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GENERAL CULTURAL COMPETENCE ASSESSMENT OF THE NON-LINGUISTIC FACULTY STUDENTS

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The growing demands of the present-day labor market request the higher education quality. Federal Educational Standard suggests that students should acquire both professional and universal competencies in order to meet these requirements. Knowledge of foreign language gives the great advantage in the market. The study reviews general cultural competence 13 that is being developed in the process of foreign language learning as well as proposes the technique of its assessment of non – linguistic faculty students. A set of evaluating tools with the most effective one was designated. General cultural competence levels of assessment were characterized.

Purpose: *to develop general cultural competence 13 evaluation techniques of non – linguistic faculty students.*

Methods. *The use of general scientific methods such as classification and comparison as well as method of theoretical analysis of scientific literature and periodicals on the issue enabled the authors to trace the development of approaches towards competence-based education.*

Results. *In order to achieve a goal a set of assignments was worked out with a measurement scale from 1 to 5 for each level of competence acquirement. The authors came to conclusion that e-learning environment is the highest-performance instrument in assessing students' general competence level.*

Keywords: *linguistic communicative competence; general cultural competence; evaluation tools; e-learning environment.*

ОЦЕНИВАНИЕ СФОРМИРОВАННОСТИ ОБЩЕКУЛЬТУРНОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ

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Все возрастающие требования современного рынка труда ставят перед ВУЗами

новые задачи по повышению уровня качества конечного образовательного продукта – выпускника. Федеральный государственный образовательный стандарт, действующий как средство согласования этих запросов с квалификациями в сфере образования, предполагает овладение студентами не только сугубо профессиональными, но и универсальными компетенциями. Знание выпускником иностранного языка значительно повышает его конкурентоспособность. Статья анализирует общекультурную компетенцию 13, осваиваемую в результате изучения дисциплины «Иностранный язык» и предлагает методику оценивания ее сформированности у студентов неязыковых специальностей. Разработан фонд оценочных средств с определением наиболее эффективного, а также структурированы уровни владения рассматриваемой компетенцией.

Цель: разработать методику оценивания сформированности общекультурной компетенции 13 у студентов неязыковых специальностей.

Метод и методология проведения работы. При работе над статьей были использованы общенаучные методы сравнения и классификации. Анализ научной литературы и материалов периодической печати по теме исследования позволил проследить становление научных подходов к определению и пониманию категории компетенции применительно к образовательному процессу.

Результаты. Был разработан набор заданий для оценивания уровня сформированности рассматриваемой компетенции по шкале от 1 до 5 с подробным описанием степени освоения компетенции на каждом уровне. Наиболее продуктивным средством оценивания был определен электронный образовательный ресурс.

Ключевые слова: языковая коммуникативная компетенция; общекультурная компетенция; оценочные средства; электронный образовательный ресурс.

A new type of education is emerging nowadays under the impact of rapid economical development, increased competition and reduction of low-skilled employees. The relevance of the study is due to adoption of generation III federal state educational standard for higher professional education that has completely changed the approach to the organization of educational process in high school. Students are required to acquire both professional and universal competencies in order to gain advantage in labor-market.

“Competence” is understood as the ability to apply knowledge, skills and personal qualities in order to achieve success in a particular field [11]. The concept of “competence” includes knowledge and skills, personal qualities such as creativity, responsibility, tolerance, determination, the ability

to work both on one's own and in a team and professional background. Together these integral parts form behavior pattern that is considered as a graduate's ability to orient in the environment on his/her own and resolve issues in an efficient way and moreover to set himself/herself the new goals [4].

Competence-based education first appeared in the USA in the 1970s and was applied to the theory of language [5]. Gradually the researchers, both home and foreign, began to examine the competences and gave their own classifications.

Raven J. defined it as a phenomenon, consisting of a great number of independent and interchangeable components which are vital for productive performance [10].

Kuzmina N.V. employed the term professional competence in relation to teaching activities [7].

The list of key competences according to Khutorsky A.V. includes general cultural, cognitive, informational, professional and social, communicative and personal competences [6].

Markova A.K. examined the communicative competence from the psychological point of view and suggested this merely personal characteristic could be successfully trained [8, p. 27].

The competence formation nowadays is seen by many researchers as an ultimate result of education [1, 2, 9, 12]. Therefore the problem of evaluation of competence acquirement by students is of great importance.

The aim of teaching and learning the discipline «Foreign language» in highschool is to develop students' linguistic communicative competence that in its turn consists of linguistic, sociolinguistic, socio-cultural, strategic, social, discursive and intercultural components [3].

This article describes a technique developed to estimate the level of formation of non-linguistic students' common cultural competence on the example of general cultural competence 13. This competence includes the basic methods, ways and means of receiving, storing and processing information, as well as the ability to work with information in global computer networks.

The relevance of the object of study is obvious. The idea of creation and development of the information society requires widespread use of ICT in education and needs the development of new tools, methods and technologies improving the quality of learning process. Use of information technology in the teaching of foreign languages enhances the opportunities both for teachers and students. The main objective of foreign language teaching is to develop students' language competence, ability of cross-cultural communication and using of the target language as an instrument of communication. Modern technologies allow students to be involved in a situation of intercultural communication and, in general, are aimed at comprehensive solution of the issues of foreign language education.

In order to reach the goal of the research the following objectives were formulated:

- 1) to design the fund of assessment tools that can be used in determining the level of formation of general cultural competence 13;
- 2) to describe the levels of general cultural competence 13 acquirement by the scale from 1 to 5;
- 3) to reveal the most effective and reliable tool (assignment) in assessing general cultural competence 13.

Different tasks that enable us to estimate the knowledge of the basic methods, ways and means of receiving, storing and processing information in global computer networks comprise the assessment tools fund. These tasks include the work with online dictionaries, online tests, the use of audio and video resources, chatting in forums, writing e-mails, creating presentations and podcasts, work in e-learning resources.

It is a well-known fact that tasks connected with the use of electronic dictionaries and online translators are actively used in the foreign language classroom, as it helps to learn new vocabulary; acquire knowledge of both linguistics and culturology; learn and repeat lexical items; improve the pronunciation of single lexical units and phrases, as well as to broaden the mind and improve the fluency in a foreign language. The following British online may be recommended for ESL students: www.thefreedictionary.com/, www.macmillandictionary.com/, <https://www.collinsdictionary.com/>, www.oxforddictionaries.com/ etc.

Doing online tests on grammar and vocabulary is also connected with the ability to master the general cultural competence 13. The following websites also allow us to determine the level of proficiency in English or knowledge of certain grammar topics: <http://www.cambridgeenglish.org.ru/test-your-english/>, <http://begin-english.ru/test/>, <http://www.native-english.ru/tests>, <http://www.cambridge-centre.ru/online-test/>, <http://www.correctenglish.ru/tests/>, <http://www.correctenglish.ru/tests/>, etc.

Nowadays there are many resources that offer chatting online. Such forums as *UsingEnglish* (usingenglish.com/forum/), *EnglishClub* (englishclub.com/esl-forums/index.php), *groupa.ucoz.co.uk* and etc. serve educational purposes, as they meet the goals and objectives of training in the framework of a certain language group.

It should be noted that there are great opportunities to communicate with native speakers through writing letters. Here is just a small list of websites where ESL students can find a pen pal. For instance, <https://pen4pals.com>, <http://inter-perepiska.ru/>, *International Pen Friends Club "Edelweiss"*, *the Group's social networks in Facebook and V Kontakte*.

An important aspect of the use of information technology in English language classes is a design activity or project work. So it's not surprising that multimedia presentations and podcasts are actively included in the process of learning. Students use the Internet to gather material for the projects and the creation of podcasts. Many ready-made authentic audio and video podcasts may be found on specific sites: www.bbc.co.uk/worldservice/learningenglish/, www.poetryarchive.org/poetryarchive/home.do, www.recap.ltd.uk/podcasting/, www.breakingnewsenglish.com/, www.learnenglish.britishcouncil.org/en/elementary-podcasts etc.

Doing tasks in the electronic learning resources on the basis of Moodle helps to acquire basic skills of working with information in global computer networks. It is a free and open-source software learning management system that is used for blended learning, distance education, flipped classroom and other learning projects. Moodle provides opportunities for communication, as the system supports the exchange of files of any formats – both between teacher and student and between the students themselves. Mail service gives an opportunity to inform all participants of current events. Forum allows organization of educational problems discussion that can be carried out in groups. Moreover, it is possible to attach files of any format to text messages. Also it provides evaluation function, both for teachers and students. Chat allows organize educational discussion of problems in real time. "Messaging", "Comment" services are intended for individual teacher and student communication, papers review or individual learning problems discussion. "Teacher's Forum" service gives teachers the opportunity to discuss professional issues.

The analysis of the tasks that can be used to evaluate level of general cultural competence 13, we concluded that the most efficient way of this competence assessment is working with e-learning resources. Performing tasks in the e-learning environment on the basis of Moodle fully allows students to acquire skills and abilities of basic methods, ways and means of receiving, storing and processing information, as well as the ability to work with information in global computer networks.

The level of general cultural competence 13 for each of the tasks mentioned above may be defined by a 1-5 scale. Taking into account the work with on-line translators or e-dictionaries we may suggest that students who are able to freely select and use the information from the necessary dictionaries and translators get 5 points. Those who make minor mistakes working with dictionaries and translators should get 4 points, many mistakes – 3 points, those who can't use the necessary information for the given targets – 2 points, and those who can't choose the necessary dictionary and can't use the information from it should get 1 point.

Another example is making presentations. Students who can freely operate with the information found and present it without any mistakes in a foreign language, answer all the possible questions,

have perfect skills of analysis and synthesis get 5 points. Those who make minor mistakes making presentations and can't answer the questions of the audience get 4 points. If a student makes significant mistakes in making a presentation and reproducing it in a foreign language, he gets 3 points, if he can't use the information found on the given subject he gets 2 points, and if he is not able to find and work with the necessary information, if he doesn't have the skills of analysis and synthesis and making presentations then he should get 1 point.

As e-learning environment is considered to be the most effective means of general competence assessment it can also be estimated by a 1-5 scale. Students who are able to comprehend video and audio files, and do different types of exercises on grammar and vocabulary, do listening, speaking, reading tasks without any mistakes get 5 points. If a student makes minor mistakes in some aspects of the language he gets 4 points, if he makes significant mistakes of different types he gets 3 points, if he has insufficient skills of analysis and synthesis and can't use the information he found he gets 2 points. And if a student doesn't understand the oral or written speech of a partner, has problems (in pronunciation, grammar, punctuation etc.) with reproducing his own ideas he should get 1 point.

General cultural competence assessment is a topical target of any university. And it can't be reached using traditional methods of assessment and assessment tools. By present time there are no standard methodical settings in competence valuation funds formation and usage.

Our research was aimed to create a system of a language communicative competence assessment of the non-linguistic students. Having chosen one of the general cultural competences (general cultural competence 13) an assessment tools fund (assignments) was worked out, which can be used to estimate the level of general cultural competence 13 acquirement. A characteristic of each level of the general cultural competence 13 acquirement for some of the tasks was given. Finally, it was concluded that e-learning environment could be considered the most effective assessment tool of the above mentioned competence as it covers different sorts of tasks and different aspects of the language.

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