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ENGAGING STUDENTS IN QUALITY ASSESSMENT OF EDUCATION PROCESS AS A FORM OF DEVELOPMENT OF LEADERSHIP QUALITIES OF FUTURE TEACHERS

KEYWORDS: leadership; teacher's training; future teachers; education quality; quality of teaching.

ABSTRACT. Interaction with students as principal customers and consumers of education services becomes especially urgent with regard to the involvement of the Russian education system in the global processes of quality assessment and the search for efficient methods of getting feedback from all stakeholders of the education process. Modern Russia actively develops the technologies of engaging students in the assessment of education process. The article analyzes practical work and problems of engaging the students of Glazov State Pedagogical Institute named after V.G. Korolenko in assessment of the quality of higher education provided by the Institute. The author discusses the experience of student participation in the in-service expertise of the basic professional educational program of the curriculum module "Form Tutor". The results of participation are considered in the context of formation of leadership traits of the future teachers – members of the Institute education quality council, student union, student reps council, and student scientific society. The article describes the role of the organs of student self-government in the formation of feedback, analysis of its structure, and submitting the information to the Institute administration. The article contains examples of questionnaire task sheets and the questionnaire technology. The student council activity resulted in design of a system of network interaction in the area "higher education institution – secondary school" using the resources of practice-oriented education and the socio-cultural environment of the Institute. The article characterizes the main forms of network interaction. It also estimates the perspectives of further engagement of the students in the higher education system expertise.

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ПРИВЛЕЧЕНИЯ СТУДЕНТОВ К ОЦЕНКЕ КАЧЕСТВА ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА КАК ФОРМА РАЗВИТИЯ ЛИДЕРСКИХ КАЧЕСТВ БУДУЩИХ ПЕДАГОГОВ

КЛЮЧЕВЫЕ СЛОВА: лидерство, подготовка будущих учителей; студенты-педагоги; качество образования; качество обучения.

АННОТАЦИЯ. В связи с вовлечением российской системы образования в мировые процессы оценивания качества и поиска эффективных способов получения обратной связи от всех стейкхолдеров образовательного процесса особенно актуальным становится взаимодействие с обучающимися как главными заказчиками образовательных услуг. В России сегодня активно развиваются технологии привлечения студентов вузов к экспертизе образовательного процесса. В данной статье анализируются практика и проблемы привлечения студентов ФГБОУ ВО «Глазовский государственный педагогический институт им. В. Г. Короленко» к оценке качества образовательного процесса вуза. Оценивается опыт участия обучающихся во внутренней экспертизе основной профессиональной образовательной программы учебного модуля «Классный руководитель». Результаты участия рассматриваются в контексте формирования лидерских качеств будущих педагогов – членов вузовской комиссии по качеству образования, старостата, профсоюзной организации студентов и аспирантов, студенческого научного общества. В статье описывается роль органов студенческого самоуправления в формировании обратной связи, анализе ее результатов, донесения информации до администрации вуза. Приводятся примеры опросных листов, технологии анкетирования. Итогом деятельности студенческой комиссии стала разработка системы сетевого взаимодействия по направлению «вуз-школа» с использованием ресурсов практико-ориентированного обучения и социокультурной среды института. В статье охарактеризованы основные формы сетевого взаимодействия. Оцениваются дальнейшие перспективы вовлечения обучающихся в экспертизу системы образования вуза.

The modern Glazov State Pedagogical Institute, formed in 1939 is connected with the best traditions of higher professional education. Staying true to the historic values, the Institute has kept its monoprofile nature: its main goal has been, and still is to provide professional training of pedagogical personnel. Being part of the process of the higher school modernization, the Institute is engaged in all-Russian processes of quality assessment of higher education.

Government control and supervision of the quality of education are aimed at ensuring uniform state policy in the sphere of education, improvement of the quality of training specialists, rational spending of the Federal budget

money, etc. However, world experience shows that external education quality assessment is not enough nowadays. Interior mechanisms of ensuring high education quality provided by the higher education institutions themselves should be also actualized [1].

The Institute is involved in the all-Russian search for efficient methods of getting feedback from all interested parties in order to match the training of specialists to the labor market demands. To this end, we carry out monitoring of opinions of all stakeholders who include university teachers, graduates, and employers interested in attracting competent young specialists. Furthermore, receiving feedback from the students as the principal customers and consumers of education services becomes especially important.

Engagement of students in the assessment of the education they are getting is also an urgent and efficient instrument of formation of the leadership qualities of future teachers. We look at participation in assessment procedures, first of all, as a form of active management of the higher education institution activity. It is well known that the "quality" in general means the degree of correspondence of the characteristics of an object (product or service) to predetermined demands [2, p. 6].

The process of engagement of students in education expertise complies with the European experience of organization of accreditation procedures. Such practice began to be realized in Russia not long ago. At present, the right of the students to evaluate the content, organization and quality of the education process is guaranteed by the Federal Law 273-FZ of 21.12.2012 "On Education in the Russian Federation". Under Clause 1 of Article 34 of this law, students are granted academic rights "to take part in determining the content of their professional education in accordance with the Federal State Educational Standards … in the order prescribed by local normative acts" [3].

President V. V. Putin also refers to the Federal Law in his Instructions to the Government on the questions of improvement of the education quality: "The Ministry of Education and Science is instructed to submit propositions aimed at creation of in-service systems of assessment of the scientific-pedagogical personnel and satisfaction of the students with the conditions and outcomes of training for taking the results of this assessment into account in the system of efficiency indicators of the activity of higher education institutions" [4].

Furthermore, the Federal State Educational Standard of higher education also contains a requirement that the higher education institution is to provide students with an academic right to evaluate the content, organization and quality of the education process [5].

Irrespective of the presence of normative regulation, practical participation of the students in assessment of the education process is rather disputable and arouses skeptical doubts in its credibility and objectivity, first of all, on the part of experienced pedagogues. Nevertheless, the positive experience of receiving feedback from the students of Glazov State Pedagogical Institute (GSPI) in the process of formation of the content of the basic professional educational programs (hereinafter: BPEP) gives good grounds to consider student assessment as a natural and necessary element of higher education practice. And important personal developments acquired by the future teachers within the framework of their activity in the organs of student self-government allow us to interpret this experience as an efficient instrument of formation of leadership properties of the future teachers.

Our study of the opinions of the GSPI students was stimulated by the processes of modernization of the BPEPs: enhancement of practical orientation of training specialists and formation of the system of dual education. Another specific feature of educational activity consists in training teachers prepared to conduct pastoral work with the pupils. Eight years ago, the Institute licensed a program of the special course "Form Tutor"; after transition to new federal state educational standards this special course was preserved – training form tutors is an invariant part of all educational programs in the area "Pedagogical Education". It was this last factor that determined the choice of the curriculum module "Form Tutor" as an object of studying the students' opinions about its quality.

The study was carried out during the 2014/2015 academic year, and turned out to be a good example of effective interaction between the Institute administration and the organs of student self-government. Rector's office and the Department of Pedagogy acted as customer, and the student quality of education commission of the Student Council – as contractor. A work team was formed under the commission to carry out the study. It included representatives of all organs of student self-government: student union, student reps council, and student scientific society. This allowed us to avoid formalism and one-sided character of student assessment. Departments for academic, pastoral and social work acted as the process coordinators.

The main goal of the study consisted in getting information about problematic aspects of the BPEP realization within the curriculum Module "Form Tutor" for further improvement of its content. Proper representativity was ensured by continuous sampling: 87% of the fourth year students who had studied the

Module and had passed pedagogical practice took part in the experiment. Anonymous questionnaire organized on the basis of networking Google resources was the core of the study. The continuous sampling method was used not only to guarantee proper significance of results but also to take into account the opinion of every student expressed in open-ended questions as well, where any valuable idea or original proposition were worth their weight in gold. The questionnaire included 11 questions given below.

Questionnaire "Assessment of the curriculum module "Form Tutor"

Dear students!

You are invited to take part in the assessment of the curriculum Module "Form Tutor". This questionnaire may reveal advantages and disadvantages of the Module. Your opinion is of prime importance for further development of the given area of the educational program.

Academic group _____

Choose one of the answers given below:

1) Is the academic module "Form Tutor" (hereinafter: Module) necessary for your future professional activity?

a) Yes
b) No
c) Not sure
d) I don't plan to work as a teacher

2) Does the Module structure match your expectations? (whether all disciplines necessary for your future professional activity are present; there is no doubling of disciplines; the logic of discipline sequence is not violated, etc.)

a) Fully matches
b) Matches in most cases
c) Does not match in most cases
d) Does not match at all
e) Not sure

3) What disciplines of the Module were the most useful for your future work as a form tutor? Why? (Please, enumerate, give reasons.)

_____
_____

4) What disciplines of the Module were the least interesting for you? Why? (Please, enumerate, give reasons.)

_____
_____

5) What disciplines of the Module would you like to listen to in more detail? Why? (Please, enumerate, give reasons.)

_____
_____

6) What disciplines within the Module would you like to be added to the curriculum? Why? (Please, enumerate, give reasons.)

_____
_____

7) Is the amount of time allotted for acquiring the knowledge and skills (competences) of the disciplines within the Module enough?

a) Enough
b) Almost enough
c) Not quite enough
d) Not enough

8) How would you evaluate the quality of the knowledge, skills and competences acquired while studying the Module?

a) 2-not satisfied
b) 3- not fully satisfied
c) 4- almost satisfied
d) 5- fully satisfied

9) Are you satisfied with the quality of teaching the disciplines of the Module?

a) 2-not satisfied
b) 3-not fully satisfied
c) 4- almost satisfied
d) 5-fully satisfied

10) Did you find the knowledge acquired while studying the Module useful during school practice?

a) No, many things had to be looked up additionally
b) The knowledge was not full enou
c) All knowledge was utterly useful gh
d) I did not work as a form tutor

11) Do you feel prepared to work as a form tutor?

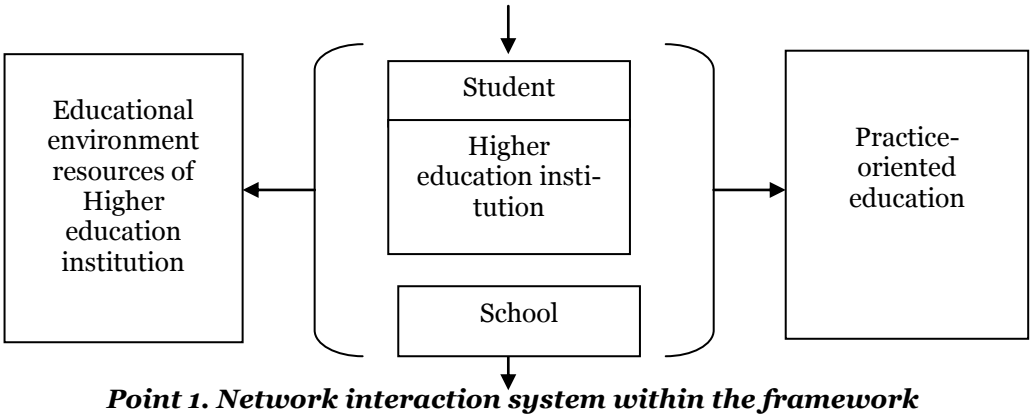
a) 2-not prepared
b) 3-not fully prepared
c) 4-practically prepared
d) 5-prepared

Thank you for your cooperation!

The results of our study allowed us to see the students' general assessment of the quality of teaching the module "Form Tutor". The conclusion about excessive theretization of the Module, about the gap between theory and school practice and, as a result, the presence of a considerable number of students "not fully prepared" to function as a form tutor was the general outcome of the work of the student commission. The results of the work of the student commission were heard at the sitting of the Department of Pedagogy, then at the

meeting of the Institute Academic Council, where a logical decision about enhancement of the practical orientation of the diciplines included in the Module was taken.

At present, the content of the BPEP of the module "Form Tutor" has been corrected. The system of network interaction in the area "higher education institution – secondary school" using the resources of practice-oriented education and the pastoral environment of the Institute was chosen as the starting point 1:



Point 1. Network interaction system within the framework of the curriculum module "Form Tutor"

In a generalized form, the key components of the given network interaction are the following:

1. In the process of studying the module disciplines, students independently carry out pastoral activity at homeroom periods, and attend extracurricular activities of experienced form tutors. The perspective of network interaction may be seen in inviting teachers (form tutors) to work on a part-time basis at the Department of Pedagogy as supervisors. This may help the students train their practical skills and check up the adequacy of the professional skills already formed at school under the guidance of a teacher-supervisor (form tutor).

2. Summer pedagogical practice and training at instructional-methodological camps lay the foundation for preparation for work with a temporary children's collective.

3. Formation of the necessary professional actions takes place under the quasi-conditions on the level of academic group, faculty and institute. Various forms of learning are used for this purpose: excursions, laboratory sessions, trainings, master-classes, watching educational and documentary films about school, solving pedagogical problems, visiting museums and exhibitions, using Internet resources, participating in scientific conferences, acquaintance and work with normative documents in the sphere of education, etc.

4. Organization and completion of student course projects and graduate qualification works disclosing the activity of the modern form tutor, and solution of applied problems in the field of various kinds of education makes it possible to form the image of the future professional activity on the level of research.

5. Participation of students in socially significant project activity, realization of educational projects in schools with schoolchildren participating in project teams, development of personality traits and creative abilities in groups of centers for leisure and creative activity and in the work of student self-government bodies allows them to prepare for the difficult and interesting role of form tutor.

Thus, the students' opinion about the content of the module "Form Tutor" and their participation in the assessment of the quality of its teaching became the decisive factors for reorienting the academic load in the 2015/2016 school year towards increase of practical sessions. We believe that this decision facilitated more effective preparation of students for realization of the necessary professional actions designated by the professional standard of the pedagogue, and, what is more, enhanced the formation in students of active participation in all processes taking place at the Institute. Without such position, the personality development of the future teacher – leader in creation of educational routs for thousands of pupils – is impossible.

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