

MODERN METHODS OF EVALUATING THE QUALITY OF EDUCATIONAL INSTITUTIONS

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ABSTRACT

This article describes international experiences and approaches in ensuring the quality of education, the application of world experience in the development of higher education. Also, international quality assessment models and issues of attestation and accreditation, which are considered an important quality assurance mechanism, are covered in detail.

Keywords: Education, quality, management, control model, approach, university, aspect.

Introduction

In the conditions of the independence of our republic, the improvement of educational management and increasing its effectiveness is a decisive factor for the development of education. That is why democratic, fair, consistent and analytical management is in the center of attention.

Today, two approaches can be distinguished in the policy of quality assessment in the higher education system abroad: continental (European countries) and British. For the continental approach, it is more important to determine the readiness of the graduates to participate in the national economy of the country[1]. This can be explained by the state funding of higher education institutions. For the British approach, quality is defined more in independence and autonomy, that is, universities are considered free to choose their own development and forms of control. This is explained by the fact that the higher education system in Great Britain is less dependent on public funding.

Main Part

The main approaches to the formation of quality assurance systems at the international level are presented in the (OESR) report on quality assurance in higher education. This report presents a typology of existing national quality assurance mechanisms, on the one hand, and the priorities and shortcomings of different quality assurance systems, on the other hand.

The research of the world experience of higher education development shows the tendency of assigning the responsibilities for the quality of education to the universities themselves and expanding their powers in this regard. For example, China, Eastern Europe, South America, and Scandinavia show that there is a shift towards self-management of higher education institutions in higher education systems. But the positive side of this trend is the growing importance of the responsibility of the university for the quality organization of the educational process.

The importance of accountability is reflected in:

- 1) the popularity of higher education and the increase in expenses require transparency in the distribution of public and private expenses;
- 2) students demand quality academic programs;
- 3) the society demands to strengthen information about the quality of educational programs of universities.

Accreditation of the higher education system is the next important quality assurance mechanism. Previously, accreditation was a priority in the United States, and fairly common in Central and South America, Eastern Europe. In the 1980s, accreditation became widespread in India and later in the European Union as a form of quality control of the educational process. Accreditation as a way to improve the quality of higher education has emerged and spread in the USA, it is important to take into account the experience gained by the Council on Higher Education Accreditation in the USA.

The current quality assessment system in the world can be conditionally divided into two models. The first is the "French" model based on external evaluation of HEIs through certification, accreditation, and inspection from the point of view of their responsibility to society and the state. Such a model is used in Scandinavian countries, the Czech Republic, Latvia, Estonia and other countries.

The second one is "English" model of the higher education quality assessment system that is based on internal self-assessment of the academic community of higher education institutions. It is valid in Great Britain, Germany and USA.

In France, the Ministry of Education, Research and Technology is responsible for education policy. However, the evaluation of HEIs is done by the National Expert Committee, which has been operating since 1984 and has been established according to the law on higher education. The main task of this committee is to periodically objectively assess the situation in higher education in the country as a whole. This national body, which evaluates and controls higher education, reports only to the President. The expert committee collects information on the activities of higher education institutions and sends an annual report on the state of affairs in the field of higher education to the President.

The wide publication of the results of the inspection and evaluation of universities in France allows not only the state, but also the society to judge the academic level of this or that institution of higher education. This mechanism reflects the historically formed centralization of the French higher education system.

Quality control of education in the USA shows a successful combination of ideas from the "English" and "French" models. In the USA, the system of self-evaluation of universities is somewhat developed. Unlike in countries where education is regulated by state bodies, the priority in American higher education is controlled by the educational institutions themselves.[5]

Accreditation procedures of universities are carried out by regional associations of universities and colleges.

In general, the requirements for the quality of education and its understanding change depending on the development of society, economy and science. The need for a competent approach to the concept of quality has arisen due to the fact that the results of education do not correspond to the needs of modern society and the requirements of the labor market. It is accepted to distinguish three approaches to determining the quality of educational results abroad and its implementation. These approaches appeared independently of each other, first in the United States, then in Great Britain, and finally in France and Germany.

When discussing the American approach to the competent interpretation of the quality of educational outcomes, the term "behavioral approach" is used, which emphasizes the ability of educational outcomes to be applied to practice after graduation from an educational institution.

The French approach is somewhat broader than the American approach, with a cognitive, functional, and behavioral description of learning outcomes.

The German education system has long adopted a distinctive approach focused on behavioral competence. The uniqueness of the approach is that the main focus is on the curricula of the

professional education system. The standard typology of competence is directed to the field of future professional activity of graduates of educational institutions. It includes subject, personal and social competencies.

Conclusion. Thus, today quality of education is becoming the main factor determining the priority of development in all spheres of life, including education, of highly developed countries in the world.

In our republic, the system of evaluating the quality of higher education is oriented to the analysis based on educational standards and efficiency indicators. The main elements of this system are the standardization of licensing, attestation and accreditation procedures, as well as the comprehensive assessment of HEIs as a whole, and of the educational areas and specialties in particular, based on the rating system.

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