



EVALUATION OF QUALITY OF TRAINING OF SPECIALISTS IN COLLEGES: THEORY, PRACTICE, PROSPECTS

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Abstract.

Relevance. The conformity of the quality of education to the needs of man, society, and the state determined the need to modernize Ukrainian education and ensure a balance between the demands of the labor market and the development of the system of professional higher education. Solving problems in improving educational technologies and implementing innovative teaching methods is an urgent task in developing pedagogical tools for the formation of general and professional competencies, criteria and methods for assessing the achievement of students' planned learning outcomes.

The purpose is to analyze the theory, practice and prospects of assessing the quality of training in colleges.

Methods. To achieve this goal, a set of theoretical (description, analysis, synthesis, comparison, generalization) and empirical (observation, survey, questionnaire) research methods were used.

Results. The essence of the study is that improving the quality of training in vocational higher education institutions, taking into account the peculiarities of reforming the domestic education system and the needs of the national labor market is not possible without modern methodological support for assessing their training. The study of interpretations of the concept of "quality of education" identified the types of dependence on the quality of training and the need to form personal professional qualities for students to acquire professional skills and abilities. Conducting a survey of teachers with different teaching experience and academic titles from different regions of Ukraine allowed to clarify the current features of assessing the quality of training in technical schools and colleges. In order to study the readiness of teachers to assess the quality of training in technical schools and colleges, questionnaires were developed and sent to all educational institutions with which a cooperation agreement has been signed. According to the results of the survey, the authors proposed a modernization of the set of main principles for assessing the quality of education and ways to achieve objective pedagogical control.

Conclusions. The application of the basic principles of assessing the quality of vocational education, using experimental research has proved the need to take into account the pedagogical conditions for proper assessment of the

quality of training in colleges. The results of the study of quality assessment of training in technical schools and colleges necessitated the development of a set of measures to modernize the assessment of quality of training. In the course of the study of teachers' readiness to assess the quality of training, the need to introduce a methodological system for assessing the quality of training in institutions of professional higher education and develop its structural model was proved.

Keywords: *quality of training, assessment, college, professional higher education.*

Introduction. One of the most important tasks facing Ukraine is its sustainable innovative development. The need to modernize the training of specialists is due to the formation of a new educational policy of Ukraine, where the priority is to ensure the appropriate quality of education based on maintaining its fundamentality and compliance with the mature and far-reaching needs of man, society and state.

Particular attention is paid to the quality of vocational education as a guarantor of sustainable development of the state economy, providing it with mobile, competent professionals. Problems of reforming the Ukrainian education system, development and implementation of market mechanisms for regulating its relations with the real economy, training are today among the most important national problems.

In these conditions, the competitiveness of the future specialist acquires the status of one of the leading indicators of the work of institutions of professional higher education and is the ability of educational services to meet the demands and expectations of consumers. Quality management is designed to ensure a balance between the demands of the labor market, the needs of the developing individual and the development of the system of professional higher education in general.

Head The task of professional higher education is not only the formation of knowledge, skills and abilities, but also the development of the ability to adapt to changes in technology, technology, labor organization. One of the problems is the improvement of educational technologies, the introduction of innovative teaching methods based on constant interaction between teacher and student. The nearest urgent task is the development of pedagogical tools for the formation of general and professional competencies, as well as criteria and methods for assessing the achievement of students' planned learning outcomes. The scientific research "Methodical bases of estimation of quality of preparation of experts in establishments of professional higher education" begun in Institute of professional and technical education is directed on the decision of these problems.

The essence of the study is that improving the quality of training in vocational higher education institutions, taking into account the peculiarities of reforming the domestic education system and the needs of the national labor market is not possible without modern methodological support for assessing their training.

Sources. The analysis of the literature on the problem of assessing learning outcomes in the context of the competency approach showed that this issue is quite thoroughly researched and covered in the scientific achievements of teachers and psychologists. Studies of domestic and foreign scientists are devoted to various aspects of assessing the quality of training of future specialists: psychological and pedagogical aspects of assessing the quality of training are comprehensively covered in the works of Yu. Oliynyk, P. Pidkasisty, I. Pidlasy, M. Skatkin, N. Talyzina, I. Kharlamov and others, A. Aleksyuk, Y. Babansky, V. Ilyin, I. Pidlasy, V. Yagupov and others studied the quantitative evaluation methods. others; I. Bulakh, V. Ilyin, E. Luzik, O. Mokrov, I. Romanyuk, V. Polyuk, G. Tsekhmistrova and others studied approaches to the organization of quality assessment of training.

Despite the significant research achievements, they are mostly theoretical in nature and do not provide practical advice on the assessment of students in a competency-based approach. The problem of assessing learning outcomes remains relevant and one of the main topics of discussion, both in the domestic and global educational environment.

At present, the issues of methodological support for assessing the quality of training in vocational higher education institutions, which should reliably ensure the comparison of students' academic achievements with the goals of their professional training, remain insufficiently studied. In this regard, the need to study the status of assessing the quality of training in institutions of professional higher education.

The purpose is to analyze the theory, practice and prospects of assessing the quality of training in colleges.

Methods. To achieve this goal, a set of theoretical (description, analysis, synthesis, comparison,

generalization) and empirical (observation, survey, questionnaire) research methods were used.

Results and discussion. In modern conditions, one of the priority aspects of educational policy of our country is to ensure the quality of education, its compliance with socio-professional requirements and personal expectations of consumers of educational services. These issues are taken care of by the standardization of professional higher education, which determines the establishment of regulatory requirements for qualification standards for educational outcomes (competencies) of graduates of vocational education institutions, provides permanent comparison of students' academic achievements with the goals of their competence-oriented training. professional training of specialists in vocational education institutions by means of innovative content and learning technologies and promotes the convertibility of levels of vocational education within the state and abroad (Kalensky et al., 2018, p. 4).

It is high professional training that becomes a factor in a person's social protection in the new economic conditions. The task of vocational education is not only the formation of knowledge, skills and abilities, but also the development of the ability to adapt to changes in technology, technology, labor organization.

Priority attention to quality issues is due to the following main factors:

- the need to correlate the main goals of vocational school development with the state educational policy (state educational standard, licensing, certification, state accreditation of vocational education institutions);
- the problem of compatibility of certificates and diplomas of vocational education, their recognition and gradual entry into the world labor market;
- the need to involve social partners in determining the content and level of professional education in order to objectively assess the quality of graduates of educational institutions.

The UNESCO Program Document "Reform and Development of Higher Education" states: "The quality of higher education is a concept that is characterized by many aspects and largely depends on the contextual framework of the system, institutional objectives or conditions and norms in this discipline."

Currently, in the scientific environment and the environment of higher education practitioners there are different interpretations of the concept of quality of education, which are based on different

structural combinations of such categories as "education standard", "educational result", "quality of the educational process", etc.

The quality of training is determined by the conformity of knowledge, skills, abilities acquired in the educational institution, the formation of professionally necessary personal qualities, the requirements of modern production, the level of production relations and prospects for their development.

The quality of professional training of the future specialist in the special literature means:

- the degree of compliance of the level of training with the professional requirements for him as a specialist, professional (Guslyakova, Sintsova, and Popkova, 2000, p.49);
- the effectiveness of a particular educational institution or vocational education system as a whole (Frolov and Makhotyn, 2004, p.37);
- a set of characteristics of professional consciousness that determine the ability of a specialist to successfully carry out professional activities in accordance with the requirements of the economy at the present stage of development (Khoruzhenko, 2008, p. 95);
- demand for the acquired knowledge in the specific conditions of their application, compliance with the professional orientation of the specialist and his specific knowledge and skills (Lukyanchenko and Laricheva, 2011, p. 51).

The quality of training depends on:

- optimal selection of content;
- ways of realization of educational disciplines (technology, methodical system, etc.);
- competencies of specialists of higher education institutions;
- development of personal and professional orientation of students in the educational process of the educational institution.

Thus, the quality of training of future professionals is seen as a deep mastery of specially selected, structured theoretical material on the basics of the specialty for students to acquire professional skills and the formation of the necessary personal professional qualities in a specially organized, professionally oriented learning process. This creates the preconditions for the realization of the personal potential of students under any circumstances and at any time.

As stated in the Law of Ukraine "On Professional Higher Education" (2019), the main criterion for the effectiveness of professional training in colleges is the quality of professional higher education - compliance with educational conditions and learn-

ing outcomes to the legislation and standards of professional higher education, professional and / or international standards. (if available), as well as the needs of stakeholders and society, which is provided through the implementation of procedures for internal and external quality assurance of education (Verkhovna Rada of Ukraine. Legislation of Ukraine, 2019).

It is the compliance of learning outcomes with the requirements of the standards of professional higher education that is the parameter of the efficiency of the educational process, which is called the quality of professional training. The guidelines for the development of higher education standards state that educational outcomes are a set of knowledge, skills, abilities and other competencies declared in educational standards that must be mastered by a person in the process of learning a certain educational and professional program and can be identified, quantified and measure (Guidelines for the development of standards of higher education, 2017).

Practice shows that one of the reasons that can significantly reduce the effectiveness of training may be the bias in assessing the level of their training, due to the imperfection of the evaluation system or the lack of the necessary evaluation methodology for the selected criteria. Incorrect values of training quality assessment form a misconception about the capabilities and willingness of the specialist to realize their potential, require adjustments to the content and direction of further training, reducing the overall effectiveness of the training system.

Before proceeding to the study of theoretical and methodological aspects of assessing the quality of training in institutions of higher professional education, it is necessary to analyze the current state of training. Teachers of about 50 educational institutions of professional higher education from different regions of Ukraine (including about 20 educational institutions that train specialists for construction) industries), different in their characteristics, with different teaching experience and academic titles.

In particular, it was found that the work experience of the vast majority of teachers of construction colleges (51%) is from 11 to 20 years; 35% of teachers with experience of more than 20 years have been identified, 22% of respondents have experience of 4 to 10 years, and only 3% of teachers of higher (pre-higher) education institutions have experience of up to 3 years. Most teachers have the highest category of teachers (51%), the least number of teachers have the category of teacher-specialist (5%). Some teachers have the degree of candidate of pedagogical sciences.

As a result of the survey conducted in institutions of higher (pre-higher) education in the construction industry, teachers believe that their school needs priority modernization (Fig. 1) of learning technology (25.7% of respondents), teaching aids (21.6%), content education (17.6%), educational and cognitive activity of students (16.2%), forms of organization of education (10.1%), pedagogical activity of a teacher (4.1%) and teaching methods (3.4%), control learning success (1.4%).

Needs urgent modernization

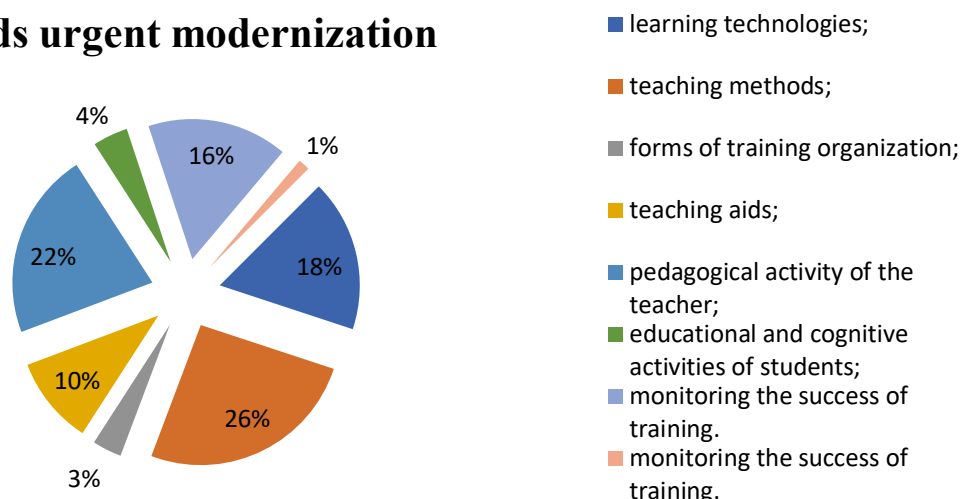


Fig. 1. Components of the pedagogical process of training junior construction specialists in need of priority modernization

That is, the quality of assessment in construction colleges does not need to change. This is probably because most teachers are superficially familiar with the method of assessing the quality of

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training of future professionals. This is confirmed by the results of the survey.

Studies have shown that the term "quality of professional higher education" is familiar to only

18% of teachers, and 57% of respondents are not familiar with the content of the Law "On Professional Higher Education".

29% of teachers of professional construction colleges who took part in the survey can correctly determine the types of control according to the specified classifications.

When asked to rank the personal qualities of future professional junior bachelors-builders in order to ensure high-quality professional training, the teacher was noted that the teacher must first of all have a professional interest, be communicative, organized, creative and independent.

Analysis of the answers to the questionnaire "Which components of the classification of value, affective or emotional sphere (W. Krathwoll, 1964) include: independence and responsibility in work, professional respect for ethical principles, demonstration of good professional, social and emotional behavior, healthy lifestyle etc." found that only a third (33%) of teachers knew the correct answer.

From the research it becomes obvious that there is a discrepancy between the theory and practice of assessing the quality of training in institutions of professional higher education. Thus, the analysis showed that the most important direction in the development of quality assessment at this stage is to improve the assessment methodology, built on the methodological basis of an integrated approach.

In order to study the readiness of teachers to assess the quality of training in technical schools and colleges, we developed questionnaires and sent them to all educational institutions with which a cooperation agreement has been signed.

The structure of teachers' readiness to assess the quality of training in colleges and technical schools provides for the unity of cognitive, motivational, activity and personal components.

In the study of teachers' readiness to assess the quality of training in technical schools and colleges of construction (Fig. 2) found that most teachers are characterized by a sufficient level of formation of motivational, personal, activity and cognitive components.

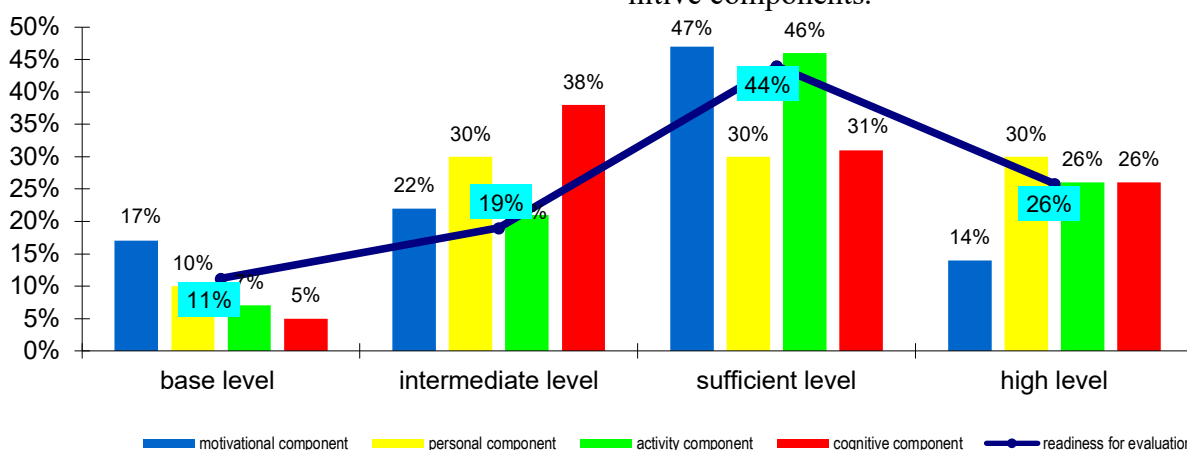


Fig. 2. Levels of readiness of teachers to assess the quality of training of construction professionals.

A high level of readiness, which is creative in nature, is formed in a very limited circle of teachers, which indicates the need to organize special work for its purposeful formation.

The answers of qualified teachers to the questionnaire allowed us to conclude that the successful training of specialists in higher education institutions requires restructuring the usual system of educational process, improving the content, forms, methods, teaching aids, tools and procedures for assessing student achievement. First of all, Luzan PG believes. (2020), it is necessary to modernize the set of main principles of evaluation of learning outcomes, such as:

- clear definition of expected learning outcomes: the learning outcomes planned for the examination must correspond to the educational goals and objectives; must meet such criteria as the possibility of verification, specificity, educational results must be correlated with sufficient time for their study by students; professional orientation of control is determined by the targeted training of the specialist and helps to increase the motivation of students' cognitive activity.

- objectivity of assessment of students' competence achievements: the principle of objectivity provides assessment in the process of control over scientifically developed objective criteria, creation of conditions under which students' knowledge would be revealed as accurately as possible, uniform

requirements for them, fair treatment of everyone, avoidance subjective evaluative judgments and conclusions of the teacher, which are based only on a superficial examination of knowledge, skills and abilities of students.

Objectivity of pedagogical control is achieved in different ways. The first, traditional way is to form a collegial assessment, for which various commissions are created, the composition and number of members of which depends on the importance of the case to be controlled. The resulting estimates are often called objective, although it is known that the addition of several subjective opinions does not always reflect the objective state.

Another way is to take diagnostic procedures beyond the "teacher-student" relationship, as well as through the use of objective methods of assessing academic achievement (practical control, testing, projects, graphical testing, etc.). The main thing for the principle of objectivity is that the assessment of knowledge should not be influenced by the likes and dislikes of the teacher, should be equal, the same conditions in content, form, methods of assessing the quality of training, the same assessment criteria for all students.

- systematic and systematic assessment of student learning outcomes: assumes that the acquisition of knowledge and skills is carried out in a certain order, which requires a logical construction of content and stages of control, as well as the sequence of different forms, types and methods of control at different stages. Compliance with the requirements of the principle of systematicity and systematicity allows to obtain the most complete and timely information about the degree of achievement of the planned results of the educational process. In addition, the requirements of the principle of systematicity determine that the control of knowledge and skills should be carried out at all stages of learning - from initial perception to the practical application of knowledge and skills. The procedure for assessing the results of students' academic achievements should not be carried out spontaneously, but in compliance with a clear plan, which should be familiarized in advance to all participants in the educational process;

- unity of requirements: control tasks should take into account the requirements of national standards of educational content in accordance with the qualification characteristics of specialties. The principle of unity of requirements to control by all scientific and pedagogical workers provides to be guided in an estimation of students by uniform system of requirements and criteria.

- a positive approach in assessing student learning outcomes. Assessment as a result of assessment should focus on the level of achievement and progress of the student, not to emphasize his failures. A positive approach provides an actual, stimulating impact on the development of educational and cognitive activities of the future specialist, cognitive needs and motives of students. Evaluation should be tactful - carried out in a calm business environment. Students should not be in a hurry to answer or interrupt questions. All comments, instructions and assessments must be made in a tactful and friendly manner. Students must know the content (what will be controlled), the means (how the control will be carried out), the timing and duration of the control. The control becomes the more effective, the psychophysiological features of the controlled are more fully considered. The highest pedagogical requirement is the presence of students' trust in the teacher and their faith in themselves, the teacher's respect for the student.

- individual approach in assessing the results of students' academic achievements requires control of the direct educational work of each student, does not allow the substitution of individual students' learning outcomes by the results of the team, and vice versa. Mastering knowledge and skills is an individual process. Each student acquires knowledge and skills in accordance with their psychological and physiological characteristics. All students are subject to the same requirements for the amount of knowledge, the level of skills, but in some cases, it is necessary to take into account the individual qualities of students;

- multidimensionality of assessment of students' academic achievements - during the assessment it is important to determine the level of all components of professional competence acquired by future professionals (professional knowledge, skills, formation of professional qualities of the graduate, etc.).

- the adequacy of tools for assessing the competencies of students. The system of assessment methods and procedures should be correlated with educational tasks, assessment functions. The use of only one of the tools does not allow to draw conclusions about the impact of learning on all components of behavioral competence of students. Therefore, at least four tools should be used, each of which is the most adequate for assessing the relevant object of knowledge, attitudes, skills, intentions and behavior.

- compliance with the balance of the subjects of evaluation. To draw adequate conclusions, it is very important to obtain information from different groups (subjects of assessment): teachers, students

themselves, their peers and others. In addition, self-esteem develops students' ability to self-analysis, goal setting and analysis of their own achievements. The use of self-assessment allows you to participate not only in obtaining the result, but also in its analysis.

Naturally, compliance with the requirements of these principles is possible by providing certain pedagogical conditions for assessing the quality of professional training, which include: the orientation of working curricula of disciplines on educational outcomes declared in educational standards; purposeful application of valid, reliable, accurate methods of objective assessment of students' academic achievements; application of several evaluation tools; formulation of objective and understandable for students learning goals; providing effective feedback; early acquaintance of students with assessment criteria; purposeful activation of educational and cognitive activity of students; adjusting the content and process of the educational process based on the results of assessing its quality, etc.

Therefore, the assessment of the quality of training as a procedure for comparing certain learning outcomes of students with the competencies declared in educational standards should be carried out in accordance with the characterized principles and reasonable pedagogical conditions. For this purpose it is necessary to create a methodical system of purposeful formation of readiness of pedagogical workers for assessment of quality of preparation of experts in colleges and to provide scientific and methodical support of processes of development of readiness of pedagogical workers for assessment in the conditions of concrete establishment of professional education.

Assessment of the quality of training in institutions of professional higher education, as a system includes: development and approval of qualification standards for assessment of vocational education; substantiation and implementation of pedagogical methods and assessment technologies; assessment of educational results (competencies) of students.

Conclusions. The quality of professional training of future professionals is seen as a deep mastery of specially selected, structured theoretical material on the basics of the specialty for students to acquire professional skills and the formation of the

necessary personal professional qualities in a specially organized, professionally oriented learning process. This creates the preconditions for the realization of the personal potential of students under any circumstances and at any time.

Assessing the quality of vocational education is based on the following basic principles: clear definition of expected learning outcomes; objectivity of assessment of students' competence achievements; systematic and systematic assessment of student learning outcomes; unity of requirements; a positive approach in assessing student learning outcomes; individual approach when evaluating the results of students' academic achievements; multidimensionality of assessment of results of educational achievements of students; adequacy of tools for assessing students' competency achievements; compliance with the balance of the subjects of evaluation.

Based on the analysis of the obtained experimental data, it is proved that in order to properly assess the quality of training in colleges, it is necessary to take into account the relevant pedagogical conditions.

The study of the state of quality assessment of training allowed to conclude that the current features of quality assessment of training in technical schools and colleges is characterized by a system of organizational destructive factors that necessitate the development of a set of measures to modernize the quality of training in technical schools and colleges. development of innovative technologies for objective assessment of competence achievements of future junior specialists.

In the study of teachers' readiness to assess the quality of training in colleges and universities found that most teachers are characterized by an average and sufficient level of formation of motivational, personal, activity and cognitive components, indicating the need for special work for its purposeful formation through the introduction of methodological systems for assessing the quality of training in institutions of professional higher education.

Prospects for further research are associated with the substantiation of the methodological system for assessing the quality of training in institutions of professional higher education and the development of its structural model.

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Оцінювання якості підготовки фахівців у коледжах: теорія, практика, перспективи

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Реферат.

Актуальність. Відповідність якості освіти потребам людини, суспільства, держави визначило необхідність модернізації української освіти та забезпечення балансу між запитами ринку праці і розвитком системи фахової передвищої освіти. Вирішення проблем з вдосконалення освітніх технологій та впровадження інноваційних методів навчання є актуальним завданням розроблення педагогічних засобів формування загальних і професійних компетентностей, критеріїв і методик оцінювання досягнення студентами запланованих результатів навчання.

Мета – аналіз теорії, практики та перспектив оцінювання якості підготовки фахівців у коледжах.

Методи. Для досягнення визначеної мети застосовано сукупність теоретичних (опис, аналіз, синтез, порівняння, узагальнення) та емпіричних (спостереження, опитування, анкетування) методів дослідження.

Результати. Сутність дослідження полягає в тому, що підвищення якості підготовки фахівців у закладах фахової передвищої освіти з урахуванням особливостей реформування вітчизняної системи освіти та потреб національного ринку праці не можливе без сучасного методичного забезпечення оцінювання їхньої підготовки. Вивчення трактувань поняття «якості освіти» визначили види залежності якості професійної підготовки та необхідність формування особистісних професійних якостей для набуття студентами професійних умінь і навичок. Проведення опитування педагогічних працівників, з неоднаковим педагогічним стажем та науковими званнями з різних областей України дозволило з'ясувати сучасні особливості оцінювання якості підготовки фахівців у технікумах і коледжах. З метою дослідження готовності викладачів до оцінювання якості підготовки фахівців у технікумах і коледжах розроблено і розіслано анкети до всіх навчальних закладів, з якими підписано договір про співробітництво. За результатами анкетування авторами запропоновано модернізацію комплексу головних принципів оцінювання якості навчання та шляхи досягнення об'єктивного педагогічного контролю.

Висновки. Застосування основних принципів оцінювання якості професійної освіти, використовуючи експериментальні дослідження дозволило довести необхідність врахування педагогічних умов для належного оцінювання якості підготовки фахівців у коледжах. Результати дослідження оцінювання якості підготовки фахівців у технікумах і коледжах обумовили необхідність у розробці комплексу заходів щодо модернізації оцінювання якості підготовки. В ході дослідження готовності викладачів до оцінювання якості підготовки фахівців доведено необхідність запровадження методичної системи оцінювання якості підготовки фахівців у закладах фахової передвищої освіти та розроблення її структурної моделі.

Ключові слова: *якість підготовки, оцінювання, коледж, фахова передвища освіта.*

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