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ASSESSMENT CRITERIA OF FUTURE PHILOLOGISTS' LINGUA-STYLISTIC COMPETENCE

The paper investigates the issue of objectifying the process and results of assessing future philologists' learning activities in the stylistics of the English language. The topicality of the research issue is based on the urgency of the task of working out the system of the criterion-based rating diagnostics for academic courses in the professional training curriculum.

The assessment criteria suggested in the are based on the definition of the structure of lingua-stylistic competence, which allows for specifying the overall teaching purpose in terms of knowledge to be imparted and habits and skills to be formed. The knowledge component of lingua-stylistic competence is to be assessed according to the specific theoretical and general theoretical criteria. The first criterion refers to the degree of students' acquisition of the categorical apparatus of stylistics. The second criterion reveals the reliability of students' previous linguistic knowledge employed in the process of stylistic analysis.

The habit-skill component is to be assessed according to the semantic criterion, revealing student's ability to employ semantic data in the process of stylistic interpretation; the functional criterion reflecting the skill of interpreting the discourse pragmatics; the contextual criterion assessing the level and appropriateness of the context employed; the argumentative criterion reflecting the degree of credibility and consistency of a student's final conclusions.

The language criterion employed in assessing students' lingua-stylistic competence is in compliance with C1 level according to the *Common European Framework of Reference for Languages*. In case of evident discrepancy of the data obtained with the formal, language criterion, and the data of the content criteria suggested above, the preference goes to the content criteria provided that language errors do not seriously impair communication.