

А.О. Борисова, доц. (*ХДУХТ, Харків*)

В.О. Архипова, доц. (*ХДУХТ, Харків*)

А.О. Колесник, канд. техн. наук, доц. (*ХДУХТ, Харків*)

REVIEW OF THE CONTENT OF THE SYSTEM COMPONENTS FOR GRADING LANGUAGE PROFICIENCY

Under conditions of the world globalization and Ukraine's accession to the European community, linguistic training is of great importance for future specialists in the sphere of business. One of the ways of intensification of foreign language teaching and certain approach to the «natural» way of mastering language is applying the principle of communicativeness that helps make the transition from the level of common linguistic activity to the actions and operations at the professional use of authentic material. Thus, it is important to ensure the complete realization of opportunities of foreign language learners and training sequence based on the results achieved at the previous level of language proficiency. In this context, Ukraine has started applying European requirements for validation of language ability, strategic developments in the field of an individual's socialization, development of social skills in communication and so on.

A – Basic user (speaker)	
A-1 Breakthrough / beginner	A-2 Waystage / elementary
B – Independent user (speaker)	
B-1 Threshold / intermediate	B-2 Vantage / upper-intermediate
C – Proficient user (speaker)	
C-1 Effective operational proficiency / advanced	C-2 Mastery / proficiency

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) is a guideline used to describe achievements of learners of foreign languages across Europe. It was developed by the Council of Europe as the main part of the project «Language Learning for European Citizenship» between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. In November 2001, a European Union Council Resolution recommended using the CEFR to set up systems of

validation of language ability. A set of six *Common Reference Levels* (A1, A2, B1, B2, C1, C2) are becoming widely accepted as the European standard for grading an individual's language proficiency.

A (Basic user) Can understand and use familiar everyday expressions and very basic phrases related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B (Independent user) Can understand the main ideas of clear standard input on both concrete and abstract topics. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

C (Proficient user) Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

The CEFR is also intended to make it easier for educational institutions and employers to evaluate the language qualifications of candidates to education admission or employment.

General and particular communicative competences are developed by producing or receiving texts in various contexts under various conditions and constraints. These contexts correspond to various sectors of social life that the CEFR calls domains. Four broad domains are distinguished: educational, occupational, public, and personal.

Recommended levels of foreign language proficiency can be applied in different ways, with different degrees of drilldown. The very existence of the fixed levels makes them transparent and relevant, offers a tool for further planning and development.