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FUNCTIONAL ROLE OF MONITORING IN ASSESSING THE QUALITY OF FUTURE HANDICRAFT TEACHER TRAINING

The paper aims to investigate the specificity of using education quality monitoring as a mechanism of assessing the quality of future teachers training. The comparative analysis of the national system of educational indicators of monitoring with the systems of educational indicators of other countries of the world has been carried out. This has made it possible to design an algorithm for assessing the quality, efficiency, and availability of education in our country compared to others. It has been found that today the international practice operates several means of measuring the educational achievements of students: PISA; TIMSS; PIRLS; IEAP; CIVICS; SITES, but unfortunately there is an urgent need to develop and implement an effective and reliable model of education quality monitoring in terms of future teachers training in Ukraine. The education quality monitoring in terms of future specialists training at all educational levels is carried out according to educational and professional programs in two directions: staged, or continuous. The following types of education quality monitoring have been distinguished: diagnostic, expert, control, accompanying pedagogical monitoring. The following kinds of group monitoring of the education quality into the future handicraft teacher training have been implemented: Delphi method; simulation of pedagogical situations of different levels of complexity; web quests (School Rating); business games consisting of different contests; creative tasks and others.

Keywords: *monitoring, educational services, quality of education, future specialist, diagnostics, technological direction.*

Introduction

The reforming of the education system in Ukraine that has occurred during recent years under the influence of socio-political, economic and geopolitical processes has significantly affected the higher education system of the country, including the education management system and its quality. To this day, the issue of education quality in Ukraine has not had such a great social, economic and technical significance. A number of objective factors motivate an updating of the issue of the quality assurance:

- firstly, the level of country's development and global economic competitiveness depends on the quality of human resources;

- secondly, the quality of education is increasingly becoming important for the competitiveness of university graduates at the labor market;

- thirdly, the quality of professional training is an integral requirement of the national higher education if there is a need for its integration into the European educational space.

The requirements for training have increased with the introduction of international standards into the country's economy, which caused the need for the quality certification of educational institutions' work, including higher educational institutions.

One of the conditions of market competitiveness of the educational activities outcomes is a quality monitoring system that meets the world requirements. The process of creating such systems in higher educational institutions of

Ukraine is extremely slow against the fast-evolving labor market and educational services.

The issue has been considered in the following aspects: the essence of pedagogical diagnostics (B. Bitinas, 1993), its history and development (Afanasiev, 2008, Viktorov, 2004), control of teacher professionally-pedagogical training quality (Pidlasyi, 1998; Lukina, 2006; Shatalov, 2008), etc.

Monitoring is a mechanism of controlling and tracking the quality of education that provides an opportunity to determine trends in the development of the education system (Matros, Melnikova, 2001).

The monitoring has two interrelated functions: tracking and prevention. The tracking function helps to assess the quality of education, to compare it with other results. The prevention function serves as a preventive measure for unwanted results (Reimers, 1990).

Aim and Tasks

The paper aims to investigate the specificity of using education quality monitoring as a mechanism of assessing the quality of future teachers training.

The research tasks are as follows:

- to consider domestic and foreign experience of the monitoring of educational services and distinguish the prospects of implementing education quality monitoring into the training of future handicraft teachers;

- to clarify the meaning of “monitoring”, “education quality” concepts;

- to examine types and directions of the educational services monitoring;

• to introduce adapted methods and forms of the educational services monitoring for using them in the process of training future handicraft teachers.

Research Methods

The experiment involved 3rd-4th-year students majoring in “Technological education” (Handicrafts), namely 59 students of Kryvyi Rih State Pedagogical University; 44 students of South Ukrainian National Pedagogical University named after K. D. Ushynsky; 58 students of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University.

The students of Kryvyi Rih State Pedagogical University and South Ukrainian National Pedagogical University named after K. D. Ushynsky were involved in the experimental group (n=103), and 58 students of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University complied the control one.

Concerning the respondents’ specializations, 34 students majored in Apparel Design (modeling and designing clothes), 39 students majored in Computer Graphics, 25 students majored in Cooking, 28 students majored in Materials Artistic Processing (accessories design), and 34 students majored in Automobile Engineering.

A series of techniques was applied for the examination of professional and personal qualities of the respondents, namely: Disciplines Study Motivation Inventory by T. Dubovitska (Podlasy, 1998), Reflection Inspiration Inventory by V. Maralov, T. Shamova (Shamova, 2001). The students were also given individual assignments aimed at examining their ability to apply techniques of generalization, synthesis, analysis and classification.

Besides, the study also involved 72 teachers who were suggested to fill in a specially designed questionnaire aiming to examine the peculiarities of applying types of students’ knowledge assessment by them focused on the provision of education quality monitoring.

Research Results

In Europe, the first monitoring studies were conducted in Sweden during 1052-1959 to compare the efficiency of new schools combined with traditional. In 60-70 years, in the United States, it was proposed to hold an inter-state monitoring using students’ achievements testing with the support of Robert Thorndike and Benjamin Bloom (Stepko, Bolyubash, Shynkaruk, et. al., 2003). The main objective of monitoring is to perform two connected functions of observing (tracking) and preventing (Reimers, 1990). The main functions of educational standards monitoring in American higher education are as follows: improving the quality of education, ensuring equal rights for students to developmental education, humanization of education, continuity, as well as predictive, critical-evaluative, organizational and managerial functions (Viktorov, 2004).

It is noted in the documents of the Bologna declaration that, according to the principles of institutional autonomy, each educational institution is responsible for the quality of higher education. Evaluation of quality should be based not on the duration or the content of education but

on the knowledge, abilities and skills that graduates have acquired, as the most important thing is not the process but the result. The ministers consider the promotion of European cooperation in quality assurance to develop comparable criteria and methodologies to be a dominant means of achieving the goal of creating a European higher education (Stepko, Bolyubash, Shynkaruk, et. al., 2003). Monitoring is an active subject of finding and implementing new opportunities in generating and developing innovative ideas, designing new products and technologies, implementing innovations and learning perspective factors in the development of education quality (Matros, 2001; Shamova, 2001; Bloom, 1971).

Educational monitoring should be considered as a system of collection, processing, storage and dissemination of information about the educational system or its separate elements, focused on information support of management, allowing making conclusions about the state of the object at any given time and predict the development, as a set of procedures of surveillance, current assessment of the managed object transformations and focusing these transformations on the achievement of the development parameters of the object.

The quality of education is an indicator of the society development in a specific time dimension, so it needs to be analyzed in the dynamics of changes regarding the factors that characterize its nature. The quality of education cannot be the subject of intergovernmental competition or a political argument in the assessment of the state’s development at a particular stage of its formation. The training and motivation of academic staff are becoming more significant as well as training of quality managers and auditors. A necessary condition for this process is the engagement of students as the main educational services consumers.

The experience of using Total Quality Management (TQM) proves that:

- every employee of a higher educational institution should contribute to the achievement of high quality teaching;
- each department or institute must have their “customers” and “suppliers”, to provide customers a wide range of educational services;
- the quality management system can be effective only with the help of a number of workers admiring the idea; all departments and other university units should carry out their daily work in accordance with the standard process, making efforts to improve it;
- a team work organization will provide an opportunity for the effective use of creative potential of every teacher and employee;
- in the traditional learning technology the implementation of TQM overloads a teacher with evaluation of quality of knowledge on the basis of numerical set of indicators;
- computer support of procedures for the evaluation of the quality indicators is required; TQM philosophy reflects the basic principles underlying the concepts developed by EFQM for the model of business excellence (Carol Taylor, Fitz-Gibbon, 1996).

Higher education (academic degree) in its content is a system of philosophical and civic qualities, professional knowledge and skills, which are formed in the process of learning at higher educational institutions. It provides a level of education, which a person acquires at a university as a result of consistent, systematic and purposeful process of mastering the content of learning based on complete General secondary education, and ends with the qualification according to the results of the final state attestation. The ensuring of the provisions of the Bologna process requires the introduction of two-level training based on Bachelor's and Master's programs.

The training according to all specializations of all educational and qualification levels is provided in two ways:

- in a staged way (step-by-step), that provides the completion of an educational program, state certification at a certain educational qualification level, further employment, and subsequently obtaining a higher educational degree;

- continuously, when the training is not interrupted by the employment, but can prevent completion of training and passing state certification at each stage.

The solution of these problems depends on the ability of educational institutions to implement measures for improving the higher education system, among which the efficiency of higher educational institution management is of special importance. In addition, the competitiveness of higher educational institutions increases every year, which is why there is a need for rethinking traditional approaches to educational process management taking into account modern requirements of the labor market.

The market lay down the rules using information on the existing demand coming from consumers. Today, most countries of Central and Eastern Europe, as well as Ukraine, are developing (or have developed) the policy framework of educational activities monitoring and evaluation, a system of knowledge assessment in the framework of global reforming. The states have begun defining standards of training programs design, which is an important stage of national policy in the field of education and quality control, and serves as a necessary basis for the formulation of the goal of education, create a single pedagogical space

in the country, through which a uniform level of General education will be provided.

The following types of monitoring are distinguished: diagnostic monitoring, designed to assess the level of the students' skills depending on their personalities; the statistic one that helps to evaluate indicators in one or more areas of educational institution's activities simultaneously, compare the result obtained with the standard and to record the departure from the norm, perform analysis and make an administrative decision; content (person-centered monitoring involving the analysis of the development of personal qualities of the child, that is, the dynamics of personality development); accompanying pedagogical monitoring, which predicts the control and current adjustment of interaction between a teacher and a student in the organization and implementation of the educational process.

In our study, we used a database containing personal information about students, academic success indicators and information characterizing personal and professionally important qualities of students. The database optimizes the number of operations at different stages of monitoring:

- evaluation (in accordance with credit-modular system of training – according to points);

- scoring all students;

- generalization of personal data concerning every student;

- recording additional information (e.g., module test results);

- search for students who share any joint activities.

Empirical Study Results

In the study, we used the monitoring control which is a set of repeated evaluation procedures, aimed at assessing the development of a pedagogical object in a defined time period, the level of positive trends and deviations for making corrections and management decisions. The average value of monitoring the quality of training gradually changed throughout the year. These results are due to the fact that in 2015, the quality of students' knowledge was assessed traditionally. In 2016-2017, in the educational process, in addition to the described types of control, a portfolio method, individual-group work, basket method, web quest technology, simulations, diagnostic tests, paired comparison, etc. were implemented.

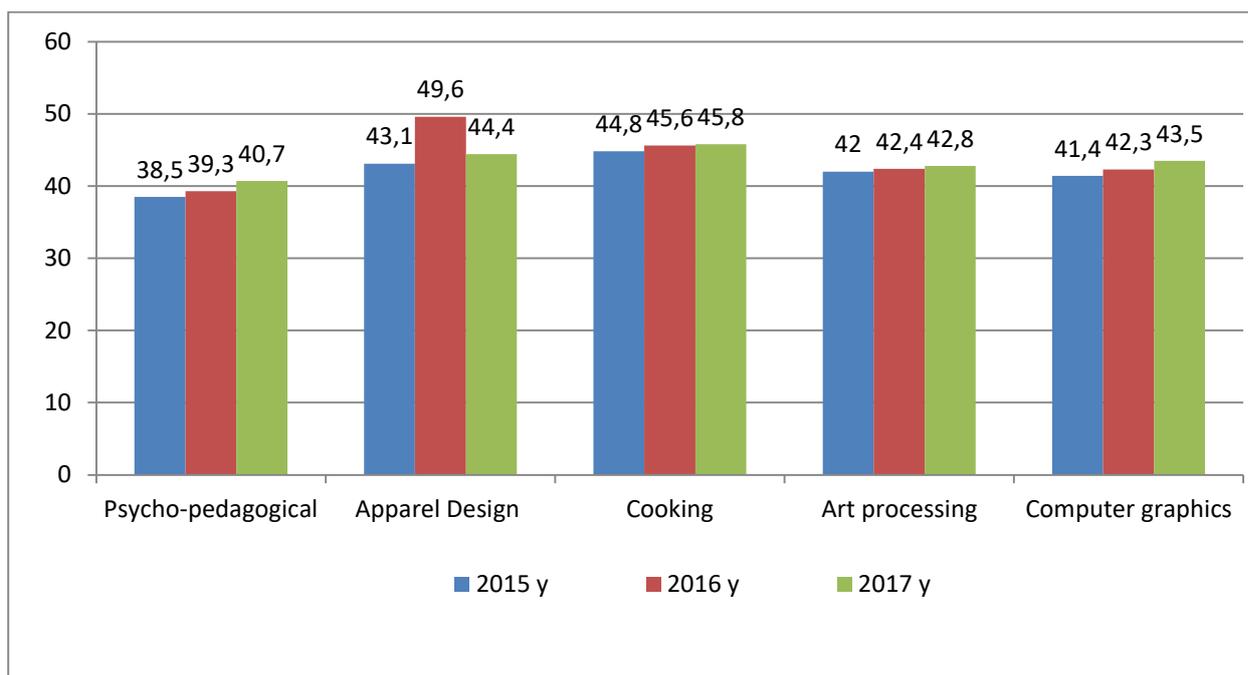


Fig. 1. Mean Values of Monitoring the Quality of Future Handicraft Teacher Training

Fig.1 shows that the mean value of monitoring the quality of future handicraft teachers is low, so Apparel Design specialists have manifested the highest indicator in 49.60% (2015), Cooking – 45.80% (2016), Computer Graphics experts – 43.50% (2017). There are no significant differences regarding the quality of training depending on the specialization.

It has been found that the most effective method of assessment, according to 70% of the teachers, is only a proper combination of oral and written control.

According to the results of the survey, 72.2% of the teachers design the assignments based on their own experience using a limited number of guidelines. 27.8% of the respondents design tasks based on the available methodological support. Although there are lots of textbooks and collections of tests on pedagogical disciplines, the teachers note that the tasks are primarily focused on the general development of students. The number of tasks of professional pedagogical focus is limited.

One of the forms of expert evaluation is Delphi method that is called pedagogical expertise in domestic education. The method involves the formulation of final collective judgment concerning a pedagogical object. A specifically created group of qualified experts that approve the rules and unit of assessment (level, score, rank, etc.) works on it. During the evaluation of the object, the experts do not have the right to communicate and to discuss any issues; they only fill in questionnaires or tests. Then the materials are statistically processed and a conclusion is made. The examination cycle is repeated several times (at least 3), therefore, the collective expert opinion is reliable.

During the experiment, we used different tasks and situations, for example: 1. The teacher offers to find an interesting advertisement of a higher educational institution

in the Internet, in a newspaper or in a journal. During the lesson, the student must prove to the opponent that his/her advertisement is really interesting and unusual. Students work in pairs, alternately defending the advertisements that they have chosen. They need to justify their choice clearly and convince others. 2. Each student receives a card with a detailed description of his/her “profession” that does not coincide with his/her youthful dream, the students tell each other their pieces of information to identify exactly who realized the “dream of youth”. Having found a person who is also not satisfied with the current work students criticize their contemporary lives, using the terms “quality”, “assessment”, “success”, “career”. 3. Students learn the rules of writing a resume. Everyone gets a task to write a resume for applicants for various jobs. 4. The teacher announces the topic of the discussion and offers a movie about stress as a result of overload at work. The “Invited” express their opinions regarding the motivation to build a career (no more than 2 minutes). The experts ask questions to the speakers and then summarize the discussion in the content and the form of conduction.

During 2015-2017, we have implemented a variety of diagnostic tasks (tests, questionnaires, projects, web quests, business games, creative tasks, situations, independent work, and so on) to introduce the monitoring of the quality of training future technological specialists.

While studying disciplines “General pedagogy”, “Methodology of educational work”, “Theory and methods of technological education” we applied the following business and role-playing games with the students: “School Certification”, “Methodical Council of Handicraft Teachers”, pedagogical situations of varying difficulty, intellectual exercises (riddles, puzzles, crosswords, drawings, graphs), pedagogical tasks “Choose the diagnostic methods

for education quality monitoring”, “Teachers’ Rating” presentations, web quests “Individual trajectory of future teachers”, pedagogical situations using information and communication technologies, conferences, portfolio method, business game “Evaluating candidate proposals for the vacant post of Deputy School Principal”. Besides, we implemented a method of pedagogical situations simulating conditions and dynamics of the educational process, for example: “Modern School Rating”, “Evaluation of

Schools by Parents”, “Monitoring system of Students’ Academic Success”, “Opinions of Graduates about the quality of Education Received”, etc. At this stage, we held an Internet-conference “Monitoring as a Means of Improving the Quality of Education”, a design competition “Easter Eggs Museum”, etc.

To determine the significance of using monitoring in the learning process, we conducted a survey and differentiated levels: high, medium, low. The results of the study are presented in the table 1.

Table 1.

Comparison of the Results of Using Monitoring according to the Indicator “Significance of Monitoring in the Learning Process as a Means of Improving Education Quality”

Levels	First stage		Second stage	
	Control group	Experimental group	Control group	Experimental group
	%	%	%	%
High	16	15	16	38
Medium	42	38	50	54
Low	42	47	34	8

The obtained results show that the parameters have changed in the control and experimental groups. There is a marked increase in the number of students with the average level (8 %), a decrease in the number of those with low (6%), and the number of the respondents with a high level remained unchanged in the control group. In the experimental group, the number of students with the high (23%) and average (16%) levels increased, and the number of those with the low level decreased (39%), but these figures are significantly higher than in the control group, which gives reasons to believe the conducted experimental work is efficient.

One of the conditions of Ukraine’s joining the Bologna process is the educational process transparency. Due to this, we investigated the respondents’ awareness regarding the peculiarities of the organization of control. The analysis of the survey results has proved that at the present stage there is a lack of methodological materials for educational information processing and control measures organization; students are not sufficiently informed on the issues of control procedures at each stage, as well as assessment criteria.

The monitoring of the quality in the sphere of educational services in the training of future specialists provides the following operations: comparison; analysis; forecasting; interpretation; informing; supervision.

The comparison is used as follows: university teachers compare the student’s behavior with previous activity or behavior of other students at this moment or in the past, with the description of the behavior of the imaginary future teacher (model of the ideal teacher, etc.).

The analysis helps to find out why the behavior of a particular student or a group is different from the previous one, from the behavior of other classmates or departures from the norm.

The prediction provides an opportunity to extrapolate data obtained as a result of comparison and analysis, on the behavior in other situations or in the future.

The interpretation helps a rector, the Dean’s office workers to assess situations, express expectations based on the information collected over a certain period. Such information is systematized, indexed and summarized in the form of evaluative concepts.

The informing as a means of letting students know the results of pedagogical diagnostics provides an educational (developmental) effect, and the control – figuring out how certain methods and assessment procedures affect students and other educational process participants.

Conclusions

1. In order to highlight the essential features of the education quality monitoring and the prospects for their introduction into the practice of domestic higher education institutions, the foreign experience of education quality monitoring models implementation has been considered. The comparative analysis of the national system of educational indicators of monitoring with the systems of educational indicators of other countries of the world has been carried out. This has made it possible to design an algorithm for assessing the quality, efficiency, and availability of education in our country compared to others. It has been found that today the international practice operates several means of measuring the educational achievements of students: PISA; TIMSS; PIRLS; IEAP; CIVICS; SITES, but unfortunately there is an urgent need to develop and implement an effective and reliable model of education quality monitoring in terms of future teachers training in Ukraine.

2. The “monitoring” concept is considered as an accompanying assessment process and the current regulation of any process in education; the “education quality monitoring” is interpreted as a process of peculiar evaluation of existing educational phenomena and processes in practice. The monitoring is an interdisciplinary category, and is used simultaneously in the management and teaching branches of science. The concept of quality of education is interpreted as a characteristic of the final result achieved by

graduates of an educational institution according to the level of knowledge and skills, maturity and competence according to the intended purpose or standards of education.

3. The education quality monitoring in terms of future specialists training at all educational levels is carried out according to educational and professional programs in two directions: in a staged way, or continuously. We distinguish the following types of education quality monitoring: diagnostic, expert, control, accompanying pedagogical monitoring.

4. We have implemented the following kinds of group

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monitoring of the education quality into the future handcraft teachers' training: Delphi method, which is called 'pedagogical examination' in domestic pedagogy (analysis of the students' participation in contests, competitions); simulation of pedagogical situations of different levels of complexity; web quests (School Rating); business games consisting of different contests (production of advertising, demonstration of educational services, team presentation); creative tasks (Modern School Newspaper "Students' Academic Performance Assessment") and others.

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ФУНКЦІОНАЛЬНА РОЛЬ МОНІТОРИНГУ ПРИ ВИЗНАЧЕННІ РІВНЯ ЯКОСТІ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ТЕХНОЛОГІЙ

Мета статті – дослідити специфіку освітнього моніторингу як механізму оцінювання якості підготовки майбутніх учителів. З метою висвітлення сутнісних ознак моніторингу якості освіти та перспектив їх запровадження в практику роботи вітчизняних закладів вищої освіти проаналізовано закордонний досвід запровадження моніторингових моделей якості освіти. Здійснено порівняльний аналіз національної системи освітніх індикаторів моніторингу із системами освітніх індикаторів інших країн світу. Це уможливило розробку орієнтовного алгоритму оцінки якості, ефективності, доступності освіти в нашій країні порівняно з іншими. Визначено, що на сьогодні міжнародна практика оперує кількома засобами вимірювання навчальних досягнень учнів/школярів: PISA; TIMSS; PIRLS; IEAP; CIVICS; SITES, але на жаль в Україні є гостра необхідність розроблення та запровадження ефективної та надійної моделі системи моніторингу якості освіти майбутніх фахівців у підготовці учителів. Поняття «моніторинг» уточнено як процес супроводжувального оцінювання й поточної регуляція будь-якого процесу в освіті; поняття «моніторинг якості освітніх послуг» визначено як процес як своєрідного оцінювання наявних у практиці освітніх систем явищ і процесів. Моніторинг є міждисциплінарною категорією, одночасно використовується в управлінській та педагогічній галузях науки. Поняття «якість освіти» трактовано як характеристику кінцевого результату, якого досягли випускники навчального закладу на момент його закінчення за рівнем знань і вмінь, освіченості і вихованості, розвитку і компетентності згідно із запланованими метою або стандартами навчання та виховання. Визначено, що моніторинг якості освіти майбутніх фахівців усіх освітніх і освітньо-кваліфікаційних рівнів відбувається за освітньо-професійними програмами за двома напрямками: ступенево, неперервно. Виокремлено види моніторингу якості освітніх послуг: діагностичний, експертний моніторинг, контрольний моніторинг, супровідний педагогічний моніторинг. Упроваджено у практику підготовки майбутніх учителів технологій такі форми групового моніторингу якості освітніх послуг: метод Делфі, що в педагогіці називають педагогічною експертизою («Аналіз участі школярів у конкурсах, олімпіадах, турнірах»); педагогічні ситуації, моделювання педагогічних ситуацій різного рівня складності; веб-квест («Рейтинг школи»); ділові ігри, які складаються з різних конкурсів (виготовлення реклами, демонстрація освітніх послуг, презентація кожної з команди); творчі завдання (Сучасна шкільна газета «Діагностика навчальних досягнень учнів»); відеофрагмент («Лабораторія вчителя»).

Ключові слова: моніторинг, освітні послуги, якість освіти, майбутній фахівець, діагностування, технологічного напрямку підготовки.

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