100).

- 2 points for pronunciation/intonation errors.
- 3 points for errors in verb tense usage.
- 5 points for incomplete sentence usage.

While this type of sliding scale may be used to rank or score an oral performance, difficulties may arise when establishing such a grading curve since results can at times be subjective. Differing instructors may find themselves with deviations in the test scoring process which could result in confusion for those required to take such an examination.

In conclusion, what we need in order to evaluate a student properly is to utilize the following:

1. **Validity.** Validity refers to measurement and assessment. They must reflect what the teacher wants the class to learn. This is usually a judgmental decision.

The validity of the test - an indispensable condition for its practical application in the educational process in a foreign language. The theory test different types of validity of the following language tests:

- external (face validity),
- substantive (content validity),
- the construct (construct validity),
- the criterion validity (criterion-related validity),
- internal (internal / consistency validity).

2. **Reliability** is the accuracy of measurement. It is a technical problem. It should be close to precise.

3. **Discrimination** is the feature of a test that demonstrates the capacity to reflect difference in the performances of individuals in a group.

4. Avoid the “backwash effect” which refers to the effect of testing on an instructor’s teaching methods previously done. For example, a teacher who tests on correct sentence structure may inhibit free-flowing conversation from his students.

5. **Item analysis** refers to the consideration of the results obtained from objective testing. This is for the purpose of providing valuable information concerning the effectiveness of teaching on a group of students/individual and the evaluation of the items contained in the test [5].

A test should be constructed with the goal of having students learn from their weaknesses. It will locate the exact areas of difficulties experienced by the class or the individual student so that assistance in the form of additional practice and corrective exercises can be given. The instructor can evaluate the effectiveness of the syllabus as well as the methods and materials he or she is using.

A language test as a basic form of testing knowledge in the conditions of the credit system becomes an effective tool for teaching measurements if in the process of language testing the conditions for the growth of educational indicators are created. Thanks to the test control, you can successfully manage the learning process, improve it by implementing a differentiated approach to students. The solution to this problem is complicated by a number of problems arising in the course of educational measurement. There are a number of the problems caused by the lack of validity and reliability of individual tests, fuzzy «headings assessment» tests, as well as the contradictions associated with language testing.

The problem analysis shows the need to improve different language tests existing in pedagogical practice. It is necessary to take into account all kinds of validity

when creating a language test At the same time increasing awareness of the need to find alternative forms of language testing which would give students the right to choose the format of the test exam and would enhance the potential of the humanistic educational measurement procedures. Humanist role of language testing in the development and personal growth of students can be improved, if in the process and means of language testing to inform all participants of the educational process with useful information about the state of knowledge and individual cognitive capabilities of students, creating conditions for the full realization of individual potential of each student.

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ЕҢБЕК НАРЫҒЫНЫҢ ТЕОРИЯЛЫҚ НЕГІЗДЕРІ

Мақалада еңбек нарығының теориялық негіздері, сонымен қатар еңбек нарығының атқаратын қызметтері қарастырылған. Еңбек ұсынысына ықпал ететін факторлар талданған.

Түйін сөздер: еңбек нарығы, кәсіпкерлік, экономика, тауар, жұмысбастылық.

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РЫНКА ТРУДА

В статье рассмотрены теоретические основы рынка труда, также описаны функции, выполняемые рынком труда. Проанализированы факторы влияющие на предложение труда.

Ключевые слова: рынок труда, предпринимательство, экономика, товар, занятость.