будемо розраховувати при аналізі можливих способів використання ресурсів на уроках іноземної мови та в позакласній діяльності учнів. Останнє повинні вирішити технології навчання [1, с. 96].

Важливим компонентом змісту навчання іноземної мови є не основа наук, а способи діяльності – навчання різним видам мовної діяльності: говорінню, аудіювання, читанню, письму. Читання як опосередкована форма спілкування є, на думку багатьох дослідників, найнеобхіднішим для більшості людей. Можливість безпосереднього спілкування з носієм мови мають небагато, можливість читати (художню літературу, газети, журнали) – практично всі. Ось чому навчання читання виступає сьогодні як цільова домінанта.

Усне спілкування складається з говоріння та слухання, тобто аудіювання. Слухання позначає лише акустичне сприйняття усної мови, а аудіювання – це процес сприйняття усної мови, крім слухання передбачає ще слухання, розуміння та інтерпретацію сприймається на слух інформації. Вчителі іноземних мови з сумом констатують, що багато учнів загальноосвітніх шкіл відчувають труднощі з сприйняттям автеничних текстів носіїв мови на слух. Формування навички аудіювання – один із способів вирішення даної проблеми.

Очевидно, що для отримання міцних знань із іноземної мови слід розпочинати із засвоєння фонетики та лексики, поступово ускладнюючи процес граматичними елементами.

Аналізуючи досвід використання інформаційних ресурсів мережі Інтернет вчителів-філологів, можна більш ефективно вирішувати ряд дидактичних і соціокультурних задач на занятті з іноземної мови, а саме:

- Формувати навички читання, використовуючи матеріали мережі різного ступеня складності.
- Відпрацьовувати побудову граматичних структур і практикувати їх правильне вживання у різних ситуаціях мовлення.
- Удосконалювати навички аудіювання на основі аутентичних звукових текстів із мережі Інтернет, навички письмового мовлення, індивідуально або у групах складаючи відповіді на питання.
- Поповнювати активний та пасивний словниковий запас.

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ASSESSING SPEAKING SKILLS

The article deals with the range of criteria that teachers should use in assessing student᾽ speaking skills. Different types of tasks for assessing speaking are investigated in the article. The views of leading linguists dealing with this issue are covered in the article.

Key words: *assessment, speaking, principles, task.*

All English teachers know that speaking is an important communication skill for their students, but not all are aware of how speaking can directly contribute to other important areas of their students᾽ personal success. There is the connection between language learners᾽ speaking abilities and their academic learning – since much formal learning takes place through the spoken language and, increasingly, through the medium of English, being able to speak in the language of instruction will greatly facilitate students᾽ participation in class. While the role of speaking for communication is generally recognized during English lessons, the contribution it makes to academic learning is less frequently highlighted. In situation where the target language is also a language of instruction across the curriculum, speaking is an indispensable tool for thinking and achieving academic success [2, p. 21]. Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.

The aim of our investigation is to determine the principles of assessment during speaking classes, to highlight the types of speaking performance that can be the focus of assessment.

Students are not always aware of what is being assessed in situations assessing speaking. Here, we outline briefly the principles teachers should take into account, as far as possible, when assessing speaking:

– students should be informed when they are being assessed;

– students should be informed how they will be assessed;

– teachers should make the criteria for assessment explicit to the students;

– the ratings, scores, marks, or grades attached to the criteria should be explained to students [2, p. 266].

There are also characteristics of good assessment that need to be established:

1. Assessment methods and criteria should relate back to the goals and objectives of the course. In other words, the students should not assessed speaking skills and knowledge that the course has not covered.

2. Assessment must be reliable. Reliability in assessment has to do with consistency, and both intra-rater and inter-rater reliability need to be achieved.

3. Assessment must be valid. For example, a speaking assessment that requires students to provide written responses would not be considered a valid test of students' spoken competence.

4. Assessment should be based on clear criteria and shared descriptions. If assessment is to work effectively and fairy, and have meaning for other teachers in the educational system or school, a «common language of assessment» is needed [2, p. 269].

There is a tendency to treat assessment as a once-a-term or once-a-year activity, but it would be both more informative for the teacher and fairer to the student to have some continuous record of the student's spoken performance on different occasions and for different purposes. This approach is sometimes described as «*formative*» assessment and is distinguished from the «*summative*» assessment undertaken in the once-a-year exam. In order to maintain an assessment record of a student's spoken performance, the teacher needs only to use an informal chart with headings reflecting those aspects of the student's speech which the teacher feels confident of measuring. The chart may take the form presented in *table 1* [1, p. 104].

Table 1

Date	Type of speech required	Grammatical correctness	Appropriate vocabulary	Fluency pronunciation	Information transfer score	Others

When teachers are assessing speaking, they guide the examinees' talk by the tasks that teachers give them. These outline the content and general format of the talk to be assessed and they also provide the context for it. In designing assessment tasks, teachers should take into account various types of talk they engage in. Gillian Brown and George Yule distinguish four different types of information talk: description, instruction, storytelling, and expressing and justifying opinions. Martin Bygate differentiates between factually-oriented talk including description, narration, instruction and comparison, and evaluative talk comprising explanation, justification, prediction and decision. It is important that all the above types of talk are included in assessment procedures. Tasks used for the purposes of assessing speaking can be grouped into several categories, one of which was put forward by Gillian Brown, who lists the following types of speaking performance that can be the focus of assessment:

– imitative, in which students are asked to repeat short words or phrases and whose aim is to focus on pronunciation;

– intensive, which include reading aloud or sentence or dialogue completion;

– responsive, which take the form of very short interactions;

– interactive, which are extended versions of responsive tasks;

– extensive, which include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether [4, p. 253–254].

Students can be asked to perform the tasks individually with the teacher acting as an interlocutor, in pairs or in groups, depending on the type of task and the aim of the test. Individual testing is time-consuming and stressful due to the unequal balance of power between the tester and the examinee, but it allows for flexibility in approaching each candidate. Another weakness of this type of arrangement is a limited number of types of tasks which can be employed. Both pair and group work allow for more variety in this respect, although they are also not without weaknesses, the major one being the influence of each candidate's proficiency level and personality on the performance of the other members of the group [3, p. 35–41].

Task design is important because it makes the construct assessed during classes more tangible and because, for the examinees, tasks provide the context for the talk and guidelines about what they must do with language. Assessment developers should choose different designs according to the type of information they need, possibly guided by the tasks that the students know [3, p. 57].

Taking everything into account, we may say that the abilities to listen critically and to express oneself clearly and effectively contribute to a student's success in school and later life. Teachers concerned with developing speaking and listening communication skills of their students need methods for assessing their students' progress. Developing instruments for assessing speaking skills poses many challenges. This article discussed some of the issues related to assessing speaking skills, including criteria of assessment during classes, recommendations for teachers and tasks used for the purposes of assessing speaking.

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THE COMMUNICATIVE APPROACH IN FOREIGN LANGUAGE TEACHING

The article deals with the essence of the communicative approach in teaching foreign language. The research defines the key characteristics and principles of its implementation; the concept of communicativeness, the main aspect and methodological principles

Key words: *Communicative approach, teaching method, communication, the English language.*

It is well known that learning foreign languages is more than just necessary in the modern world. More and more people need and want to acquire a high level of fluency in the English language. It requires a lot of hard work, patience and time, as well as appropriate teaching methods and approaches.

The communicative approach in teaching a foreign language is widespread in the world. It appeared in Britain, when English gradually began to gain the status of the language of international communication. Then it became clear that tested and reliable traditional methods of that time ceased to meet the needs of most foreigners studying the English language. As follows, since the mid-1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (not a method) that aims to make communicative competence the goal of language teaching and to increase the effectiveness of communicative skills development of non-native English speakers [4, p. 162].

Communicative language teaching (CLT) is the main trend in foreign language teaching. D. Hymes, M. Halliday, N. Chomsky, O. Tarnopolskii and many other scholars research trends of CLT implementation in foreign language teaching [5].

The purpose of the article is to consider the peculiarities of the formation of communicative competence in the process of studying a foreign language. The following **tasks** are to be done:

- to define the term communicative competence in terms of communicative teaching approach;
- to research principles of CLT;

In communicative language teaching the goal is communicative competence. The principle of the communicative approach is to convey knowledge of the language to students not as a system, but to provide them with communication skills and abilities for practical