

The Quality and Criteria of Evaluation of Educational Work at the Universities of Russia at the Contemporary Stage

Lera A. Kamalova

Kazan (Volga region) Federal University, Kazan, RUSSIA.

Elena Raykova

Czech Prestige, the Language School with Accreditation for State Language Examinations, Prague, CZECH REPUBLIC.

•Received 19 September 2013 •Revised 11 February 2013 •Accepted 21 April 2015

The relevance of the research problem is due to the fact that in modern higher professional education system are not taken into account some objective trends taking place in the youth environment. Educational work is taking a special importance as an integral part of specialist training in the modern University. Education of youth is one of the priority directions in the sphere of national security, the most important factor of political, economic and spiritual transformation of the Russian society. The main purpose of the educational work is training of creative thinking and harmoniously developed specialists with profound theoretical knowledge, formed professional competence, high moral qualities. The article provides an analytical assessment of the quality and criteria of educational work at the universities of Russia, the peculiarities of educational work in higher educational institutions. In accordance to the issues and the nature of the study we used systemic-structural and comparative analysis methods. Experience, described in the article, can be used in the process of improving of educational work system with students-specialists of primary schools.

Keywords: education, educational work, criteria, quality, training of primary school teachers, improvement of teacher training.

INTRODUCTION

Education in the broadest sense is a set of formative influences of all public institutions for the transmission from generation to generation accumulated socio-cultural experience, moral norms and values. In a narrow sense is a special educational activity designed to achieve specific educational goals and specific tasks of parenting (Gafurova, 2009).

Educational work with young people is regulated by the Federal Law since

Correspondence: Lera Akhtyamovna Kamalova,
Kazan (Volga region) Federal University, Russia, 420008, Kazan, Kremlyovskaya
Street, 18.
E-mail: leraax57@mail.ru.
doi: 10.29333/iejme/312

29.12.2012 № 273 FZ "About education in the Russian Federation", Decree of the Government of the Russian Federation since the 20 August 2013. N718 "About the Federal target program "strengthening the unity of the Russian nation and ethnic and cultural development of the peoples of Russia (2014 - 2020)", the Decree of the Government of the Russian Federation since the 18 November 2011. No. 945 "About the procedure of improving the scholarship provided to students at Federal state educational institutions of professional education" and other legislative acts that regulate the educational work in the educational sphere.

Educational work is based on the principles of consistency, comprehensiveness, continuity, variation and eventfulness. Under education activity we understand the activity of the teacher, aimed at creating favorable conditions for the development of the individual pupil. It is not limited to its joint pupil activities, but also aimed at other people in contact with it on its habitat, microclimate of those communities to which it belongs (Baranova, 2011; Sharifzyanova, Shtreter & Nauryzbayeva, 2015).

Therefore, the fundamental focus of the entire teaching staff of the University should be the creation of a favourable educational environment. Nurturing environment is the aggregate of surrounding the student's circumstances, social values that influence personal development and facilitating his incorporation into contemporary culture. The educational institution should carry out special work in the design and development of a nurturing environment or educational space.

The efficiency of educational space construction depends on a number of complementary conditions (Reznichenko, 2009).

1) Development and implementation of the goals and objectives of the educational system by the subjects of educational space;

2) The presence at the University of the center for social and psychological support of students, providing the organization of the process of adaptation of students in the educational space of the University, development of communicative culture and organizational abilities of teachers and students;

3) Focusing of objectives, tasks, principles of educational space on the subject;

4) Professional competence of the organizers of the process of educational space building (high level design culture, organizational and communication skills, etc.);

5) Deliberate introduction and development of mechanisms of student government, the skills of design culture of students activists;

6) psycho-pedagogical training of University teachers to build educational space.

In the modern high school educational work should be aimed to the development of such modern specialist with higher professional education qualities and abilities as a social activity, humanity, decency, spirituality, tolerance, sense of beauty and harmony, conscience, honor, should be the basis for educational work and self-education of students.

In modern Russian universities educational work is based on the following main areas:

1. Formation of the modern scientific worldview and system of basic values:

- formation of fundamental knowledge in "man-man, man-society, human-machinery; man-nature" systems;

- formation and development of spiritual and moral values;

- creation of conditions for recognizing and assigning individual essence and significance of civil and Patriotic values;

- formation of legal knowledge;

- formation of the aesthetic and ethical knowledge and values;

- formation of tolerance to a multicultural and multi-ethnic traditions, rejection of extremism (Fahrutdinova, 2014);

- formation of students' needs to work as the first necessities of life, the Supreme value and the main way to achieve success in life.

2. Spiritual and moral education:

- formation and development of spiritual and moral knowledge and values;
- implementation of knowledge related to standards of morality and ethics in educational, industrial and social activities;
- development of students' reproductive awareness to recognize a family as the base for the revival of traditional national moral values.

3. Patriotic education:

- improving the social status of Patriotic education of students;
- providing evidence-based organizational policy on Patriotic education;
- increasing the level of content, methods and technologies of Patriotic education at the University on the basis of real co-operation of educational institutions.

4. Formation of healthy environment and a healthy lifestyle:

- organization of wide propaganda of physical culture and sports, healthy lifestyle, holding various interschool competitions (Gafurov, 2014; Gafurov & Kalimullin, 2015);
- promotion of healthy lifestyle, prevention of smoking, alcohol, drug addiction and other harmful habits.

5. Formation of competitive qualities:

- increasing the motivation of self-improvement of students;
- formation of orientation on success, leadership and career behavior;
- formation as a socially-active person;
- skills of self-presentation, argumentation, decision making, social organization and personal important Affairs.

6. Psychological support:

- primary activities of psychological support of students;
- carrying out of psychological trainings;
- providing of psychological testing of students;
- improvement of moral and psychological stability of students.

METHODOLOGY

Educational work must have its quantitative and qualitative indicators and criteria for evaluating its effectiveness. Development of criteria of efficiency of education, which can be seen as a kind of educational standards is a delicate and complicated work, which represents an independent direction of scientific support of the educational process.

By the justification of criteria and indicators of efficiency of the educational system it is necessary to understand following provisions: the nature of the educational system; systemic, integrative qualities of the educational system, its specificity; the composition, the quantitative and qualitative characteristics of the individual parts; structure, interconnection of components, their combination and interaction; functions of the educational system; mechanisms to ensure its integrity, interaction, improvement and development; liaising with the external environment.

The content of education involves the implementation of educational activities based on the following principles:

1. The principle of humanistic orientation is humanistic nature of education, priority of human values, life and health, free development of personality, good citizenship, hard work, respect for rights and freedoms, love of nature, home and family.

2. The principle of science - methodological basis of the concept advocates a philosophy of personal integrity, which involves not only the professional formation of the future specialist, but also the development of his personal qualities, the formation of his vital component of spiritual culture.

3. The principle of continuity of educational activities undertaken at the previous levels of continuing education, taking into accounts the changed age and socio-psychological characteristics of students.

4. The principle of focusing is managing the development of the individual student as a holistic process taking into account regional and national particularities, professional specifics.

5. The priority principle is a personal approach that recognizes the interests of the individual student and is expressed in educational activities according to the interests of society and the state.

6. The principle of responsibility is a competent use by the pedagogical collective psychological and pedagogical theory and practice approaches, methods and techniques.

7. The principle of openness is a connection of students' life with social practice.

8. The principle of perspectives, educational work is aimed to achieving results that would be meaningful for both the individual student and for the whole group.

A special place in the development of the conceptual foundations of the educational system belongs to the definition of the basic directions of education development. Principles of state policy in the field of education provide the opportunity to educational institutions to model and implement the educational system, adequate to the nature of the pupils, national and regional cultural traditions.

1. Patriotic education. The task of high vocational schools is the formation of students' sense of patriotism, active consciousness of the citizen with political culture, critical thinking, ability to make political choices. Creative, independent work, lessons-excursions, competitive tasks, competitions, debates, conferences, historical evenings. These and other active forms of classroom and extracurricular practice become means of education, opening the way to the heart and soul of the student.

2. Civil law education. The degree of assimilation of the most important concepts and laws which are fundamental for understanding the essence of the processes taking place in nature, society, human development; sustainable awareness to the material of the study; the willingness to apply their views and beliefs in actual practice, to defend them if necessary.

3. Ethic and aesthetic. People of youthful age live in the society and cannot be free from the requirements of this society. These requirements relate to primarily moral qualities of behavior.

4. Valeological education is introducing the students to the problems of preserving your health, the process of socialization and upbringing. It is the creation of a high level of mental comfort that is laid for a lifetime. For the formation of the peace of mind it is necessary to know the development laws of the organism, which social factors can affect health.

5. Work on the adaptation of students to the requirements, conditions of the educational process at school.

6. Social protection. Students, as the most sensitive to changes in population are responsive to changes in society. A sharp deterioration in the socio-economic situation in the country does not provide sufficient guarantees for the implementation of the young generation of their rights to education, health and recreation, harmonious spiritual, moral, and physical development. Of particular interest are students from low-income and other socially unprotected categories, the number of which is growing every year. As a consequence, enhance the pace of social stratification among students. Experience shows that in addressing student social problems there is no comprehensive approach. Dominant situational approach, manifested in the adoption of particular solutions of the non-single socio-

economic program, does not give proper effect. To date, there is a need for a holistic approach to solving social problems of students, in finding new ways of working with student problems.

7. Work with the parents. The role of the family in the formation of identity is crucial. The family develops the child physically, provides primary specialty, helps to become a competent person, develops moral. In terms of democratization of education, the family acts as a social customer, as the source of goal-setting in education development program in general and the activities of a particular teacher. It is therefore necessary to carry out pedagogical, psychological, social survey of the family to develop individual tactics of interaction with parents in the educational process.

8. Professional self-determination. Professional education content must cover all components of the educational process. Professional education involves social and psychological adaptation of personality traits in relation to those requirements that apply to her professional work.

RESULTS AND DISCUSSIONS

Recent research in the field of pedagogy is devoted to the analysis of the essence of education in the new environment, its objectives, conditions and specifications of organization in modern conditions. In the system of Russian education at the present time began to form a new culture of parenting, pluralism, diversity of educational practices, the increasing independence of all participants of educational process, personal-activity orientation of education, organization of the environment of upbringing.

Many studies devoted to the humanization and humanitarization of education, which is today the main strategic directions of activity of high school (Amonashvili, 1995; Bondarevsky, 2010; Zinchenko, 2002; Kozyrev, 1999; Slastenin, 2002; Shiyanov, 2008).

Theoretical justification of the criteria of educational activity of the University is adequately reflected in the works of I. A. Winter (2004), *E. Y. Levina et al. (2015)*, *V. G. Ivanov (2015)*, etc.

In accordance with international practice, high education institutions in the Russian Federation are the procedures of external evaluation (accreditation and licensing), creating a certain level of quality of education. So, to assess the quality of educational work at the universities since 2005 accreditation applies the indicator of educational activities of educational institutions".

Currently, however, the search for more accurate and specific criteria of efficiency of functioning of the educational system is continuing.

As shown by the analysis of the problem, most researches are focused on the study of specific aspects of the definition and justification of criteria and evaluation results of the educational process at the University. In modern reference literature the notion of "criterion" is defined as "the basis on which an assessment is made, definition, classification of something" (Philosophical dictionary, 2006). He is regarded as the benchmark on which the assessment is carried out, the comparison of the results of I. A. Mavrina the notion of "criterion" describes the means by which the level is measured, the degree of manifestation of a phenomenon that is interpreted as a measure of assessment judgments (Mavrina, 2006). By applying the criterion stands out the advantage of any choice in comparison with others; it is verified that the result of purpose or assesses the extent of its implementation (Mavrina, 2006).

To determine the effectiveness of educational process, availability of the subject exposure to educational activities, we used a level scale that reflects professional competence to educational activities (Makarova, 2013). In this scale the following

levels are included: passive-dominant, formal adaptive, reproductive activity, actively search, creatively-oriented. Indicators of these levels are the following:

1. Passive-prevailing level is characterized by a largely passive in the educational activity and the prevailing unstable attitude of the teacher to the solution of problems in education; indifferent attitude to their psycho-pedagogical knowledge; lack of knowledge and motivational readiness for their use in daily educational activities, technological and pedagogical readiness to educational activities at the lowest level; decision activity-organizational tasks in the education, as a rule, is carried out on the basis of their personal experience; the lack of creativity in educational activities; not shown interest in the theory and practice of functioning of the educational system; there is no initiative in the educational activity.

2. Formal adaptive level is characterized by unstable attitude of the subject to educational reality. The system of psychological and pedagogical knowledge and willingness to use them in educational situations is virtually nonexistent. Technological and pedagogical readiness is mainly determined by the relatively successful resolution of organizational and activity-based tasks of practical orientation, as a rule, reproducing their own experience and the experience of colleagues.

3. Reproductive activity level is characterized by a steady value attitude of the subject to educational reality: more responsibly assesses the role of psychological and pedagogical knowledge, manifests the desire to establish a subject-object relationship between the participants of the educational process, there is a high index of satisfaction of educational activities; successfully resolving not only activity, but also constructive and predictive aims and objectives, involving goal setting and planning professional actions, predict their consequences. Formed the pedagogical focus of the needs, interests, aptitudes; in thinking it is planned that the transition from reproductive forms to search.

4. Active-search level is characterized largely by targeting resistance pathways and methods of professional education. There is a professional awareness of actions, the direction of which is determined by a public interest motivation and human values; indicative actions are predominantly scientific and methodological knowledge and professionally specific skills; the appropriateness of the action is determined, as a rule, require the selection of goals and means of solving problems according to the age and individual peculiarities of nurture, and of the conditions of action; the timeliness, efficiency, accuracy. Educational activity is associated with willingness to adopt new ideas, projects, technology-based education and to transform the experience of their own activities; the predominant focus on self-improvement.

5. Creative-oriented level has a high degree of efficiency of pedagogical activity; mobility of psychological and pedagogical knowledge, the statement of the relations of cooperation and co-creation with students and colleagues. Positive emotional focus of the teacher stimulates steadily transforming, active creativeness and individual's activity. Technological readiness for education at a high level, the special significance of analytical and reflective skills. In the activities occupy an important place such manifestations of creative activity, teaching improvisation, pedagogical intuition, imagination, contributing original productive the solution of educational tasks. In the personality structure of the subject harmoniously combines research and teaching interests and needs; developed pedagogical reflection and creative independence create conditions for effective self-realization of individual psychological, intellectual, moral possibilities of the person, just creativity in General.

Analysis of foreign experience of higher education shows that in the countries of the world community under the procedures of the external evaluation focuses on three main areas: the existence of conditions for professional growth, support

academic activity and personal development of students. There is a certain identity of the evaluated individual aspects of the educational activities of higher educational institutions in our country and abroad:

- 1) conditions to ensure the practical employment of students;
- 2) level of demand for graduates, the quality of their employment;
- 3) informational support for the organization of extracurricular activities;
- 4) management system of educational activities;
- 5) functioning of student organizations;
- 6) presence of psychological and counseling services, preventive maintenance work;
- 7) establishment of a system to encourage students and others.

There are also areas of work which are assessed as components of other activities of the University, for example, the organization of research work with students. The percent of expelled students" is defined in the calculation of the indicator "the constancy of the contingent of students and, as a rule, is used in University assessment procedures.

In addition to the estimated mechanism in the process of accreditation of educational institutions in the Russian Federation conducts a survey of students, during which they are asked to evaluate the quality of educational activities from the consumer point of view using a point system scaling.

In addition to external assessment procedures, there are certain mechanisms for evaluating educational activities of the University within the framework of assessing the quality of internal processes. For example, in the self-evaluation of activity of educational institution can assess the quality of educational activities according to the criteria (Makarova, 2013):

- 1) plan (or section in the activity plan of the University) for educational and extracurricular activities;
- 2) the levels of organization of educational and extracurricular activities;
- 3) available sources of information about the University plan of activities in the framework of educational activities for the students;
- 4) internal local acts regulating educational activities;
- 5) the student government;
- 6) the amount of funds allocated by the University for the organization of educational activities;
- 7) the percentage of students participating in extracurricular and educational work;
- 8) the level of organization of the Institute of the supervising;
- 9) the level of organization of a system of tutor support;
- 10) proportion of students receiving financial support (except for scholarships);
- 11) available approved program for the prevention of drug, alcohol, tobacco and other addictions;
- 12) availability of recorded offences committed by students and their quantity;
- 13) the percentage of students who have committed offences to the total number of students, etc.

The quality of the educational activities of higher educational institutions in Russia is estimated as the external procedures (accreditation, licensing) and internal (self-evaluation, performance evaluation and effectively verifiable QMS, etc.). Despite the fact that they pursue different goals, different terms and forms, all aimed at creating favorable conditions for the formation of fully developed and professionally trained person with sustainable citizenship (Morova & Frolov, 2010).

It is especially important to develop in students the ability to adequate self-evaluation, their actions, the ability to work on themselves, their flaws. When there is a movement towards self-actualization", then goes on personal growth (Maslow,1971).Student, future specialist will o be successful, when he would strive

to be an independent personality. In the process of extracurricular educational work at the University, the students gradually formed the professional competence of (Zalubovskaya, 2009). Educational work in higher education involves and tutoring assistance, which occurs due to the development of an individual trajectory of a student (Abdulkhakov & Kalimullin, 2014).

Thus, at the present stage of the educational activity at high schools of Russia remain relevant following objectives:

1. Coordination of efforts of all subjects of education, a clear functional coherence of their activities.
2. Professional approach to the implementation of educational work.
3. Improving the quality of the curators of the academic groups.
4. Comprehensive technological support of the educational process.
5. Development of efficiency criteria of educational work.

CONCLUSION

Education is unified purposeful process of education and training, which is a significant public benefit and in the interest of the person, the family, society and state, as well as a set of acquired knowledge, abilities, skills, values, experience and competence of certain size and complexity in order to intellectual, moral, creative, physical and (or) professional development of the individual, satisfying their educational needs and interests.

Education is an activity which is aimed at personal development, creating conditions for self-determination and socialization of the student on the basis of socio-cultural, spiritual and moral values and socially accepted rules and norms of behavior in the interests of the individual, family, society and state. Modern specialist primary education should possess the following qualities:

- to have a deep knowledge and skills in the direction of vocational training, related fields of knowledge, fundamental and Humanities;
- to have own philosophical position of moral ideals, humanistic values, to respect universal norms humanistic morality;
- to respect the Constitution, state symbols and laws of the Russian state, have a social responsibility, civic courage, inner freedom and sense of self-esteem, the capacity for objective self-evaluation;
- to adapt quickly to changing conditions of life, to be able to navigate in the socio-political environment;
- to have the ability to self-development of intellectual and professional qualities;
- to have a need for achievement and self-decision making, to have the ambition and entrepreneurial spirit;
- to have high social activity in all spheres of life, the desire to seek new and ability to find creative solutions to life's problems, competitiveness in socio-economic activities, occupational and social mobility;
- to be able to combine their interests with the interests of society;
- to be able to work in a team, with respect and attention to other people, their opinions and interests;
- to possess the national consciousness of the Russian citizen, civil qualities, patriotism, the desire to preserve the unity of Russia and to establish her as a great power, which occupies one of leading places in the world community.

ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

REFERENCES

- Amonashvili, S. A. (1995). Reflections on humane pedagogy, 496.
- Baranova, N. A. (2011). The quality of educational activities in high education institutions: a modern view and evaluation criteria. Problems and prospects of education development, 42-45.
- Bondarevsky, A. I. (2010). Cultural-educational space of the University as an environment of professional and personal self-development of students, 240.
- Encyclopedic dictionary of philosophy. (2009): 584.
- Fahrutdinova, R.A. (2014). English language in the development of a tolerant person of the student in a multi-ethnic educational environment of the university (For example, Kazan Federal University). *English Language Teaching*, 7 (12), 77-84.
- Gabdilkhakov, V. F. & Kalimullin, A. M. (2014). Tutoring of pedagogical activity and new ideology of teacher training in the higher education institution. *Life Science Journal*, 11, 183-187.
- Gafurov, I. R. (2014). Historical traditions and development of university sport in Kazan university today. *Teoriya i Praktika Fizicheskoy Kultury*, (1), 10-14.
- Gafurov, I. R. & Kalimullin, A. M. (2015). Organization and content modernization of pedagogical education in Kazan Federal University. *Obrazovanie i samorazvitie*, 2(44), 3-10.
- Gafurova, N. In. (2009). The educational process at the University as a system. *High education in Russia*, 6,102-106.
- Ivanov, V. G., Shaidullina, A. R., Drovnikov, A. S., Yakovlev, S.A., Masalimova, A. R. (2015). Regional Experience of Students' Innovative and Entrepreneurial Competence Forming. *Review of European Studies*, 7(1), 35-40.
- Kozyrev, V. A. (1999). Theoretical basis for the development of humanitarian educational environment of pedagogical University, 276.
- Levina, E. Y., Akhmetov, L. G., Latipova, L. N., Mirzagitova, A. L., Mirzanagimova, F. I., Latipov, Z. A. & Masalimova, A. R. (2015). Diagnostics of Educational Activity Quality on the Basis of Qualitative Methods. *Asian Social Science*, 11(4), 246-251.
- Makarova, O. Y. (2013). Criteria and indicators of an estimation of efficiency of functioning of educational system. *Fundamental research*, 1-2, 348-351.
- Maslennikov, V. A. Education. *High education in Russia*, 12, 75 - 79.
- Maslow, A. H. (1971). The farther reaches of human nature, 230.
- Mavrina, I. A, Katysheva, A. A. (2006). The design of the system of criteria of efficiency of activity of professional associations of teachers as subjects of development of educational institutions. *Journal of Applied psychology and psychoanalysis*, 30-31.
- Morova, N. With. & Frolov, I. V. (2010). The formation of readiness of students of humanitarian universities to self-realization in the process of civic education,74.
- Reznichenko, M. G. (2009). Designing educational spaces in practice in high education. *High education in Russia*, 8,151-154.
- Sharifzyanova, K. Sh., Shtreter, J. N. & Nauryzbayeva, R. N. (2015). Structural-Functional Model of Designing Individual Educational Path of Teacher's Professional Development in Conditions of Information Educational Environment. *International Journal of Environmental and Science Education*, 10 (4), 523-532.
- Shiyarov, E. N. & Kotova, I. B. (2008). Personality development training, 144.
- Slastenin, V. A. and others (2002). Pedagogy, 576.
- Winter, I. A. (2004). Pedagogical psychology, 384.
- Zalubovskaya, E. G. (2009). Extracurricular educational work in the University as a means of formation of professional competence, 94, 91 - 97.
- Zinchenko, V. P. (2002). Thinking about the soul and its education. *Problems of philosophy*, 2,

