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THE MODEL OF MONITROING THE QUALITY OF EDUCATIONAL PROCESS IN THE HIGHER EDUCATIONAL ESTABLISHMENT

At present, the competitiveness of a specialist depends on the quality of the educational process in a higher educational establishment. In quality management higher educational institutions should take into consideration the main principles of *The International Quality Standards, The Standards and Recommendations on Quality Assurance in the European Space,* as well *The Guidelines for Implementing ISO 9001:2000 in Education*. These fundamental documents emphasize, among the requirements for the educational process quality assurance, the need for organizing the system of quality monitoring in higher educational establishments. At the same time, the system of education quality assurance in higher educational institutions in Ukraine is still grounded on the results of control and pedagogical diagnostics. Thus, the studies conducted over the last ten years (for instance, by I. Bulakh, V. Horb, O. Mitina, O. Pulbere, S. Silina, N. Fomenko, H. Tsekhmistrova, et al.) demonstrate that the means of assessing the quality of education are not in line with the process of modernization that the system of higher education is undergoing at the moment, since they do not afford the comprehensive analysis of the process of specialist's training, fail to distinguish the factors influencing the educational process and to determine the perspectives for its further innovative development. Therefore, the theory and practice of higher education management emphasize the importance of implementing educational monitoring, as well as educational process quality monitoring in higher educational institutions as one of its kinds.

The analysis of the monographs, dissertations, and journal articles by V. Viktorov, V. Horb, V. Zaychuk, O. Lyashenko, A. Mayorov, O. Pulbere, Ye. Sakharchuk, H. Tsekhmistrova, Ye. Khrykov, et al. shows that education

monitoring is a complex system of collecting, processing, storing, and distributing information about the state of the system of education or its components, which helps to assure the successful management and leads to the selection of optimal administrative measures concerning the adjustment and development of the education system object. The education system object, which is of particular importance at the level of a higher educational establishment, is the educational process, the organization quality and functioning of which are directly related to the quality of prospective specialists' training. The educational process is a multi-componential system. Respectively, educational process quality monitoring is also a complex process, which is difficult to organize and, therefore, which requires that the methods of pedagogical modeling be used.

Nowadays, pedagogical modeling is becoming increasingly popular in the research into the modernization of the system of education and its content, which ensures its orientation towards practice. Idealized models developed on the basis of abstraction and idealizations, with the help of which the distinctive features of the objects of modeling can be determined and described, are among the most common.

The theoretical foundation for the models of higher education quality monitoring was laid in the works by I. Bulakh, O. Volkov, V. Zaychuk. O. Lyashenko, N. Fomenko, H. Tsekhmistrova, and other Ukrainian researchers. The dissertations by A. Denysenko, S. Kretovych, O. Lokshyn, T. Lukin, T. Oleandr, et al. specify the requirements for implementing the education system quality monitoring.

A significant contribution to the development of the theoretical principles of building the models of quality monitoring in higher educational institutions was made in doctoral dissertations and monographs of O. Abdulina, V. Horb, A. Mayorov, O. Pulbere, as well as in the research conducted by other scholars of the near abroad. Numerous scientific publications in Russia, namely the works by L. Vasil'yeva, L. Churina, et al., describe the methodological guidelines for implementing higher education quality monitoring.

In this context, special attention should be paid to the research focused on

building the models of monitoring the quality of the educational process in a higher educational institution. This topic is primarily discussed by Russian educators, for instance, in the doctoral dissertation of G. Shabanov, who studies the organization of the monitoring of the pedagogical aspect of the educational process quality assurance. The candidate of sciences' dissertations by N. Kruglova, I. Naydyonova, V. Pulbere, O. Sergeyeva and other Russian scholars discuss the guidelines for implementing the models of monitoring the quality of students' academic achievements, while O. Kukuyev and M. Chandra suggest the models of monitoring the quality of the educational process. Over the past few years, a significant contribution into the investigation of monitoring the quality of students' academic achievements, as well as the educational process efficacy was made by N. Baydats'ka, L. Korobovych, O. Turzhans'ka, T. Horuzhenko, and other Ukrainian researchers.

European and American scholars are mainly concerned with the theoretical foundations of monitoring the quality of higher education and the innovative development of higher educational institutions. These trends are reflected in the studies by L. Harvey and P. T. Knight, as well as the articles by M. Broadbent, J. Cullen, T. Hassall, N. Jackson, J. Joyce, I. M. Roffe, et al. A. Hunt, A. Irving, and M. Tam are focused on creating the models of monitoring the quality of the students' achievements and the efficacy of the educational process. A profound analysis of the issues related to monitoring educational process quality was conducted by M. Brookes, N. Downie, and P. Ramsden.

As is seen from ample research in the field, modeling is used by scholars to organize the monitoring activity aimed at assessing the quality of education in general, the quality of students' academic achievements or the efficacy of the educational process. At the same time, the monitoring of the quality of the educational process as a multi-componential system remains under-investigated.

The goal of the article lies in determining and explaining the essence of the structural elements of the model of monitoring the educational process quality in a higher educational institution in the light of the theoretical and practical experience of Ukrainian and foreign scholars and educators.

The development of the model of monitoring educational process quality in a higher educational institution requires taking into consideration the theoretical approaches to higher education quality management. To our mind, the model of assessing the quality of the educational process in a higher educational institution should comprise the theoretical foundations of developing monitoring models that help make decisions in complicated situations and prognostic models that provide for the correct distribution of the resources and the specification of the goals.

Currently, in quality management practices within higher educational institutions, three most popular models are distinguished: higher educational establishment quality management conceptual model, a model developed on the basis of the Total Quality Management (TQM) Guidelines, and a model that is based on the international quality standards (ISO 9001:2000). The analysis of the distinctive features of these models and their implementation in higher educational institutions reveals the potential of the model based on ISO standards for the solution of educational process quality problems [1]. This model involves the mechanism of the external and internal control over the compliance of the educational process and the quality of the prospective specialists' training with the measures aimed at the assurance of high quality education and the measurement of the specialists' training efficacy.

When developing the educational process quality monitoring model, it is necessary to consider the practical experience Ukrainian and foreign researchers have to offer in this field.

Modern Ukrainian scholars most often pay attention to the quality of students' learning outcomes. Closer look into the problem allows distinguishing both strengths and weaknesses of modeling. N. Baydats'ka [2] provides a profound survey of the conceptual basis for a monitoring model, which is an obligatory component in any kind of pedagogical modeling. The scholar defines the goals, objectives, content, kinds, functions, and principles of the monitoring organization. Moreover, the conditions necessary for the implementation of such model in higher educational institutions are determined, among them are:

1) theoretical and methodological background of the instructors that is sufficient for implementing educational process monitoring;

2) involvement of the students as the subjects of monitoring; and

3) the use of information technology in monitoring.

These pedagogical conditions are critical for building the model of quality monitoring, but they are not sufficient for a profound analysis of the educational process quality issues, as well as the problems related to managing the educational process by its subjects and various ways to improve its organization.

O. Turzhans'ka also emphasizes the need for developing the conceptual basis of the quality monitoring model. In her research, the scholar described a mathematical model of monitoring the quality of prospective mathematics teachers' training, built with regard to "the unity and interrelatedness of qualitative and quantitative features of learning/teaching on the basis of fuzzy sets" [3]. It should be mentioned that in O. Turzhans'ka's study the quality of specialist's training is discussed only in relation to the pedagogical support used in the educational process, while the effective implementation of the quality monitoring model is attributed to information technology usage. We believe that concentrating exclusively on these aspects prevents the effective implementation of monitoring and the comprehensive analysis of the educational process quality.

An interesting example of a quality monitoring model in terms of its development procedure, theoretical justification, and componential characteristics was introduced by A. Denysenko, who offered a classical model of quality monitoring within a higher educational institution [4]. The scholar focuses on the organization of the system of monitoring, its subjects, their readiness to participate in monitoring activities, cooperation, and the choice of monitoring tools.

In the context of our research, the structure of the monitoring model suggested by T. Oleandr is of special interest, since it is based on the monitoring practices in the U.S. higher education [5]. The author of the model focuses on the stages and nature of quality monitoring process, namely on assessing the quality of the procedural and productive components of the educational process, monitoring tools, as well as such

essential components as the object, subject, and the criteria.

The monitoring models described in the works of Russian researchers can also be useful for achieving the goal of our study. Monitoring educational process quality is addressed by M. Chandra [6], who developed the model of the systemic monitoring of the quality management of the processual and productive components of the educational process in higher educational institutions. The creation of such model requires defining the methodological approaches, the subjects and the objects of the monitoring, and the assessment procedures. The composition of the model suggested by M. Chandra demonstrates its compliance with the basic principles for developing the models of pedagogical processes.

Among the weaknesses of M. Chandra's model are the author's reliance exclusively on the systemic approach and the lack of conformity of the conditions for monitoring organization with the techniques of its implementation. Taking into account the organizational structure of quality management in the educational process described by the scholar, we came to the conclusion that the central concern of this research is the monitoring itself as the leading component in the system of quality management.

An important point was made by professor G. Shabanov, who states the need for monitoring the quality of pedagogical support at university, faculty, department, and individual levels [7]. The notion of *pedagogical support* is understood by the scholar quite broadly. Therefore, among the principal objects of monitoring, the author mentions the educational and methodological, educational and research, developmental and partially organizational components of the educational process in a higher educational institution. These components should be monitored at different levels of the higher educational institution system. Special attention is paid to the monitoring of those student leaning outcomes that are the result of introducing specific pedagogical support into the educational process. Despite the absence of the graphical representation of the monitoring model, all its components are theoretically grounded.

The analysis of foreign practices demonstrates that managing the quality of

specialist's training in many countries is based on the principles of Total Quality Management (TQM) and the requirements put forward in ISO quality standards. This involves quality monitoring as an essential component of any quality management system. According to the study of N. Becket and M. Brookes devoted to quality assessment in higher educational institutions, the use of monitoring methods and tools developed within the afore-mentioned models requires significant adaptation and adjustment for these models to be successfully used in higher educational establishments [8]. The principal requirements for the organization of quality monitoring in a higher educational institution include:

– comprehensive analysis of the learning process and outcomes;

– involvement of all the participants of the educational process as the subjects of quality monitoring;

– clear criteria of quality assessment; and

– exposure of the interrelation between quality and the components of the educational process to make monitoring more direct and profound.

In accord with these requirements, the goals, subjects, criteria of monitoring, as well as the peculiarities of the technique of its implementation are determined. They are to be reflected in the corresponding model of the educational process quality monitoring.

A similar approach as to the main parameters of quality monitoring implementation within higher education is taken by J. A. Blackmore [9]. The scholar emphasizes the need for a profound study and description of the results of professional training, which have impact on the content of monitoring and the tools to be used. According to J. A. Blackmore, an important requirement for a monitoring model is the assurance of feedback between and among all the subjects of monitoring, students, instructors, and higher educational institution administration among them. Moreover, it is suggested to introduce different monitoring models, including the model of monitoring the innovative development of a higher educational institution, the model of pedagogical monitoring, and the model of educational process quality monitoring *(the interpretations of the models were*

adjusted in accord with the Ukrainian monitoring practices).

Having analyzed the findings of other researchers, namely L. Vasil'yeva, V. Horb, L. Korobovych, N. Kruhlova, O. Pulbere, O. Khorunzhenko, et al., who demonstrated the importance of monitoring for managing different aspects of the educational process, we came to the conclusion that the development of the model of monitoring educational process quality should be based on the algorithm of the pedagogical monitoring, as well as incorporate the best practices of building monitoring models.

The development of the model of monitoring the quality of the educational process in a higher educational institution starts with the development of its conceptual basis, which consists of the methodological approaches, functions, and principles of implementing monitoring.

The methodological basis for the model of monitoring the educational process quality within a higher educational institution encompasses systemic, procedural, and competency-based approaches. In accord with these approaches, the model of monitoring educational process quality should provide for the systemic realization of various managerial interventions within every component of the educational process with the goal of enhancing prospective specialists' personal development, the main features of which are included in a competency-based model of a university graduate.

Therefore, the development of the model of monitoring educational process quality within the system of higher education should contribute to:

- the organization of the monitoring activities;
- the assurance of educational process quality; and
- the improvement of university graduates' competence.

These tasks allow the functions of the monitoring of the educational process quality to be fulfilled, among which are informational and analytical, control and assessment, diagnostic, correctional and prognostic ones.

The conceptual basis of our model also includes the principles that regulate the activity of the subjects of monitoring. In our research, the monitoring of educational process quality within a higher educational institution should be implemented in

accord with the principles of ensuring its scientific and systemic character, continuity and objectivity, and the unity of management and self-management. These principles determine the goals of the monitoring activity, its content, forms and methods, as well as the approaches to the interpretation and application of the results of monitoring. In addition, the afore-mentioned principles include both general scientific and gnoseological principles and the principles of ISO 9001:2000 quality management system, adapted to the sphere of education [10].

This conceptual basis forms the core of the model of monitoring the quality of the educational process and is reflected in the target, techniques, and productive blocks of the model. The latter are schematically shown in Fig. 1 below:

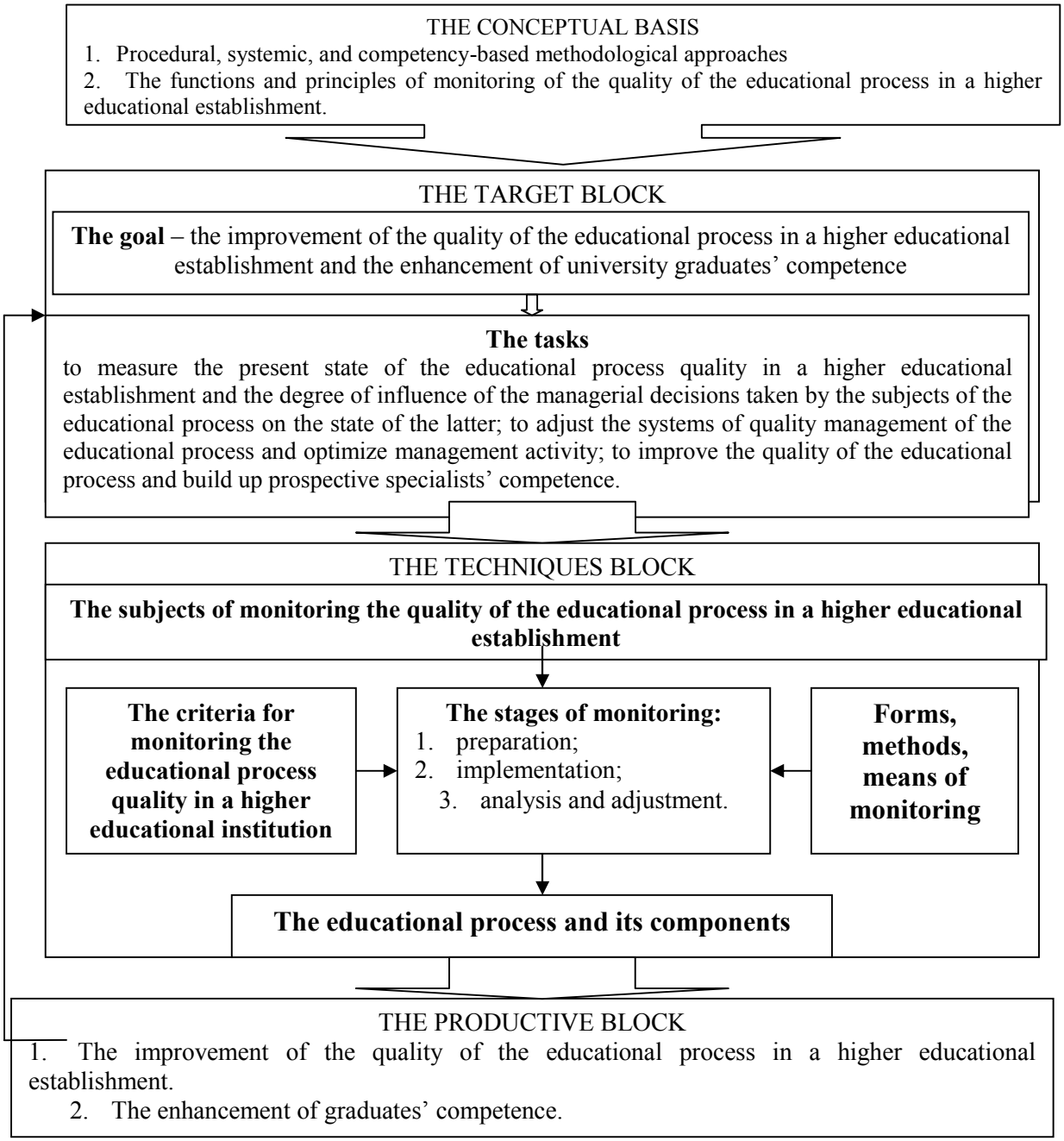

Fig. 1. The Model of Monitoring the Quality of the Educational Process in a Higher Educational Establishment.

The target block of the model encompasses the unity of the purposes and the system of tasks, which can be achieved if the latter are completed in a comprehensive way. The purpose (or goal) proper is defined as the desired state of the system or the expected results of its activity. Respectively, the target block determines the content and the development of other blocks of the model and creates the conditions for their interaction and integration to form the whole.

The techniques block of our model reflects the technique of monitoring of the

educational process quality in order to optimize the managerial activity on the basis of the data received in the process of monitoring. Therefore, the techniques block of the model includes the stages of monitoring, which reveal the content of the monitoring activity; the forms, methods, and means of monitoring procedures; the object of monitoring and its subjects; the criteria for assessing the quality of the educational process. The techniques block also involves the systematization and analysis of the data acquired, the determination of the level of positive and negative impact the managerial decisions have on educational process quality.

The productive block provides for the clear understanding of the quality of the educational process and the effectiveness of the system of quality management, the efficacy of corrections made to the managerial activity, and the degree of the realization of the goal and the tasks of the monitoring. The latter proves that the target and the productive blocks should be treated in their unity, as the results of the monitoring acquired are to be compared with the goal and the tasks of the model.

The text below details each block of the model of monitoring the quality of the educational process in a higher education institution, starting with **the target block.**

The goal of our model is monitoring the quality of the educational process in a higher educational institution, namely the improvement of the educational process quality, training of highly-qualified specialists competitive at the local and world labor markets, which corresponds to the needs of the individual, the society, and the state.

The tasks of the model are:

– to assess the present state of the educational process quality in a higher educational institution on the basis of a set system of criteria;

– to determine the degree of influence of the managerial decisions taken by the subjects of the educational process on the state of the latter;

– to adjust the system of quality management of the educational process and to optimize management activity; and

– to improve the quality of the educational process and to increase the level of prospective specialists' competence.

The description of **the techniques block** of the model (see Fig. 1), first of all, requires that the distinctive features of monitoring be distinguished. We believe that the organization and implementation of the monitoring of the educational process quality should:

– be ethical and clear to all subjects of the monitoring activity, not encroach on the rights of the subjects of the educational process or be aggressive;

– be conducive to the concretization and consolidation of the personal and group goals of the participants of monitoring;

– allow a better assessment of the quality management of the educational process and determine the ways to improve the effectiveness of the managerial activity and stimulate the educational quality growth;

– motivate the professional growth and self-growth of the subjects of the managerial activity;

– create conditions for dealing with education quality challenges rationally;

– improve the communicative culture and interpersonal relations of the subjects of the educational process; and

– help to assess the quality of the realization of the requirements put forward by the state and field education standards, Ministry of Education and Sciences normative acts, as well as internal documents regulating the educational process within a higher educational institution.

Our model implies the implementation of monitoring in accord with the accurately developed procedures and using sets of methods, forms, and means established for various stages of monitoring.

The stages of monitoring should be implemented step-by-step. On the other hand, they form a unified cycle of monitoring. The cyclic character of the monitoring of the educational process quality is conditioned by the time-frame of the educational process, namely by the academic year. The quality of the educational process has also processual and productive components. The monitoring of the productive component reflected in the level of university graduates' competence has other boundaries, e.g., exam sessions.

To distinguish the stages of the monitoring of the educational process quality we grounded out research on the findings of R. Alyautdinova, N. Baydats'ka, V. Gafner, V. Horb, A. Denysenko. L. Kachalova, L. Korobovych, N. Kruglova, S. Kuzenkova, O. Kukuyev, I. Naydyonova, T. Oleandr, O. Ostroverkh, O. Sergeyeva, S. Silina, S. Fomenko, M. Chandra, and other scholars.

In the scientific sources on the topic, the following stages of the monitoring of the educational process quality are distinguished: 1) preparation stage, 2) implementation stage, and 3) analysis and correction stage. These stages are the components of the cycle of monitoring, the timeframe of which correspond to the academic year.

The preparation stage implies the concretization of the goal and the tasks of the monitoring of the educational process quality in higher educational institutions by specifying the criteria and features of the quality of the educational process, selecting monitoring procedures, determining the subjects of monitoring, which are to directly or indirectly participate in the monitoring activity and in the development of the feedback mechanisms for the adjustment and optimization of managerial decisions.

While defining the goal and the tasks of monitoring, it is necessary to clearly see the desired results of monitoring and the circumstances and conditions in which it is going to take place; it is also critical to be able to realize the possibilities for the effective implementation of the tasks of monitoring, as well as to set the time and space boundaries for its introduction into the educational process.

The outcomes of monitoring are directly related to its goal and tasks. The data about the quality of the components of the educational process prompts the analysis of the effectiveness of the educational process subjects' managerial activity and of the ways of its optimization. This will provide for the enhancement of the educational process quality and assure the growth of prospective graduates' competence. The assessment of the educational process quality is based on a set of scientifically grounded criteria of the quality of the educational process, which include:

- the level of students' professional competence;
- the quality of educational process planning;

– the quality of the educational process organization;
– the informative value of the educational process;
– the quality of the pedagogical support of the educational process;
– the communicative orientation of the educational process;
– the level of the practical orientation of the educational process;
– the level of the scientific and research orientation of the educational process;
– the level of the development of the self-education component of the educational process; and
– the level of the control and assessment component of the educational process.

After defining the criteria, monitoring procedures have to be chosen. Monitoring procedures are specific combinations of forms, methods, and means of monitoring that offer the best way to measure and assess all the aspects of the objects of monitoring [6]. O. Bermus mentions that each monitoring procedure should be used purposefully, at a particular stage, and be connected with other measurement and assessment procedures [11].

The methods of monitoring the quality of the educational process are various, including observation, interviewing, expert review, the analysis of documents, control measures, surveys, testing, self-evaluation, the study of outcomes, etc. The validity and reliability of the results of the measurement and assessment depend on the monitoring method chosen.

Among the forms of monitoring, we can distinguish verbal polls, surveys, interviews, and testing. The means of monitoring are various forms for selecting and processing information, tests, technical means for mathematical and statistic information processing, including computers, etc.

At the preparation state, the subjects responsible for monitoring and other participants of monitoring are specified. The subjects of monitoring directly or indirectly related to its implementation are to be motivated to carry out its tasks. Moreover, their duties, roles, and the degree of responsibility are to be distinguished,

the desired outcomes and the criteria for assessing the quality of their performance have to be defined.

Many scholars, namely N. Baydats'ka, A. Denysenko, N. Kruglova, I. Naydyonova, O. Ostroverkh, A. Pulbere, M. Chandra, G. Shabanov, et al., emphasize that in the process of selecting monitoring agents it should be borne in mind that most of them are not equipped with the necessary knowledge and skills. Therefore, there is an obvious need for conducting lectures and seminars for the representatives of administration, instructors, and students, attending which they can learn about the techniques of monitoring and acquire the necessary skills. In this light, the agenda and the syllabus of the seminar for university instructors suggested in N. Baydats'ka in her dissertation is of special interest [2].

The next stage of monitoring is its implementation, which aims at the practical realization of the monitoring. The implementation stage itself consists of a system of monitoring procedures, which can be implemented one by one or simultaneously. In the process of quality assessment, different subjects of the educational process can undergo various monitoring procedures, while those responsible for their execution can turn into participants. Therefore, it is important to carry out monitoring procedures according to a set schedule, which has to be strictly observed. Moreover, despite the multifaceted nature of the monitoring of the educational process quality, the latter should not interfere with the main activities of the subjects of the educational process.

The final stage of monitoring is the analysis and correction stage, which implies the systematization and analysis of the acquired data about the quality of the educational process and the effectiveness of the system of quality management. On the basis of these data, further development of the educational process is predicted, the possible ways for quality improvement and enhancement of the system of educational process quality management are described, and the participants of the monitoring are informed about its result.

It should also be emphasized that the results of monitoring are to be presented in such a manner that they are understandable to every subject of monitoring. On the

other hand, some information is not to be made public; it should be available for a limited number of specialists or can be presented in a special form. In general, in making the results of monitoring public, who does it and how it is done is of critical importance, as well as the immediacy and regularity of informing the specialists *(in particular, the administration of a higher educational institution, which is directly involved in the management of the quality of the educational process)*.

The correction of the managerial activity will be most effective if the measures for correction and decision-making are developed collegially. It is also of significance for the quality of the educational process, since the latter, as well as its quality management, are complex and multifaceted systems, which are the result of the activity of quite a heterogeneous group of the subjects of the educational process.

Correction measures should have a clear-cut goal, tasks, tools; there should be defined monitoring agents and their powers with regard to the actions they can take, the system of interaction between the subjects of management and the task deadlines.

At the analysis and correction stage, the work of monitoring agents, their ability to conduct monitoring procedures, organize their own activities, work cooperatively with other agents and participants of monitoring, tackle the tasks creatively, and take initiative are evaluated.

The establishment of monitoring results and the development of correction measures constitute the final stage of one monitoring cycle and the beginning of another, at which the correction of the managerial activity proper will take place and the impact of the measures taken on the educational process quality will be assessed. Fig. 2 demonstrates the cycle of the monitoring of the educational process quality in a higher educational institution.

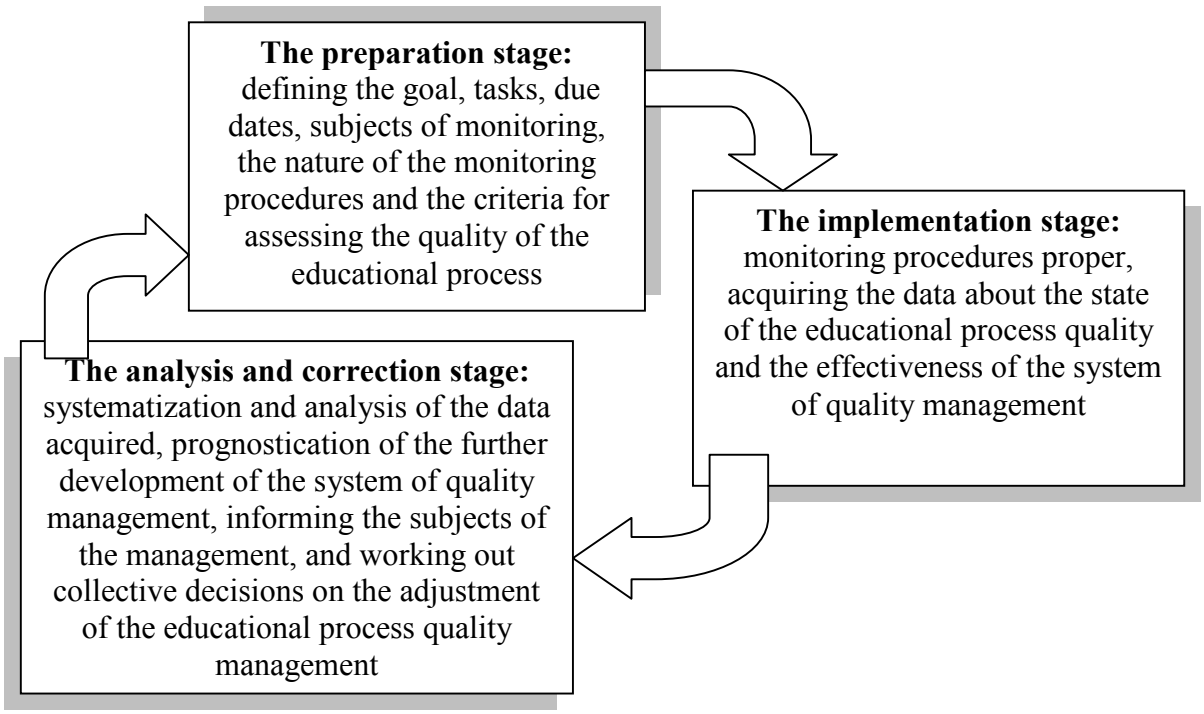

Fig. 2. The Cycle of Monitoring the Quality of the Educational Process in a Higher Educational Institution.

The implementation of **the techniques block** stages in their entirety contributes to the achievement of the goal of monitoring, namely improving the quality of the educational process and, consequently, the growth of the professional competence of the specialists, which is in line with the interests and requirements of the individual, the state, and the labor market. This will be reflected in the positive dynamics of the indexes of educational process quality, its processual and productive components. Respectively, the content of **the productive block** of the monitoring model lies in improving the quality of the educational process and the growth of graduates' professional competence.

In such a way, on the basis of the fundamental features of the pedagogical modeling, theoretical and methodological grounds of creating the models of educational activity, available scientific and practical experience, we have worked out the model of monitoring the quality of the educational process in a higher educational establishment, which consists of three interrelated blocks, such as the target, the techniques, and the productive blocks. The functioning of the monitoring model is assured by its conceptual basis, including methodological approaches, functions, and principles. The implementation of this model is accompanied by the

process of correcting the system of educational process quality management within a higher educational institution, as well as the educational process itself with the goal of quality improvement and the growth of university graduates' competence.

This model is general enough to be adapted and used in various higher educational institutions and for different fields of prospective specialists' training, taking into account the influence of social and economic forces and time factor.

Our experience suggests that the effective functioning of the developed model depends on involvement into the monitoring activity of all the subjects of the educational process, their preparedness for and motivation to assess the quality of the educational process and the efficacy of their own managerial activity, the improvement of all levels of the system of quality management with regard to the distribution of powers and the assignment of those responsible for the quality of the individual components of the educational process and the development of prospective specialists' competence.

The model of monitoring the quality of the educational process in a higher educational institution allows to observe the managerial activity of different subjects of the educational process and their functioning in all their complexity, which provides for the on-time access to the information about the quality of the educational process, its adequate analysis and promotes optimal decision-making aimed at improving the quality of the educational process. To our mind, the implementation of the model of monitoring the quality of the educational process described in this article will allow for the system of quality management to progress to a higher level.

As for further research in the field, it can be focused on the organizational and legal, informational and methodological, as well as the personnel support of the monitoring of the quality of the educational process.

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Зінченко В. О. Модель моніторингу якості навчального процесу у вищому навчальному закладі

У статті, спираючись на основні завдання модернізації вищої освіти, доведено необхідність упровадження у вищих навчальних закладах моніторингу якості навчального процесу як дієвого інструменту управління

якістю освіти. Обґрунтована необхідність застосування педагогічного моделювання з метою визначення тих характеристик моніторингу, які дозволять усебічно дослідити навчальний процес у вищому навчальному закладі та знайти шляхи покращення його якості. Автором узагальнено вітчизняний та зарубіжний досвід розробки моделей моніторингу якості в системі вищої освіти та створено модель моніторингу якості навчального процесу.

Ключові слова: освітній моніторинг, педагогічне моделювання, навчальний процес у вищому навчальному закладі, управління якістю навчального процесу, модель моніторингу якості навчального процесу у вищому навчальному закладі.

Зинченко В. О. Модель мониторинга качества учебного процесса в высшем учебном заведении

В статье, исходя из основных заданий модернизации высшего образования, доказана необходимость внедрения в высших учебных заведениях мониторинга качества учебного процесса как эффективного инструмента управления качеством образования. Обоснована необходимость использования педагогического моделирования с целью определения тех характеристик мониторинга, которые позволят всесторонне исследовать учебный процесс в высшем учебном заведении и найти пути повышения его качества. Автором обобщен отечественный и зарубежный опыт разработки моделей качества в системе высшего образования и создана модель мониторинга качества учебного процесса.

Ключевые слова: образовательный мониторинг, педагогическое моделирование, учебный процесс в высшем учебном заведении, управление качеством учебного процесса, модель мониторинга качества учебного процесса в высшем учебном заведении.

Zinchenko V. O. The Model of Monitoring the Quality of Educational Process in the Higher Educational Establishment

The article discusses the need for introducing an effective model of monitoring the quality of educational process in higher educational institutions. The latter is seen as an important instrument of quality management in higher education, which should be developed in regard with the main tasks of higher education modernization. The role of pedagogical modelling in a comprehensive study of the educational process in higher educational establishments is emphasized. The article also identifies the ways of the educational process quality enhancement.

On the basis of Ukrainian and foreign experience in the development of the models of quality in higher education, the model of monitoring the quality of the educational process in higher educational institutions was created. The model consists of three interconnected blocks, such as the target block, which provides for the unity of the purposes and the issues in the system of monitoring the educational process quality; the techniques block, specifying the content and techniques used in a stage-by-stage implementation of quality monitoring; and the productive block, which implies the comparison of the outcomes planned with the outcomes received to outline the necessary administrative measures to improve the quality of the educational process.

Key words: educational monitoring, pedagogical modelling, educational process in the higher educational institution, quality management of the educational process, the model of monitoring the quality of the educational process in the higher educational institution.

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