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(FACULTY OF INFORMATION TECHNOLOGY,  
FACULTY OF COMPUTER SCIENCE AND CYBERNETICS)  
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE “IGOR SIKORSKY KYIV  
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THE COUNCIL OF YOUNG SCIENTISTS OF THE FACULTY OF COMPUTER SCIENCE AND  
CYBERNETICS AND THE FACULTY OF INFORMATION TECHNOLOGY OF  
TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV

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## Projects

<i>Naumenko A., Kolomiets A.</i> Specific Characteristics of Project Management in the Banking Sector	212
<i>Oberemok I., Oberemok N.</i> Priority Of Values Of Project Stakeholders	214
<i>Raichuk I.</i> Models of Digitalization of Business Processes of Project-Oriented Organizations Based on Artificial Neural Networks	217
<i>Samonenko A., Yehorchenkov O.</i> Peculiarity of RPA Projects	221
<i>Sazonov A., Yehorchenkova N.</i> Concept of Organization of Portfolio of Projects and Programs of Financial Companies	223
<i>Shelest T., Rudenko A.</i> Analysis of Prerequisites for the Application of IT Projects in Conscious Consumption Management	225
<i>Steshenko G., Buhrov A., Horban D., Timrova Y.</i> Basic Metrics of Startup Evaluating	227
<i>Suprun O., Klimenkova N.</i> It Audit as a Key Component of Information Systems Effectiveness and Data Security	229
<i>Timinsky A., Kerdun N.</i> MS Project as a Digitalisation Tool of Project Management System for Project Oriented Companies	231
<i>Timinsky A., Patsyuk M.</i> Team Management Models of SEO-Optimization Start Up Projects	233
<i>Yas V., Kolomiets A.</i> Implementation of Projects in the Medical Field Using Big Data and Waterfall Methodology	237
<i>Zharikova A., Morozov V.</i> Project Management of Development Business Messenger for Communication With Foreign Clients	239
<i>Zubets D., Steshenko G.</i> Business Analysis In Ukraine	241

## **E-COMMERCE, E-GOVERNMENT AND E-LEARNING TECHNOLOGIES**

<i>Bezlutka O., Leshchenko A., Yurzhenko A., Paziak A.</i> Informational Visualization on E-Courses of Higher Maritime Educational Institutions	247
<i>Domanetska I., Ilarionov O., Fedusenko O., Vlasenko O.</i> Dynamic Analysis Of The Quiz Complexity In Moodle	251
<i>Gradinari O.</i> Analysis Of Existing Models Of Information Competence	253
<i>Horbas I.</i> “A State in a Smartphone” Concept by Ukrainain government	256
<i>Makhachashvili R., Semenist I., Bakhtina A.</i> Ict Tools for Final Qualification Assessment Survey Study for European and Oriental Languages Programs	260

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## **ICT TOOLS FOR FINAL QUALIFICATION ASSESSMENT SURVEY STUDY FOR EUROPEAN AND ORIENTAL LANGUAGES PROGRAMS**

The global pandemic and subsequent quarantine measures and restrictions have posed a challenge to the structure and procedure of university summative assessment process. Qualification assessment for Foreign Languages major programs in particular is a strict regimen process that involves different stages (oral and written exams, final project viva, internal and external review). This study seeks to analyze the practices of Borys Grinchenko Kyiv University digital qualification assessment for students of European (French, Italian, Spanish, English, German) and Asian (Mandarin, Japanese) Languages major programs, employed in the year 2020 due to quarantine measures. The survey and analysis of different ICT tools is used to translate real life qualification assessment practices into online blended format. The investigation also seeks to identify various groups of applied digital skills and collaboration skills, utilized through qualification assessment process by all parties (students, faculty and referees). Comparative results of ICT tools and practices efficiency for respondents of European and Oriental languages programs are provided.

Based on the activity profile (Final Qualification Assessment) a survey was conducted among the participants of the Final Qualification Assessment at Borys Grinchenko Kyiv University Foreign European and Oriental languages programs (Spanish, French, Italian, English, Mandarin Chinese, Japanese major) in order to assess the efficiency of qualification assessment transfer into digital format via various ICT tools employed.

The survey comprised of 12 questions total (multiple choice and scoring), divided into such categories: 1) questions on overall experiences of Final Qualification Assessment participants in all procedures, conducted via ICT tools; 2) questions on digital literacy skills, required of Final Qualification Assessment participants; 3) questions on soft skills, required of Final Qualification Assessment participants; 4) questions, aimed to conduct Efficiency Ranking of most widely used Final Qualification Assessment ICT tools.

The overall digital qualification assessment experience on the scale of 1 to 5 was defined as mostly agreeable (4) by 50% of respondents, most agreeable (5) by 29% of respondents and less agreeable (3) by 17% of respondents across all foreign language programs surveyed. Digital activities got overall rankings of 5-4 from respondents of European languages programs and 4-2 from respondents of Oriental languages programs.

The respondents identified all the ICT digital tools that they have to employ the most in digital qualification assessment process. The highest scoring ICT tools by all the groups of respondents of both European and Oriental language programs were: e-mail (93% of respondents), Google services (76% of respondents), videoconferencing services (84% of respondents), social media platforms (77% of respondents), automated testing systems and learning management systems (31% of respondents).

Respondents from European languages programs identify Information sharing as and overwhelmingly prominent (59,1%) across all ICT tools employed for Final Qualification Assessment. For respondents of Oriental languages programs Speech quality assessment features as prominent as Information sharing across identified ICT tools. The following is inferred as being due to the phonetical and tonal features of Mandarin Chinese and Japanese languages being essential to meaning comprehension and decoding, which is hard to recreate and evaluate in a digital communicative environment.

*Respondents of the European languages program* have assessed the dominant ICT tools requirements being Intuitive interface (28,8%), elementary digital literacy (26,9) and specialized software (17,3%). *Respondents of the Oriental languages program* have assessed the prominent ICT tools requirements (Figure 8) being Intuitive interface (31,8%), elementary digital literacy (31,8) and bandwidth and advanced digital literacy (9,1).

Video conferencing services (Google Meet, Zoom, Webex) score the highest efficiency ranking for synchronous communication (62.5% for top score 5), but get a surprising ratio of lowest score as well (18,9% for lowest score 1). Learning management systems (29,8% for top score 1) and Google services (25%) get a proportional highest score 5 for efficiency in Synchronous communication in the framework of Final Qualification assessment across European and oriental languages programs.

This sample ranking testifies to the following suppositions: a) the specificity of ICT use for transference of Final Qualification assessment into digital mode for foreign languages programs that may not be encountered outside of this activity framework; b) the specificity of digital literacy, featured by participants of Final Qualification assessment for foreign languages programs.

All procedures and scenarios of the Final Qualification Assessment activities for foreign languages at Borys Grinchenko Kyiv university have been successfully transferred to digital remote format with the use of various sets of ICT tools in the framework of the COVID-19 pandemic adjustments. This transference could serve as a best practice model for other universities of Ukraine and European countries both as an adaptable measure for prolonged lockdown and as a way to further advance of blended learning and further digitalization and democratization of educational process.