

## **PRINCIPLES FOR CONSTRUCTION OF TESTS IN STYLISTICS**

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**Abstract:** The article discusses the features and specifics of using interactive methods for testing foreign language teaching in higher educational institutions, which make it possible to make classes more diverse. The use of units of the Russian language and their practical use in various forms of speech, styles and genres of the literary language is considered expedient.

Expediency of use in the process of teaching foreign languages when studying units of any level and focused on enhancing the creative thinking of students.

**Key words:** Language stylistics, testing, language units, functional and stylistic affiliation.

Relevance and necessity of research: The need for practical mastery of Russian as a foreign language requires the development of effective methods and techniques for teaching it. Testing as one of the most modern and targeted teaching methods enables students to effectively and quickly master all the Russian language courses provided for by the program.

The proposed tasks should help students master the skills of stylistic analysis of units of the Russian language and use these skills in practice in different forms of speech, different styles and genres of the literary language.

Mastering the stylistics of a language when teaching as a non-native language is especially difficult, so it should be based on a deep and versatile theoretical study of the stylistic phenomena of the language. It involves an understanding of the functional and stylistic stratification of Russian vocabulary and the ability to choose such lexical units that would be most appropriate in the process of implementing one of the functions of the language: communication, message or influence. Understanding the functional and stylistic affiliation of a word, as a rule, is closely connected with understanding its emotionally expressive, evaluative role, that is, the expressiveness of its emotional properties, which are often called its expressive stylistic content.

To achieve this goal, it is necessary to intensify the independent activity of students. The effectiveness of training will depend entirely on its organization.

In order to check the theoretical readiness of students in the course "Stylistics of the modern Russian language" at each lesson, current computer control should be carried out. With good

preparation of students, this type of control is carried out promptly (at each lesson it is given 10-15 minutes), and the teacher has the opportunity to once again draw students' attention to material that causes difficulties in mastering. And it is very important that most of the remaining classroom time is directed to the formation of speech activity.

Current and intermediate control is carried out by computer testing.

Goals testing :

- checking the degree of assimilation of theoretical material;
- development of various practical stylistic skills and, above all, skills;
- a) determine the stylistic affiliation of language units;
- b) use elements of linguistic means in speech, taking into account the content and purpose of the statement, the addressee of the speech, the relationship to the addressee and the subject of the statement, the form of speech (written / oral), the type of speech (monologic / dialogic), the conditions of communication ...
- c) distinguish language units by their emotional and expressive coloring;
- d) distinguish between neutral and stylistically marked means; dominant and limited in one or another sphere of use; rated and unrated;
- e) identify differential multi-level features of stylistic, expressively and evaluatively marked units;
- c) distinguish stylistic errors from non-stylistic ones;
- g) carry out stylistic editing.

As an example, we offer fragments of test tasks in the style of the modern russian language (lexical level).

Keys are given for each task.

I . What is called stylistic coloring?

- 1) language units that are equally relevant in each style;
- 2) belonging of language units to different functional styles;
- 3) language units that can influence the listener's emotions, evoke certain feelings, convey the speaker's emotions.

Answer: 2)

II . Select the types of emotionally expressive coloring (exclude the "extra" row);

- 1) book, colloquial;
- 2) official business, journalistic;
- 3) solemn. familiar.

Answer:3)

III . The words of which of the following styles have an emotionally expressive coloring?

- 1) general book;
- 2) hauchny;
- 3) newspaper and journalistic;
- 4) official business.

Answer: 3)

The next type of tasks is aimed at distinguishing between neutral and emotionally-stylistically colored words.

IV. Eliminate the "extra" word:

1. a) ten; b) mood; c) a book; d) reproduction

Answer: d)

2. a) ten; b) four; c) frosty; d) stupid;

Answer: a)

3. a) social; b) reproduce; c) frost; d) observation;

Answer: c)

4. a) dactyl; b) paradigm; c) aggressor; d) cosine;

Answer: c )

5. a) system; b) tangent; c) process; d) function ;

Answer: b)

V. Eliminate the "extra" pair:

- 1. a) go-walk,
- b) work-plow,
- c) get -sick
- d) speak- to talk.

Answer: a)

- 2. a) eyes-peepers,
- b) palm-hand,
- c) forehead- eyebrow,
- d) mouth-mouth

Answer: a)

VI. Eliminate the "extra" series of words:

- 1. a) raise, coming, triumph;
- b) delusion, bonds, argument;
- c) dare, glorify, tremble;
- d) abyss, darken, endure.

Answer: d)

- 2. a) champion worker skirmisher voyage;
- b) power of attorney for the adoptive parent to forward the claim;
- c) the flame of dreaming the blue of the chamber.

Answer: b)

VII. Which of the sentences acquires a stylistic coloring?

- a) I found this book in the central library.
- b) I dug out this book in the closet.

Answer: b)

VIII. Are there stylistic errors in these sentences?

- 1. Schoolchildren were in a hurry to the lesson.
- a) yes. b) no.

Answer: a)

- 2. Friends remained alone with each other.
- a) yes. b) no.

Answer: a)

Such works can be used in the process of teaching foreign languages when studying units of any level, taking into account the filling of tasks with the corresponding language units.

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