

**CURRENT ISSUES OF MONITORING THEORY AND PRACTICE
IN PEDAGOGICAL HIGHER EDUCATIONAL INSTITUTIONS
AS A FACTOR OF THE QUALITY OF EDUCATION**

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DOI NUMBER: 10.46489/EOTPCOES-17-03

The article attempts to generalize the results of scientific investigations of domestic scientists and the experience of the staff of the MUNICIPAL ESTABLISHMENT «KHARKIV HUMANITARIAN-PEDAGOGICAL ACADEMY» of KHARKIV REGIONAL COUNCIL regarding the monitoring in pedagogical institutions of higher education as a factor of improving the quality of the educational process.

The issue of the theory and practice of monitoring research in pedagogical higher educational institutions was considered, in particular: common theoretical regulations characterizing the unity of the authors' approaches to the consideration of the monitoring phenomenon were established, its essential characteristics were highlighted; the place, role and advantages of monitoring in the higher education system and its direct impact on ensuring the quality of the educational process are defined; the objects of monitoring at the university, faculty and departmental levels are named; aspects of monitoring studies are characterized; the criterion base characterizing the essential aspects of pedagogical education and the corresponding parameters for individual criteria are determined.

Based on the results of generalization of experience, an annual cyclogram of educational monitoring in higher educational institutions was formed.

The analysis of the array of scientific research results made it possible to determine the prospects for further research on the problem of monitoring in pedagogical higher educational institutions.

Keywords: pedagogical higher educational institution, monitoring, objects of monitoring, the quality of pedagogical education, levels and aspects of monitoring, directions and criterion base for evaluating the quality of pedagogical education.

Репко І. П., Степанець І. О., Одарчернко В. І. «Актуальні питання теорії і практики моніторингу у педагогічних ЗВО як чинника якості освіти».

У статті здійснено спробу узагальнення результатів наукових розвідок вітчизняних учених та досвіду колективу КОМУНАЛЬНОГО ЗАКЛАДУ «ХАРКІВСЬКА ГУМАНІТАРНО-ПЕДАГОГІЧНА АКАДЕМІЯ» ХАРКІВСЬКОЇ ОБЛАСНОЇ РАДИ щодо

моніторингу у педагогічних закладах вищої освіти як чинника підвищення якості освітнього процесу.

Розглянуто питання теорії і практики моніторингових досліджень у педагогічних ЗВО, зокрема: встановлено спільні теоретичні положення, що характеризують єдність підходів авторів до розгляду феномена моніторингу, висвітлено його сутнісні характеристики; визначено місце, роль і переваги моніторингу в системі освіти ЗВО і безпосередньо його вплив на забезпечення якості освітнього процесу; названо об'єкти моніторингу на загальноузівському, факультетському та кафедральному рівні; схарактеризовано аспекти моніторингових досліджень; визначено критеріальну базу, що характеризує істотні аспекти педагогічної освіти і відповідні параметри щодо окремих критеріїв.

За результатами узагальнення досвіду сформовано річну циклограму освітнього моніторингу у ЗВО.

Аналіз масиву результатів наукових досліджень дозволив визначити перспективи подальших досліджень проблеми моніторингу у педагогічних ЗВО.

Ключові слова: заклад вищої педагогічної освіти, моніторинг, об'єкти моніторингу, якість педагогічної освіти, рівні та аспекти моніторингу, напрями та критеріальна база оцінювання якості педагогічної освіти.

Relevance of research. Solving the task of improving the quality, in particular, of higher pedagogical education, as evidenced by educational practice, is impossible without the management of monitoring studies.

Research conducted on the basis of the MUNICIPAL ESTABLISHMENT «KHARKIV HUMANITARIAN-PEDAGOGICAL ACADEMY» OF KHARKIV REGIONAL COUNCIL testifies that, on the one hand, the clients of such research are various participants in the educational process: teachers (100 % of respondents); educational management bodies (100 %); employers (98,9 %); students (87,7 %); parents (84,6 %). In particular, teachers are interested in receiving objective information about the quality of educational activity and its compliance with the requirements of educational standards and educational programs; managers in the field of education need the confirmation of the effectiveness of the functioning of the education system; employers want to be convinced of the compliance of educational programs for the training of specialists with real industrial needs; those students for various reasons (the level of education obtained, their own prestige, authority, the desire to meet the requirements of higher educational institution (HEI), etc.) are aware of the need to correlate the quality and level of their professional training with the relevant criteria; parents, in their choice of higher educational

institution, want to consciously orient themselves in information about specifics; character, content, level of activity of the subjects of the educational process in it.

On the other hand, the educational institution itself (administration, scientific and teaching staff) needs objective information about various directions of the institution's activities in order to make adequate management decisions and implement optimal management actions.

Educational monitoring at the current stage is the most important component of the quality of training of pedagogical specialists.

Analysis of recent research and publications. The generalization of the results of theoretical and empirical studies illustrates the conclusion that in recent decades, monitoring in education has acquired the status of scientific research, which scientists consider as a system of procedures for monitoring the development of pedagogical processes, factors, conditions, etc., related to the functioning of the education system (T. Borova, N. Khatsaiuk, O. Lokshena, O. Luniachyk, T. Svyrydiuk H. Yelnykova, O. Zhernova, etc.). At the same time, in scientific works we find different interpretations regarding the actual phenomenon of monitoring, since the scientific investigations carried out by scientists are related to various aspects (purpose, objects, forms, methods) of monitoring.

For example, scientists V. Bepalko, S. Shyshov and V. Kalnei studied the monitoring of the quality of education at school; A. Maiorov analyzed monitoring in education as a scientific and practical phenomenon, in part: monitoring as a form of cognitive activity; A. Dakhin investigated the monitoring of the success and effectiveness of educational work; H. Yelnykova studied the monitoring of the activities of subjects and objects of the educational process; S. Podmazin considered the general issues of pedagogical monitoring.

In particular, H. Yelnykova understands this concept as follows: monitoring is an accompanying assessment and current regulation of any process in education. This is a system that consists of indicators combined into a standard, methods of their development and constant observation of these indicators (standards) on the state and dynamics of the managed object for the purpose of its operational diagnosis,

anticipatory determination of disparities, development and correction of management decisions [1].

A fairly broad definition of educational monitoring is offered by T. Lukina, calling it a means of collecting, processing, storing and disseminating information about the education system, or its individual elements. At the same time, the scientist notes that monitoring in education is both a pedagogical and managerial category, since it does not copy the general provisions of information theory, but translates them into the language of pedagogy, psychology and management. The social essence of educational monitoring is determined by the fact that it serves as the main means of control and exchange of the transfer of social experience (the content of education) to the younger generation [4].

V. Horb considers pedagogical monitoring of the educational process as a factor in increasing its level and results [3].

According to the scientist O. Lokshyna, monitoring in education is a system of activities related to the collection, processing, analysis and dissemination of information for the purpose of studying and evaluating the state of functioning of a certain subject, educational activity or the education system in general and forecasting their development based on the analysis of the received data and identifying trends and regularities [6, p. 26].

However, analyzing the mentioned interpretations of this concept, we can distinguish the common positions of their authors. First, monitoring is an information system that is purposefully updated; secondly, monitoring is a process that involves a mandatory comparison of the results of monitoring studies of an object, phenomenon, etc., with a certain set standard; thirdly, a component of monitoring is the development of a certain benchmark of a phenomenon, object, etc. and criteria for its evaluation.

Researchers also note that the lack of an effective higher education monitoring system is one of the reasons for the impossibility of building an effective financing system and making management decisions in the higher education system [12].

In the conditions of desire for quality education, the main goal of the development of monitoring of higher pedagogical education in Ukraine is the improvement of education management mechanisms at the state and regional levels, in particular by developing criteria for assessing the availability, quality and efficiency of education, as well as developing procedures for collecting, processing, analyzing and presenting statistics regarding the state of higher education in Ukraine.

The purpose of the article. The purpose of the article is to generalize scientific approaches and pedagogical experience to justify monitoring as an effective factor in improving the quality of education in pedagogical institutions of higher education.

Presenting main material. Educational practice proves that the conditions for monitoring the quality of training of pedagogical specialists are the integration of monitoring activities of all structural divisions of the higher educational institution and the active participation of all subjects of the educational process in improving the quality of pedagogical education in the higher institution.

The main objects of monitoring the quality of higher pedagogical education as a whole in a higher educational institution are:

- level of educational training of applicants;
- general characteristics of the student contingent according to various criteria characterizing it as a socio-pedagogical phenomenon;
- quality and level of general scientific and educational training of applicants (graduates);
- compliance of training of graduates with the industrial needs of the corresponding level of education;
- the quality of the educational process and the level of education;
- general scientific, general cultural and professional training in higher educational institutions;
- value orientations and level of moral culture of student youth;
- general culture and health of students;
- quality of management activity;

- content of higher pedagogical education for all training cycles;
- quality of educational technologies;
- perfection of the system of control and evaluation of the quality of education;
- organization and quality of research work;
- results of passing state exams, defense of scientific works;
- library work, publishing activity;
- the level of material and technical base;
- funding volumes and effectiveness of scientific research, technological support of the educational process;
- the development of the regulatory and legal framework for quality management of higher pedagogical education;
- the demand for graduates of higher educational institutions in the labor market [9].

Monitoring of the quality of education is carried out throughout the academic year, and the results are discussed and analyzed, as a rule, at the end of a certain period (cycle) [2]. Experience shows that in order to determine the level of quality of education, it is advisable to assign a certain value to each indicator, which determines the degree of its compliance with the requirements of the specified standard. The quality indicators characterizing this or that object of monitoring research in a higher educational institution are placed in the table where:

- lines (entries) correspond to the name of the indicator;
- columns (fields) express significant properties of this object.

In our opinion, the advantages of the tabular form are that it can be used for computer processing of the results of monitoring the quality of educational activities.

Responsibility for conducting monitoring studies and summarizing their results rests, as a rule, on the dean of the faculty, who supervises the implementation of the relevant educational program. To obtain the necessary information, all units engaged to ensure the implementation of the educational program are involved. The responsibility for the analysis and interpretation of the received

information and filling in the tables of quality indicators rests with the heads of the departments.

The internal system of monitoring the quality of education is based on a systematic assessment of objective indicators of the quality of education. The information obtained in this way is used directly for the preparation and adoption of management decisions at the following levels: higher educational institution, faculty, department.

Advantages of monitoring the educational process in pedagogical higher education institution:

- obtaining objective information based on facts;
- systematic approach to improving the efficiency of education;
- identification and analysis of individual processes that can be improved;
- implementation of various initiatives to improve quality management in the daily activities of the HEI;
- development and use of a single set of criteria in assessing their activities and results;
- the ability to compare with the best results of approaches, standards for;
- training of staff in the use of the principles of total quality management in education;
- identification of the dynamics of changes that have occurred since the previous self-assessment of educational activities.

Levels of monitoring:

1. University level. At the level of HEI, quality control of training is carried out as a result of coordinated activities of existing structural units to achieve educational indicators according to the criteria of state accreditation. The effectiveness of such control is periodically analyzed at the meetings of the Academic Council, in the dynamics of 3 – 5 years in accordance with the specified conditions.

The practice of educational activities and regulatory documents that regulate it in higher educational institutions, as objects of monitoring to establish the current level of quality of education determine the following:

- quality of organizational and legal support of educational activities;
- formation of the management system of the HEI and its effectiveness;
- perfection of the structure of training;
- the content of training of specialists in each specialty (quality of scientific, educational and methodological and information support, including the library fund and access to the Internet, etc.);
- quality of training (final certification of graduates, current and periodic control of knowledge of students, etc.);
- quality of staffing (percentage of teachers with academic degrees and academic titles, rating of teachers, etc.);
- availability of conditions and organization of teachers' professional development, age composition of the teaching staff, etc.;
- effectiveness of scientific research and scientific and methodological activities;
- quality of material and technical equipment in general and, accordingly to the declared levels of training;
- availability of an effective system of educational work;
- social and living conditions for students, postgraduate students, teachers, and staff;
- financial condition of the HEI;
- development of the intra-university mechanism of the education quality management system;
- availability of a quality control system for graduate training; effectiveness of the current system of education quality management.

Among the many aspects of the activities of educational institutions, the study of which involves monitoring, it is necessary to distinguish a number of systemic aspects.

Systemically important aspects of intra-university monitoring are: economic, pedagogical, social and managerial (see Table 1).

The economic aspect involves control over the optimal use of financial and material resources to ensure quality training of qualified personnel.

In economic indicators it is advisable to distinguish the following:

Current expenses – aimed at direct provision of educational and support processes.

Table 1

Aspects of monitoring

Economic	Pedagogical	Social	Managerial
1	2	3	4
Current expenses	Professional competence	Attitude of young people	At the regional level: Creating conditions for interaction
	Properties of the personality	Attitude of managers of HEI	
Prospective expenses	Information, communication and social competence		Attitude of the authorities

Prospective expenses – investments in the educational and material equipment, which do not give an immediate effect, but provide for the development of the educational institution as a key component of the potential of the educational environment, since the work of those institutions that do not carry them out cannot be considered effective.

The pedagogical aspect involves tracking the results of the activities of teaching staff in the training and education of students, in the formation of their readiness for professional activity and solving urgent problems in the system of real socio-economic relations.

The main components:

- professional training of students in a particular specialty (field of study) in accordance with the requirements of the state educational standard;
- professional pedagogical outlook of future specialists, their ability to apply existing professional knowledge in various fields of activity, to master new educational technologies;
- socialization of students, that is, mastering various social roles.

To assess the pedagogical effectiveness of the educational process, indicators of the demand for graduates in the labor market and their readiness (ability) for professional growth are also important.

The social aspect reflects the adequacy of the functioning of the system of professional (pedagogical) higher education to the requirements of society. This adequacy is characterized by the attitude of different social groups to higher education and the relevant profession, namely:

- young people who not only choose a profession, but also determine the way to acquire it;
- managers in the field of education, who in the future will not only hire graduates, but also form orders for staffing the education system;
- authorities competent to provide real legal, economic and other support to higher education institutions.

The social aspect characterizes the image of the educational institution, its place in the structure of social relations.

The managerial aspect involves monitoring the effectiveness of the management of the higher education system. It covers the area of assessing the effectiveness of management support of the education system at different levels.

At the level of the educational institution, the study of managerial effectiveness can be carried out both on the basis of the overall performance of the establishment, and on the basis of the analysis of indirect data, such as scientific and methodological support of the educational process, readiness of teams to solve urgent pedagogical problems, staffing of the educational process by scientific and pedagogical workers, etc.

2. Faculty level. At the faculty level, the quality of the educational process is ensured and controlled at all its stages, from entrance examinations to state certification.

The faculty and the admission committee annually conduct a comparative analysis of the level of requirements for applicants for certain specialties, namely:

- the presence of competition (when applying and entering the HEI);

- the structure of competitive exams and their level (complexity, adaptation to the requirements of higher education, comprehensiveness of the educational background of applicants);

- effectiveness of career guidance work on the formation of motivation for the pedagogical profession, etc.

The most important task of the faculty is the preparation (revision) of the relevant educational program, learning and teaching support materials and forms of control over the compliance of the educational process with the requirements of state educational standards of higher education.

The Faculty systematically collects and uses information on the success of graduates' employment, the process of training under contracts, taking into account:

- the share of graduates who are employed according to the directions of educational institutions;

- targeted contract training (the share of graduates who study under contracts with educational institutions);

- the share of graduates registered at the labor exchange;

- the number of reviews and suggestions from the place of work of graduates on the quality of their training.

The relevant regulatory documents governing the organization and content of the educational process in the pedagogical higher educational institution is collected.

3. Departmental level. The department, as the main unit of the HEI, is directly responsible for ensuring the modern content and quality of education, in accordance with the trends in the development of educational science and practice in Europe and the world.

In the activities of the staff of the department, the issues of quality of content, methods, technologies in education are everyday. Their consideration is accompanied by a discussion of the concepts of the structure of disciplines, ensuring interdisciplinary links, conducting and analyzing open classes and mutual visits

to borrow the best practices, creating a bank of the best lecture courses on electronic media, etc.

An important indicator of the quality of the teacher's activity is the compliance of the developed program of the discipline and a set of teaching materials with state educational standards and the needs of students. The effectiveness of the teachers' professional work necessitates the discussion of this issue at the meetings of the department. Particular attention is paid to updating the specialization of the disciplines and elective disciplines with the participation of students and stakeholders in order to most quickly reflect the latest scientific achievements, taking into account the needs and requirements of the labor market.

The department organizes regular checks (by semesters) of the effectiveness of the system of current and intermediate control of each discipline of the curriculum, namely:

- optimality of forms of control and their compliance with the requirements of educational programs;
- level of requirements for the effectiveness of current and intermediate control (analysis and adjustment of test programs, control and homework, content of examination cards, etc.);
- qualitative indicators of academic performance in each discipline of the curriculum for all courses, which will allow to trace its dynamics;
- creation and use of control tasks of varying degrees of complexity both for comprehensive testing for each cycle of disciplines, as well as for individual disciplines of the curriculum, in particular for the purpose of self-testing or for accreditation of educational programs.

A necessary component of monitoring activities at the departments is a systematic analysis of the results of the final certification of graduates (state exams and defense of graduation works), namely:

- analysis of the content of examination cards and the results of the work of the attestation commission regarding their compliance with qualification requirements;

- analysis of the quality of graduation qualification works regarding the level of their scientificity, independence, academic integrity;
- the level of protection of qualification works (logic of presentation, content, persuasiveness, argumentation, integrity of speeches, scientific and clear presentation of theoretical positions);
- study of the topics of final qualification works, reviews of supervisors and external reviewers, reports of the heads of attestation commissions in order to identify shortcomings and ways to overcome them;
- general assessment of the quality of training of specialists according to the requirements of educational programs (competence, level of development and culture).

The definition of the criterion base that characterizes the essential criteria for assessing the quality of higher pedagogical education, both in the process of functioning and for future development, is presented in Table 2.

Table 2

Criterion base characterizing the essential criteria for assessing the quality of higher pedagogical education

№	Criterion	Criteria Base
1	2	3
1.	Procedural	Achievement of educational results with the help of socially selected methods, techniques, technologies, means.
2.	Social	Education of personal qualities necessary for graduates to live in a rapidly socially changing environment of a democratic society; formation of the need and readiness for self-development, social and economic responsibility, independent life choices, humanistic orientation of their own professional activities; fulfillment of the «social order» of the state.
3.	Prognostic	Prospects for personal and professional growth, determining the directions of development of higher education or its individual components.
4.	Regulatory and legal	Compliance of the most important aspects of higher education functioning with the state educational standards.
5.	Competitiveness	Achieve better results of educational activities under equal conditions.

The general correlation of the above criteria for monitoring the quality of higher education can be presented as follows:

1. Basic criteria: procedural; social; prognostic.
2. Criteria of service: regulatory and legal; competitiveness.

Educational practicality makes it expedient to define both basic and service criteria for application.

Since monitoring studies require quantitative assessments, it is necessary to provide parameters illustrating each of the proposed criteria for the functioning of higher education (see Table 3).

It is advisable to present the proposed set of parameters in a «folded» form in relation to three integral indices that allow for express research: index of balanced supply and demand of graduates in the labor market; index of economic adequacy; index of satisfaction of educational needs of the individual.

Table 3

Compliance of parameters with the selected monitoring criteria

№	Criterion	Parameters
1	2	3
1.	Procedural	<ul style="list-style-type: none"> • Use of modern and developing pedagogical technologies. • Ability to develop students' individuality. • Satisfaction in the relations of the subjects of the educational process. • Absence of destructive conflicts in the team.
2.	Social	<ul style="list-style-type: none"> • Actual possession of professionally determined knowledge, skills and abilities. • Awareness and ability to act in various spheres of life and future professional activity. • Ability of students to find the most effective methods and means of professional activity in the system of social relations. • Readiness of students for social self-realization and self-defense.
3.	Prognostic	<ul style="list-style-type: none"> • The ability of the staff to work in self-development mode. • The focus of management on solving the most significant problems related to the HEI and the teaching staff in particular.
4.	Regulatory and legal	<ul style="list-style-type: none"> • Compliance of the content of training with the educational standard. • Professional qualification structure (direction of training).
5.	Competitiveness	<ul style="list-style-type: none"> • Economic stability. • Economic independence. • Social status. • The level of remuneration of employees. • Demand for graduates in the labor market.

The graduate supply and demand balance index is a quantitative indicator that reflects the correlation between the real needs for educational services (characteristics of the needs of the educational market of the region, orders for training, competition during admission) and the real employment of graduates in the specialty. The purpose of introducing this indicator is to track the dynamics of quantitative characteristics of the provision of educational services that determine the competitiveness of both individual graduates, educational institutions and the higher education system as a whole.

The index of economic adequacy is an integral indicator that reflects the compliance of the parameters of financial and economic activity in the educational institution with the conditions of its functioning: stability of functioning; functioning with positive dynamics (development); functioning with negative dynamics.

The purpose of introducing the economic adequacy index is to track the economic condition of the educational institution, its viability and development prospects.

The index of satisfaction of personal educational needs reflects the level of professional adaptation and mobility in higher educational institutions, their provision at almost all educational levels on the basis of differentiation and individualization.

One of the goals of monitoring studies here is to determine the dynamics of satisfaction of educational needs, that is, the demand for quality educational services among potential applicants for higher education.

All these indicators, due to their complexity (integrity), require the allocation of appropriate subparameters for the named indices that meet the requirements of simplicity of definition, objectivity, accessibility, and the possibility of quantitative measurement (see Table 4).

Scientific achievements and experience show that the effectiveness of monitoring is based on the fact that the main directions of improving educational

services are the systematization of the information received, increasing its effectiveness, objectivity and accessibility. At the same time, models of monitoring studies that provide for the study of only the result or only the process, as well as based on the study of the educational process according to the “meta-result” scheme, can lead to erroneous conclusions.

We tend to follow the world experience of developing and implementing different but equally effective approaches to monitoring in education. The objectivity of such approaches shows a general pattern: monitoring in education is an objective necessity for the development of any modern social system, the effectiveness of scientific and educational processes, economic and scientific-methodological activities in their unity, focused on the effectiveness and quality of professional training, in particular for educational institutions.

Table 4

**Compliance of subparameters for determining indices
in the education quality monitoring system**

№	Indexes	Subparameters
1	2	3
1.	Index of balanced supply and demand of graduates in the labor market	Competition for admission to the HEI. Safety of the contingent during training. Employment after graduation.
2.	Index of economic adequacy	Economic stability of the HEI. Economic self-sufficiency of the HEI. The optimal cost of training one student per year. The level of remuneration of scientific and pedagogical staff.
3.	Index of satisfaction of educational needs of the individual	Correspondence of the fact of entering the HEI to the professional interests of young people. Disadaptation of students due to disappointment with the profession. Employment of graduates in their specialty. Positive changes in the professional career of graduates during the first five years of work after graduation.

Monitoring reveals discrepancies between the real and demanded educational results, and therefore, for the effective functioning of the educational mechanism, appropriate information support is needed, the source of which is

monitoring studies on the quality of education [7]. In turn, it should be noted that the effectiveness of monitoring is determined by the degree of development and optimization of methods and technologies of monitoring research, with the help of which such tasks are solved:

- Systematic clarification of indicators of the state of the education system in the HEI, obtaining prompt, systematic and objective information about it.
- Timely identification of changes in the education system of the HEI and the factors that cause them.
- Warning based on the results of diagnosing negative trends in the education system of the HEI.
- Implementation of short-term and medium-term forecasting of the development of the most important processes in the educational practice of the HEI.
- Evaluation of the efficiency and effectiveness of the implementation of scientific and methodological support of the educational process in the HEI.

Summarizing the experience of monitoring studies of the MUNICIPAL ESTABLISHMENT «KHARKIV HUMANITARIAN-PEDAGOGICAL ACADEMY» OF KHARKIV REGIONAL COUNCIL allows us to draw conclusions that monitoring should be carried out in accordance with the following organizational and methodological requirements:

- the list and content of monitoring indicators should be clearly defined and constant for a given period of time (year, semester, etc.);
- indicators, if possible, should be recorded in relation to such objects of the educational process that are sufficiently deeply studied in the scientific sense and adequately reflect the level of quality of education;
- indicators should be relevant and meaningful for effective management of the quality of education;
- the indicators used should be periodically (at least once a year) adjusted;
- educational monitoring should be based on statistical data on the national higher education system, the results of periodic expert surveys and surveys of pedagogical and administrative staff, students, as well as surveys of stakeholders and

parents. At the same time, it is advisable to conduct, in particular, a standardized survey that allows conditionally programming the desired information.

In some cases, the monitoring results can be significantly supplemented by the use of content analysis methods, focus groups, etc.

The survey of scientific and pedagogical staff and students shows that the results of monitoring form the basis of innovative activities of all participants (subjects) of the educational process. The degree of their involvement is different, but teachers, students, parents and the public have to analyze, interpret and use the information for further actions. For example, the society receives information about the state of the educational process in the educational institution, on the basis of which it forms public opinion. A student of higher education, having an idea of the progress and results of their educational activity, builds an individual trajectory of their own learning.

The educational trajectory is the whole complex of steps taken by individuals and social groups to meet their educational needs [10].

In turn, each subject of education acts as an object for other educational structures of different levels that deal with education.

The analysis of the practice of educational activity allows us to conclude that the development and testing of the educational monitoring system should go through several stages, from the development and justification of the theoretical model to the construction of a real mechanism. When creating an organizational monitoring system and establishing the process of its functioning, it is extremely important to use a system-process approach. According to our findings, the essence of the system-process approach is expressed in the perception of the education system under study as interrelated components – phenomena, processes, results of educational activities, etc.

The educational system, like any other system, is a set of interconnected elements (subsystems) that form a certain integrity, unity, which includes teachers, students, curricula, teaching materials, didactic tools, subsystems of material, technical and financial support, infrastructure, as well as management systems of

different levels. As our experience shows, the quality of these components of the system determines the quality of learning outcomes.

The result of the functioning of the education system of the HEI is to obtain quality education, which materializes, first of all, in the quality of results.

Another component of the quality of education is the processes that implement it. Without proper organization and reasonable implementation of educational processes, it is impossible to obtain the desired results.

To ensure the quality of these processes, each employee of the educational authority, educational institution, teacher, head of the unit must clearly understand: what processes are taking place; what are the goals of these processes; how these processes are interconnected, whether they are focused on the strategic goal of the educational system; how they are regulated; what should be done to improve educational processes.

If a manager does not have objective information about the course of a process, they do not have proper grounds for making adequate decisions, and therefore do not have a clear idea of how to act and for what purpose.

The processes of functioning of education systems should be divided into basic, supporting and management, the characteristics of which are presented in Table 5.

Table 5

Processes of education systems functioning

№	Processes	Process characteristics
1	2	3
1.	Main	Educational process, which is a unity of processes of education and development of students.
2.	Support	Information, scientific and methodological, material and technical, financial, personnel support.
3.	Administrative	Planning, organization, management, control, accounting, analysis of educational and financial and economic activities.

The quality of processes is usually characterized by their efficiency.

Process efficiency expresses the degree of relationship between the achieved result and the resources used (organizational, material, financial, etc.).

Under the effectiveness of the process, we understand such a property that characterizes its ability to achieve the set goals of functioning.

In this regard, it is appropriate to note that if the term “quality” is used mainly in relation to systems and results, the quality of processes is characterized by efficiency and effectiveness.

Own experience of management activity in the academy prevails that it is advisable to use various indicators of quality and efficiency in evaluation practice. A reliable comprehensive assessment of the activities of an educational institution involves the use of a system of generalized (integral) and partial indicators.

An indicator of quality or efficiency is understood as a quantitative or qualitative characteristic of a system, object, process, etc. An example of a quality indicator is the level of mastering educational programs based on the results of intermediate or final certification of students, which shows the effectiveness. In relation to a particular student, it is a partial, individual indicator, and for the institution as a whole it is generalized (integral). Another example: the number of students per computer is a partial indicator that characterizes the level of computer equipment, and the indicator of the development of informatization of the educational process is an integral one.

Quantitative or qualitative indicators are usually measured using certain scales. Qualitative indicators are often defined by experts according to certain criteria.

Criteria are the defining rules by which the value of indicators is assessed, in particular:

1. Eligibility criterion. This criterion is specific numerical values. Thus, in order for the student to receive a “satisfactory” grade, it is necessary to assimilate at least 50% of the educational information.
2. Maximum criterion. For example, providing the maximum possible number of computers or achieving one hundred percent success in the educational institution.
3. Criterion of excellence. It is used for comparative assessments.

In some cases, the term “criterion” is used in a generalized sense, as an indicator and a rule for assessing its implementation.

Thus, the choice of indicators solves the task of forming the most complete and accurate description of the educational system, process, phenomenon or result, and the choice and use of criteria is the task of determining the compliance of indicator values with the requirements, identifying strengths and weaknesses of the activity, detecting the best and worst objects, comparing with the best samples («benchmarking»).

In the process of practical organization of intra-HEI monitoring, both the rational choice of complexes of evaluation indicators and the use of criteria adequate to the evaluation tasks are significant.

It is important to develop a model of the monitoring system. In this case, such a model is inextricably linked to the models of the educational system and the processes of its functioning.

The components of the monitoring system are grouped according to the following criteria:

Group I – control of the level of results of students, their knowledge, skills, competencies, professionally important personal qualities.

The main purpose is to control the dynamics of results, to assess the effectiveness of the educational process.

Group II – monitoring studies related to the direct accumulation and structuring of information about the education system (dynamics of the composition and qualifications of teachers, material and technical support, curricula, educational programs);

Group III – monitoring studies based on the «input – output» model, analysis of the characteristics of students at the beginning and at the end of training;

Group IV – monitoring studies on the processes in the educational institution. According to their results, attempts are made to assess the effectiveness of a particular teaching technology, to identify factors affecting the quality of education, to find the relationship between the qualifications of teachers and learning outcomes [5].

Objects, directions and methods of monitoring studies in HEI for each basic group are shown in Table 6.

Table 6

Components of the monitoring research system in HEI

Group	Objects of monitoring research	Methods, directions of monitoring research
1	2	3
I	Efficiency of the educational process	Testing (test tasks and measuring materials of the final certification); analysis of the level of student's preparation and training ; information map of the current progress and attendance of the student.
II	Accumulation and structuring of information about teachers, material and technical equipment of the educational process	Teachers, their qualifications; general indicators of educational activity, material and technical equipment; comprehensive scientific and methodological support of the educational process; efficiency of the educational process; innovative activity; quality and effectiveness of the educational institution.
III	«Input – output» model	Psychological and pedagogical characteristics of students (and in particular, the level of adaptation of first-year students); level of general training and education of students for education; study of the development of key professional competencies of students (observation and assessment card); graduate model; admission to the next educational levels; communication with stakeholders regarding employment, educational programs.
IV	Monitoring of the academic processes	Monitoring of educational, auxiliary and supporting processes; analysis of training classes; rating assessment of the activities of the teacher, supervisor; analysis of the processes and effectiveness of self-improvement of teachers, managers; analysis of the dynamics of the needs of participants in the educational process.

It seems constructive to structure the components of monitoring in accordance with generalized and specific indicators of quality and efficiency, based on the principles of universal quality management and standards of the International Organization for Standardization (ISO) [11].

In the proposed model of the monitoring system, we distinguish six important areas of assessing the quality of educational systems and the results of the effectiveness of the main and auxiliary processes. These macro blocks are the result of generalization of quality indicators: organization, implementation and management

of the educational process; content of education; participants of the educational process and their relations in educational and socio-cultural environments; resource support of the educational process; management of the development of educational systems; social and pedagogical results of the educational process.

In our opinion, such a model correlates well with international experience and takes into account the peculiarities of the formation of the assessment base, since in the practical implementation of monitoring of education in higher educational institutions and the conditions of its effectiveness, a number of key generalized indicators are identified and analyzed in the monitoring process:

- level of educational achievements of students;
- psychological comfort of the educational process;
- level of intellectual development;
- effectiveness of the conditions for the implementation of educational programs.

The presented vision of this approach reflects the system-functional aspect of monitoring the quality of education, which, in turn, illustrates the quality management procedure, is its integral part.

It is especially important to study the issue of ensuring the necessary discreteness of monitoring, the development of appropriate cyclograms, an example of which is given in the table below (see Table 7).

Table 7

Annual cyclogram of educational monitoring in HEI

Objects and subjects of monitoring	Monitoring objectives	Frequency of monitoring	Result
1	2	3	4
General indicators on the subjects of the educational process and the state of the material and technical equipment of the educational	Collection of statistical data on the equipment of the educational process, the level of qualification of teachers and the dynamics of changes in the composition of students.	Twice a year	Analytical notes, diagrams
Learning and teaching support materials	Collection of information on learning and teaching support materials of the educational process, visualization tools, etc.	Once a year	Summary tables, diagrams

Continued from table 7

Scientific and methodological work	Creation of a data bank on scientific and methodological activities, creation of conditions for its systematic analysis.	Twice a year	Analytical report including graphs and charts
Activities of teachers	Collecting information on the level of professionalism of teachers, areas of work on their professional development and improvement; compiling a rating of teachers.	Monthly	Tables, references, ratings
Activities of heads of structural units	Determining the level of professional competence of managers, the effectiveness of management activities.	Monthly	References, tables, ratings
Normative educational documentation	Analysis of the quality of work programs and thematic planning.	Twice a year	Records
Activities of students	Determining the level of quality of training of students.	Monthly	Analytical reports, tables, records

The results of monitoring studies, which make it possible to increase the objectivity of the evaluation of the teaching staff, are positively reflected in the practice of holding various competitions and ratings. The following competitions are traditional for higher education institutions, which are regulated by the relevant provisions on:

- the best teacher;
- the best structural unit of the HEI;
- the best head of the structural unit;
- the best student, etc.

Conclusion. Summarizing the different approaches to defining the essence of the phenomenon of monitoring of educational activities, higher educational institutions, based on the results of scientific research and experience, create their own models of such monitoring system, adapted to the type of institution and traditions of monitoring research.

The main objects of monitoring the quality of higher pedagogical education in general in HEI are:

- level of educational training of students;
- general characteristics of the student contingent according to various criteria that characterize it as a socio-pedagogical phenomenon;
- quality and level of general scientific and educational training of students (graduates);
- compliance of graduates' training with the production needs of the relevant level of education;
- quality of the educational process and level of education;
- general scientific, cultural and professional training in higher educational institutions;
- value orientations and level of moral culture of students;
- general culture and health of students;
- quality of management activities;
- content of higher pedagogical education for all cycles of training;
- quality of educational technologies;
- perfection of the system of control and evaluation of the quality of education;
- organization and quality of research work;
- results of state examinations, defense of scientific works;
- library work, publishing activities;
- level of material and technical equipment;
- amount of funding and effectiveness of scientific research, technological support of the educational process;
- development of the regulatory framework for quality management of higher pedagogical education;
- demand for graduates in the labor market.

Levels of monitoring the quality of higher education:

- university level;
- faculty level;
- departmental level.

The formation of an integrated model of the monitoring system in higher educational institutions involves the definition of research areas and specific parameters for assessing the quality of education that will be monitored.

Further development of theoretical and methodological approaches to monitoring the quality of professional training of graduates in their practical application will make it possible to more clearly explain its essence and features, to determine the place of monitoring in the management activities of higher educational institutions, to determine its directions, optimal content and technological prospects for conducting it in order to ensure the quality of the educational process.

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UDC 377.8.091.2(045)

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