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QUALIMETRIC PARAMETERS OF QUALITY ASSESSMENT IN EDUCATION

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Abstract:

At present, quality assurance of educational services is the main task of educational institutions. A variety of methods are used to assess the quality of education and efforts are made to improve it. This article provides information on the qualitative parameters of qualitative assessment of education and the science of qualimetry.

Keywords: Educational Process, Quality Of Education, Qualimetric Parameters, Technologies, Foreign Experience, Educational Services.

There is no one in the world who does not know the word "education". Getting a quality education is not only a successful, decent life for the children themselves, but for the whole society. The success of teaching and education in the modern world depends on the ability of teachers to put into practice modern pedagogical ideas, technologies and achievements of modern pedagogical science. In modern conditions, the information environment at all stages of education is developing in the conditions of uniform standards. However, the modern education system is experiencing its own challenges. We live in an age of achievements, new discoveries, information technology. Time is moving forward and the current stage of education development requires new teaching methods, non-standard forms of education, an individual approach to each student. This encourages the scientific and pedagogical community to look for new ways to solve the identified tasks, because it is education that is the basis for the development and formation of the individual, giving the student a stable life for tomorrow. The famous phrase of the philosopher Seneca remains relevant: "We study for life, not for school."

Today, the scientific and pedagogical staff faces a responsible and difficult task - to bring up a citizen who can bring good to people, who is able to work for the welfare of their country. They should not only improve the quality of education, but also raise it to a new level, adapt it to modern living standards. All activities of educational institutions should help to increase the effectiveness of lessons, to acquire skills that will allow students to adapt to the demands of modern society, to solve life problems and develop the ability to make independent decisions.

According to an international standard, quality is a combination of features and characteristics of a product that gives it the ability to meet defined or intended needs. The quantitative characteristic of these properties is called the product quality indicator. The quality of education is a social category that determines the state and effectiveness of the educational process in society, its compliance with the needs and expectations of society (various social groups) in the development and formation of civic, domestic and professional competencies of the individual. The quality of education is determined by a set of indicators that characterize various aspects of the educational activity of the educational institution: the content of education, forms and methods of teaching, material and technical base, staff and others. Thus, the quality of education is understood as a characteristic of the educational process and its results, measuring their conformity to the common ideas in society about what the so-called process should be and what goals it should serve.

The international assessment systems successfully used in the education system of the developed countries of the world - TIMSS (The Trends in International Mathematics and Science Study), TALIS (Teaching and Learning International Survey) and PISA (Program for International Student Assessment).

It is advisable to use the limit. To do this, it is necessary to provide information about the science of qualimetry, which is used to assess the quality of objects and processes, and its parameters.

Qualimetry is the study of all objects in nature and the processes that take place in society, the problems and methodologies for assessing the quality of products created in the field of production. It is a

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branch of science that combines methods of evaluating the quality of an object, product, or process, meaning "quality" in Latin, and "metros" in ancient Greek. From a modern point of view, qualitative indicators of qualimetry are studied in two main groups - natural and social.

Natural indicators are divided into physical, chemical and biological quantities of the object under study. Social indicators are applied to the events of a certain stage of development of society, products of production and consumption, pedagogical processes, the position and place of the individual in social and independent life, literacy, level of education, personal development. Qualimetry is a comprehensive study of the quantitative and qualitative indicators of each of the above groups and develops a general procedure for evaluation. Diagnosis and quantification of the quality of objects and products began in the XV century, when artisans first identified the indicators that determine the quality of their products and began to put quality marks. Thus, commodity studies were born, and in 1549 the first department of "Commodity Studies" was established at the University of Padua in Italy.

In the early twentieth century, scoring and standardization of objects and products in the United States and Europe was introduced. Thus, in other countries, some work has begun to identify quality indicators and apply them in practice. These efforts led to the emergence of qualimetry as a scientific science and the expansion of research.

There are three branches of qualimetry - theoretical (general), special and practical. In theoretical qualimetry, a specific object is designed (abstracted) and the general laws of its quality indicators and mathematical models are studied. The object of research of theoretical qualimetry is the development of philosophical and methodological bases of quantitative assessment of the quality of objects, industrial products, objects and subjects. In the practical areas of theoretical qualimetry, the methodology and theoretical foundations of quality assessment of various objects and processes have a common feature. Special qualimetry develops a precise methodology and mathematical model for assessing the quality of an object used for various purposes. There are such types of special qualimetry as expert, probability-statistical, indexed, qualimetric taxonomy. Applied qualimetry is an area that develops quality assessment of technology, manufacturing, human activities, various projects and processes. It is interrelated with other disciplines, including technical qualimetry, social qualimetry, pedagogical qualimetry, medical qualimetry, and geological qualimetry. Pedagogical qualimetry is a scientific and theoretical science that has been formed and formed on the basis of experience and evidence accumulated over the years, and comprehensively studies the pedagogical innovation used in the educational process and the pedagogical activity of the teacher in connection with it. In this case, the professional qualifications and pedagogical skills of teachers are determined by comparison. The methodological problems of pedagogical qualimetry have so far escaped the attention of researchers and they are waiting for a solution.

The object of research of pedagogical qualimetry is the quality of the educational process, the organization and management of students' learning activities, monitoring and evaluation of teacher performance. The history of the formation and development of pedagogical qualimetry as a science can be divided into three periods:

1. The early Middle Ages, a period of empirical development that was not yet scientifically based.
2. The end of the XVI-XIX centuries - the period when the first ideas about the quality of the educational process emerged.
3. The new and most recent stage of development of pedagogical qualimetry, ie the period of scientifically based, defined methodological bases, theoretical, special and practical branches, the parameters of scientific measurement.

In the early Middle Ages, that is, during the period of unscientific, empirical development, the main task of educational institutions was to convey philosophical and religious knowledge to the minds of students. The focus is on stabilizing society and raising people's religious awareness. The educational institutions of that time taught 7 directions of art on a voluntary basis. The study of art has laid the foundation for the spiritual, moral, intellectual, physical development, aesthetic taste, and ecological views of the members of society. From the 16th to the end of the 19th century, some research was conducted on the final results of the educational process and the evaluation of the pedagogical activity of teachers, but these studies did not yield the desired results. In the work of the famous pedagogue YA Comenius "The Great Didactics" the main didactic categories, the purpose of teaching, the content of education, knowledge control, determining the quality of the educational process are didactic. The scientist introduced new terms and

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concepts in the field of pedagogy, such as "control and evaluation of knowledge", "examination", "collegium", "dictation".

In order to improve the quality of training of highly qualified and competitive personnel, a five-point grading system has been introduced in higher education institutions.

The new and most recent period of development of pedagogical qualimetry. At that time, the ideological and political direction of the content of education in Russian educational institutions was emphasized, a theoretical system based on the continuity of education was established, theoretical reproductive knowledge, skills and qualification control, the formation of a comprehensively developed personality as the end result of education. In the most recent period of development of pedagogical qualimetry, the paradigm of individual-oriented education has emerged. Person-centered education is based on universal values, pedagogical relations are humanized, the theory of organizing the educational process taking into account the interests, needs, internal and external learning motives of the learner. Based on this paradigm, there have been positive changes in pedagogical qualimetry, as well as in the education system. They are:

- The transition from frontal education in the education system, based on the socialization and adaptation of the individual, to a process that prepares the ground for individual development;
- Theoretical knowledge, practical skills and competencies in students based on common cultural, universal values;
- Orientation of students to independent education and training, along with compulsory education;
- Transition to the use of integrated content, interdisciplinary links, modular systems, rather than on the theoretical issues of the training courses in the decision-making of knowledge, skills and abilities, experience and value of creative activity in the content of education;
- use of innovative and information technologies that allow students to develop creative, critical and logical thinking skills, as well as reproductive teaching methods and traditional technologies;
- In monitoring and evaluating the end result of the educational process, it is necessary to abandon the paradigm of knowledge, skills and competencies and determine the level of development and upbringing of the individual by controlling the competencies accepted as a promising direction of modernization of the education system.

The positive changes that are expected to be introduced into the educational process, in turn, will have an impact on the process of assessing the knowledge, skills, competencies and competencies acquired by learners. There are the following conceptual bases of pedagogical qualimetry as a science:

1. Pedagogical qualimetry allows to determine and draw conclusions about the quality of the educational process, organized at different stages of continuing education, the level of mastery of students, the professional qualifications of teachers.
2. Accepts the quality of the object under study as a dynamic category and implies an increase in the level of quality on the basis of social orders for continuing education, in line with the future.
3. Pedagogical qualimetry is formed on the basis of the achievements of two interrelated areas - theoretical and practical qualimetry and develops as a science.
4. Pedagogical qualimetry is the level of training of future teachers to the qualification requirements, the professional qualifications of teachers working in the system of continuing education, the quality of the educational process organized at this stage, the knowledge, skills and abilities of students monitors the quality of qualifications, professional competence (competence) of the STS, the quality of training of teaching staff of higher education institutions, including existing departments, the quality of material and didactic support of courses included in the curriculum in accordance with the established procedure and evaluates.

Pedagogical qualimetry as a science determines the way to achieve the following goals:

1) Taking into account the ideological and political changes taking place in the world, the achievements of educational institutions of the developed countries of the world, the spiritual and enlightenment renewal in the life of society, the educational process development of normative requirements that allow to control the organization in accordance with modern requirements;
2) STS based on state and social orders at the stage of creation of legal and normative documents of the educational process, standard curricula on the basis of qualification requirements for pedagogical staff, modernized and integrated standard programs introduced in the system of continuing education, development of ways to control the appropriateness and quality assessment of material

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and technical, educational and methodological support of training courses;

3) Formation of standards for quality control and evaluation of the educational process, teaching and pedagogical practice in higher education institutions;
4) Development of standards for the employment of graduates of higher education institutions, their adaptation to the pedagogical process, the analysis and evaluation of the content of the work carried out in the field of teacher-student.

The main tasks of pedagogical qualimetry as a science:

- Monitoring the implementation of the tasks set out in the Law on Education, the National Training Program, state programs, Presidential decrees, resolutions and orders, decisions of the Cabinet of Ministers;
- development of normative documents and rating system of attestation, accreditation process of higher education institutions;
- Determining the scientific potential of the departments of higher education institutions, research, spiritual and educational work, the quality of the educational process;
- Determining the quality of pedagogical activity of professors and teachers, research, spiritual and educational work, material and technical, educational and methodological complexes of the courses taught.

Comparison of research methods of pedagogical qualimetry, analysis and conclusion of the obtained results by mathematical statistical methods, interviews with teachers, surveys to determine the views of teachers, expertise, social methods can be added.

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