

Higher Education in Ukraine: Ensuring the Quality of Education

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The more modern conditions increase the level of academic freedom and autonomy of higher educational institutions, the greater their responsibility for the quality of educational services. That is why the orientation towards quality education is a top priority of UNIVERSITIES. The yield on its qualitative level requires setting specific, realistic goals, a clear definition of principles and clear procedures of improving quality, the creation and continuous improvement of its internal evaluation according to the requests of the main consumers of educational programs, methods of remuneration quality.

Quality assessment involves the assessment of all aspects of its holistic protection, namely: planning (setting clear and realistic goals), implementation (development of mechanisms for collecting and evaluating information on the achievement of the objectives), evaluation (evaluating results and making necessary amendments or modifications), reporting and improvement (determining the conditions for the further promotion of quality). Named activities are interrelated and interdependent, because of that the results of one determine the other's actions.

A focus on quality results of the educational process requires firstly a clear definition of the principles of internal quality assurance, because the principles are those general requirements, quality depends on maintaining them. To enter qualitative indicators, we need to know what they are qualified. However, as a rule, the principles are perceived as something abstract and theoretical. Removal of them purely theoretical role and underestimation in practice creates obstacles to quality assurance. "The architect, – wrote J. A. Comenius, – is planning to build a strong building not using a straw, a swamp or vine, but using the stones, bricks,

sturdy wood and other materials. And the gardener who "wants to field, vineyard, garden to bear fruit, sow a grass, not a nettle, a thistle, a noble seed and plant" [3, p. 272].

We will try to give a brief description of defined assumptions which we need to rely on to provide qualitative educational services.

The principle of orientation on quality of education: priority of quality; an interest in quality; distinct determination of goals and objectives as to ensuring quality; deviation from stereotypes aimed mainly at quantitative indicators; detailed support of ideas aimed at achieving quality; creating a culture of quality; motivation of teachers and students, focused on quality, participation in quality ensuring; development of strategy of continuous quality improvement.

The principles of the scientific approach to providing and assessment of education quality: diversity of monitoring procedures; objectivity; responsiveness to the results of examinations of internal quality; improvement of methods and structures of governance, educational programs, system of encouragement and sanctions to ensure quality; diagnostic orientation; formation of educational content based on educational scientific and technological research; content renovation.

The principle of comprehensiveness and consistency in quality assurance: sustainability; regularity and consistency of monitoring of quality; comprehensiveness (coverage of factors that contribute to the quality whenever it is possible); professional and practical orientation.

The principle of humanistic orientation of education: creating an atmosphere of goodwill and respect for a student; creating favorable conditions for students' self-realization and development of their abilities; providing emotional microclimate; creative collaboration of teachers and students; avoiding of precedents for generations confrontations.

The principle of predictability: not only tracking the current status but also forecasting future trends in quality assurance; bringing of appropriate adjustments aimed at improving quality. The principle of transparency and fairness: the

openness of quality monitoring results; the regular informing of the results; general accessibility of indicators and results of the estimation of the quality of education; an accurate ranking of students by semester results as fair conditions of scholarship's promotion; the development of clear and fair application of rules and requirements for students.

The principle of unification of educational content: a clear definition of the base component; integration of disciplines; orientation on mastery of key competencies; orientation on the content as the means of development of thinking and also strengthening its creative component.

With the help of a complex- and self-analysis on the basis of identifying the weakest sides of organization of educational process and main factors, which influence the decreasing of quality, it is important to define the main ways and procedures of increasing of quality and create the corresponding conditions for professional improvement of teachers as an important stimulating factor of providing the educational service and quality.

One of them is connected with the initiative of launching an interesting way of support and encouragement for university teachers, who are focused on qualitative indexes in the scientific and educational and methodical activity, namely: holding an annual university competition «The Teacher of the Year» based on an accurately made positions and assessment criteria, determination of the main nominations, different encouragement forms (Leaderboard, appropriate honors etc.). Let's focus on the key aspects which define the quality of educational process.

Firstly, there is the quality of staffing. It is known that the word "pedagogue" is translated as a children's guide that is the person, who leads others. However, to lead others one must lead himself to something wiser, more interesting and educational, that is to follow the direction, which brings to the way of professionalism and authority. And now the authority would announce success firstly for the teacher of a high establishment, and then for the subject he conducts,

because the higher the authority – the more important and attractive an academic subject he conducts is.

The authority is an extremely significant coefficient of a teacher's professionalism and perhaps it is the most important factor of his successful activity. Indisputably it doesn't come by itself. Its position depends on many factors. One of the most important features for the higher establishment teacher is the openness to the new and the capacity towards progressive changes. Teacher's searching activity should be aimed at innovations, but only at those, which are progressive, non-harmful and those, that open the opportunities for students' development.

Secondly, we should speak about the quality of academic publications (textbooks, educational, scientific and methodological handbooks). To achieve this goal well-defined criteria of the expertise should be worked out, which necessarily include: conformity of printed materials' content to needs and interests of students, subjective significance for the student, professional orientation, connection between the modern school and life, cognitive potential, problematic difficulty. It should be emphasized that problematic knowledge focusing on the critical attitude to the content, which is presented in the textbook, shaping the searching and creative behavior, that is a characteristic feature of modern development society. Its meaning is laid in the desire to overcome stereotypes. The assessment of textbooks according to the scale «The manual with students' eyes» is advisable. The idea in this context is interesting, which is connected with the launching of the university contest for the most qualitative modern textbook.

The provision of the qualitative printed materials' content for the students has to be connected with the perfection and updating of trainings sessions content. This is about the choice of option, which on one hand positively corresponds to the curriculum, and on the other hand - to the needs and interests of the students. It is not about the adjustment to the students' tastes, but about the fullness of the topics with the defined program of vitally important content, orientation on its qualitative characteristics. The teacher-innovator Y.M. Illyin pointed out «common sense

resists to the abstract content by any means, which will not be shown today, tomorrow, here or there». It is necessary to focus on the qualitative characteristics, not the quantitative ones, while laying the basic component of the content. It helps to provide the axiological relations: student → content, when he appears not as something external, but something internal that encourages the assimilation.

Thirdly, the quality of organization of teaching process, peculiarities of which in higher establishment require the unity of pedagogical knowledge and action of the teacher. Following the words of a famous pedagogue A. Disterweg, a bad teacher presents the sooth in a prepared form, and a good teacher teaches to look for it solely. In one of his books he writes: «Development and education can't be given or reported to any person from the outside. Everyone who wants to join it, has to achieve it by own activity, own forces, own stress. From the outside it can get only an impulse...» [1, p. 374].

Fourthly, the establishment of teachers' incitement system, for those who demonstrate a high professional skill, creativity for accomplishment of their professional duties, a high level of professional training, responsibility, commitment, introduce productive innovative teaching technologies, successfully rule the students' scientific research.

The Used Resources List

1. Disterweg A. Selected Pedagogical Works / A. Diswerg. – М.: Учпедгиз, 1956. – 374 p.
2. Kaplinskiy V. The Methodology of Teaching in Senior School: a reference / V. Kaplinskiy. – Vinnytsia: ТОВ “Ніланд ЛТД”, 2015. – 222 p.
3. Komenskiy A. Y. Selected Pedagogical Works / A. Y. Komenskiy. – М.: State teaching pedagogical publishing of the Ministry of Trade Unions РСФСР, 1955. – 474 p.

