

ABSTRACTS

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THE CRITERIA APPARATUS FOR THE EVALUATION OF FUTURE NAVIGATORS' LINGUISTIC KNOWLEDGE AND SPEECH SKILLS

The article is devoted to the issue of defining the criteria apparatus of the evaluation of future navigators' linguistic knowledge and speech skills.

This apparatus is based on the developed eight-step didactic model of teaching future navigators how to read authentic English sailing directions.

The criteria (linguistic, pre-speech, speech, occupational), evaluative indicators and the levels (high, sufficient, average, low) of evaluation of future navigators' linguistic knowledge and speech skills have been defined.

The linguistic criterion has the following evaluative indicators: receptive understanding of separate lexical units and the reproduction of these lexical units in English with the native language support. *The pre-speech criterion* has the following evaluative indicators: understanding the sense of the text that was read; reproduction of the sense of the text that was read; application of the sense of the text that was read in educational-and-professional activities. *The speech criterion* has the following evaluative indicators: speed of silent reading a complete educational sailing direction which includes from 900 up to 1000 words; adequacy of the perception of the read text; adequacy of the application of the material that was read in educational-and-professional activities. *The occupational criterion* has the following evaluative indicators: reading the authentic navigational information containing 900-1000 words; readiness of the occupational reaction to the information usually given in the authentic sailing directions; adequacy of the occupational activities to the real navigational conditions.

Key words: criteria apparatus, linguistic knowledge, speech skills, levels of evaluation, future navigators.