

STUDY OF INDICATORS AND CRITERIA FOR EVALUATING THE EFFECTIVENESS AND PROGNOSTICATION OF EDUCATIONAL ACTIVITIES OF GENERAL EDUCATIONAL INSTITUTIONS

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Abstract

The analysis of the system of indicators/criteria for assessing the quality/effectiveness of educational activities of general educational institutions of different regions of Ukraine is carried out. A general description of the existing monitoring and evaluation studies of the problem of improving the quality/effectiveness of education at macro and micro levels is presented. The main groups of indicators of evaluation of the quality/effectiveness of educational activity of general educational institutions are presented, namely the indicators characterizing:

- a general criterion for assessing the quality of educational activities of general education institutions, regarding the openness and accessibility of information about institutions;
- a general criterion for assessing the quality of educational activities of general educational institutions, regarding the comfort of conditions in which educational activities are carried out;
- a general criterion for assessing the quality of educational activities of general educational institutions, regarding the benevolence, courtesy and competence of pedagogical workers;
- a general criterion for assessing the quality of educational activities of general educational institutions, as to the satisfaction with the quality of educational activities of general educational institutions.

Keywords: educational activity, indicators of openness, availability of information, indicators of comfort conditions; Indicators of benevolence and competence of pedagogical workers, indicators of satisfaction with the quality of educational activities.

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1. Introduction

In the Conception of the program of the Ukrainian education development for 2011–2021 is accented that the strategic aim of the state policy in the educational field is the rise of the quality education availability that corresponds to requirements of the stable economic development, modern needs of the society and each citizen. At the same time the priority tasks are: guaranteeing of the innovative character of the base (secondary) education; modernization of institutes of the educational system as instruments of the social development; creation of the modern system of continuous education, training and re-training of professional staff, formation of mechanisms of the assessment of the quality/effectiveness of educational services by all consumers [1, 2].

2. Analysis of literary data and statement of the problem

A lot of attention and scientific works in the pedagogical science are devoted to the problem of measuring, study of monitoring questions and assessment of the quality of education, problems of formation of professional and personal qualities of pedagogical workers; monitoring of teachers' and pupils' activity; monitoring of the organizational-pedagogical activity of leaders and to problems of the adaptive school management [3–9].

There are also studied problems of the school management, technologies of the assessment of the managerial activity and professional qualities of a leader of a secondary educational institution; criteria and indicators of the assessment of the effectiveness of lessons and so on were elaborated [4, 6, 7, 9].

In the managerial aspect the problem of the rise of the school management effectiveness and quality of education at the national and regional levels is studied by many native and foreign scientists [3–5, 8].

International criteria of the assessment of the quality of education are presented by correspondent parameters (indicators). Separate educational indicators are included to the system of the international assessment of the social development of separate states, to different monitoring systems, especially so-called Human Development Index, used in UNO reports and World Development Indicators [10].

Thus, Ukrainian studies of the problematics of criteria and indicators of the quality/effectiveness of education gives the quantitative definiteness to criteria, allow to measure the degree of reflection of an assessed phenomenon (education state) by the correspondent criterion, establish principles (rules, guidelines) that must be observed at the assessment of quantitative and qualitative results of any educational tasks realization. But these studies don't answer the question: "How to forecast the development of the general secondary education in Ukraine using the system of criteria and indicators?"

3. Aim and tasks of research

In this connection the main aim of the research was the study of the question of formation of the system of indicators that characterize the activity of an educational institution.

The tasks of the research were:

- to carry out the analysis and to separate indicators that characterize general criteria of the assessment of the quality of the educational activity of secondary educational institutions;
- to separate conditions, main indicators of stimulation and assessment criteria of the effectiveness of the teachers' professional activity.

4. Methods of research

The materials of the research were: state and legislative acts [1, 2], scientific and e-sources [10, 11], data of *State statistical service (OECD, Eurydice)* [12].

For realizing the aim and tasks of the research the following complex of scientific theoretical and empirical *methods* was used: the analysis of scientific literature, collection and analysis of statistical data, polling and interrogation of respondents, especially, leaders and assistants of leaders of secondary educational institutions. The study was carried out at secondary educational institutions of Ukraine, namely: Kyiv city, Zhitomir and Poltava regions; the representative sample – 72 respondents.

5. Results

The interpretation of research results is in the separation on main indicators of the assessment of the quality/effectiveness of the educational activity of higher educational institutions. After the research all separated indicators were grouped by main criteria, namely:

1. Indicators that characterize the general criterion of the assessment of the quality of the educational activity of secondary educational institutions as to the openness and availability of information about institutions:

1. 1. Fullness and topicality of information about an organization that realizes the educational activity, presented at its official site in the information-telecommunication net "Internet" and information, presented at the official site of MES of Ukraine.

1. 2. The presence of information about pedagogical workers of an organization, directions and specialization of an educational institution at its official site in the Internet.

1. 3. Availability of the interaction with recipients of educational services by phone, e-mail, using e-services, given at the official site of an organization in the Internet, including the presence of possibilities to introduce propositions, directed on the increase of the work of a secondary educational institution.

1. 4. Availability of information about the consideration applications that have come to a secondary educational institution from consumers of educational services (by phone, e-mail, e-services, available at the official site of an educational institution).

2. *Indicators that characterize the general criterion of the assessment of the quality of the educational activity of secondary educational institutions as to comfortable conditions that the educational activity is realized in:*

2. 1. Material-technical and informational support of a secondary educational institution.
2. 2. The presence of necessary conditions for protecting and strengthening pupils' health, organization of their food, rest and cultural program.
2. 3. Conditions of the individual work with pupils.
2. 4. The presence of additional educational/learning programs in an institution.
2. 5. The presence of the possibility of pupils' creative abilities/interests development, especially: their participation in competitions and Olympiads (Ukrainian and international), expositions, presentations, sport events and so on.
2. 6. The presence of the possibility of giving psychological-pedagogical, medical and social help to pupils.
2. 7. The presence of conditions for studying and upbringing pupils with health disabilities in an organization;

3. *Indicators that characterize the general criterion of the assessment of the quality of the educational activity of secondary educational institutions as to benevolence, courtesy and competence of pedagogical workers:*

3. 1. The percent/share of educational services consumers (pupils, parents), who positively assess benevolence, courtesy of workers of an organization from the general number of interrogated consumers of educational services in a secondary educational institution.
3. 2. The percent/share of educational services consumers (pupils, parents), satisfied with a competence of workers of an educational institution from the general number of interrogated consumers of educational services in a secondary educational institution.

4. *Indicators that characterize the general criterion of the assessment of the quality of the educational activity of secondary educational institutions as to satisfaction with the quality of the educational activity of secondary educational institutions:*

4. 1. The percent/share of educational services consumers, satisfied with the material-technical support of an organization from the general number of interrogated consumers of educational services in a secondary educational institution.
4. 2. The percent/share of educational service consumers, satisfied with the quality of given educational services from the general number of interrogated consumers of educational services in a secondary educational institution.
4. 3. The share of educational services consumers, ready to recommend this educational institution to relatives/friends from the general number of interrogated consumers of educational services in a secondary educational institution.

6. Discussion

In the managerial theory and practice were elaborated the main requirements to criteria, namely: correspondence to the main aims of the management of the secondary educational environment, objectiveness and validity of managerial decisions, measuring ability, coordination and consistency, fullness and comprehensiveness of the assessment of the effectiveness of the work of a secondary educational institution.

Summarizing the realized research, it must be noted, that the correct and differentiated selection of criteria and indicators of the effectiveness of the school activity allows to assess the management effectiveness and the quality of received educational services in a secondary educational institution (knowledge quality) in time and space and in dynamics. Assessment criteria must be connected with tasks, solved by the whole educational system, from a kindergarten to a higher educational institution. In fact they must establish principles (rules, guide-

lines) that must direct the assessment of qualitative and quantitative results of any tasks realization by school as a centre of education. Indicators not only give the quantitative definiteness to criteria, they allow to measure the degree of reflection and assessment of certain phenomena and regularities. Thus, in summary it can be stated, that criteria of the effectiveness of the activity of a general educational institution must realize the following main functions:

- 1) prognostic – for choosing the best variant of a decision as to certain events/results;
- 2) assessing – as to the assessment of realized or predicted events/results;
- 3) control – the control and correction of certain (predictable) events/results.

It must be also noted, that the assessment of the effectiveness of the activity of an educational institution at the level of a subject of the economic activity is closely connected to the assessment of the activity of educational systems of local authorities, regional, village, city councils that realize the management in the educational sphere at a certain territory/region. Undoubtedly, this problem has a series of features that make it not only scientific, but managerial one. Trials to elaborate the united system of criteria of the assessment of educational institutions activity were undertaken continuously by both scientists and managers, but the effectiveness of the activity of an educational institution may be determined according to the increase/decrease of the educational level and the quality of received educational services. At that we must take into account that the state of the external environment, level of education and its dynamics only partially depend on results of the activity of general educational institutions themselves; in general it is a product of the totality of political, economic, socio-cultural and many other factors.

The analysis of respondents' answers to the offered monitoring questions testify that despite the type of general educational institutions and place of their location, service length and experience of the pedagogical activity of leaders and pedagogical workers of schools, the need for theoretical and especially normative-legal, psychological-pedagogical and methodical-managerial knowledge as to the general understanding about the secondary education quality (85,7 %), and also information as to the practical realization and managerial experience of solving concrete problems (89,5 %) is urgent. At that the overwhelming majority of interrogated persons (85,7 %) unambiguously stated that the training system at higher educational institutions (pedagogical universities) is rather weakly oriented on the training of future teachers to the practical pedagogical activity realization, so each of them must fill the essential informative gap as to the wide spectrum of questions of the search for the method of the pedagogical activity independently, that is an essential obstacle under conditions of insufficient provision of educational institutions with the correspondent literature. In general, 100 % of respondents shared the one idea that the differentiation and integration of the content and organizational forms of training specialists of different university categories is impossible without the determination of indicators/criteria of the development level of educational institutions and criteria of the assessment of teachers' activity.

7. Conclusions

1. The criteria-level approach to the formation of the certain level of the work of secondary educational institutions and pupils' training level that correspond to the requirements of the State educational standard of the base and senior school and international examples, is necessary at the elaboration of curriculums, programs, textbooks content, methodical recommendations, use of innovative technologies and interactive learning methods (78,9 % of respondents). The formation of the readiness to realization of the monitoring of the educational activity quality, concretization of the content of learning courses and special courses; the choice of most expedient organizational forms and pedagogical technologies also need the improvement and elaboration of the system of correspondent indicators/criteria (81,4 % of respondents). The system of re-training and qualification improvement of pedagogical workers is also impossible without the improvement and elaboration of new criteria/indicators of the teachers' professional mastership (75,7 % of respondents).

2. The realized analysis of previous research results as to stimulation conditions and assessment criteria of the effectiveness of the teachers' professional activity are presented in the table (Table 1).

Table 1

General indicators and criteria of the assessment of the effectiveness of the teachers' professional activity

No.	General indicators of the teacher's activity effectiveness	General content of criterion	Indicators	Assessment (points)
1	2	3	4	5
1	General acknowledgement of teachers' professional achievements	<ol style="list-style-type: none"> 1. Participation in competitions of pedagogical mastership 2. Participation in the work of pedagogical communities. 3. Speeches on seminars, conferences and so on. 4. Demonstration of own achievements through the system of open lessons, master-classes and so on. 5. Obtained grants and titles, especially international ones. 6. Popularization of the professional experience through mass media, publications and so on 	The presence of confirming documents (charters, diplomas, certificates, theses of speeches, articles, programs and so on)	<p>0 – points at the total absence;</p> <p>1 point – at the presence only at the school level;</p> <p>2 points – at the presence at the city level;</p> <p>3 points – at the participation at the regional, republic/international level</p>
2	Acknowledgment of the teacher's higher professionalism by pupils and their parents	<ol style="list-style-type: none"> 1. Positive opinions about a teacher among parents. 2. Applications to the administration about admission of a child in a group (class), where this teacher works; 3. The absence of confirming complaints about a teacher; 4. The absence of facts of transferring from a class, where this teacher works because of dissatisfaction with the quality of given educational services 	<ol style="list-style-type: none"> 1. Declarations and addresses of pupils and their parents 2. Results of polling of participants of the educational process 	<p>2 points – if a teacher has the whole set of the criterion content.</p> <p>1 point – if a teacher masters a subject only within the standard and has no reproofs.</p> <p>0 – points if a teacher masters a subject only within the standard and has reproofs</p>
3	Mastery of the teaching methods	<ol style="list-style-type: none"> 1. Knowledge of a learning subject. 2. Readiness degree for conducting lessons. 3. Use of diverse methods, instruments and teaching means at lessons. 4. Orientation on scientific and scientific-methodological literature in teaching and its use in the own work 	<ol style="list-style-type: none"> 1. Results of the internal school control (visiting classes, check of control, creative works, working writing-books and so on). 2. The analysis of the work of the methodical association. 3. The analysis of the thematic planning content 	<p>2 points – if a teacher has the whole set of the criterion content.</p> <p>1 point – if a teacher masters a subject only within the standard and has no reproofs.</p> <p>0 – points if a teacher masters a subject only within the standard and has reproofs</p>

Continuation of Table 1

1	2	3	4	5
				<p>Pupils' successfulness in % and additional points: 3 points – for 90–100 % 2 points – for 80–90 % 1 point – for 60–80 % 0 points – lower than 60 % Note: Additional points for the number of obtained «10», «11» and «12» points from the general number of pupils; points are set for 1 academic year</p>
		1. State final attestation (SFA) – the exam in 11 classes (obligatory exams by choice (no less than 80 % of the general number of pupils)		<p>Pupils' successfulness in % and additional points: 3 points – for 90–100 % 2 points – for 80–90 % 1 point – for 60–80 % 0 points – lower than 60 % Note: Additional points for the number of obtained «10», «11» and «12» points from the general number of pupils; points are set for 1 academic year</p>
		2. State (final) attestation in 9 classes (obligatory exams by choice (no less than 80 % of the general number of pupils)		<p>Pupils' successfulness in % and additional points: 3 points – for 90–100 % 2 points – for 80–90 % 1 point – for 60–80 % 0 points – lower than 60 % Note: Additional points for the number of obtained «10», «11» and «12» points from the general number of pupils; points are set for 1 academic year</p>
		3. Independent regional “cut” control works, tests, open lessons and so on		<p>Pupils' successfulness in % and additional points: 3 points – for 90–100 % 2 points – for 80–90 % 1 point – for 60–80 % 0 points – lower than 60 % Note: Additional points for the number of obtained «10», «11» and «12» points from the general number of pupils; points are set for 1 academic year</p>
4	Level of pupils' readiness that corresponds to requirements of the general educational standard.	4. Successfulness of pupils as «10», «11» and «12» points by the results of 1 semester and academic year includes the specificity: for teachers of Russian language, literature, mathematics		<p>Pupils' successfulness in % By the results of 1 semester and academic year: 3 points – 80–100 % 2 points – 60–80 % 1 point – 60 % 0,5 points – less than 35 % At the essential difference between current marks and ones of the external independent expertise all points are canceled</p>
		5. Successfulness of pupils as «10», «11» and «12» points by the results of 1 semester and academic year includes the specificity: for teachers of foreign languages, physics, chemistry, informatics, biology, geography, history, primary school subjects		<p>Pupils' successfulness in % By the results of 1 semester and academic year: 3 points – 50–60 % of all pupils; 2 points – 45–50 % 1 point – 35–45 % 0,5 points – less than 35 % At the essential difference between current marks and ones of the external independent expertise all points are canceled.</p>
		6. The number of pupils, who received «10», «11» and «12» points by the results of 1 semester and academic year (for teachers of music, fine arts, technology, physical culture, PSHLA		<p>Pupils' successfulness in % By the results of 1 semester and academic year: 3 points – 60–70 % 2 points – 50–60 % 1 point – 40–50 % 0,5 point – less than 40 %</p>

Continuation of Table 1

1	2	3	4	5
5	The degree of pupils' psychophysical safety provision	<ol style="list-style-type: none"> 1. Observance of fire-prevention measures at lessons and out-class activities. 2. Observance of anti-terrorist measures (formation of skills of behavior in extreme situations). 3. Creation of the favorable psychological situation at lessons. 4. Observance of the proper order and discipline at lessons. 5. Instructions of safe labor rules for pupils at learning activities with an obligatory mark in correspondent journals 	<ol style="list-style-type: none"> 1. The absence of confirming facts of violation of fire-prevention and anti-terrorist measures. 2. The absence of confirming documents about the unfavorable psychological situation and inadequate behavior at lessons 	
6	Social-communicative and research competence	<ol style="list-style-type: none"> 1. Mastery and wide use of methods of projects, problem study, discussions, conversations and so on by a teacher. 2. Mastery and use of research learning methods by a teacher 	<ol style="list-style-type: none"> 1. The presence of pupils' projects that have passed the public confirmation. 2. The presence of plans of lessons that demonstrate the degree of the aforesaid methods mastery by a teacher. 3. The presence of diplomas, charters, and number of participants of scientific-practical and scientific-methodical conferences 	<p>1 point – uses systematically at the school level.</p> <p>2 points – uses systematically or periodically at the district and city level.</p> <p>0 – points at the absence of the work.</p> <p>At the presence of participation at the regional and national level – 2 stimulating points</p>
7	Informational competence	<ol style="list-style-type: none"> 1. Mastery of bases of computer literacy by a teacher, ability to work in the internet. 2. The teacher's ability to structurize obtained information, to present it in different forms and on different carriers 	The presence of plans of lessons, multimedia presentations, methodical and visual material and so on	<p>0 points – doesn't master.</p> <p>1 point – master, but uses non systematically;</p> <p>2 points – master and uses systematically</p>

Thus, summarizing the aforesaid, the conclusion about the necessity of the further elaboration and introduction of the system of qualitatively new indicators/criteria of the assessment of the educational activity of educational institutions and pedagogical workers to prognosticate the development of the whole Ukrainian secondary education can be made.

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ELABORATION OF THE MODEL OF FORMATION OF READINESS OF FUTURE PRIMARY SCHOOL TEACHERS TO THE USE OF LEARNING-PLAYING TECHNOLOGIES

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Abstract

The study characterizes the structural-functional model of formation of readiness of students of the specialty “Primary education” to using learning-playing technologies in the educational process. Among general modeling forms there was chosen the combined model (graphic descriptive scheme) of the structural-functional type. There was substantiated the main idea of modeling of the process of formation of future primary school teachers’ readiness to using learning-playing technologies, especially, elaboration of such structural-functional model that would allow to improve the effectiveness of this process, to make it correspondent to social requirements and expectations from realization of New Ukrainian school principles. It was determined, that the object of modeling is the process of formation of readiness to using learning-playing technologies, realized within the general system of the professional training of future primary school teachers. The aim of the model creation was formulated: elaboration of the schematic construction that embodies the abstract structure and the real projected process and result. The theoretical-methodological approaches to the model projecting process were separated, namely: system, activity, personally oriented, competence. The main blocs of the elaborated structural-functional model were separated, especially, target, content, procedural and resulting.

Keywords: structural-functional model, learning-playing technologies, teacher’s readiness formation, professional activity.

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1. Introduction

In the last years the social discourse about pedagogical education cardinally changes, so its content orients farther more on the competence, mobility and readiness of future teachers to realize the professional activity under condition of the New Ukrainian school creation. Today graduates of pedagogical HEI have enough theoretical knowledge in the subject branch, but often have complications with their use in the professional activity. The higher pedagogical education must help future teachers on the way of their formation as competent and creative specialists, who know their subject perfectly and have diverse technologies of its teaching, including learning-playing ones.

Analyzing possibilities of the use of the methodology of pedagogical studies on the outlined problem, the question about choosing the instrumental base for the analysis and projecting of the pedagogical activity in the process of formation of “Primary education” students’ readiness to using learning-playing technologies in the future professional activity becomes urgent. In the study