

## ASSESSMENT CRITERIA OF ORGANIZATIONAL-MANAGERIAL COMPETENCES OF MASTER'S STUDENTS



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**Abstract.** *This thesis analyzes cognitive, motivational, functional, perceptual-reflexive criteria for assessing the organizational and managerial competencies of master's students, describes the levels of formation of organizational and managerial competencies, analyzes the specific organizational-pedagogical features of master's students involved in socio-cultural activities.*

**Keywords:** *competence, criteria, cognitive, motivational, functional, perceptual-reflexive, organizational and pedagogical characteristics.*

At present, the introduction of a competency-based approach to education means a very serious change in the entire pedagogical system of higher education, a transition to a new type of education and assessment of students' achievements. There is a search for new systems and approaches to evaluating the results obtained while studying at a university. Obviously, under these conditions, the education system itself must undergo a serious restructuring.

The main goal of any higher education institution is to train a competitive and sought-after specialist who is able to carry out his professional activity at a high level. One of the main types of their future professional activity in the qualification description of a master's student is organizational management. When planning work on the formation of organizational-management competencies of master's students, it is necessary to determine the criteria and indicators that can be used to evaluate the formation of these competencies. Their definition is important for the correct assessment of the formation of relevant skills among students and for increasing the effectiveness of all the work carried out in this direction.

Researchers distinguish different criteria for the formation of professional skills:

O.A. Abdullina [1] - quantity and quality of actions, their sequence and time spent on implementation; L.V. Andrukhiv [2] - value-semantic, activity, cognitive criteria; N.P.Kim [5]- level of formation of motivation, completeness of knowledge, level of acquisition of professional skills; N.D. Kuchugurova [6] - awareness of performing actions, correctness of performing actions; G.Kh. Popov [7] - knowledge,

skills and abilities, character traits; S.L. Suvorova [8]- the level of awareness of the performed actions, the quality of the performed actions, the ability to transfer skills to a new changed environment; E.V. Frolova [9]- professional literacy, personal and psychological training, technological training.

Among the above, several repeated criteria can be distinguished: motivational (the presence of a motive to master the skill, awareness of the importance of the skill in the structure of professional activity), functional (the level of possession of skills necessary for professional activity, professional literacy, the ability to transfer skills to changing situations), personal (formation of professionally important personal characteristics, character traits).

The organizational-management competence of a master's student is understood as a systematic psychological and personal characteristic, including the following main components: cognitive, motivational, functional, design-research and personal, ensuring effective performance of organizational-management functions in the process of introducing high-tech production technologies [3].

Thus, based on the analysis of the literature on the issue under consideration and based on the specific characteristics of organizational-management activities, we determine the following criteria for the formation of organizational-management competencies: - motivational, - cognitive, - functional, - perceptive-reflexive.

At the same time, in order to evaluate the effectiveness of the pedagogical conditions for the formation of the studied competence in master's students, first of all, it is necessary to develop an adequate criterion-evaluation characteristic of the considered competence. In this regard, it is necessary to determine the criteria, levels and indicators of the formation of this phenomenon.

The problem of measuring the results of the formation of organizational-management competence is related to the problem of determining the criteria and levels of its formation. Of course, these criteria are widely revealed by indicators introduced by researchers. It follows from the content of the definition of organizational-management competence of a master's student that this phenomenon should be measured according to the following criteria: cognitive, motivational, functional, perceptive-reflexive. For this, a systematic approach was used, since the selected criteria in turn constitute a systematic formation [4].

**The motivational criterion** is the understanding and positive evaluation of the goals of formation of organizational and management skills by students; emphasize these skills as an important component of future professional activity; ensure the personal and social importance of providing students with information and developing decision-making skills; value orientation, an attitude of interest in

organizational and management activities, that is, it reflects the presence of information and cognitive needs in students. Indicators of this criterion: availability of motivation to acquire skills, cognitive need.

**Cognitive criterion** - the existence of a system of knowledge about the means and methods of action necessary for the implementation of organizational and management activities. This is expressed by indicators of the completeness and consistency of knowledge about the appropriate means and methods of action. Completeness is the transmission of all important signs and aspects of the process or event under consideration. Consistency is characterized by the preservation of knowledge over time and its repetition under necessary conditions.

**The functional criterion** of the formation of organizational-management skills reflects the level of mastery of the set of actions that make up the composition of organizational-management skills. It is expressed by the correctness, transmission and speed of movements.

**The perceptive-reflexive criterion** shows that the subject of organizational-management activity has three types of sensitivity:

a) sense of the object - the leader's sensitivity to how the objects of reality find a response in the subordinates, how the interests and needs of the subordinates correspond to the demands placed on them;

b) a sense of proportionality and tact - a special sensitivity to the degree of changes in the personality and activity of subordinates under the influence of various means of management influence, with what signs they can be evaluated, whether they are positive or negative;

c) sense of involvement - characterized by the leader's sensitivity to shortcomings in his work, his criticality and responsibility for the work of the team.

Indicators of this criterion are the ability to understand the inner world of another person with self-reflection, the adequacy of self-esteem, the ability to take responsibility.

The criteria for evaluating the levels of formation of organizational-management competencies of master's students may include the following indicators:

1. To know the basic principles of organization management, its structure and operation.
2. Ability to analyze information and make decisions based on data analysis.
3. Project and team management skills, including planning, coordination and control.
4. The ability to develop strategies and tactics to achieve your goals.

5. Communication and persuasive skills, including the ability to work with people, persuade and motivate them.

6. Ability to work in conditions of uncertainty and change, adapt to new conditions and quickly respond to changes.

Evaluation criteria and levels of formation of master's students' organizational and management competencies are important aspects for universities and educational institutions to evaluate the skills and capabilities of students in these areas. Organizational-management competencies play a decisive role in the success of people in the workplace and help organizations work effectively. Therefore, the assessment and development of these competencies in graduate students is essential for their future career prospects.

When it comes to assessing organizational-management competencies, it is important to define clear criteria that measure the required skills and abilities. These criteria must match the competencies expected in the business world and reflect the ever-changing demands of the labor market. Some commonly used assessment criteria for organizational-management competencies include:

**1. Communication Skills:** this criterion assesses the student's ability to effectively communicate information, ideas, and instructions to others through a variety of means, including verbal, written, and nonverbal communication.

**2. Leadership Skills:** this criterion assesses the student's ability to direct and motivate a team to achieve common goals, make decisions, delegate tasks, and resolve conflicts.

**3. Problem Solving Skills:** this criterion examines a student's ability to identify, analyze, and solve complex problems by applying critical thinking, logical reasoning, and creativity.

**4. Decision-Making Skills:** this criterion assesses the student's ability to make timely and effective decisions based on available information, consider alternatives, and evaluate potential risks and outcomes.

**5. Time Management and Organization:** this criterion assesses the student's ability to prioritize tasks, manage resources effectively, meet deadlines, and take a systematic approach to work.

**6. Adaptability:** this criterion assesses the student's ability to adapt to changes, work effectively in a dynamic environment, and absorb new ideas and technologies.

Once the assessment criteria are established, it is important to identify the different levels of formation for each competency. These levels help assess the success and development of master's students in acquiring and mastering

organizational-management competencies. In general, the levels of formation can be classified as follows:

**1. Lower Level:** At this level, students have a basic understanding of organizational-management competencies, but not much practical application. They need guidance and support to develop their skills.

**2. Intermediate level:** At this level, students demonstrate an average level of competence in the application of organizational-management skills. They can perform tasks with minimal supervision and have had some experience in realistic scenarios.

**3. Advanced level:** At this level, students acquire advanced skills and organizational-management competencies. They can independently solve complex tasks, provide leadership and make informed decisions.

**4. Expert level:** This level represents exceptional skills and experience. Students at this level have a broad understanding of organizational-management competencies, are able to effectively manage diverse teams, and have advanced analytical and strategic thinking skills.

By assessing the organizational and management skills of master’s students based on these criteria and levels of formation, educational institutions can provide targeted feedback and guidance to help students improve and improve their skills. This assessment process ensures that students are well prepared for the challenges of the professional world and equips them with the necessary competencies to succeed in management and leadership roles.

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