ПЕДАГОГИЧЕСКИЕ НАУКИ

THE QUALITY OF EDUCATION IN THE INFORMATION SOCIETY

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RESUME

The article is devoted to the problems of assessing the quality of education and its increase in the conditions of a new information society - knowledge society, - taking into account the demands on the labor market (not only knowledge, literacy, competence, skills of specialists). Therefore, the quality of education is considered both from the point of conformity of the state educational standard, educational costs, the requirements of educational bodies and institutions, and from the point of view of consumers, the degree of satisfaction of clients' needs, cost characteristics.

The peculiarities of the educational systems of the information society are taken into account, in particular, the main ones: the implementation of the state educational standard of the new generation, the objective specification, the real result, the specific educational goal, the competence approach, key abilities (communicative, informational, mathematical, information technology, creative, creative, environmental , entrepreneurial, ergonomic, aesthetic, etc.).

The necessity of creation and use of system maintenance on the basis of adaptive training and the competence approach, statistical signs and characteristics of training, dynamic support (control) of each step of training is accented. With the inclusion of elements of different levels of training, which are personal-oriented.

Demonstrated the need for high-quality analytics to predict the quality of education, for full, timely, quality monitoring of the learning process, as well as educational management.

РЕЗЮМЕ

Статья посвящена проблемам оценки качества образования и его возрастанию в условиях нового информационного общества, - общества знаний, - с учетом требований на рынке труда (не только знания, грамотность, компетентность, навыки специалистов). Таким образом, качество образования рассматривается как с точки зрения соответствия государственного образовательного стандарта, стоимости образования, требований образовательных органов и учреждений, так и с точки зрения потребителей, степени удовлетворения потребностей клиентов, стоимости характеристики.

Учитываются основные особенности образовательных систем информационного общества, в частности: реализация государственного образовательного стандарта нового поколения, объективная спецификация, реальный результат, конкретная образовательная цель, подход к компетенции, ключевые способности (коммуникативные, информационные, математические, информационные технологии, творческие, экологические, предпринимательские, эргономические, эстетические и т. д.).

Акцентируется необходимость создания и использования системного обслуживания на основе адаптивного обучения и компетентностного подхода, статистических признаков и характеристик обучения, динамической поддержки (контроля) каждого этапа обучения. С включением элементов различного уровня обучения, которые ориентированы на личность.

Продемонстрирована необходимость качественной аналитики для прогнозирования качества образования, полного, своевременного, качественного мониторинга процесса обучения, а также управления образованием.

Key words: education; quality; information society; knowledge.

Ключевые слова: образование; качество; информационное общество; знание.

The problem of the quality of education, the quality of the functioning of the educational system is relevant because of the set of factors conditioned by the needs of not only the society, the educational paradigm, but also the requests of individuals, both legal and physical. Persons who already have experience of business interaction on the basis of standards, contracts, requests and contracts of consumers.

The quality of education is a category and social. It determines the effectiveness of the educational process in the information society, its relevance to the needs of various social and professional clusters [2]. The quality of education is formed under the influence of the state of educational activity of educational institutions: the content of education, the forms and methods of instruction, the material and technical base, personnel that ensure the development of the compe-

tencies of students. The dynamism of modern society, its markets, in particular, the labor market, forms a request not only for knowledge, but also for competence and skills of specialists.

Quality is absolute, it has a relative value. Absolute, idealized concept of quality promotes the development of an educational institution, it is an image concept demonstrating the desire to achieve the highest standards of education.

Relativity of the concept of quality lies in the fact that it is not an attribute of the educational process, services: quality arises when the educational products (service) meet the requirements of the SES, regulatory documents, programs (the quality of the level "educational service corresponds to the State Educational System - SES"). As a relative concept, quality is considered for compliance with the CRP and for matching the consumer needs of this educational service in an information-rich society, in a knowledge-based society.

At the same time, the consumer and the producer of the educational service often can not mutually agree on their goals and requests. As a result, of which the educational institution is obliged to consider the quality of education from the point of view of the educational institution, and in terms of its clienteles, consumers (satisfaction level their needs, the cost of education).

Undoubtedly, the effectiveness of such an information society as an educational system can not fail to correlate with the quality of life of citizens: higher attention of the state, society to education, costs for it are higher and the quality of education, higher education quality is higher and the educational needs of society.

But in Georgia, so far, there is no set of effective measures, criteria and procedures for regular systematic assessment of the quality of the work of educational institutions (organizations). Many institutions are hindered by "autonomy", independence in determining educational programs, absence of external evaluation, others - "significant dependence", including on external assessments, the third - "excessive diversity" that prevents the formation of a system of objective relevant estimates [4, 5].

Despite the importance of external evaluations of education, the role of "internal", consumer assessments of educational information and the education system itself is growing in the information society [7]. They expand the educational opportunities of institutions, their abilities in self-control and self-improvement in conditions of openness of education, productive dialogue of its systems (institutions) with other systems (institutions), the entire community.

Much here depends on the independence and competence of teachers, tutors, leaders and parents.

What are the indicators, their number for the relevant evaluation of the educational institution, the system? - They are often difficult to determine, without regard for regionality, cultural characteristics, and sometimes stochastically enough. This reduces their information, prognostic value.

There must be a mechanism of "minimal sufficient need" or "reasonable minimum".

Another problem solved in the information society when assessing the quality of education is the informational openness of decision-making and their discussion in the society with possible adjustment of the results of the quality assessment. So far there are no independent professional and public structures for informing, broad discussion of the problems of education. A transition to a model for supporting the quality of education (from the quality control model), to developing a system of methodological recommendations, tools for assessing the student's achievements, and their public discussion in the information society.

Evaluation scales used in determining the quality of the educational process and its result are directly related to the methodology used. A distinctive feature of the educational systems of the information society is the work on the new generation SES, in which the objective specification, the results-orientations, the concretization of educational goals, the competence approach [1] with key capabilities:

• Communicative (receiving-transfer, updating of information);

• Infologic (mathematical), especially when solving practical problems;

• Information technology (wide use of ICT);

• Creativity;

• Ecological, financial (business), ergonomic and aesthetic.

This applies to both functional skills (decision-making in a real-life situation, independent and organized), and so-orbit-oriented characteristics and skills (planning and conducting independent research, creativity in its conduct, reflexivity in teaching, teamwork, etc.). At the same time, general educational results-reference points from subject to subject do not change, in contrast to their content and methods (technologies) of achievement [12, 13]. There is, in fact, a single system of co-ordinates of results, decision-making related to qualitative levels of material mastering (problem statement - knowledge actualization - application of knowledge) and quantitative levels ("ignorance - partial knowledge - full knowledge").

The development of quality assessment tools leads, in our opinion, to the emergence of systemic performance requirements. New criteria, indicators, scales, procedures, technologies of planning, research, analysis of the quality of learning process results appear.

The high growth rates of information flows in the information society, the emergence of new specialties, the change in the paradigm, models and methods of teaching led to the need for widespread introduction into the educational process not only automated information and management systems and complexes for the learning process, but also for systems for assessing and monitoring the quality and effectiveness of this process.

The development and implementation of such solutions, in turn, require the creation of a system for providing adaptive learning on the basis of a competence approach [14]. Adaptive knowledge control is

based on the evaluation of statistical characteristics and learning characteristics, dynamically, at each step of training. In the adaptive model of the control of the learning process, in order to increase its effectiveness, elements of different levels of training are included, which in turn take into account the basic personality traits (person-oriented).

This can be traced, for example, to such common tools as testing and test analytics.

The development of IT leads to the necessity (possibility) of developing effective systems that allow us to study individual learning paths [11]. Such models provide information for analyzing the quality of training, process management [3].

The formation of a learning quality model with dynamic, configurable parameters can provide the maximum estimating ability of the system. In such a model, the evaluation of the quality of education is a decision to move to the next productive level of education. It is based on the current values of the parameters of the learning process.

To increase the effectiveness of the process of assessing the quality of learning its manageability, it is necessary to implement instrumental environments that are able to extract information from the distributed knowledge base (learning system), that is necessary and sufficient for evaluating the individual learning path in the conditions of a continuous increase in the volume of information, the need for its independent production, assimilation. On the other hand, it is spurred on by the development of the IT society, open learning.

Under the impact of new requirements for education in the knowledge society, there is a constant modernization of educational systems. It is important to keep the traditions. Therefore, it is difficult to compare quality assessment systems. An effective approach is to identify the trends that are observed in the system of assessing the quality of different countries and taking into account the most productive and structured, taking into account the completeness of processes and the attainability of the goals.

The problem of assessing the quality of education is a systemic problem that must be necessary and sufficient for assessing the individual educational trajectory in the conditions of a continuous increase in the volume of information, the need for its independent extraction, assimilation. On the other hand, it is spurred on by the development of the IT society, open learning.

Under the impact of new requirements for education in the knowledge society, there is a constant modernization of educational systems. It is important to keep the traditions. Therefore, it is difficult to compare quality assessment systems. An effective approach is to identify the trends that are observed in the system of assessing the quality of different countries, and taking into account the most productive and structured, taking into account the completeness of processes and the attainability of the goals.

The problem of assessing the quality of education is a systemic problem that must be considered in terms of the totality of assessments and scales reflecting the degree of conformity of the results achieved not only with the criteria and standards of educational standards but with the expectations of students and institutions of society.

Although the methods of monitoring (evaluation) "from within" (from the teacher, institution, educational authority) have traditionally developed, the problem in the information society is the study of self-education, self-assessment of educational activities, scientific and methodological support of this problem, training of relevant specialists. This is a problem not only institutional (licenses, certification, accreditation, certification, inspection), it is the problem of society, the whole society, all consumers of educational services and knowledge. This is the problem of expert experts, expert commissions of state, municipal bodies from education, effective partnership of the society, management bodies, public organizations, various councils (observers, trustees, parents, etc.).

But still the most important criterion is satisfaction:

- consumers of the quality of education of graduates, their starting qualification; educational institutions level of SES, educational programs, provision;
- the qualification structure of the graduates and the actual output corresponding to this structure;
- reduction of costs for retraining of personnel, etc.

Analytics is required for analysis, obtaining a forecast of the quality of teaching and educational processes, for complete, timely, quality monitoring [10]. In conditions when there are no clear rules, instructions for assessing the quality of education, the need for analytics increases. It is important educational management or the pooling of efforts of companies for development (survival, sustainability), protection of interests. In difficult crisis conditions, qualitative analytics should be used.

But who should predict (analyze) the effect of the choice of the educational system? - Analytical methods: monitoring [8], system analysis [9], cognitive and situational analysis. It is actual with a lack of information [6].

Automation of business processes is also important. Always relevant, but often carried out "superficially". As a consequence, it is accompanied by an unstable analysis of the quality of education.

The analyst will find the relevant solution: he owns the tools, the problem (at the content level).

The main tasks of the analyst:

- collection and analysis of primary information, analysis of the causes of poor quality, negative trends in the management of education leading to a decline in quality;
- organization of command and effective resources and a well-targeted and focused work;
- identification (description) of processes that affect the quality of education;
- modeling of interactions with business (in particular, B2B, B2C);
- documentation support (in particular, XML),

office processing (in particular, OpenOffice);

- development of legal regulations and measures to improve quality, in particular, motivation of personnel and personnel;
- definition of priorities and objectives, strategy, tactics and technologies for assessing and achieving results.

Training can't be effective without effective business analytics, effective planning, attracting investment, meeting the requirements of the SES to the starting level of the SES, achieving regional characteristics of the entire educational process. It should provide the graduate with competitiveness, business qualities, ecological thinking, social adaptation, fulfillment of universal values, motivation for quality education, effective management and monitoring.

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ГРУППОВАЯ РАБОТА КАК ОДИН ИЗ СПОСОБОВ ЭФФЕКТИВНОГО ОБУЧЕНИИ ИЯ (НА МАТЕРИАЛЕ НЕМЕЦКОГО ЯЗЫКА)

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DOI: 10.31618/ESU.2413-9335.2019.5.58.7-16

АННОТАЦИЯ

Целью данной статьи является рассмотрение командной работы, как одной из эффективных форм взаимодействия преподавателя со студенческой аудиторией.

Групповая технология представлена как учебно-познавательная деятельность, задача которой заключается в создании условий для развития познавательной самостоятельности учащихся, их коммуникативных умений и интеллектуальных способностей посредством сотрудничества в процессе выполнения группового задания – единой познавательной задачи.

Статья содержит описание групповой работы с материалом по теме «Berliner Mauer», содержит дидактизированный аутентичный лингвострановедческий материал, включающий в себя знакомство с историей возведения стены, хронологию событий 1961-1990 гг., а также отражение рассматриваемого периода в музыкальных и художественных произведениях (песнях, фильмах, книгах).

Методология представленного исследования вытекает из поставленной цели, опирается на понимание групповой формы работы как одного из эффективных подходов к организации процесса обучения ИЯ в большой группе и отражается в логике исследования (от рассмотрения сути нового подхода в обучении и места в нем командной работы через описание ее преимуществ и видов к конкретному примеру использования этой технологии на практике в курсе по страноведению Германии). С качестве основных методов исследования применяются наряду с логическими (изучение теоретических источников по теме, анализ, синтез, сравнение и т.д.) также метод проектирования / построения мыслительного эксперимента (представлен проект цепочки занятий, методическая разработка каждого этапа) и др.

ABSTRACT

The chief goal of the article is to investigate groupwork technology as a most proficient form of interaction between a teacher and students.