Abstract. The article is devoted to analysis of different forms of control of knowledge, skills and abilities in teaching Russian as a foreign language. Their choice is determined by the communicative approach to learning and corresponds to the variety of types of speech activity. Monitoring and accounting of knowledge, skills and abilities is a necessary condition of the educational process. The effectiveness of the organization and monitoring largely depends on the success of work in a particular group of students. In communication-oriented learning, control usually performs two basic functions-controlling and training. By exercising proper control, the teacher identifies gaps in students' learning of educational material or the fact that certain skills are not formed, then works to eliminate these shortcomings by varying the learning strategy. The example developed examinations, the authors demonstrate the possibility of solving linguistic and linguodidactic tasks.

Keywords: the principle of communication orientation, knowledge control, current, intermediate and final control, subjective control, objective control, evaluation criteria
Интродукция. Глобализация всего мирового пространства приводит к тому, что украинское образование (как экономика и политика) должно приспосабливаться к требованиям мирового сообщества. Следовательно, многие университеты в Украине преподают на английском языке, тем самым предоставляя студентам возможность познакомиться с наиболее современными теориями и гипотезами, которые пока еще не разработаны в Украине. Современные студенты понимают, что доступ к актуальной информации помогает улучшить качество и количество полученной ими информации.

Преподавание студентам в группах с английским языком как языком обучения на факультете иностранных граждан подчиняется принципу коммуникативной направленности, который является ведущим в современных методах. Иностранные студенты нашего университета обучены в коммуникативных действиях в различных формах, и построение учебной системы определено этим.

Принцип коммуникативной направленности включает в себя множество лингвометодологических требований, это строгий, лингвистически обоснованный минимум языкового материала, предоставляющий уровень коммуникативной необходимости и достаточности; оценка каждого речевого продукта с точки зрения реальности его проявления в естественных коммуникативных действиях; построение предметов образовательного материала в строгом соответствии с социальной и коммуникативной ролью будущего специалиста; коммуникативность речевых операций при работе с языковым материалом; создание системы работы с вдохновленной потребностью для речевой коммуникации, включая в язык страны, в которой иностранные студенты обучены.

Наиболее важным элементом коммуникативного подхода является организация эффективной системы контроля. Эффективное управление позволяет не только оценить активности иностранных студентов в образовательном процессе, воспринять уровень их коммуникативной компетенции в иностранном языке, утверждать связь между намеченной целью и достигнутым результатом, но также определять степень эффективности образовательной системы и, при необходимости, значительно модифицировать ее в направлении улучшения и оптимизации.

Оценка. Статья посвящена анализу различных форм контроля знаний, умений и навыков при обучении русскому языку как иностранному. Изучение этого выбора обусловлено коммуникативным подходом к обучению и соответствует многообразию видов речевой деятельности. Контроль и учет знаний, умений и навыков является необходимым условием учебного процесса. От эффективности организации и проведения контроля во многом зависит успешность работы в конкретной группе учащихся. При коммуникативно ориентированном обучении контроль обычно выполняет две базовые функции - контролирующую и обучающую. Осуществляя собственную контрольную работу, преподаватель выявляет пробелы в усвоении учащимися учебного материала или факта несформированности тех или иных умений, затем проводит работу по устранению этих недостатков посредством вариации стратегии обучения. На примере разработанных контрольных работ авторы наглядно показывают возможность решения лингвометодических и лингвометодических задач.

Ключевые слова: принцип коммуникативной направленности, контроль знаний, текущий, промежуточный и итоговый контроль, субъективный контроль, объективный контроль, критерии оценки.
cognitive and communicative activities can be perfect only if the assessment does not complete, but accompanies it at all stages of language acquisition (Akishina, Kagan 2020: 164). Therefore, the control stages should correspond to the training stages. In this case, the control will be related to a specific stage in the formation of communicative competence.

A clear control system is of great importance at all stages of training. Usually in the methodology of teaching Russian as a foreign language when developing a control system, the following are distinguished: compliance of the control method with the given training conditions, its training character, its effectiveness and reliability, ease of evaluating the result, the real possibility of its application and cost-effectiveness of the control method (Borisova, Latysheva 2003-2004: 62).

In the methodological literature, control is understood not only to highlight some of the qualitative parameters of training, but also to establish its quantitative characteristics. In this case, control is not only a determination of the knowledge, skills and abilities acquired by students, but also material for making changes in the learning process. The types and forms of control are determined by the general objectives of training. In the modern methodology of teaching Russian as a foreign language, three types of control are distinguished: current, intermediate and final. We use the same types of control in groups with English teaching.

**RESEARCH METHODS**

Current control can be carried out at each lesson. Its purpose is to test the level of maturity of specific skills among foreign students. The unit of check can be a word, phrase, part of a sentence, grammatical structure, sentence, cliché, etc. Usually, current control is carried out regularly as you go through a certain lexical and grammatical material. This can be control in the form of choosing the correct option from 3-4 sentences, transformation of the proposed samples, filling in gaps in sentences, etc. The forms and methods of current control are varied. As a rule, they depend on the type of lesson and the stage of training.

The purpose of the intermediate control is to check the degree of formation of certain skills and abilities in foreign students on a certain lexico-grammatical and speech material. Intermediate control can be carried out at the end of a cycle of classes related to each other by a single educational topic. This control can be carried out in the form of a conversation between a teacher and students on previously given questions in order to find out their knowledge; discussion of speeches on a specific topic. It is also advisable to carry out control works. Tasks intended for intermediate control, by their nature, do not differ significantly from the tasks of current control, but cover a wider scope of material. The level of preparation of students in groups with English as the language of education is also important.

Final control is used to check the level of formation of a set of skills and abilities in all types of communication activities. This type of control is usually carried out at the end of the school year. The forms of communicative control can be very diverse.

Examples of final control tasks:

**Задание 1. От данных глаголов образуйте отглагольные существительные. Проследите за изменением управления.**

создавать портрет - ...; смешивать краски - ...; составлять палитру - ...; распределять детали - ...; разрабатывать фон - ...; соединять элементы - ...; подготовливать холст - ...; расписывать холст - ...; осуществлять замысел - ... .

**Задание 2. Составьте предложения, используя данные сведения и глаголы строить, сооружать, возводить в нужной форме.**


These include: dialogues on specific topics; question-answer conversations; stories on specific topics; stories with visual support; retellings, etc. (oral speech); written answers to questions; presentations,
compositions with visual support, etc. (written speech). In the modern method of teaching Russian as a foreign language, it is customary to distinguish two types of control: subjective control and objective control (Voronina 2017: 29).

Subjective control is mainly intended to test the receptive, reproductive and productive communication activities of trainees. The forms of subjective control are written tests and oral questioning. Written tests are carried out at the end of a cycle of classes on a specific topic. Oral questioning is commonly used in every lesson.

To control productive speech skills, the following criteria are usually taken as a basis: a) speech rate, the number of statements per unit of time; b) reaction time in spontaneous communication; c) the degree of combination of language and speech material; d) the use of ready-made forms, communication blocks, idioms, etc.; e) the degree of syntax complexity; f) the detail of the response, message; g) non-standard statement; h) the number of errors per unit of the statement (Yerchak 2013: 62).

Objective forms of control are used to check the level of students' proficiency in a set of lexical and grammatical tools, as well as to check individual receptive skills. Tests are usually used as such. Tests are a form of standardized control. All test tasks have the same structure and are performed the same way. Instructions for their implementation are given once at the beginning of testing. In the process of completing the test task, students form a primary skill, i.e. the ability to perform mental operations while concentrating on them with arbitrary attention, and the automation of speech utterance is carried out in the classroom under the guidance of a teacher.

The test control is objective, giving information about the process of mastering each topic; complete in terms of coverage of both students in the study group and the main topics of the course being studied; natural in terms of the conditions in which students are located; short, quickly giving information about the results of control to students and the teacher. It focuses on the most important in the studied material information, allows you to immediately intervene in the learning process, gives information not only about outcomes but also about the course of thinking, carries educational start makes carefully analyze linguistic phenomena, developing observation skills, language guess. Test control helps the teacher to identify not only the "error zone" (Lyakhovitsky 1998: 119) of foreign students in the process of teaching Russian, but also the degree of ability to study independently.

Examples of test control:

Задание 1 Дополните предложения лексикой на основе множественного выбора.

1) Камень служит материалом для …
   а) потолок;
   б) фундамент;
   в) перегородка;

2) Материалом для облицовки стен служит …
   а) мрамор;
   б) бетон;
   в) стекло;

3) Необходимым материалом в производстве бетона является …
   а) дерево;
   б) мел;
   в) гравий;

4) Из кирпича строят …
   а) дома;
   б) набережные;
в) плотины;
5) Многоэтажные дома строят из …
a) кирпич;
b) пластмасса;
v) бетон.

Oral speech is one of the most complex objects of control. This is explained by the fact that adequate control of oral speech requires not only an assessment of communicative competence, which includes various skills, but also an assessment of the product and process of speaking. However, in order to evaluate one or another product-text, it is required to simultaneously evaluate: the choice of linguistic means of various levels (phonetic-intonation, lexical, morphological, syntactic, stylistic), on which the correct construction of a speech work depends; its content and informational content; the form of presentation of the content, the degree of its organization, the logical and semantic structure, the degree of planning and understanding of the text, the degree of achievement of the communicative goal, etc. And to assess the quality of the speaking process, you need to take into account certain characteristics, the presence of self-control, and so on. Such a number of objects, of course, cannot be in the field of view of the teacher at the same time, because the possibilities of conscious human perception are limited. This creates a contradiction between the multiplicity of objects subject to control, on the one hand, and the opinion, is the distribution of control objects by their levels.

RESULTS AND DISCUSSION

The triplicity of language phenomena and the psychological characteristics of speaking as a type of communicative activity requires the teacher to distinguish three basic levels at each stage of control in the field of speaking.

At the first level of control, we check the skills of operating with language aspects (phonetics, vocabulary, grammar) necessary for speech activity to take place at all. At the second level, formal indicators of the success of speech activity are checked, mainly related to the processality of speaking (all kinds of quantitative indicators: the time of speech reaction to the partner's remark; the rate of information growth; the presence and degree of self-control). Finally, at the third, the highest level of control, the teacher focuses on the intentional and semantic aspects of speech activity, embodied in the product of this activity - a speech work constructed by the student in accordance with the achieved step-by-step skills, as well as with the degree of development of his communicative competence.

In our opinion, the implementation of such multi-level control in the field of speaking will ensure the gradual coverage of all the necessary objects included in the field of speaking and will contribute to the successful control at the final stage when checking the ability of students to carry out speech activities in a foreign language. In addition, the organization of such monitoring will help to more accurately diagnose the causes that make it difficult to implement communication in the context of foreign-language activities. In addition, the main problem in organizing work and conducting control in groups with English as a language of education is the limited number of training hours for teaching Russian as a foreign language, which, in turn, makes it difficult to implement communication in the context of foreign-language activities.

CONCLUSION

In conclusion, we list the main methodological requirements that must be taken into account when building a reliable, efficient, cost-effective and effective control system in the educational process of Russian as a foreign language. These include: mandatory consideration of the linguistic thesaurus of students, which must be formed at a specific stage of training. Taking into account the main linguistic and psychological difficulties manifested in typical mistakes of the operational level. Taking into account the actual skills in which the skills acquired by students will function. Accounting for automation of General functional mechanisms, such as operational memory, anticipation, language and semantic guesswork, and operational meaning-forming mechanisms. Each level of control should correspond to its most economical and adequate
forms of control, types and types of control tasks. For each stage, its own evaluation criteria should be developed.

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