

THE PROBLEM OF MONITORING THE QUALITY OF EDUCATIONAL PROCESS

This brief communication deals with the main approaches to the problem of monitoring the quality of educational process in Ukraine's higher educational institutions, highlights the importance and necessity of further research of this problem, its topicality in the light of increasing competition at the world's market of educational services. Based on the analysis of scientific researches in this field and own pedagogical experience possible directions of improvement and modernization of quality of monitoring educational process at a higher educational institution are made based.

Ukraine's educational system does not differ from multistage educational systems of other countries. It includes the following stages: preschool education, school, the system of field-specific and higher education, and postgraduate education. Let's consider the problems of monitoring the quality of education in the higher education system since this stage is the most important. This statement is justified by the fact that a student is a former school pupil who set sail 'free floating' having lost the familiar school monitoring, that is why his/her adaptation to the new conditions is complicated on its own, besides, providing quality educational services of high standards (with the increasing number of foreign students) is not only proceeds to the country's budget but also its ratings at the world's market.

In contemporary context most Ukrainian higher educational institutions received considerable autonomy in terms of implementing various educational programs and choosing an educational path in the learning process. But on the other hand, liberty of choice may not always be a positive factor as the freedom in choosing curricula throws into sharp relief the problem of introducing the system of monitoring learning process. It is also obvious that the system of monitoring cannot be the same for all educational institutions due to the variety of curricula, teaching methods and techniques; however some of its fundamental principles should have a common base.

Any system of control quality is a complex of regulatory documents which specify the techniques, ways and methods of work of all the participants of process: teachers and students on condition of further enhancement and increase of educational process quality as well as professional competence of all educators at the system of higher education. This system should meet the needs not only of students and teachers, but first of all take into account the demand from future employers and the labour market.

The problem of developing a good-quality system of educational process monitoring is of paramount importance for Ukraine nowadays. Such a system that can not only monitor the educational activity of an individual educational institution but also determine the direction of its progressing as a whole.

It should be mentioned that the problem of monitoring quality of education is not new in the system of the Ukrainian higher education either. Some key moments of it are reflected in the researches of V. Bespal'ko, V. Simonov, O. Ivashchenko and G. P. Kabanov, A. Yu. Samkova, [1], G. Lavrentyev [2], I. Sokolova [3] etc.

According to the article 11 of UNESCO World Declaration defines the quality of a learning process as a complex structure based on the interaction of many processes: a learning process, a process of interaction between teachers and students etc. However, the standard of a learning process depends, first of all, on the level of teachers' qualification, students, post-graduates, as well as material support of higher educational institutions [4].

It is well known that educational process at a higher educational institution is quite a complicated process whose success and results are influenced upon by a lot of factors. That is why, unfortunately, it is impossible to create some consistent, let alone universal model. But according to the conducted observations, monitoring systems which will be discussed below can be considerably improves the results.

So, the system of monitoring the quality of the learning process can be divided conventionally into two parts.

The first one can be conventionally defined as external monitoring because it can include all kinds of monitoring the quality of the educational process in a higher educational institution on the part of the state: syllabuses, standards, which form the requirements for education, the availability of licenses, monitoring on the part of the Ministry of Education, attestation and certification of higher educational institutions [5, 7].

It is described above monitoring that forms the 'appearance' of a higher educational institution – its ratings, popularity, level, strategy and areas of development. One cannot but notice that such system of monitoring is not ideal and has considerable drawbacks. First of all, it is the selectiveness of monitoring i.e. all higher educational institutions, faculties and years of study cannot be monitored at the same time. Secondly, this monitoring system is more global and comprehen-

sive, consequently less flexible, so it does not allow to find drawbacks quickly and adequately and react to them. Therefore, we can say that such monitoring is of more stimulating and correcting character for higher educational institutions and guides their development within a more or less unified educational system on the whole.

The second part of monitoring enables the educational institution itself to spot its weak points, carry out various kinds of diagnostics with the purpose of eliminating the drawbacks. That is the approach to the system of monitoring that corresponds to the main requirements of Bologna educational system which clearly states that they are the principles of autonomy of each educational institution and responsibility for the level of students' training that each educational institution should rely on. Thus, this part of monitoring of the system of education quality should be worked out by the educational institution itself, and, of course, it should be carried out on a regular base and its main area of focus should be determining the dynamics and strategy of the development of a higher educational institution. So, this component of monitoring, that can be both organized and realized directly based on the needs of a higher educational institution itself, which is more important and more flexible. And modernization of this very part can provide the most immediate and most significant results which will allow to take into account, monitor, improve and develop all sides of future specialists' training.

I think, that the monitoring system should not only be focused on a student, but also on a teacher and its functions should not include only control but also help for a teacher in determining the main areas of work with a student. Thus, for instance, one of the suggested models could be a model which comprises:

➤ entrance control

(performed to find out initial knowledge and diagnose a student's readiness for studying one or another subject);

➤ current control

(performed to monitor students' knowledge at each learning stage);

➤ theme-based control

(to evaluate the level of knowledge on one topic or another);

➤ midterm control

(performed both at the end of each module and at the end of a semester or upon completing studying a subject);

➤ summative control

(can be both a credit, an examination, diploma or research work, besides, such form of control can include more than one subject);

➤ remaining knowledge control

(performed after a while after studying the subject).

It is also worth paying attention to the falsity of a very common viewpoint that this is the student's progress which is the direct consequence of teachers' high qualification, and vice versa – his/her failure is faculty members' poor work as the problem of 'poor academic performance' of an individual student is quite often the result of a different social component. Unfortunately, there can be a great number of reasons 'not to study' or 'not to do well': from not being able to study as a result of lacking inborn aptitude and not being interested in studying to some unsolved personal problems or family problems and material difficulties.

Some scholars, while developing monitoring scales, believe that they should not be limited only by the field of learning activity but should take into account all types of students' activities including community work [6].

Generalizing all the above mentioned, we can say that the monitoring systems should not only perform monitoring but also help faculty members, find optimal ways of developing educational process, substantiate and develop new syllabuses, areas of research, methods and techniques, control and correct the level of knowledge acquired by students in a timely manner as well as develop students' both personality and professional competences.

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