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THE PROCEDURE OF ASSESSING LEARNER'S LISTENING SKILLS IN THE CONTEXT OF VIRTUEL EDUCATION

First of all we have to underline that according to the requirements of the program at the end of the 2nd form pupils have already distinguished between commonly used words, demonstrate their mutual understanding of the key words in the statement, understand and respond to questions that require "yes/no" or other simple answers, understand simple instructions, commands, perceive the main events of simple stories that the teacher tells with the help of visibility and other means. Also pupils can understand simple statements or the basic idea of authentic audio/video recording. Usually audio texts contain up to 4 sentences. For the next year pupils should understand the teacher's speech: short (up to 6 sentences) texts (announcements, dialogues, poems, songs) built on the learned material and sounded at normal pace. Pupils of the 4th form already have to demonstrate the understanding of short texts, the volume of which is not more than 8 sentences, which may contain a small number of unknown words about the meaning of which they can guess. The program of the 5th form provides the formation of the pupils' ability to understand the information, both during direct communication with the speaker and indirectly (recording by the cassettes of a native speaker), presented at a normal rate of sound recording. Audio-texts can contain up to 1% of unknown words and individual grammatical phenomena understood from the context. The duration of the sound is up to 1 minute. At the end of the 6th form texts proposed for listening may contain 2% of unknown words and individual grammatical phenomena understood from the context. The duration of the sound is up to 2 minutes.

There are no significant differences between the program requirements for listening for the 6th and the 7th forms. At the end of the seventh year of studying at schools pupils learning English at secondary schools should take the main points for texts' discussion, for example, they'd like to know what happens in this or that situation, provided that the speaker tells in some a way a clear normative language, which is typical for everyday conversations. Also the pupils have the opportunity to ask, to repeat some words or expressions; to understand the main content of texts, radio announcements, interviews about the events of the day or the topics of personal or professional interests envisaged by the program, to be able to select the necessary information from the heard material. The program also provides the best opportunities for the formation of the ability to use a linguistic and contextual guess based on a storyline or visibility. Audio texts can contain up to 2% of unknown words and individual grammatical phenomena understood from the context, and up to 1% of unknown words that do not interfere with the text's understanding in the whole. The duration of the sounded speech is up to 3 minutes.

By the end of the 9th form pupils should understand the basic content of not very complex authentic texts of cognitive and ethnographic nature, highlight the main ideas, facts and arguments, differentiate between basic facts and secondary information in terms of its probability and persuasiveness, as well as to understand the content of not very complex authentic texts such as cognitive radio and

television broadcasts, television and video films. Pupils should summarize the information they listened to, make on this basis their own conclusions, evaluate the information received in terms of its truthfulness. Pupils should also demonstrate the understanding of the most relevant information from authentic texts such as announcements, advertisements, reporting, they could evaluate selected facts about their usefulness, application of some possibilities and opportunities; the program provides the formation of the ability of schoolchildren to understand partners in communicative process (including the understanding of unfamiliar linguistic means), and, if it is necessary, using recipe and requesting, repeating or explaining. In such a way audio-texts will contain up to 3% of unknown words about the meanings you can guess from the context, and 1% of unfamiliar words that do not interfere with the comprehension of the text as a whole.

By the end of the 10th form the texts are proposed by the teacher for listening would contain up to 3% of unknown words about the meaning of which pupils can guess from the context, and 2% of words that do not interfere with the comprehension of the text as a whole. The duration of sounds is up to 5 minutes. In the 11th form, the program provides up to 4% of unknown words in audio-texts. The meaning of such words can be guessed from the context. Audio-texts can contain 2% of unknown words that do not interfere with the comprehension of the text as a whole. Text sound time is up to 6 minutes. In the last year of training pupils must understand audio that contains up to 5% of unknown words about the meaning of which can be guessed from the context, and 2% of unknown words that do not interfere with the comprehension of the text, which lasts for 6 minutes. Audit comprehension testing can be done in verbal or non-verbal ways. The pupils' actions after listening to the message have to be related to the nature of the task that was put before their cognitive activity, which can provide different forms of transmission of comprehension of audio texts. These texts can be proposed for pupils in such forms: language (non-verbal actions of pupils) lifting hands, signal cards, drawings, doing the actions, production of schemes, selection of pictures according to the content, transferring, arrangement of plan items or blocks of text according to the logic of the context, making definitions of the main idea, completion of the statements, correction of incorrect statements, testing by the choice of the answer (alternative, one-element and multiple choice, cross-chain tests, classification tests, tests for the restoration of released sentence elements (cluster-tests).

There are such kinds of *means for testing of the understanding of listened audio-text.* So, *non-verbal means* are: 1) doing the actions; 2) numeral testing; 3) testing with the help of signal and accounted cards; 4) manufacturing of circuits, drawings; 5) selection of drawings. *Verbal means* are: *receptive means:* 1) confirmation or refutation of the teacher's statements; 2) choice of points of the text's plan; 3) tests with some choice of the answer. *Reproductive means are:* 1) answers to questions; 2) translation of the content into a foreign or a native language; 3) translation of words, phrases, sentences; 4) making a plan; 5) the formulation of questions to the text; 6) conversation based on the content of the text.