

EXPENDITURE OF DEVELOPING A SINGLE EDUCATIONAL SPACE OF MULTILEVEL INNOVATIVE EDUCATIONAL INSTITUTIONS

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Abstract

The expediency of building a single educational space of multilevel innovative educational institutions is high-quality multi-level training of graduates who successfully compete in the labor market, able to continuously improve their professional and universal knowledge, professional self-improvement throughout active life. To achieve this goal, training and education should be based on the paradigm of personally-oriented lifelong learning and the formation of humanistic views.

The article highlights the key points of construction and implementation of the quality management process of continuing professional education in a single educational space.

Keywords: single educational space, multilevel innovative educational institution, continuing education, management, performance quality.

In contemporary conditions, there are more and more opinions that the key to the future, the solution of modern problems of mankind, the development of society lies in their education and its constant improvement (the principle of continuing education).

According to the Law of Ukraine «On Education», integral components of the education system are: preschool education; complete secondary education; extracurricular education; specialized education; professional (vocational) education; profes-

sional higher education; higher education; adult education, including postgraduate education [4].

Historical experience shows that in socio-economic development, the countries and nations that create the best, most effective education systems that maximize the development of the intellectual potential of their citizens will benefit. Today, almost all countries of the world feel the need to develop a new educational system, which is based on such cultural principles as continuity and democratization. The innovative approach in education is additionally conditioned by the phenomenon of «rapid aging» of knowledge, the processes of intensive informatization of society.

In this regard, pedagogical innovations can be seen as a systemic response to the socio-cultural dynamics of civilization in general and society in particular. The XXI century requires a change in the types of education, the creation of a new generation of educational institutions. This is a necessary condition for changing the consciousness of society, where the main means of development of the country is a new quality of education.

The term «innovation» is translated from the Latin «in» – «in» and «novus» – «new». Most often, its use is inextricably linked with concepts such as «novelty» and «novation». In science, this concept began to be used in the late XIX century, giving different definitions. For example, in linguistics, innovation was understood as the change of grammatical forms in the process of their transformation from one cultural area to another; in jurisprudence – replacement of an existing obligation with a new one; in natural science – a change in the process of development. This situation has aroused great interest of scientists to the problem of defining the term «innovation».

According to N. Flegentova, innovation is «the process of mastering innovations, which includes: new principles and technologies of learning; introduction and dissemination of existing pedagogical systems, individual methods, subjects and disciplines; technology of management and design of innovation process» [2, p. 18].

Great explanatory dictionary of modern Ukrainian language defines innovation: «innovation of education; a set of measures aimed at introducing new equipment, technologies, inventions into the economy» [1, p. 400].

The OECD emphasizes that innovation «is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organisational method in business practices, workplace organisation or external relations» [3, p. 46].

Thus, on the one hand, the concept of «innovation» can be interpreted as the result of a creative process in the form of new or improved products (technologies). On the other hand, innovation is the process of implementing, mastering and using new solutions; the process of changing and improving a product in a particular area. Another approach that has become widespread in innovation theory is evolutionary. According to this approach, innovation is seen as a change, an update that occurs in a product, technology, system, method.

Innovative educational institution – an educational institution in which the subjects of the educational process experiment, test or implement innovative pedagogical ideas, theories, technologies.

In modern socio-economic conditions in educational structures, the process of integration of different educational institutions is quite natural, which explains the emergence of a single educational space of multilevel innovative educational institutions, such as «preschool – general secondary education – college – academy/institute/university». These integration processes with the participation of different types of educational institutions reduce the negative impact on education of such factors as: unfavorable demographic situation, reduced quality of education; learning motivation; non-compliance of the level of training of graduates of general secondary education institutions with the requirements for the quality of knowledge of entrants to higher education institutions and in conditions of fierce competition provide individuals, on the basis of professional education, autonomy, independence and ability to meet its various needs.

The essence and content of a single educational space of multilevel innovative educational institutions assumes: continuity of connections of general secondary, secondary vocational and higher vocational education, when the educational process is considered in unity, and in interaction of all levels of educational space as a con-

tinuous and systemic process that takes into account the goals and objectives of each degree.

Monitoring the processes taking place in a single educational space of multi-level innovative educational institutions allows at the level of secondary (complete) education to take into account the professional orientation of students (eg, creation of specialized classes) and ensure differentiation of education (taking into account such factors as acquired skills, abilities and knowledge at the previous stage of learning, aptitudes, psychological aspects, etc.), which allows individuals to maximize their intellectual abilities on the basis of personality-oriented learning.

A very important socio-pedagogical problem that raises many pressing issues of society and modern education is the formation of a single educational space of multilevel innovative educational institutions of humanistic views of students, implemented in the transition from traditional to humanistic, personality-oriented education, which is considered multilevel space as complex processes that create conditions for personal self-development.

Thus, the main goal of the single educational space of multilevel innovative educational institutions is high-quality multi-level training of highly qualified specialists who successfully compete in the labor market, able to continuously improve their professional and universal knowledge, professional self-improvement throughout active life. To do this, training and education should be based on the paradigm of personality-oriented lifelong learning and the formation of humanistic views.

The analysis allows us to identify key points in the construction and implementation of the quality management process of continuing professional education in a single educational space.

The purpose of the vocational education process should be as technological as possible, for this, it is necessary to use pedagogical technologies.

To establish the initial level of students (psychological development and specific knowledge) it is necessary to justify and develop appropriate technology.

Carrying out a quantitative and qualitative analysis of the content of the educational process, experts should identify the main factors that affect the quality of edu-

cation, which will analyze the results of the educational process and gradually move to two ways to correct it, if necessary.

In our opinion, continuous, continuous monitoring of the state of the educational environment and the impact of the learner should be organized to provide systematic feedback, which will also allow to reliably predict the results of the educational process and gradually adjust.

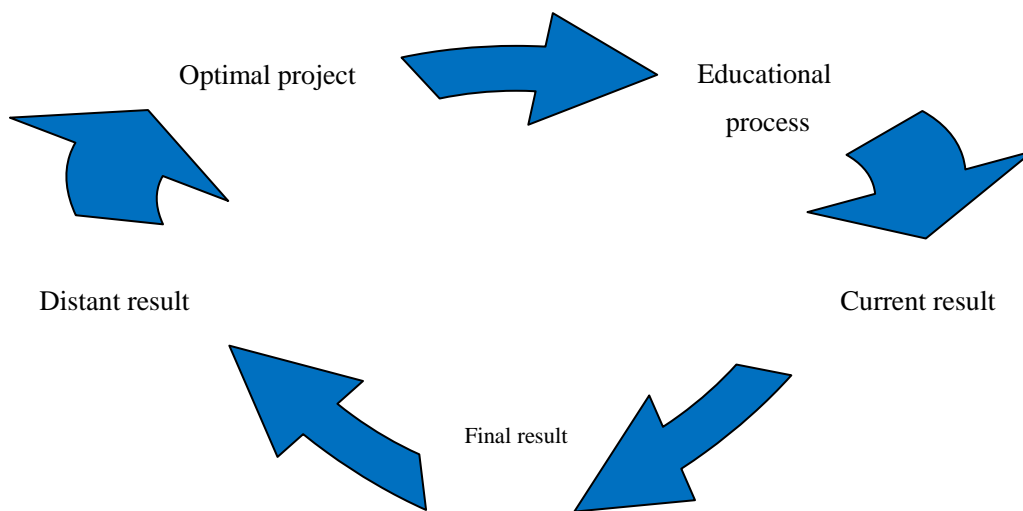
All these tasks must be solved on the basis of new information and communication and digital technologies.

Quality management of continuing vocational education as results management connects this problem with the modes of life of educational institutions - functioning and development, and the focus of quality management on new educational outcomes is always restructuring (transformation, transition, translation) of the entire education system into a progressive innovation mode – mode of development within a single educational space.

The objective difficulties in assessing the quality of continuing vocational education within a single educational space at any stage of management are, in our opinion, the variability of assessment over time; the results of the quality assessment can be determined only after some time, but it is possible to compare these results at appropriate intervals; you need to adjust the activity constantly, without waiting for the final results.

Evaluation of the quality of continuing vocational education in a single educational space at each stage of its formation should be carried out on five groups of indicators: the optimal project, the educational process, current, final and distant educational outcomes (Pic.1).

All indicators are in a closed loop; they are real, dynamic and dialectical (Pic.1). The relationship of the parts is manifested in the fact that the indicators of each previous group are a prerequisite, and then the basis of the indicators of the next group.



Pic.1 Scheme of cyclic connection of continuous education quality indicators

Indicators of subsequent groups cause adjustments in previous indicators and in the entire system of indicators. The mobility and flexibility of this system of indicators is due to the fact that all these groups, on the one hand, are quite specific in content and time; on the other hand, their boundaries are relative, they penetrate each other, overlap and, if necessary, can be swapped without destroying the system (Pic.2).

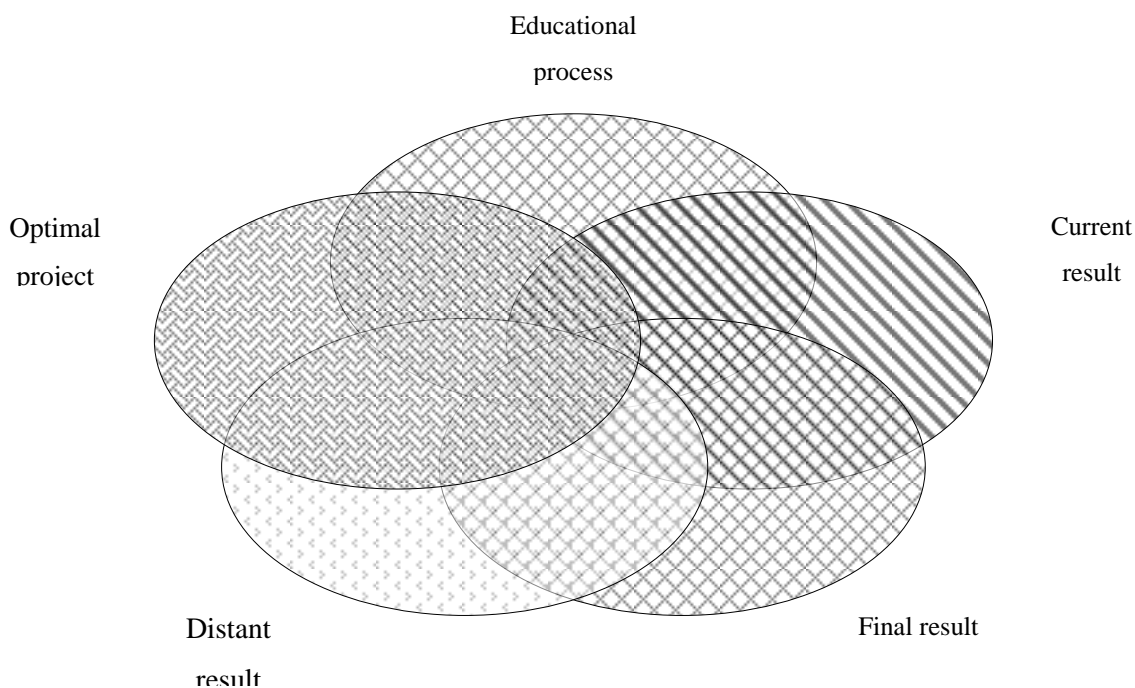


Fig.2. Possibilities of integration of continuing education quality indicators

This system is a model and variant of the approach to solving the problem of assessing the quality of continuing professional education and its management within a single educational space. All results after generalization can be presented in figures, diagrams, graphs, based on which you can see the dynamics of change of various indicators, which gives a huge database for adjusting not only the current educational process, but also projects that are still being created for the future.

However, in the case of working with the results of the quality of education, it is necessary to assess not only the positive results, but also the price at which they are achieved. It is necessary to recognize the limitations, unprofitability, and in some cases the erroneousness of any quantitative indicators related to the assessment of such a complex multifaceted category, which is the quality of education of the student's personality, i.e. it must be understood that not all educational outcomes can be measured. For example, the assessment of the degree of development of the individual in the spiritual, ethical, volitional, emotional and motivational spheres can only be qualitative, qualimetric, descriptive. It is also important that quantitative and qualitative assessments are determined scientifically correctly, which avoids technocratic costs in fixing indicators of quality of education.

In the article, we use the concept of «quality of education» in terms of the quality of the educational process reflected in its results, and we believe that the educational process is not only possible but also necessary to manage in order to achieve high quality education. Outcomes and quality of education are two interrelated but not identical categories; results – a mandatory component, without which it is impossible to determine the quality. In order for the results to evaluate the quality, they need to be compared with something. An easy way is to compare with standards. But this method is not perfect, because the requirements of the standard are not related to the identity of a particular person (student), the quality of education which we want to determine. In addition, it is not possible to formulate standards for all educational outcomes, for example, the degree of development of intellect, will, emotions, motives, needs, interests, etc.

Nowadays, the vast majority of researchers and practitioners come to the conclusion that without education there is no and cannot be personal development, that any education that is not built into the educational system, disintegrated and negatively affects development, that an educated person can remain uneducated, unilaterally developed, that is, to have a poor education, which is very dangerous for her and for society, and educated cannot remain uneducated.

Thus, the transition to a single, holistic, diverse, competent understanding of the quality of education is inevitable, then the parameters by which this quality is assessed will coincide within the educational institution, district, city and the entire educational space as a whole. In the meantime, everything depends on the level of education, scientific erudition and culture of the head of a particular level.

The quality management system of continuing professional education, as well as the entire education management system is multilevel and includes: levels of heads of educational institutions and subjects of educational interaction; state, departmental and regional levels. The criteria for the effectiveness of quality management at all levels in principle cannot be the same, because the work of people at each level is based on different visual activities: pedagogical – for teachers, educators; managerial – for heads of departments, vice-rectors, rectors, etc. Different activities have different criteria for their effectiveness. Management at each level involves action on different objects, so the effectiveness is determined not only and not so much by the indicators of management (whether the analysis, planning, organization, management, control, etc.), but by changes in the object, which ruled.

In the system of continuing vocational education within a single educational space, it is necessary to highlight the specifics of quality management in educational institutions of different types, which is absolutely necessary and even mandatory. This is due to the fact that, in our opinion:

- educational institutions of different types and types as objects of formation, functioning and development differ from each other, and quality management systems in them must inevitably differ in their features;

– any unified (non-optimized) management systems that do not take into account the specifics of a particular object, initially less effective to achieve any result, especially when it comes to such a fundamental indicator as the quality of education.

It follows that not taking into account the specifics of quality management of continuing professional education in institutions of different types and types does not allow managers to obtain education of optimal (highest for specific conditions) quality.

Hence the block of specifics of quality management of education in all named multilevel innovative educational institutions, if we consider them not typical, but innovative. The leaders of these multilevel innovative educational institutions, all subjects of management must adhere to the dominant strategy of change – the strategy of local, modular or systemic transformations. In one case it is necessary to develop programs of local or modular experiments, in others – development programs that include problem-oriented analysis, the concept of a new educational institution, the strategy of transition to it, setting operational goals of the first stage of transformation and operational plan.

In the field of scientific and methodological support significantly expands the entire research unit (work on original programs related to the specifics of multilevel innovative educational institutions, educational projects; a huge organizational and managerial work on the examination of used programs, technologies, textbooks, training manuals, including electronic ones focused on obtaining education of a new quality).

A significant place in all multilevel innovative educational institutions in comparison with usual educational institutions is occupied by special motivational activity of heads as it is a question of statement for educational collective of the new intense purposes, about the voluntarily accepted decision to provide their performance, time, etc.).

So, the quality management of continuing vocational education in a single educational space in multilevel innovative educational institutions of different types and types has much in common. However, there are specific features, accents, dominants.

Accounting for the general and specific must certainly improve the result, and hence the quality of education. The head of each educational institution, whatever his type, must see and make optimal use of what is inherent in the management of only this particular educational institution.

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