

ПЕДАГОГИКА

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Албанбаева Ж.О.

И. Арабаев атындагы КМУнун экономика жана менеджмент институтунун ага окутуучусу

Албанбаева Ж.О.

Старший преподаватель института экономики и менеджмента КГУ им. И. Арабаева

Albanbaeva D.O.

Senior Lecturer at the Institute of Economics and Management, KSU named after I. Arabaeva

ПЕДАГОГИКАЛЫК МОНИТОРИНГ БИЛИМ БЕРҮҮНҮН САПАТЫН

БАШКАРУУНУН КАРАЖАТЫ КАТАРЫ

ПЕДАГОГИЧЕСКИЙ МОНИТОРИНГ КАК СРЕДСТВО УПРАВЛЕНИЯ

КАЧЕСТВОМ ОБРАЗОВАНИЯ

PEDAGOGICAL MONITORING AS A MEANS OF EDUCATION

QUALITY MANAGEMENT

Аннотация: Бул макалада педагогикалык мониторинг системасын түзүү үчүн ар кандай методдору жана ыкмаларды аныктоо каралган. Жогорку билим берүүнүн сапатын жогорулатуунун критерийлери жана маанилүүлүгү белгиленген. Билим берүүнүн сапатын баалоонун заманбап системасы - Кыргызстандын европалык жана дүйнөлүк билим берүү мейкиндигине кирүүсүнө карай дагы бир кадам. Педагогикалык мониторингдин жалпыланган милдети - бул анын ишмердүүлүгүнүн маңызын чагылдырган педагогикалык маалымат. Педагогикалык маалымат диагностикалык-прогноздук, инсандык ылайыктуу, педагогикалык-коммуникативдик, интегративдүү, социалдык-нормативдик шартталган мүнөзгө ээ болгон жана алардын жеке, топтук же уюштуруучулук маанилеринин актуалдашуусуна негизделген предметтерге тарбиялык таасир этүүчү маалымат болуп эсептелет.

Аннотация: В данной статье рассматривается выявления разных подходов и методов к созданию системы педагогического мониторинга. Выделены критерии и значение повышения качества высшего образования. Современная система оценки качества образования — это еще один шаг на пути к вхождению Кыргызстана в общеевропейское и общемировое образовательное пространство. Обобщенной задачей педагогического мониторинга является педагогическая информация, отражающая его деятельность сущность. Педагогической информацией считается информация, которая имеет диагностико-прогностический, личностно-целесообразный, педагогически-коммуникативный, интегративный, социально-нормативно обусловленный характер и оказывает воспитательное влияние на субъектов на основе актуализации личностных, групповых или организационных смыслов их образовательной деятельности.

Annotation: This article examines the identification of different approaches and methods to create a system of pedagogical monitoring. The criteria and importance of improving the quality of higher education are highlighted. The modern system for assessing the quality of education is another step towards Kyrgyzstan's entry into the European and global educational space. The generalized task of pedagogical monitoring is pedagogical information that reflects its activity essence. Pedagogical information is considered information that has a diagnostic-prognostic, personality-appropriate, pedagogical-communicative, integrative, socially normative nature and has an educational influence on subjects based on the actualization of the personal, group or organizational meanings of their educational activities.

Негизги сөздөр: мониторинг, методдор, критерийлер, үзгүлтүксүздүк принциби, адаптация, педагогикалык технология, окутуунун сапаты, педагогикалык маалымат.

Ключевые слова: мониторинг, методы, критерии, принцип непрерывности, адаптированность, педагогическая технология, качества образования, педагогическая информация.

Keywords: monitoring, methods, criteria, the principle of continuity, adaptability, pedagogical technology, quality of education, pedagogical information.

In recent years, practical activities have increasingly become monitoring in nature, providing for the integrative interaction of components and structures in order to more effectively achieve the set goal. Monitoring activity as a type of activity has ceased to be the prerogative of only technical professional spheres; it is being actively implemented in managerial, sociological, psychological and pedagogical professional areas.

Having analyzed the approaches to understanding the essence, structure and results of pedagogical monitoring presented in the works of V.A. Bolotova, B.C. Bezrukova, N.V. Borisova, V.I. Ginetsinsky, A.N. Dakhina, V.M. Monakhova, A.M. Novikova, L.S. Podymova, V.A. Slastenin, V.I. Slobodchikova, N.O. Yakovleva, it became obvious that in modern pedagogical science and practice a systematic approach to monitoring has not yet developed, which significantly reduces, on the one hand, the practical orientation of research activities, and on the other, the theoretical validity of practical pedagogical activity.

A modern specialist, in almost any field of activity, must be able to design and create at least not complex databases. This will help automate and speed up the process of solving many routine tasks.

The emergence of the concept of "monitoring" is associated with the formation and development of the information society, which needed objective and subjective information about the state of certain objects and structures. This concept began to be used in pedagogy, which considers monitoring as a system for collecting, processing, storing and disseminating information about education for conducting scientific research or organizing management control (a set of methods for assessing the state of the system). In any sphere of human activity, it is impossible to achieve positive dynamics without a conscious (by all or many) and accepted system.

Now it is possible to determine the rating of educational institutions, to identify areas that need special attention of teachers. At the same time, significant difficulties have emerged. The educational system turned out to be too complex, multifaceted, so that it was possible to immediately organize such monitoring, which would make it possible to objectively judge the state of affairs. At different levels of education, attempts are made to create a system of pedagogical monitoring, and various aspects of pedagogical work are investigated. Numerous monographs and articles testify to the great interest in this problem. Lack of certainty on some issues, the variety of existing points of view allow the researcher to act in the mode of search and innovation. This also determines the goal of numerous works and developments of scientists: to generalize and systematize the existing approaches, on their basis to build a theoretical model that can show its effectiveness or ineffectiveness in the process of approbation.

An indicator of the effectiveness of the model should be an increase in the quality of education. However, this is only possible if the process is improved based on the collected objective information. Thus, it is possible to speak about improving the quality of education only when the results of monitoring become the basis for innovative activities of all participants (subjects) of the educational process.

Within the framework of monitoring, its subjects are all participants in the educational process. The degree of their participation is different, but all of them (teachers, students, parents, and the public) receive information and analyze it. For example, society receives information about an educational institution. Based on this information, public opinion is formed. Having studied it, the student picks up this institution, etc.

In turn, each subject of education acts as an object for structures of a more complex level.

Objects of monitoring are the educational process and its results, the personal characteristics of all participants in the educational process, their needs and attitude towards the educational institution.

At the level of the educational program, the monitoring objects can be:

- the process of mastering the program, subject;
- integration processes in training;
- the process of updating, improving, content, methods, teaching technologies, means of monitoring the assimilation of educational material;
- the quality of the educational process, etc.

The process of implementing the developed system of pedagogical monitoring should be preceded by discussion and adjustment.

Monitoring is one of the most important means, thanks to which the information space itself changes, as it increases the efficiency, objectivity and availability of information. Therefore, the purpose of monitoring is to promptly identify all changes taking place in the field of education. The obtained objective data is the basis for making management decisions.

When organizing the system of pedagogical monitoring, both objective and subjective difficulties and obstacles can arise.

It is necessary to take into account: the quality of the methods used the preparedness of specialists, the possibility of improving their professional skills. We must not forget about these factors, moreover, it is necessary to minimize negative impacts, take into account possible problems.

Monitoring as a pedagogical technology not only makes it possible to systematize information, but can also become an effective mechanism for material incentives for effectively working teachers and serve as a basis for improving their qualifications.

Some uncertainty that exists now in terms of assessing the activities of a particular subject of the educational process opens up more opportunities for generalization and innovation. The theory of education provides even more opportunities, since the concept of "education" is multifaceted, difficult to quantify. The situation is similar with the concept of "competence". The difficulty lies in the fact that there is no purposeful system of actions, methods of work. The principle of lifelong learning presupposes the active participation of institutions of secondary vocational education in this process [7].

The undoubted advantage of the proposed model of pedagogical monitoring is its versatility, adaptation to the system of secondary vocational education, validity in the context of creating a system of continuous education. Ease of use, objectivity of the information received are the necessary conditions for monitoring. However, one cannot but take into account regional peculiarities. This component should become one of the criteria for evaluating the effectiveness of the current model. The economic situation of a particular region, the requirements that society imposes on a specialist, will be the basis for preparing a graduate and determining the policy of an educational institution in the field of education quality.

The solution to the problem of the quality of education depends on how timely and adequately educational institutions will respond to changes in the external environment, to the needs of society, social order, how effective and pedagogically justified the selected methods and technologies are, how objective, independent and systematic the examination of the activities of an educational institution will be. The modern system for assessing the quality of education is another step towards Kyrgyzstan entry into the European and global educational space [6]. The generalized goal of pedagogical monitoring is pedagogical information that reflects its activity essence. Pedagogical information is considered information that has a diagnostic-prognostic, personality-appropriate, pedagogical-communicative, integrative, socially-normatively conditioned nature and has an educational influence on subjects based on the actualization of the personal, group or organizational meanings of their educational activities.

Monitoring principles.

In order to obtain pedagogical information because of monitoring, it should be carried out based on the following system of principles:

- Diagnostic and prognostic orientation;
- Personal expediency;
- Pedagogical communication;
- Informational integrability;
- Social and normative conditioning;
- Scientific character;
- Continuity;
- Integrity;
- Continuity.

It should be emphasized that the principles of diagnostic and prognostic orientation, personal expediency, pedagogical communication, informational interactivity, social and normative conditioning directly ensure the implementation of pedagogical functions of information. The scientific principle reflects the system of scientific forms, methods and means of obtaining pedagogical information. Monitoring technology should be developed based on the principles of continuity, integrity and continuity. [1]

Methods for the development of pedagogical monitoring technologies.

The main methods that can be effectively used in the development of pedagogical monitoring technologies include the following empirical and theoretical methods:

- Observation;
- survey (interviews, questionnaires);
- Conversation;
- Natural and diagnostic experiments;
- modeling.

At the same time, they should be used in a qualimetric context that provides the required level of validity of the results obtained.

Practice shows that in the course of pedagogical monitoring of the nature of the relationship between the subjects of educational activity at a university, the most appropriate method is a questionnaire survey of subjects. The development of questionnaires should be carried out based on a scale of relationships, and the receipt of results - in the course of processing the matrix of relationships [3]. Tracking the development of personality and groups must be carried out using normative-search models of the activities of students, faculty, administrative staff, and course and study group [2]. The pedagogical monitoring algorithm should consist of two periods.

The first period is experimental and exploratory. Its main purpose is theoretical justification, practical implementation and proof the pedagogical relevance or effectiveness of the main monitoring procedures. The experimental search component, as a rule, includes the following stages: preparatory, adaptation, initial diagnostic, content-technological, final diagnostic.

The second period is constructive and organizational. The purpose of this period is to ensure the implementation of pedagogically significant and effective monitoring procedures in the practice of educational activities of the university. It consists of the following steps:

- Regulatory;
- Organizational;
- Scientific and methodological.

In the course of the normative stage, provisions and instructions are developed for the implementation of the technology of pedagogical monitoring in the educational process.

Monitoring effectiveness criteria.

As a basis for determining the level of effectiveness of pedagogical monitoring, we put the results of the subjective-reflexive assessment of the significance of the information received by the monitoring participants.

The following requirements of the principles of pedagogical monitoring are taken as indicators of efficiency:

- The information is ethically consistent and does not violate the personal rights of the individual;

- Information helps to concretize the personal and group goals of the educational activity of the individual;
- Information helps to better assess the level of professional training and determine the most effective ways of professional self-improvement of an individual;
- Information motivates the individual to improve his professional level and stimulates personal self-development;
- Information promotes constructive dialogue between participants in educational activities;
- Information creates conditions for rational resolution of problems arising in my professional group;
- Thanks to the information received, mutual understanding between the participants in educational activities improves;
- The information is not aggressive and is sufficiently accessible to the individual;
- Information helps to improve the culture of communication;
- Information helps to assess the quality of implementation in the educational process of the requirements of the State Educational Standard.

Thus, the presented methodology of pedagogical monitoring is the theoretical basis for the development of specific monitoring technologies. The uniqueness of each technology will be determined by the object and subject of pedagogical monitoring, forms, methods, techniques and means of obtaining pedagogical information and subjects participating in pedagogical monitoring [4].

Comprehensive monitoring of the educational process of educational structures includes:

- monitoring the satisfaction of graduates with the quality of education;
- monitoring customer and customer satisfaction;
- monitoring the satisfaction of teachers with the work on the implementation of educational programs;
- monitoring the quality of the teaching staff. In addition, the comprehensive monitoring includes a study of the motivation of listeners and the social expectations of customers for advanced training, professional retraining, obtaining a second higher and additional education, as well as an assessment of the quality management system according to nine criteria similar to the model of the competition of the Ministry of Education of Kyrgyzstan "Intra-university systems for ensuring the quality of training specialists".

It should be noted that, in addition to monitoring research data, the assessment of the quality of training on the educational route is based on an independent comprehensive and regular analysis of activities in a set of indicators for external and internal parameters [6].

External parameters include:

information on the areas of advanced training and retraining of teaching staff, implemented in an educational institution or education unit;

criterion, contingent and graduation of students, their distribution by forms and training;

- Information on sources of funding for educational programs;

the structure of the teaching staff and their qualification characteristics; informational and scientific-methodological support of the system of advanced training and retraining of teaching staff;

Data on the educational success of students;

- Innovative potential of the system of lifelong pedagogical education;
- Information about the modern teaching technologies used; e-learning aids used, provision of courses with e-learning products.

Internal parameters include information about the formation of each of the components of readiness for professional activity (by level and volume, respectively)

- Information on changes in readiness indicators based on training results (by level and volume).

Sources of information by parameters are divided into subjective and objective.

Thus, based on the data of comprehensive monitoring of the quality of training on the educational route, the assessment of changes in the indicators of the formation of readiness for professional activity based on the results of training, on the analysis of the results obtained, a

conceptual model of quality management in the field of additional vocational education of an educational institution is being built, control is planned and implemented. for the quality of the additional educational services provided [5].

It is important for the departments, first of all, the result of monitoring in terms of content. They receive complete information about the assimilation of each structural unit. Based on such data, from year to year, some structural units are identified that cause difficulties, which makes it possible to develop methodological recommendations to overcome these difficulties.

The system of pedagogical monitoring allows you to track the level of training, identify dynamics, assess the quality of teaching by a particular teacher of his subjects, activate methodological work on topical issues of the content of education and, based on the data of pedagogical monitoring, carry out its correction.

An objective, valid, differentiated control system, carried out throughout all the years of study, guarantees high results in the development of knowledge, skills and abilities.

Currently, monitoring is used in pedagogical science and practice in two aspects. First, as a pedagogical technology of the educational process, contributing to the solution of urgent educational problems. Secondly, as a means of obtaining information in the process of scientific research or management control.

Summing up the significance of the above principles, it should be emphasized that they constitute a specific basis for monitoring analysis, the backbone of its conceptual apparatus. Acting as a guiding idea, the main rule of research activity, and these principles set the general orientation of research, allowing to not only collect, process and analyze information of interest, but also to evaluate it, to correct further work, which ultimately constitutes the essence of pedagogical monitoring.

Possession of the method of pedagogical monitoring is one of the components of mastering the methodological pedagogical culture, as well as the formation of a constructive-activity position of a teacher-researcher, the importance of which increases with the transition from a receptive-reflective to a constructive-activity approach in scientific and educational activities at the present stage of development of pedagogical science and practice. All this, in turn, is an indispensable condition for the professional self-determination of each teacher. The condition is that, having become the bearer of such a culture and standing on such a platform, the teacher will be able not only to conceptually comprehend his activities, but also to independently create teaching technologies that meet modern training goals.

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Рецензент: д.пед.н., профессор Сартбекова Н.К.