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## ДІАГНОСТИЧНА СИСТЕМА ОЦІНЮВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ МАГІСТРІВ З ЕКОНОМІКИ

**Анотація.** У статті представлено результати дослідження, спрямованого на розроблення та обґрунтування діагностичної системи оцінювання іншомовної компетентності майбутніх магістрів з економіки. В основу дослідження покладено положення компетентнісного підходу та концепції інтегративної мовної освіти, які трактують іншомовну підготовку як процес формування цілісної здатності до комунікації у професійному та міжкультурному середовищах. Виходячи з цього, іншомовна компетентність розглядається не лише як володіння граматичними структурами чи словниковим запасом, а як багатовимірне утворення, що поєднує когнітивні, комунікативні, соціальні та рефлексивні виміри. Мета дослідження полягала у створенні системи критеріїв та показників, здатної комплексно відобразити рівень сформованості іншомовної компетентності здобувачів освіти. У процесі дослідження доведено, що запропонована модель забезпечує комплексність та багатовимірність вимірювання іншомовної компетентності, оскільки дозволяє оцінювати не лише правильність мовлення чи обсяг лексичного запасу, а й здатність до комунікативної взаємодії, міжкультурної адаптації, виконання професійних завдань, створення зв'язних і жанрово адекватних текстів та здійснення рефлексивного самоаналізу. Показано, діагностична система виступає не лише інструментом вимірювання, а й засобом розвитку, спрямованим на формування автономного й культурно чутливого користувача іноземної мови. Наукова новизна полягає в обґрунтуванні комплексної діагностичної моделі, яка інтегрує різні виміри іншомовної підготовки та враховує потреби магістрів з економіки. Практична цінність полягає у можливості застосування розробленої системи для вдосконалення освітніх програм, корекції освітнього процесу та створення більш об'єктивних механізмів оцінювання у вищій освіті.

**Ключові слова:** іншомовна компетентність; діагностична система; критерії та показники; магістри з економіки; професійна підготовка.

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## DIAGNOSTIC SYSTEM FOR ASSESSING FOREIGN LANGUAGE COMPETENCE OF FUTURE MASTER'S STUDENTS IN ECONOMICS

**Abstract.** The article presents the results of a study aimed at developing and substantiating a diagnostic system for assessing the foreign language competence of future master's students in economics. The study is based on the principles of the competence-based approach and the concept of integrative language education, which views foreign language training as a process of developing a holistic ability to communicate effectively in professional and intercultural contexts. From this perspective, foreign language competence is considered not only as the mastery of grammatical structures and vocabulary, but also as a multidimensional phenomenon that combines cognitive, communicative, social, and reflective dimensions. The purpose of this research was to develop a system of criteria and indicators that comprehensively reflect the level of foreign language competence among learners. The study demonstrates that the proposed model ensures the complexity and multidimensionality of measuring foreign language competence, as it enables the assessment of not only language accuracy and lexical range but also the ability for communicative interaction, intercultural adaptation, task-oriented performance, the production of coherent and genre-appropriate texts, and the implementation of reflective self-analysis. It is demonstrated that the diagnostic system serves not only as a measurement tool but also as a developmental instrument, aiming to shape an autonomous and culturally sensitive foreign language user. The scientific novelty lies in substantiating a comprehensive diagnostic model that integrates various dimensions of foreign language training and addresses the needs of economics specialties. The practical value lies in the possibility of applying the developed system to enhance educational programs, refine the learning process, and establish more objective assessment mechanisms in higher education.

**Keywords:** foreign language competence; diagnostic system; criteria and indicators; master's students in economics; professional training.

**Problem statement.** The issue of foreign language training for future master's students in Ukrainian higher education institutions occupies a special place in contemporary pedagogical research. On the one hand, the globalization of the academic space, integration into European educational standards, and the expansion of international exchange programs necessitate that graduates demonstrate the ability to engage in full-fledged foreign language communication in both academic and professional contexts. On the other hand, existing

curricula are predominantly oriented toward the acquisition of general language knowledge and do not sufficiently account for the professionally oriented needs of students. This creates a gap between the level of students' foreign language training and the real demands of their future professional activity.

Another significant problem is the insufficient diagnostic base that would allow for a comprehensive and objective assessment of the level of foreign language competence among master's students. The majority of existing studies focus on testing grammatical accuracy or vocabulary size, while other dimensions of competence (communicative, sociocultural, pragmatic, discursive, and reflective) remain largely overlooked. As a result, assessment acquires a fragmented character and fails to capture the holistic readiness of future specialists to use a foreign language as a tool of professional interaction.

Equally pressing is the question of the validity and reliability of current assessment methods. Many of them rely on standardized tests that do not always account for the specific learning conditions of economics students and fail to capture the dynamic development of competence across its various components. Modern pedagogy increasingly emphasizes the need to transition from purely formal control to comprehensive diagnostics that combine quantitative and qualitative measurement methods, serving both a diagnostic and developmental function, and fostering the formation of autonomous and reflective foreign language users.

Therefore, the core problem lies in the absence of a systematically substantiated diagnostic model capable of comprehensively assessing the formation of foreign language competence among future master's students in economics. Such a model must take into account the multidimensional nature of this phenomenon, encompassing not only linguistic knowledge and skills but also the ability to communicate in intercultural contexts, to integrate foreign language resources into professional activity, and to critically reflect on one's own progress and achievements.

**Analysis of Relevant Research.** The problem of forming and diagnosing foreign language competence among students has long remained at the center of attention for both international and Ukrainian scholars. In the classical models of communicative competence [1; 4], the concept of multidimensional language training was introduced, encompassing grammatical accuracy, lexical precision, pragmatic appropriateness, and sociocultural adaptability. Subsequent research [5] specified these approaches in the form of the *Common European Framework of Reference for Languages*, where competence is measured not only by knowledge of linguistic structures but also by the ability to apply them in real communicative environments.

An important contribution has been made by studies emphasizing the role of the linguistic component. I. Nation [8] stresses that mastery of sufficient vocabulary and basic grammar is the foundation of any language training. At the same time, Ukrainian research [13] demonstrates that the lexico-grammatical level often proves problematic for economics students, as traditional courses rarely integrate professional terminology. This aligns with the findings of L. Ovcharenko [10], who argues that the predominance of general-use language material reduces students' readiness for effective professional communication.

Considerable attention has also been given to the communicative dimension. O. Tarnopolskyi [12] views foreign language education not so much as the reproduction of linguistic structures but as the development of the ability to conduct dialogue in professional and intercultural situations. In the works of N. Kostenko [7], it is emphasized that, in Ukrainian higher education, this component is often underdeveloped, largely due to the predominance of passive classroom activities.

The sociocultural component of foreign language competence has been substantiated in the works of M. Byram [3], who defines intercultural competence as the integration of cultural knowledge, communicative skills, and the ability to critically reflect on one's own cultural attitudes. In the Ukrainian scholarly discourse, similar conclusions are supported by S. Valevska [13] and O. Panteleeva & T. Malieieva [11], who argue that sociocultural training should be considered a strategic task for students of non-philological specialties.

The pragmatic and discursive dimensions of competence are investigated in the works of O. Bihych [12], who highlights the necessity of developing the ability to produce texts in accordance with genre and stylistic conventions. In particular, for the purposes of academic writing and public speaking, it is essential for future master's students to be able to integrate grammar, vocabulary, and rhetoric into coherent and logically structured discourse [5; 6].

Special attention in modern pedagogy is also given to the reflective component. B. Zimmerman [14] demonstrated that the development of self-analysis and self-regulation skills significantly increases the effectiveness of learning and contributes to the formation of an autonomous foreign language user. In Ukrainian education, this is confirmed by S. Nikolaieva [9] and others, who consider reflection an essential condition for preparing future master's students for lifelong learning.

Thus, contemporary studies demonstrate that foreign language competence is a multi-component construct, and its diagnosis must be based on a systematic approach that encompasses linguistic knowledge, communicative skills, sociocultural sensitivity, pragmatic efficiency, discursive coherence, and reflective maturity. At the same time, a lack of comprehensive models remains, which combine all these dimensions into a unified system of assessment capable of meeting the modern requirements for training students in higher education institutions.

**Purpose of the Study.** The purpose of the study is to develop and substantiate a diagnostic system that allows for a comprehensive assessment of the level of foreign language competence formation among future master's students in economics. The system is based on the idea of the multidimensional nature of this phenomenon, which encompasses linguistic, communicative, sociocultural, pragmatic, discursive, and reflective components.

**Results.** The author's vision of foreign language competence goes beyond its traditional interpretation as a set of linguistic knowledge and skills. It is conceptualized as an integral ability of the individual to use a foreign language in academic, professional, and intercultural contexts, combining cognitive, communicative, social, and reflective dimensions. For this reason, the diagnostic system is constructed around six interrelated components, each of which reflects a particular aspect of this multidimensional construct.

The linguistic component reflects the basic level of mastery of language resources, grammatical structures, vocabulary, and professional terminology. It serves as the foundation for any foreign language activity, since without accuracy and correctness of language forms, communication loses clarity. For future master's students in economics, this component is particularly important, as it combines academic correctness with the use of professional terminology.

The communicative component refers to the ability to initiate, maintain, and conclude foreign language interaction in various formats, from dialogic conversations to group discussions. It ensures the capacity to organize speech activity in a way that achieves shared goals, takes into account the logic of interlocutors' utterances, and adapts communication strategies to specific situations.

The sociocultural component characterizes the readiness of future professionals to operate in intercultural communication. Its essence lies not only in knowledge of cultural norms and values but also in the ability to account for them in the process of interaction. This is the component that transcends the formality of linguistic structures and opens the way to effective integration into the international academic and professional environment.

The pragmatic component reflects the functional dimension of foreign language activity: the ability to select linguistic resources according to specific professional tasks. It concerns the use of language as an instrument for achieving goals, from presenting research findings to participating in negotiations or project discussions. This dimension is particularly relevant for economics students, as it demonstrates whether a foreign language becomes a tool of professional activity rather than merely a subject of study.

The discursive component relates to the ability to construct coherent, logically organized, and genre-appropriate texts. It combines rhetorical literacy, the capacity to integrate linguistic units into complete utterances, and adherence to the genre conventions of academic and professional discourse. This component indicates the extent to which a learner is prepared to produce language products that are both comprehensible and acceptable to the professional community.

The reflective component is integral and represents the student's ability to critically evaluate their own language activity, analyze mistakes, draw conclusions, and build strategies for further development. It elevates foreign language competence to a metacognitive level, fostering self-regulation and lifelong learning skills, which are particularly important in modern education and professional mobility.

Thus, the research results demonstrate that foreign language competence must be understood as a complex, multi-component construct. Each of its components is autonomous and, at the same time, interconnected with the others. Only their combination makes it possible to adequately assess the readiness of future master's students in economics to use a foreign language in professional and academic communication. Such a structure accounts for the multidimensionality of foreign language competence and evaluates it not only at the level of knowledge and skills but also at the level of the ability to engage in professional, intercultural, and introspective activity.

The linguistic component is diagnosed according to the lexico-grammatical criterion and covers two indicators: grammatical accuracy (P1) and terminological precision (P2). Its significance lies in the fact that it reflects the level of mastery of linguistic structures and professional terminology, without which neither coherent speech production nor the achievement of communicative goals is possible. During the experiment, standardized tests, sentence transformation tasks, text editing exercises, and assignments were used to assess mastery of a terminological minimum. The results confirmed that this component proved to be the most problematic for students, particularly in terms of using terminology effectively in professional communication.

The communicative component reflects the ability to organize foreign language interaction and is evaluated by the speech criterion, which is operationalized through indicator P3, the ability to organize dialogue. Within the pedagogical experiment, diagnostics were conducted through role-plays, discussions, and situational case studies, in which learners were required not only to express themselves correctly but also to sustain and develop communicative interaction. The results demonstrated gradual improvement in students' ability to conduct dialogue in academic and professional situations; however, difficulties persisted in achieving common communicative goals.

The sociocultural component is assessed according to the anthroposocial criterion and includes the indicators of knowledge of cultural norms (P4) and adaptation of speech to context (P5). The testing methods, including intercultural sensitivity tests, case analyses, and situational tasks, revealed that most learners possess general knowledge about cultural characteristics; however, they exhibit significant difficulties in adapting their speech to specific situations. In particular, in role-play tasks related to business or academic communication, a tendency was observed toward excessively direct formulations or neglect of culturally conditioned norms of politeness.

The pragmatic component, measured by the functional criterion, focuses on the ability to select linguistic resources appropriate to professional tasks (P6). For its assessment, tasks requiring the writing of various types of texts, such as article summaries, analytical reviews, reports, or essays, were used. A notable feature was the involvement of expert evaluations by subject-area instructors, which enabled the verification of the relevance of linguistic resources for professional discourse. The results showed that this indicator directly correlates with students' academic performance in core subject tasks.

The discursive component is assessed by the rhetorical criterion and involves measuring indicators of textual cohesion (P7) and adherence to genre conventions (P8). Empirical data confirmed that learners generally achieve a basic level of textual cohesion but often violate the logic of exposition and compositional requirements of the genre. This was particularly evident in scientific texts, where the rules of argumentation and academic style were not always adhered to.

The reflective component is diagnosed by the introspective criterion and is represented by indicator P9 the ability to perform self-analysis of one's language activity. For its assessment, surveys, reflective journals, and portfolios were employed. The results revealed that learners with more developed self-analytical skills achieved higher results in both linguistic and communicative tasks, confirming the correlation between reflective development and the quality of foreign language training.

A summary of the diagnostic system is presented in Table 1.

Table 1

Diagnostic System

Component	Criterion	Indicators
Linguistic	Lexico-grammatical	P1 – grammatical accuracy; P2 – terminological precision
Communicative	Speech	P3 – ability to organize dialogue
Sociocultural	Anthropo-social	P4 – knowledge of cultural norms; P5 – adaptation of speech to context
Pragmatic	Functional	P6 – ability to select means appropriate to professional tasks
Discursive	Rhetorical	P7 – textual cohesion; P8 – adherence to genre conventions
Reflective	Introspective	P9 – self-analysis of language activity

The system enables the use of both quantitative and qualitative methods, which increases the objectivity and validity of assessment, and it has strong potential for integration into the training practices of master's students in economics.

**Discussion.** The results obtained confirm the validity of considering foreign language competence as a multidimensional phenomenon that cannot be reduced solely to linguistic knowledge. Traditional approaches focused on testing grammar and vocabulary, although still necessary, have proven insufficient to explain the success of foreign language training for future master's students in economics. In the conducted experiment, comprehensive diagnostics, encompassing linguistic, communicative, sociocultural, pragmatic, discursive, and reflective dimensions, made it possible to objectively assess the level of learners' readiness for foreign language communication in professional settings.

A comparison of the data with established scholarly positions demonstrates their consistency with current trends. For example, the results concerning the lexico-grammatical level confirm I. Nation's [8] conclusions about the fundamental role of vocabulary and grammatical structures in the development of language competence. However, the identified difficulty with professional terminology highlights the need for a deeper integration of foreign language training with the content of core disciplines, which aligns with the positions of O. Bihych [2] and S. Nikolaieva [9].

The findings on the communicative component are consistent with the conclusions of O. Tarnopolskyi [12] and N. Kostenko [7], who emphasized that the ability to organize dialogue and maintain interaction remains the greatest challenge for students. The experiment confirmed that even with sufficient grammar knowledge, learners experienced difficulties in dialogic interaction, especially in achieving shared communicative goals. This highlights the need to systematically incorporate role-plays and discussions into the learning process.

The sociocultural dimension also revealed the limitations of existing approaches. While most students possessed general cultural knowledge, their ability to adapt speech to sociocultural situations proved

insufficient. This supports the relevance of M. Byram's [3] and L. Kalinina's [6] assertions that intercultural communication is impossible without the formation of flexible strategies of language behavior. Our results support this thesis, showing that speech adaptation to context is one of the most challenging aspects for students.

Another important finding concerns the pragmatic and discursive components. Empirical data confirmed that students often possessed knowledge of linguistic structures but encountered difficulties in applying them according to communicative purposes and genre requirements. Thus, the developed system enables the identification of these problem areas and provides a basis for targeted adjustment of the educational process.

Special attention should be paid to the reflective component. The results showed that learners who systematically practiced self-analysis through journals or portfolios achieved higher results in both linguistic and communicative tasks. This supports B. Zimmerman's [14] concept of the role of self-regulation in learning, elevating foreign language training to the level of forming an autonomous foreign language user. In this respect, the study contributes to broadening the understanding of foreign language competence by demonstrating its connection to reflective development.

Therefore, the discussion of results allows for several generalizations. First, foreign language competence should be regarded not as a separate set of linguistic knowledge but as a holistic system that integrates different dimensions of speech activity. Second, the diagnostics of this competence must be comprehensive, multi-level, and dynamic, allowing for the tracking of progress across various aspects. Third, the proposed system presents new opportunities for enhancing foreign language training programs for future master's students in economics, aligning them more closely with the real needs of professional and academic activities.

**Conclusions.** The conducted study made it possible to develop and substantiate a diagnostic system for assessing the foreign language competence of future master's students in economics, based on the principle of the multidimensional nature of this phenomenon. The proposed model integrates six interrelated components: linguistic, communicative, sociocultural, pragmatic, discursive, and reflective, which represent different aspects of learners' foreign language activity.

The system functions not only as a tool of control but also as a means of development, as it enables the combination of quantitative and qualitative diagnostic methods. Its scientific novelty and practical value lie in the possibility of improving foreign language training programs in higher education institutions.

Thus, the study confirmed the effectiveness of the proposed diagnostic system as an instrument for comprehensive assessment and development of foreign language competence among future master's students in economics. Its implementation in practice will bring foreign language training closer to the real needs of professional and intercultural communication, while also meeting the requirements of the competence-based approach and integrative language education.

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**Data Availability.** This is a theoretical study and does not involve the use of any additional datasets.

**Use of Artificial Intelligence.** AI tools were not used in the writing of this work.

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