

## **The elaboration of testing and measuring instruments for evaluation of students' general cultural competence in social studies**

Latysheva V.V.

Moscow Aviation Institute

(National Research University), Moscow, Russia

**Abstract.** The article considers the methodological problems of higher school teachers during the elaboration of the pedagogical measuring instruments of students' general cultural competence, formed as a result of social studies in technical universities.

**Key words:** level system of education, competence model of specialist, general cultural competence, quality of education, testing and measuring instruments, levels of competence's formation.

Level system of education requires the elaboration of competence model of future graduate. In our opinion, the most difficult is formation of the general cultural competence that includes ethical nature and specific subject form of display.

Research and methodology of valid testing instruments suggests the consistent implementation of some steps, and the first of them is clustering of competence. The next steps are each competence's operationalization for better testing opportunities; elaboration of measuring instruments based on correlation between results of studies and professional targets; detection of planned levels of forming competence among the students or graduates.

The clustering of competence is allocation of similar competence into some groups on certain basis, e.g. the signs of display, their targets, types of activity), the prepotency of a certain sign in the competence is important. Therefore, we have divided all general cultural competence into four enlarged clusters:

1. Cognitive competence;
2. Creative competence;
3. Interactive competence;
4. Activity competence.

Operationalization of the competence implies finding empirically verifiable signs. For instance, competence "shows understanding of the future profession's social importance, has high motivation for professional activity fulfillment" contains the evaluation criteria, such as: ability, understanding, value attitude, commitment. Every criterion has a row of empirical indicators: knowledge, aspiration, proficiency, use, importance, need etc. Pedagogical assessment tools, i.e. tests with varying degrees of complexity, case studies, essays, portfolios, are aimed to measure the level of these empirical indicators' severity, their aggregate giving the picture of the competence in general.

Today a variety of the models with planned levels of competence's formation has been developed. From our point of view, the evaluation of students' competence in social studies may have such levels: minimum (less than 30 points), basic (30-59 points), advanced (60-89 points), proficient (more than 90 points).

Let us examine the specified signs of competence's formation, ranged by the levels of display. For instance, the competence "shows understanding of the future profession's social importance, has high motivation for professional activity fulfillment" may be measured by the following criteria:

1. Proficient level (more than 90 points). Can independently set goals and find solutions, foresees possible negative consequences of conflicts, is constructive in dealing with interactive issues, oriented on expectations of the other, realistic in assessment, able to work step by step independently, motivated to achieve the best results, highly interested in professional field tasks.
2. Advanced level (60-89 points). Can set goals for achieving high results, is realistic about relations in the group, informed about different ways of results' evaluation, persistent in achieving the goal, energetic in searching for the information, necessary for the task, highly interested in examples of professional field.
3. Basic level (30-59 points). Wants to succeed but encounters some fails, is motivated to achieve exact results but does not set strategic goals, is rather enterprising but mostly administrative, finds solutions for the training tasks in cooperation with other students but is not capable of maintaining good relations in group for a long time, prone to unconstructive solutions and conflicts.
4. Minimum level (less than 30 points). Would like to succeed but is not able to be persistent in achieving the goals, despairs when failing, does not understand social importance of the profession and does not long for this understanding, is satisfied with achieved results and need not the new ones, able to ignore expectations of the others.

The level of complexity and the type of the tasks depend on the tested level of competence. Multiple choice tests (20-30 tasks) can be used for minimum level's skills measuring. Basic competence can be verified with more complicated tests (matching tasks, sequence tasks, open questions, approximately 10 tasks). Case studies or structured interviews (5-7 tasks) are to test high competence level . While using the tests only the quantity of correct answers and their weight are crucial, evaluation of creative tasks and case studies is more difficult, as it requires the assessment of the theoretical knowledge in general, practical skills, maturity and culture of thinking.