

EVALUATION ACTIVITY OF TEACHERS IN THE PROCESS OF EDUCATION AT A HIGHER EDUCATIONAL INSTITUTION

ATIVIDADE DE AVALIAÇÃO DOS PROFESSORES NO PROCESSO EDUCATIVO EM UMA INSTITUIÇÃO DE ENSINO SUPERIOR

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Abstract. The presented article is devoted to the organization of the control and analytical activities of teachers in a university. Based on the works by Polyakova & Lushkina, (2011), the authors clarified the concept of "control and analytical activity of university teachers", analyzed its components, systematized domestic and foreign experience in organizing the control and analytical activity of teachers in a higher educational institution. The article also presents the author complex of organizational and pedagogical conditions for the effective organization of the control and analytical activity of teachers, which helps to improve the quality of education among university students: the implementation of the basic functions of the educational process on the basis of control and analytical activity, targeted training of teachers for the quality of control and analytical activities; implementation of a system for student education quality monitoring.

Keywords: control and analytical activity, university students, educational process, teacher, education quality.



Resumo. O artigo apresentado é dedicado à organização das atividades analíticas e de controle dos docentes em uma universidade. Com base nos trabalhos de Polyakova & Lushkina, (2011), os autores esclareceram o conceito de "atividade analítica e de controle dos docentes universitários", analisaram seus componentes e sistematizaram a experiência nacional e estrangeira na organização do controle e da atividade analítica dos docentes em uma instituição de ensino superior. O artigo também apresenta um conjunto de condições organizacionais e pedagógicas para a organização eficaz da atividade de controle e análise dos docentes, que contribui para a melhoria da qualidade da educação entre os estudantes universitários: a implementação das funções básicas do processo educativo com base no controle e na atividade analítica, formação específica de docentes para a qualidade do controle e atividades analíticas; implementação de um sistema de monitoramento da qualidade da educação dos estudantes.

Palavras-chave: atividade de controle e análise; estudantes universitários; processo educativo; docente; qualidade da educação.

1. INTRODUCTION

1.1. Introduction to the Problem

The introduction of innovations in various fields of educational activity, often carried out spontaneously, requires evaluation and analysis not only by managers, but also by teachers. Determination of innovation effectiveness involves the establishment of feedback, which increases the importance of control and analysis as management functions. The object of educational institution update and development is not only individual components, but the entire educational process as a whole. Innovations are introduced both in the educational process content and technology, and in the management system.

However, we are forced to state that there is a mismatch between the development of educational institutions and the level of their conscious, focused, scientific management. The control function in innovative educational institutions acquires a pronounced analytical orientation, since it involves the recognition and evaluation of innovations.

The unity of the main features (object, methods, principles, etc.) of control and analysis as management functions allows us to talk about a single control and analytical activity in an educational institution.

The subjects of control and analytical activity at a university are leaders and teachers. And this, in turn, presupposes a new content of professional and pedagogical activity, in particular, there is importance increase concerning the control and analytical skills of not only managers but also teachers.

Educational practice indicates that most of the teaching staff of educational institutions is not ready for the implementation of control and analytical activities.

1.2. Problem Relevance

The urgency of the problem concerning the control and analytical activity organization among university teachers is determined by the contradiction between the objective need to increase the effectiveness of the control and analytical activity of teachers and the existing insufficiently effective system of control and analytical activity, as well as the contradiction between the social order, which implies the development of the educator's ability to control and analytical activity and their insufficient preparation for its implementation.



1.3. Problem Study

The educational process of a higher educational institution and control and analytical activity as a type of management activity that ensures the implementation of the educational process is in the scope of our research. The main approaches to the definition of 'management' concept are reflected in the works of Baholskaya (2017) and Ahmadi et al., (2014), in the works of domestic researchers Arokiasamy et al., (2013). In the management system, one of the promising approaches is the desire to integrate management functions, which allows to ensure the effectiveness of management in general. The combination of two managerial functions into a single control function is presented in the works by Sarantsev (2016).

The comparative analysis of two control and analysis management functions makes it possible to single out a single functional relationship in the control system - the effectiveness of control is provided by analysis. Pedagogical practice shows that the control function in a modern educational institution acquires a pronounced analytical orientation, which allows us to talk about a single control and analytical activity of teachers.

In our study, we understand the control and analytical activity of teachers as the purposeful, informed process of obtaining information, studying the status and development trends, identifying the need to adjust the course of the educational process, in order to ensure the result - the quality of students' education.

1.4. Hypothesis

The effectiveness of the system of control and analytical activity can be ensured if the following set of organizational and pedagogical conditions is fulfilled:

- the implementation of the basic functions of the educational process (training, development, upbringing) is ensured by control and analytical activities based on the actualization of the subjective position of an individual;
- within the framework of an educational institution, the targeted training of teachers is carried out for the quality performance of control and analytical activities;
- control and analytical activities are carried out in the course of monitoring the quality of student education.

2. METHODS

The development of the idea of organizing the control and analytical activity of university teachers was built by the authors taking into account systemic, technological, personality-oriented and reflective-activity approaches. The work is based on the following methods: observation, analysis of the control and analytical activity of teachers, generalization, systematization, synthesis, pedagogical experiment, expert assessment method, quantitative and qualitative analysis of research results, and testing.

3. RESULTS

Based on the works by Bogomolova (2009) and Ardashkin et al., (2015), the system of control and analytical activity is a set of interrelated functions of educational process control



and analysis. The system of control and analytical activity is a relatively independent part of the process of intra-university management, contributing to the streamlining of a higher educational institution activities in its transfer to a better state, corresponding to the public idea of a university graduate preparedness.

The authors of the article are convinced that the control and analytical activity of the educational process is a pedagogical system, and this means that it is characterized by the following signs:

- mandatory focus of control and analytical activities;
- The principle of the unity of training, development and education in the implementation of control and analytical activities;
- mandatory professional readiness of teachers for the process of control and analytical activities;
- the presence of relative independence, the specificity of control and analytical activity trend.

3.1. Goals and objectives

The purpose of control and analytical activity system is to ensure the quality of education among university students. This common goal is divided into private ones, which are achieved by three units of control and analytical activity: operational, tactical and strategic. Each of the selected units within the system under consideration has its own goals that determine the relative autonomy of its existence. And the goals defined by the system in which it is included, i.e. the goals of the lower levels act as the means to achieve the goals of the highest levels.

The names of the subsystems are determined by the main features of control and analysis type classification. The goal of control and analytical activity can be achieved by solving the problems determined by the characteristics of the educational process:

- the study of the managed system state, its subsystems, and the elements for a certain period of time;
- determination of the educational process development based on the results obtained as the implementation of control and analytical activities in an educational institution;
- decrease of the difference between the actual state and the intended one;
- prevention of negative trends in the development of pedagogical activity on the basis of the effective implementation of control and analytical activities;
- determination of the educational process development trends based on the results obtained after the implementation of control and analytical activities in an educational institution.

3.2. Functions

Based on these tasks, the functions of control and analytical activities can be distinguished:

- Indicating: determining the result of control and analytical activity;
- Training: preparation of teachers for the effective implementation of control and analytical activities;
- Corrective: elimination of possible and committed errors during the implementation of control and analytical activities;



- Motivation: the development of the value attitude of a team to the tasks and control and analytical activities in general;
- Educational: the development of conscious discipline among team members;
- Stimulating: the motivation of the educational process participants to implement control and analytical activity actively, to overcome difficulties, to find reserves in the course of its implementation (Goncharov, 2004; Bakholskaya et al., 2018).

3.3. Content

During the study of control and analytical activity system, we single out several levels of system decomposition.

The first level is the system units. A unit is a subsystem that is distinguished by its content and structural specificity, relative autonomy, and functional integrability. As the first unit, we single out the set of control and analytical actions, by which the first type of control and analytical activity is carried out: operational; the second unit is tactical and the third unit is strategic. Each of the selected units has its own goals within the system under consideration. These goals determine the relative autonomy of its existence. And the goals defined by the system in which it is included, i.e. the goals of the lower levels act as the means to achieve the goals of the highest levels.

The second level of decomposition is the allocation of unit elements. The units are allocated by us taking into account the principle of complementarity (Zimnyaya, 2003). The principle of complementarity is manifested in unity, mutual conditionality, integration of the selected unit content and creates the conditions to determine the subjective position of all participants in the educational process.

The operational unit provides the daily analysis of the educational process main indicators, the tactical unit allows you to study more deeply the phenomena of the educational process and reveal their causes. When they solve the tasks of the tactical unit, there is the possibility of the heads of department involvement in the control and analytical activity. The strategic unit is aimed at studying the whole complex of key factors, as well as reasons.

The purpose of this unit is to evaluate the educational institution performance over the past period, formulate goals for working during the new planning period, and develop recommendations. The interconnection of control units and analytical activity is as follows. Each of the units has a meaningful specificity, performs only its inherent tasks.

The units have a structure that corresponds to their intended purpose, i.e. have structural specificity. Along with the fact that each unit in the system of control and analytical activity occupies relative independence and performs only its inherent tasks, each unit can fulfill its functional purpose only if it interacts with other units.

3.4. Stages

The complexity of the control and analytical activity dictates the need to divide it into a number of stages, that is, time periods that encompass one or another completed process:

- Stage 1: preparation for the implementation of control and analytical activities. At this stage, there is an understanding of the problem, subject to control and analytical activity, as well as the process of goal setting, and a program development for this purpose.
- Stage 2: implementation of the program for control and analytical activities.



- Stage 3: data analysis. At this stage, cause-effect relationships are revealed, penetration into the mechanism of the final result development is underway.
- Stage 4: generalization and formulation of conclusions. When they estimate the final result of control and analytical activity, we consider the totality of the real end results of each stage interacting with each other. This stage ends with the documentation of conclusions and suggestions.

It is necessary to comply with the abovementioned steps for the effective implementation of control and analytical activities.

3.5. Methods and forms

The first condition was implemented through the implementation of control and analytical activities using technological maps for the control and analysis of training sessions, the final certification of students; the promotion of study groups by the main indicators of the educational process.

The implementation of the second condition was to prepare teachers for the quality implementation of control and analytical activities, which took place during consultations, theoretical seminars, and workshops; problem laboratories, organizational and activity games.

During the implementation of the third condition, the system was developed to monitor the quality of education among university students, and technological monitoring cards.

The analysis of experimental data allowed us to highlight the positive dynamics of changes in the level of control and analytical activity of teachers, as well as the main positive indicators of educational activities among students. Thus, the effectiveness of the control and analytical activity of university teachers is determined by the indicators of education quality among university students. This goal can be achieved through the implementation of control and analytical activities, taking into account the operational, tactical and strategic units and four stages.

In our opinion, the control and analytical activity of teachers will be effective subject to a set of the following organizational and pedagogical conditions:

A. The implementation of the basic functions of the educational process is provided by control and analytical activities based on the actualization of the subjective position of an individual

Control and analytical activity should ensure the implementation of the basic functions of the educational process (training, development, education) based on the actualization of the subjective position of an individual. Each function, having its own content, is closely connected with others, they interpenetrate each other, and form a single whole in the educational process. For our study, it is important that in the process of monitoring the course of training and its result analysis, the course of the implementation of all three functions (and not one of them) is assessed simultaneously. Our study showed that the development of the personal position of teachers, the increase of their experience significance in the implementation of control and analytical activities is possible if, during the implementation of control and analytical activities, their subjective position is activated by stimulating the personal achievements of each participant in the educational process. The personal significance of one's own achievements is one of the characteristics of a person subjective position in relation to himself and reality. It is the subjective position that forms the basis for the development of readiness to implement control and analytical activities.

B. Within the framework of an educational institution, targeted training of teachers is carried out for the quality performance of control and analytical activities

During the consideration of the second condition, we define the concept of “readiness for the implementation of control and analytical activities” as dynamically developing personality traits of a teacher. They are characterized by the presence of a system of theoretical knowledge necessary for the implementation of control and analytical activities; a set of skills, a reflective position of a teacher, expressed in positive motivation, encouraging them to master knowledge, in understanding the meaning of preparation for control and analytical activity as a necessary condition for further professional and personal development. We include the following in the process of preparing a teacher for the quality implementation of control and analytical activities:

- a substantial component that reflects the system of theoretical knowledge;
- the activity component, represented by control and analytical skills and the types of activities in which these skills are formed and developed;
- a technological component that determines the specifics of teacher training process organization for the implementation of control and analytical activities in an educational institution through a system of appropriate methods, forms and means.

C. Control and analytical activities are carried out in the course of monitoring the quality of education among students.

Control and analytical activity cannot be carried out without the presence of a specific database collected in a specific system. Such data is collected over time according to certain criteria and indicators that make up the subject of analysis based on pedagogical monitoring. The results of the monitoring system for the quality of student education serve to identify the parameters that are characteristic and essential for the educational institution and create a comparison mechanism (control subsystem); evaluation of deviation effectiveness from the planned indicators (analysis subsystem).

The experimental work aimed at checking the selected set of organizational and pedagogical conditions was carried out in vivo during the educational process of a university in 2020 - 2023. The participants in the pedagogical experiment were the students of 1-5 courses studying the following fields of professional activity: 44.03.05 “Pedagogical education” and 44.03.01 “Pedagogical education”. About 500 people took part in the experiment, including 21 teachers.

4. CONCLUSION

The novelty and theoretical significance of the study consists of clarifying the content of the concept “control and analytical activity of university teachers” and of its component analysis.

The practical significance of the presented study lies in the fact that it systematizes domestic and foreign experience concerning organization the control and analytical activities of teachers in a higher educational institution, on the basis of which a set of measures was developed and implemented to achieve positive indicators of the educational activities among university students. All of the abovementioned allows us to draw the following conclusion: the



effectiveness of the control and analytical activity of teachers is ensured by the implementation of the basic functions of the educational process in the course of control and analytical activity based on updating the subjective position of an individual; the implementation of targeted training of teachers for the high-quality implementation of control and analytical activities; the implementation of a system for monitoring the quality of education among students, which confirms the hypothesis put forward by the authors.

CONFLICT OF INTEREST

The authors confirm that the presented data do not contain a conflict of interest.

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