

Specificity of Assessment of Competences in Education

Dr. NF Efremova*

Federal State Budgetary Educational Institution of Higher Education, Don State Technical University, Rostov-on-Don, Russia

***Corresponding Author:** NF Efremova, Federal State Budgetary Educational Institution of Higher Education, Don State Technical University, Rostov-on-Don, Russia.

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Abstract

The article outlines the difficulties in assessing students' competencies and shows possible solutions to this problem by using complex tasks that provide for the activities of subjects in an assessment situation.

Keywords: *Competencies; Assessment; Valuation Tools; Reliability*

At present, it is very difficult to introduce a competency-based approach into educational practice. This is primarily due to the fact that competencies have a very complex component structure - clusters, profiles, levels; they are interdisciplinary - are formed by several disciplines; superdisciplinary - formed within the framework of one discipline are manifested in others; deeply latent, difficult to detect and difficult to evaluate. And difficulties with the assessment of competencies, respectively, create difficulties in organizing feedback during training. And, if with the programs and training technologies the competence process is more or less moving in the right direction, then with the assessment of competence the situation is extremely bad. First of all, we note that competencies cannot be evaluated by traditional methods or testing. As characteristics of the ability of students to act on the basis of existing or found knowledge to solve problems, they are formed, identified and evaluated only in the process of the subjects.

In many countries, complex approaches are used to assess competencies and skills [1-7]. Therefore, the assessment materials include not only the analytical elements of the answers to the assessment of knowledge, but also complex competence-oriented tasks that require the search, analysis and wider use of educational information. As the student moves from knowledge to demonstrating skills, competencies, values and relationships, he approaches the development of the principles of creativity, innovation and ways of working. To increase the reliability of such an assessment, the monitoring of the subjects and the assessment of their competencies should be carried out for a sufficiently long time and in the context of taking into account the conditions of their formation [8]. Moreover, it is very important at each stage of the assessment process to provide motivation for students in completing control tasks [9,10].

The construction of such tasks is a laborious process that requires special preparation and adherence to the sequence of certain stages of their creation. First of all, it is important to develop a construct of assessment and ask what knowledge the subject should rely on when completing the assignment and what competencies are subject to assessment during its implementation. Then it is necessary to select important situations for organizing the planned activities of the subjects in the assessment situation and competency-based tasks that contribute to solving the problem. It is important to develop indicators and criteria, as well as score sheets for evaluating in points various types of activities of the subjects during the assignment. One of the promising approaches is the use of multi-stage assessments and adaptive criterion-oriented assessment tools that combine tasks of different levels of difficulty, the solution of which

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leads to differentiated assessments of the student’s competencies [11]. Another important element of the assessment is the development of a rating scale. Recently, level scales have been widely used in the assessment, on which the sum of the points received is displayed (Figure 1) and a conclusion is drawn on the formation of competencies.

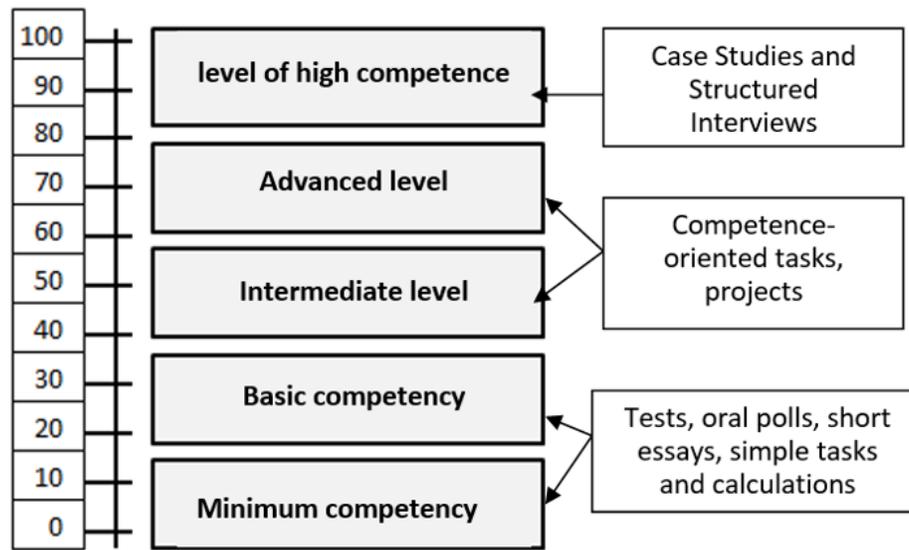


Figure 1: The level scale model.

A reliable assessment of achievements and their reasonable interpretation form the basis for the feedback between training, assessment, resources of the educational program and the development of a policy for further education (Figure 2).

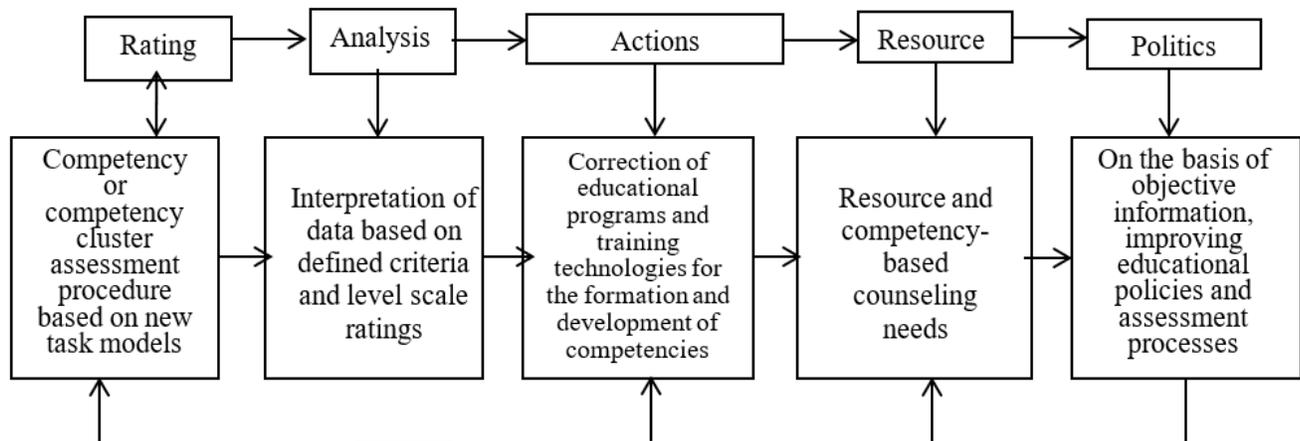


Figure 2: A five-step approach to assessing competencies [12].

The construction of appropriate tools for assessing students' competencies ensures the collection of qualitative and quantitative data, the justification, authenticity and transparency of the assessment. This helps to make accurate conclusions about the levels of competencies, and accurate conclusions provide informed decision-making for learning management and contribute to improving the quality of education. New approaches to the design of assessment procedures aimed at determining competencies are only just beginning to be developed and applied. Ahead is a lot of work to develop this area and the widespread introduction of new assessment tools in educational practice.

Conclusion

Methods of competence training are not something completely new for pedagogical science and practice. Activity methods have long been widely used in foreign and domestic education. Herbert Spencer (1993) also noted that the great goal of education is not knowledge, but action based on knowledge [13]. Competencies played an important role in personnel management [14]. The activity approach was also developed in the works of Russian scientists and practitioners: LS Vygotsky (1934), AN Leontiev (1975), D B Elkonin, PYa Galperin (1998), VV Davydov (1996). They recognized universal educational actions as the basis of the educational process. However, methods and techniques for forming educational actions vary depending on the established scientific and pedagogical paradigm in a particular historical period. So now the results of the development of educational programs recognize the competence and skills of the 21st century, allowing a person to adapt in a rapidly changing world. The problem is that the problem of reliable evaluation of these results has not yet been solved either in theory or in practice. First of all, this is due to the fact that most teachers do not understand the specific features of competencies, and therefore limit themselves to checking knowledge, giving their assessment as an assessment of competencies. The second difficulty is the lack of qualimetric literacy in developing reliable and valid assessment tools. Finally, the third reason is the lack of a unified system of reasonable indicators and criteria for achieving the formation of new learning outcomes.

It should be noted that recently a lot of works have appeared in the press devoted not only to the formation of competencies, but also to the control and evaluation process of identifying the levels of competencies [15-19]. However, while this is not enough, the philosophy of reliable assessment of competence formation has yet to be developed and widely used in education systems in order to provide authentic assessment and contribute to improving educational programs and improving the quality of education. Authentic assessment of students' knowledge and competencies is crucial in training specialists. But for now, the reform of the evaluation system is a very serious problem that requires systematic efforts, resources and experience not only of teachers, but also of employers, academia, and administrative workers in the field of education. Only through the joint efforts of all stakeholders can an evaluation system be created that can be fully trusted.

Approaches to the design and application of assessment tools for identifying competency levels, data interpretation, and assessment administration provide a solid Foundation for authentic assessment, but are quite time-consuming, resource-intensive, and difficult to implement. However, they allow us to identify the formation of students' competencies with a significant degree of reliability.

Conflict of Interest

The author declare no conflict of interest.

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