

# MONITORING OF THE BASIC EDUCATIONAL PROGRAMS MASTERING QUALITY IN THE SYSTEM OF THE UNIVERSITY INNOVATIVE ACTIVITY

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## ABSTRACT

In the conditions of active development of innovative economics the role of higher education in the field of charity welfare and level of state development is considerably increasing. In this situation, the importance of monitoring the quality of higher education provided by universities, increases. Therefore, the main objective of this study was to identify the main components of the monitoring that could provide effective information of the status of the educational environment and the quality of education in the innovative activity of universities.

As the main tool of research we adopted a structure-logical approach, which identified the main components of monitoring the quality of education in the universities and develop a logical sequence of implementation. The study identified the most promising areas to improve the assessment of quality in higher education, which will allow universities to form objective suggestions for improving educational process.

## JEL CLASSIFICATION & KEYWORDS

■ A22 ■ D83 ■ I23 ■ UNIVERSITY ■ EDUCATION ■ QUALITY ■ MONITORING

## INTRODUCTION

Current globalization trends in the world economic relations lead to the internationalization of education and the need of harmonization of the Russian education with other educational systems, particularly according to the criteria of quality, in order to involve consumers and to enter international educational markets. This demands developing a concept, model and principles of construction and functioning of inter-university quality management systems [1, p.122-123].

Despite all the significant steps toward improving the national system of education quality assessment (introduction of educational standards, creation of federal and regional agencies for education quality assessment and management, development of licensing procedures, attestation and accreditation of educational institutions, introduction of Unified State Examination etc.), taken over recent years, providing modern quality of education is one of the prior directions of Russian educational system modernization.

## Education quality management

World tendency of moving towards new quality of higher education is, first and foremost, manifested in developing of complex, systematical, interdisciplinary and integral nature of requirement for the level of graduates' qualification and readiness to perform professional and social roles in different contexts.

Quality management is an underlying component of the national project "Education". A comprehensive program of the university innovative development can not exist without an elaborated, logically developed and sound internal system of educational process quality assessment [2, p.62].

Education quality management in the university is impossible without a systemic quality monitoring of its educational environment. Unfortunately it is to be stated that

the quality monitoring of university educational environment is not fixed by law, not developed methodologically and methodically [3, p.24]. This demands creating scientific tools and corresponding organizational support of the monitoring. The key words must be set as follows: higher professional education quality, monitoring, monitoring of the basic educational programs mastering quality.

Higher professional education quality is a complex of characteristics that provides its ability to comply with the requirements of the society in the sphere of training of qualified specialists with the necessary personal skills and high qualification.

Monitoring is a complex system of examination, assessment and forecasting of changes in the state of any system.

Monitoring of higher professional education quality is a mechanism of assessment of general results and effects of the university educational process organization and management.

Monitoring of the basic educational programs mastering quality is a complex system of assessment of the level of conformity of students' qualification to the regulatory requirements, social and personal expectations.

The aim of the monitoring is to provide an effective informational representation of educational environment condition and educational quality.

Tasks of the monitoring of the basic educational programs mastering quality are:

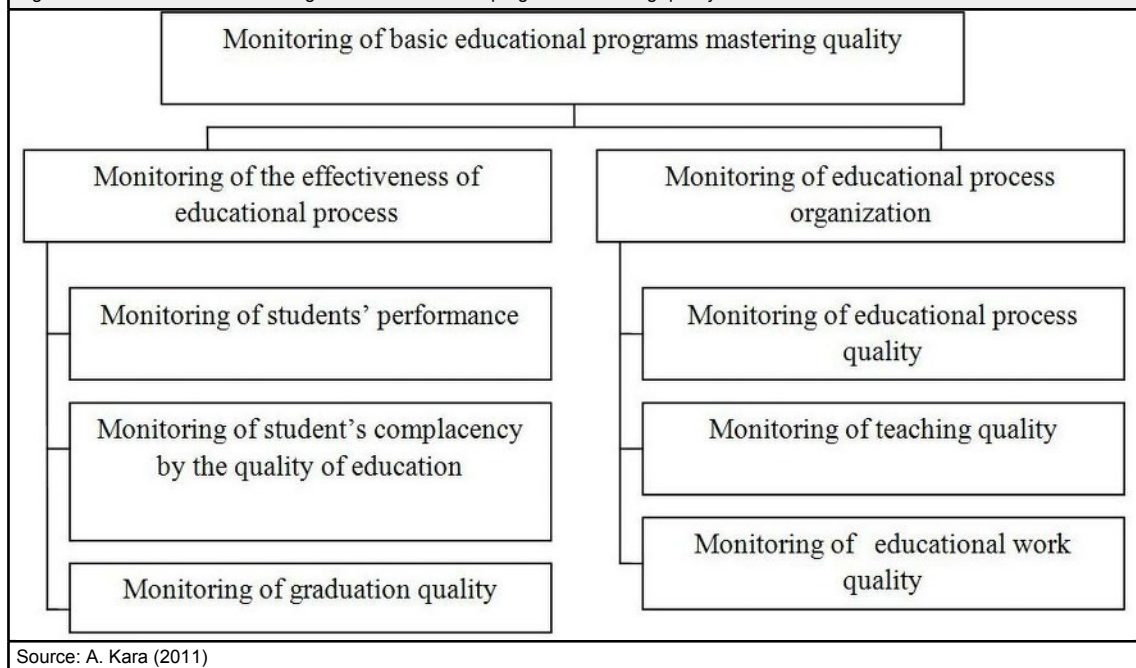
- Creation of a united diagnostic and basic educational programs mastering quality control system.
- Obtaining of objective information on basic educational programs quality.
- Increase of objectiveness of control and assessment of students' educational achievements.
- Carrying out system comparative analysis of and basic educational programs mastering quality.
- Defining the productivity of educational process, its conformity to rates and standards requirements.
- Identification of deviations and reserves of improving the quality of mastering of the basic educational programs.

Solving of any tasks connected to the monitoring of basic educational programs mastering quality demands a comprehensive system projection of specialists/bachelors preparation process as a basic result of the university activity [4, p.91]. In accordance to this requirement the structure of the monitoring of basic educational programs basic educational programs mastering quality in the university is formed (figure 1).

The specific feature of educational service is that its high quality depends not only on the teaching staff, but on its direct consumers – students, who are the participants of educational process.

Implementing of education quality program in an educational institution is a complex of two interrelated processes: on the one hand – formation of students' educational needs, on the other hand – creation of conditions of their implementation.

Figure 1: Structure of the monitoring of basic educational programs mastering quality



Due to this the objects of monitoring are students and teachers, and the subject is the quality of educational process.

For system monitoring of educational activity quality the following methods are used: normative, experts, statistic, method of sociologic polls etc.

There could be used the following monitoring tools: regulatory documents of quality management system, questionnaires, surveys, exam records, final high school transcript tables, software and personal computers.

Human, information and material resources are also necessary to support educational processes

Functions of monitoring of the basic educational programs mastering quality are distributed between the executives in the frames of the accepted organization structure of the university.

According to the foresaid structure of monitoring of the basic educational programs mastering quality it is reasonable to carry out the following works:

- record and analysis of students' academic progress according to the results of end-of-semester exams on different specialties, blocks of disciplines, courses and groups;
- control of students' residual knowledge;
- formation of students' rating according to their academic progress;
- graduates' qualification quality.

An important index, characterizing the quality of graduates' qualification and their competitive ability at the market is the job placement. But not only overall number of graduates must be considered but also the number of graduates having found the job according to their specialty, the percentage of students having found the job in the first year after the graduation, the percentage of students having found the job at small, average, and large enterprises etc.

The next objects of monitoring are teachers. System monitoring of higher-education teaching personnel quality includes the following: monitoring of self-assessment of quality of higher-education teaching personnel activity; monitoring of quality of departments' and teachers' activity (rating); monitoring of professional motivation of the teaching personnel; teachers' complacency by their work in the university.

Monitoring of quality of each teacher's activity is carried out by the method of self-assessment, thus there appears a possibility to coordinate the results with an average results of the teachers with the same formal educational status and to find the directions and possibilities to raise the quality of activity.

Monitoring of higher-education teaching personnel activity in the university should be carried out annually on the base of accreditation indices; it allows identifying the level of pedagogical activity, carrying out comparative analysis of teachers' activity, and it gives a possibility to improve the quality of their activity.

In the framework of the monitoring of educational process organization there can be carried out the assessment of conformity of procedures of class hours, quality of open lectures, maintaining of academic progress record books and accomplishment of teaching load, quality of reviewing of term papers and projects, organization and carrying of defense of qualification papers the requirements of regulatory documents of quality management system.

During the process of implementation of monitoring of basic educational programs mastering quality in the university a range of problem could appear:

- Absence of unified regulatory documents on the carrying of monitoring of basic educational programs mastering quality.
- Negative attitude to the monitoring and, as a consequence, students' and teachers' resistance to the monitoring.

- High labour intensity and large volume of work.
- Absence of specialized software preventing from formation of a long-term base on monitoring and from creation of an integral electronic scheme of assessment of the basic educational programs mastering quality.
- Intricacy in the neutralization of human factor and in providing the objectivity of the monitoring results.

### Headline

The quality monitoring of adaptation of educational programs is an important compound part of educational process in high school, because it allows to administration of organization to control and operatively correct the individual students' educational traces. It provides with high quality of education and it helps to identify the priority directions of high school development.

### Conclusion

The aforesaid allows determining the most prospective directions of improving the assessment of the basic educational programs mastering quality in the university:

- Enlargement of the number of criteria of graduates' qualification quality with consideration of competitive approach and labour market requirements (consideration of social and psychological characteristics of the graduate etc.).
- Inclusion of assessment of students' satisfaction by the education quality.
- Realization of the motivation system for students, including events of moral and material character in order to stimulate the raising of the main educational programs learning quality.
- Implementation of software for controlling basic educational programs mastering quality.
- Formation of a complex system of assessment of the basic educational programs mastering quality.

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