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### **Formation of evaluative component in professional speech activity of future teachers of English**

*The article is devoted to problems of pedagogical evaluation and assessment in teaching practice. Special investigations were performed to characterize phenomenon 'evaluative component in the professional speech of EFL teachers', and analyze actual level of its development in the professional speech of teachers. Experimental methods of training were elaborated to upgrade the level of evaluative component development of future EFL teachers.*

The problem of pedagogical evaluation and assessment is found to be one of the most difficult in real teaching practice. Many investigations and researches on the problem were performed by scientists in the field of didactics, psychology, methods of teaching. Most of scientific researches are devoted to different aspects of evaluating procedures, testing, rating students on their educational achievements. Much attention was paid to investigations aimed on determining influence of teacher's marks on development of student's personality. Less studied are linguadidactic aspects of evaluation and assessment, in particular in professional speech activity of EFL teachers.

The experimental researches were organized in three subsequent series. At the first theoretical stage we analyzed phenomenon *evaluative component in professional speech of EFL teachers* and determined the place of above-mentioned component in different aspects of professional speech of English teacher. We considered the following three aspects to be the most important in the speech of EFL teacher: informative, affecting, aesthetic. Within these aspects the EFL teacher develops students' language, speech, communicative, and lingua-aesthetic competences. As for informative speech aspect, evaluative component is used for selecting teaching materials, presentation of information, organization of students' cognitive and training activity, thus language and speech competences are developed. Within affecting aspect the teacher evaluates his professional speech from the point of probable influence that the content and form of his speech may cause on students' communicative competence development. Through evaluation of language material, proper choice of linguistic means of expressiveness, standard of speech, speech etiquette the EFL teacher achieves development of lingua-aesthetic competence of his students. At the second stage we made some

investigations to analyze actual level of evaluative component development in the professional speech of EFL teachers. The results of these experiments confirmed our supposition about necessity of special work aimed on development of above-mentioned component in the professional speech of future teachers of English in the period of their studies in the teacher-training colleges and universities. The experimental training at the third stage of experimental work included three interrelated phases, the first – *evaluative-cognitive phase* was aimed on extending students knowledge about theoretical aspects of pedagogical evaluation; the second – *evaluative-reproductive phase* was devoted to development of students' practical habits and skills in evaluation of their professional speech, for this purpose a special course of training was organized; at the third – *evaluative-creative phase* students improved their evaluative skills and habits during their pedagogical practice at school.