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THE WAYS OF HIGHER EDUCATION'S QUALITY EVALUATION

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Бундюк А.М., Цуканов О.Ю. Шляхи оцінювання якості вищої освіти.

Розглядається багатозначне трактування поняття «якість», обумовлене тим, що у різних випадках, різними авторами, за різних обставин під якістю розуміється велика кількість різноманітних специфічних властивостей предметів і явищ. Наведені характеристики якості освіти за дослідженням В. Вікторова. Показано, що під якістю підготовки фахівця розуміється сукупність його властивостей, які дозволяють кваліфіковано і своєчасно виконувати професійну роботу у відповідності з паспортом спеціальності, займати активну громадянську позицію, постійно підвищувати свою кваліфікацію.

Ключові слова: якість освіти, характеристики якості освіти, оцінювання якості освіти, підготовленість випускника, професіоналізм фахівця

Бундюк А.М., Цуканов О.Ю. Пути оценивания качества высшего образования.

Рассматривается многозначное трактование понятия «качество», обусловленное тем, что в разных случаях, разными авторами, при различных обстоятельствах под качеством понимается большое количество разнообразных специфических свойств предметов и явлений. Приведены характеристики качества образования в соответствии с исследованиями В. Викторова. Показано, что под качеством подготовки специалиста понимается совокупность его свойств, которые позволяют квалифицированно и своевременно выполнять профессиональную работу в соответствии с паспортом специальности, занимать активную гражданскую позицию, постоянно повышать свою квалификацию.

Ключевые слова: качество образования, характеристики качества образования, оценивание качества образования, подготовленность выпускника, профессионализм специалиста

Bundyuk A.M., Tsukanov O.Yu. The ways of higher education's quality evaluation.

A multi-valued interpretation of the concept of "quality" is considered, which is due to the fact that in different cases, different authors, in different circumstances, in quality refers to the abundance of various specific properties of objects and phenomena. The characteristics of education's quality are presented in a research by V. Viktorov. It is shown that under training a specialist's quality means a set of its properties, that allow to perform the professional work qualified and timely in accordance with the passport of a specialty, to take an active civil position, and constantly to improve their qualifications.

Keywords: education's quality, characteristics of education's quality, evaluation of education's quality, graduate readiness, professionalism of a specialist

The education's quality becomes a base-creating factor for society's transformation, which requires higher education institutions to prepare short-term specialists with high qualifications, are competent in professional activities capable of effectively addressing socio-economic problems. Improving education's quality and ensuring access to education's quality throughout life for all citizens – are one of the main tasks of Ukraine's state policy in the field of education, as outlined in the National Doctrine of Education Development [1].

Such a path of Ukrainian education's development to a certain extent is a reflection of the general world tendency to find innovative sources of education development, to improve the quality of future specialists training in higher educational institutions (HEIs), to ensure such a development level of each individual's potential, that would satisfy the needs of both the person itself and society as a whole. In turn, the educational space's expansion to the pan-European and even world-class level requires a future specialist to obtain higher education of such quality and level that would enable it to be competitive in search of work in any country in the world [3].

Professionalism is an essential feature of received education's quality.

Quality is a philosophical concept, from the terminology of humanities. In Aristotle's logic, quality is one of the 10 categories on which Aristotle shared all things of reality. As one of these categories, quality – is a circumstance that causes a thing is somehow type or kind; a circumstance that indicates what is the thing (its meaningful qualities and forms) and how it works (its abilities and skills); a circumstance that is an external evaluation form [3].

Analysis of recent researches and publications

So the ambiguity of the interpretations of "quality" concept is determined by the fact that in various cases, different authors, in different circumstances, in quality refers to a large number of various specific properties of objects and phenomena.

According to state standard 15467-79 this is a set of product properties that determine its suitability for certain needs in accordance with its purpose.

The Ukrainian Association of Quality argues that quality – is a process of continuous improvement, a way of doing business, when it is necessary to be better, better than others, and not just to have products of better quality.

International Standard ISO 8402-86 defines that it is a combination of properties and characteristics of products or services that enable them to meet the identified or predicted needs of consumers.

International Standard ISO 9000-2000 defines quality as the extent to which a set of own characteristics of a product, process or system satisfies the formulated needs or expectations of a comprehensible or compulsory one.

Understanding of quality is in the field of subjective assessments, and tends to continuously change, but it is often emphasized that quality satisfies the requirements of the consumer in terms of "value/cost ratio" analysis. The definition given in the ISO 9000 edition of 2000 is focused, first of all, on the fact that quality is the ability to meet the needs and requirements of all stakeholders.

The quality of higher education is a complex characteristic that reflects the range and educational services' level provided by the education system in accordance with individual's interests, society and the state. Qualitative education should enable each individual, depending on its interests and opportunities to acquire a full-fledged, continuous education of the appropriate level in all its forms [9].

In today's Ukraine, professionalism of a specialist – one of its types of preparedness – has gained an urgent value both for it and for society [4]. From this point of view, the problem of assessing the quality of higher education is sufficiently relevant.

The aim of the article is to determine the prospects for developing ways to assess higher education's quality.

The main part

An analysis of scientific sources has shown that there are various interpretations of "quality of specialist training" and "quality of a specialist" concept, but all of them are based on "quality" as an economic category. Thus, specialist's quality is understood as a collection of its properties, that allow skilled and timely professional work in accordance with the passport of a specialty, take an active civil position, and constantly improve their qualifications [5].

The quality of higher education can be determined if that is possible to evaluate the implementation of higher education's basic principles results: competence, knowledge and skills.

The principle of competence shows the erudition of graduate who is able to understand the whole sphere of enterprise certain branch's real economy of an activity.

The principle of knowledge shows the fundamental graduate's training who has a certain set of methods, based on which the modern technologies of the enterprise real economy in a particular industry.

The principle of skills shows graduate's ability to apply a specialized range of professional skills in the practical activities of the enterprise real economy of a particular industry.

It is important to have such a personality property as preparedness, that is, a set of knowledge, actions, techniques, business qualities that a person has acquired in the course of its development and uses to achieve life and professional goals. Without this trait, a person can not have social significance, achieve self-affirmation and desirable success in life.

The concept of "education's quality" in the research by V. Viktorov [2] is becoming more systematic, multifaceted and real and is characterized by the following components:

- quality of teaching and methodological base, which provides resource support for educational institutions at the appropriate level, involving not only such qualitative and traditional components as textbooks in the educational process, but also new modern means and methods of cognition related to modern technical capabilities;
- quality of teaching staff and teaching staff assumes a reappraisal of teacher's social role: today, the teacher is not only the absolute carrier of knowledge, it must carry out the mission of person's spiritual leader, must become for it at the same time a source of authoritative information, master of learning ways to master different subject activities, to be the organizer of cognitive dialogue of the child with the world, people, by itself, personal psychologist and psychotherapist, social worker and mentor;
- subject's quality of training – the strength and depth of knowledge, practical skills, the formation of cognitive interests, intelligence, the formation of ideological position, etc.; level of specialists' training capable of effective professional activity, to rapid adaptation in the conditions of scientific and technological progress, possessing technologies within the limits of their specialty, ability to use their knowledge in solving professional tasks;
- meaningful quality – fundamental knowledge; applied knowledge; self-development of personality; focus on the development of the individual's potential;
- quality of educational process' organization – individual approach to those who learn, taking into account their interests and abilities;
- quality of the result – a high level of professional training;
- knowledge directly in demand in the practice of professional activity;
- wide prospects of employment;
- ability to self-development, etc.

Scientists offer different approaches and systems to assess higher education quality [11].

The most interesting is the competence approach to higher education, which means that the result of higher education is defined as the readiness of university's graduate to pursue a professional activity that has not only the knowledge, skills in the specialty of training, but also such personality traits as motivation to productive activity, the level of development of intelligence, the degree of

assimilation of cultural and ethical norms and other qualities of social and humanitarian character [7].

Depending on the historical forms of management in educational systems in different countries, the competent approach has formed a greater or less centralized level of education management.

By the level of management's centralization, two main systems of higher education's assessment can be distinguished:

1. Decentralized. Assessment is carried out by educational institutions and in fact is a self-assessment aimed at internal analysis and improvement of higher educational institution's activity. In addition, there are usually public controls in some countries (USA, Philippines, Taiwan).

2. Centralized. Regulation and evaluation is carried out mainly by state educational authorities (European countries and CIS countries). In countries with a centralized education management system, monitoring and evaluation functions (licensing, accreditation, audit, certification, etc.) are performed by the relevant government departments, and in countries with a less centralized system, higher education institutions and public control in the form of certain associations, associations and others organizations. The main differences between the European systems for assessing higher education from the American system are the authority of the government, the formulation of goals, the identification of evaluation's most important aspects, decision-making methods and, of course, the organization of the educational process itself.

Monitoring and evaluation of education's quality can be organized at different levels, such as:

1. International.
2. National.
3. Regional.
4. Local.
5. By field of study.
6. Internal (for one university, faculty, department, specialty or field of training).

The frequency of evaluation is allocated: one-time, periodic and systematic.

By level of management – strategic, tactical and operational.

By the stage of educational services' life cycle-incoming, intermediate (or current) and outgoing (or final) evaluation.

By coverage – selective and continuous.

There are also other features that can be used to classify the evaluation, but more important is the question of what to evaluate and who acts as an appraiser, that is, subjects and objects of evaluation.

The subjects of evaluation are:

1. Higher educational institutions: conducting self-assessment (for example, for the purpose of self-improvement, within the framework of the quality management system).

2. Clients and stakeholders: a) state – licensing, accreditation, etc.; b) graduates/students/applicants and their parents – selective interviewing, independent evaluation by graduate associations;

c) business environment – an independent assessment by enterprises associations, a sample survey of enterprises employing graduates; d) the academic environment – the involvement of individual experts, sample surveys, evaluation by the associations of educational institutions; e) public organizations and other associations – evaluation, monitoring, rating, accreditation.

3. Third parties (for example, certification, involvement of independent experts and non-stakeholders, independent quality control and evaluation agencies).

Various combinations of subjects can be used to obtain more complete and reliable information. Their choice depends on the information required and the purpose of the specific assessment. Objects of assessment can be divided into three broad groups:

1. Potential of a higher educational institution (logistics, faculty, informational, bibliographic, methodological support, etc.).

2. Educational institution's activity (assessment of processes, strategies and policies of the higher educational institution, interaction with the external environment, etc.).

3. Activity's results (assessment of students, graduates, level of employment and wages, assessment of the results of research and innovation activities of teachers and educational institutions in general). According to the objects and purposes of evaluation, it is necessary to choose different indicators. In order to evaluate this or that object, the indicators that best characterize this object should be selected.

Some examples of possible metrics are below. Often, the selection of evaluation objects and relevant indicators and quality criteria depends on the understanding of the very category of quality education, which currently does not have a single agreed definition.

We do not aim to provide an exhaustive list of possible indicators, but we consider it necessary to give some examples:

1. Assessment of student achievements: a) student assessment – absolute and qualitative success, average score of achievement, etc.; b) scientific work of students (participation and victory of students in all-ukrainian and international competitions, olympiads, number of publications and participation in conferences, participation in scientific work of the department); c) student social activities (the proportion of students involved in student self-government bodies, active participation in extra-curricular activities); d) student mobility (the proportion of students who have completed internship or study in other educational institutions, foreign companies); e) sports activities and achievements; f) other types of extra-curricular activities.

2. Assessment of graduates: a) employment (the proportion of graduates who are employed in the specialty; the time needed to find the first place of employment; the level of unemployment among young specialists); b) the level of wages (absolute and

average indicators in specialties, educational institutions); c) career progression (the share of graduates employed in the middle management, the proportion of graduates employed at the highest level of management, graduates who have become successful entrepreneurs or celebrities, etc.); d) achievement of graduates in science (awards, inventions, patents, publications).

3. Personnel potential of a higher educational establishment: a) quantity of scientific publications per one employee; b) share of frequently cited teachers; c) the proportion of postgraduate students/doctoral candidates who, after completing post-graduate/doctoral studies, defended the dissertation; d) the proportion of the teaching staff with a degree; e) the number of inventions/patents/copyrights per employee; f) advanced training, mobility (internship, experience exchange, etc.), practical experience (for example, participation in real projects implementation); g) number of published monographs, educational and methodological aids, textbooks per teacher; h) middle age.

4. Provision (potential) of university: a) material and technical; b) social and everyday life; c) information; d) financial; e) bibliographic; f) methodical.

5. Activities of the educational institution: a) organization of the educational process; b) organization of other processes of an educational institution (educational, methodological, research, organizational and educational work); c) international cooperation; d) relationships with graduates; e) interconnections with the business environment; f) assessment of the level of managerial decisions; g) assessment of the strategy and policy of higher education institutions.

6. Expert evaluation (attitude, perception, score on a score scale). For expert assessments, companies, graduates, students, university staff and their management, independent experts and analysts, the international scientific community, etc. can be involved. This method allows you to evaluate those aspects that make it difficult or impossible to collect quantitative data (for example, quality management decisions, corporate culture) [11].

The quality of higher education is considered primarily as the correspondence of the real educational needs of all subjects of educational activity (student, regional educational system, state) to the result. Hence the main quality indicators:

1. Satisfaction of students and graduates with the level of acquired education;

2. Competitiveness in the educational services market of graduates and higher education institutions providing educational services [8].

Development of education's quality is hampered by the insufficient formation of the educational services market; lack of mechanisms for targeting the

needs of society; insufficient scientific and information and personnel provision of higher professional education and its innovation base [8].

The current system for assessing the education's quality needs a significant adjustment that is related to the improvement:

1. Level of faculty's competence;

2. Systematic training of students for future professional activities;

3. Methods of developing intellectual and creative abilities of students;

4. Various forms of educational process' organization and the use of active teaching methods;

5. Learning entrepreneurship skills, developing practical integration of small and medium enterprises from universities;

6. Processes for the integration of higher education institutions and other institutions of vocational education, science and entrepreneurship;

7. Ways to involve students in the system for assessing the quality of education;

8. The level of development of innovation and information space, which will allow professionals to navigate the modern environment.

Forms of students' participation in the activities of providing and assessing education's quality can be:

1. Questionnaire for the purpose of conducting an internal assessment of the quality of study at an institution of higher education;

2. Counseling of experts conducting an external evaluation of education's quality;

3. Participation in external examinations of higher educational establishments or curricula in expert groups or as observers;

4. Participation in state agencies' work of quality assurance [10].

In our opinion, it is necessary to carry out a self-assessment as a graduate of his training in higher educational institutions regarding the readiness to carry out professional activities.

Conclusions

Ukraine uses a centralized approach to assessing the quality of higher education. At this stage, the functioning of the Ukrainian economy, the quality of higher education, which is the main criterion for assessing the activities of universities, does not meet the requirements of the labor market and therefore subject to urgent adjustments.

To improve education's quality, it is expedient to introduce elements of decentralized management into the existing education system, namely, public control in the form of certain associations, associations and other organizations.

At the university level, in our view, it is advisable to more critically review the curricula, assessment criteria, practical approach from the point of view of introducing investment-innovative technologies into the educational process.

Abstract

A multi-valued interpretation of the concept of "quality" is considered, which is due to the fact that in different cases, different authors, in different circumstances, in quality refers to the abundance of various specific properties of objects and phenomena. The characteristics of education's quality are presented in a research by V. Viktorov. It is shown that under training a specialist's quality means a set of its properties, that allow to performance the professional work qualified and timely in accordance with the passport of a specialty, to take an active civil position, and constantly to improve their qualifications.

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