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РЕЗЮМЕ

Кравченко Анна, Анненкова Ирина, Почуева Ольга. Мониторинг как механизм адаптивного управления развитием кафедральной системы институтов последипломного педагогического образования.

Статья посвящена проблеме адаптивного управления развитием кафедральной системы институтов последипломного педагогического образования (ИППО). На основании анализа состояния разработанной проблемы в научной литературе осуществлено теоретическое и методическое обоснование адаптивного управления развитием кафедральной системы ИППО. Определено, что наиболее эффективным механизмом оценивания развития кафедральной системы ИППО является мониторинг. Дано его теоретическое и методическое обоснование. Выделены закономерности и принципы системы мониторинга развития кафедральной системы ИППО. Научно обоснована ее структурная модель. Создана факторно-критериальная модель развития кафедральной системы ИППО.

Ключевые слова: кафедра, кафедральная система, адаптивное управление развитием кафедральной системы, мониторинг, модель, факторы, критерии.

РЕЗЮМЕ

Кравченко Ганна, Анненкова Ірина, Почуєва Ольга. Моніторинг як механізм адаптивного управління розвитком кафедральної системи інститутів післядипломної педагогічної освіти.

Статтю присвячено проблемі адаптивного управління розвитком кафедральної системи інститутів післядипломної педагогічної освіти (ІППО). На підставі аналізу стану розробленої проблеми в науковій літературі здійснено теоретичне й методичне обґрунтування адаптивного управління розвитком кафедральної системи ИППО. Визначено, що найбільш ефективним механізмом оцінювання розвитку кафедральної системи ИППО є моніторинг. Подано його теоретичне і методичне обґрунтування. Виділено закономірності та принципи системи моніторингу розвитку кафедральної системи ИППО. Науково обґрунтовано її структурну модель. Створено факторно-критеріальну модель розвитку кафедральної системи ИППО.

Ключові слова: кафедра, кафедральна система, адаптивне управління розвитком кафедральної системи, моніторинг, модель, фактори, критерії.

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TRAINING TEACHING AS AN INSTRUMENT FOR INCREASING QUALITY OF EDUCATION IN CONDITIONS OF EUROINTEGRATION

Розглянуто можливість реалізації положень міжнародних стандартів забезпечення якості вищої освіти шляхом широкого впровадження інструментів

тренінгового навчання у вищих навчальних закладах, поданий опис моделі управління тренінговим навчанням у вищих навчальних закладах, розкрито результати соціального дослідження щодо виявлення впевненості випускників у працевлаштуванні, обґрунтована нагальна потреба впровадження тренінгів у навчальний процес з метою формування комплексу актуальних загальних, міжособистісних та професійних компетентностей у випускників вишів.

***Ключові слова:** якість вищої освіти, студентоцентричне навчання, проект TUNING, компетентність, тренінгове навчання.*

Introduction. Changes of the economic formation in the 1990s led to a misbalance not only of economic ties between enterprises, but also interrupted the link between business, education and relevant state institutions. This led to the emergence of inconsistency with the real needs of economy: the existing structure of training specialists, as well as the structure of the existing competencies of graduates of higher education institutions. Therefore, there was an urgent need for state regulation of the chain: enterprises – labor market – institutions of education through development of a state strategy for economic development, on the one hand, and development of the education system, on the other. Taking into account Ukraine's aspiration for eurointegration, the reform of the national education system is being carried out, in this regard the topic is relevant and requires further theoretical and practical developments.

Analysis of relevant research. Many native and foreign scholars are interested in improving the quality of education. In their studies J. Kolby and M. Witt [7] a lot of attention paid to defining the main concepts of the quality of education. The works of I. Drach [15] are also devoted to the definition of the main categories of the quality of education. O. Volkov [2] researched the main concepts, factors and mechanisms for improving the quality of higher education. A. Hromova [3] conducted research on the quality of education in the context of the program of the international organization UNESCO. The scientific works of H. Poliakova [8] are devoted to the definition of indicators of the quality of education.

Scientific interests of H. Dmytrenko [4] are aimed at considering the modernization of the whole system of education as the foundation of a large-scale reform. The study [9] justified the need to combine the efforts of the native community to solve the systemic problem of improving the quality of education on the basis of restructuring the entire scientific and educational process for training of competent professionals and education of a creative self-sufficient personality. In this context, it is advisable to consider training technology that harmoniously complements the traditional forms of learning and helps to form the competencies that are currently needed.

In works of H. Kovalchuk [5] much attention is devoted to the methodological aspects of organizing training forms in the process of economic education. N. Romanova and H. Poliakova [12] studied the peculiarities of training

in higher education institutions. K. Fopel [14] gives definite recommendations for conducting trainings, as well as determines the theoretical basis of group work. Yu. Khriashchev [10] paid much attention to the study of training as a technology of the personality development. However, insufficient attention was paid to the introduction of training in the educational process of higher education institutions in order to improve the quality of education.

The aim of the study is theoretical substantiation and practical implementation of training technologies in the educational process of higher education institutions. In order to achieve the goal, the following tasks were set:

- to explore the possibility of implementing the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” by introducing training in higher education institutions;
- to form the basic complex competencies of the TUNING project, which are usually formed during the training;
- to offer a model of training teaching management;
- to conduct a sociological survey in order to determine the level of confidence of graduates in their own efforts regarding future employment.

Research methods. In order to achieve this goal, the following research methods were used: theoretical generalization – to determine the characteristics of training teaching in the university; analysis and synthesis – for the detailed study of the object – the process of introducing training technology in the educational process, the method of modeling – to present the model of management training teaching; the method of social research – to establish the confidence of students in employment according to the specialty.

Research results. In the current context, the national educational system is in the process of integration with the European educational system. Together with other European countries that have signed the Bologna Declaration, Ukraine seeks to build a single educational and intellectual space. Thus, in order to create the opportunity to ensure and improve the quality of higher education in the European higher education area, give support for the building of mutual trust, facilitate the recognition of qualifications and develop mobility within and beyond national boundaries the European Association for Quality Assurance developed “Standards and Guidelines for Quality Assurance in the European Higher Education Area”.

In order to implement the provisions of these standards, it is necessary to use new tools of learning and educational process organization. Quite a number of provisions of this standard can be implemented, in particular through the wide introduction of training technology into the learning process. The implementation of the provisions of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” [13] in the training teaching is presented in Table 1.

Table 1

Implementation of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” through training teaching

Guidelines of the international standard	Implementation through training teaching
1.1. Quality assurance policy	
Prevention of any manifestations of intolerance or discrimination against students	Through the training teaching, the principle of "peer-to-peer" is realized, as the condition of such training is the mutual trust between the participants, as well as between the participants and the coach. Special exercises are used to create loyalty, empathy, trust, friendly atmosphere, team organization, motivation of participants for positive communication
1.3. Student-centered learning, teaching and evaluation	
Respect and attention to the diversity of students and their needs, enabling flexible learning trajectories	Specially tailored exercises, business and role plays help realize the needs, identify the opportunities and see the vector of development. In addition, at the training stage, the existing needs of the participants are established, on the basis of which the training program is designed so that these needs are as much as possible satisfied
The use of different ways of submitting the material, where appropriate	Situational exercises, role-playing games, case method, mini-lectures, group and individual presentations are used
Flexible use of various pedagogical methods	Training programs, built on interactive learning methods, provide the opportunity to prepare specialists for solving specific practical issues, developing creative and professional skills in the form of a game
Regular assessment and adjustments to the ways of submitting material and pedagogical methods	After each training the trainer receives feedback, conducts questionnaires, assesses the quality of training, the effectiveness of the coach and the level of usefulness of training for the participants
Encouragement of the students' sense of independence, along with provision of appropriate mentorship and support from the teacher	Unlike traditional teaching methods, training sessions fully cover human potential: the level and extent of its competence, autonomy, ability to make decisions and interactions, promote self-development and self-development [11]. Teacher-trainer plays the role of the moderator and mentor.
Development of mutual respect in the relationship between the student and the teacher	The coach-teacher has the ability to establish a mutually respectful relationship in the group, as he has to acquire for training: 1) the ability to treat with attention and respect the opinions of others; 2) the ability to observe each participant and the group as a whole; 3) the ability to listen attentively and understand the interlocutor; 4) the ability to communicate with complex participants

1.5. Teaching Staff	
There are opportunities and incentives for the professional development of the teaching staff	Introduction of training in the educational process requires preparation of scientific and pedagogical staff for training activities (i.e., advanced training), namely, training of a teacher-trainer capable of: teaching disciplines based on active and interactive learning technologies, modeling of practical professional situations; performance of specific functions: creation of a training atmosphere (favorable socio-psychological climate), formation of subjective-objective relations between participants, management of group dynamics; development and conducting of trainings on formation of general and professional competences of the future specialists
Encourages the use of innovative teaching methods and new technologies	
1.9. Current monitoring and periodic review of programs	
Change in the needs of society	The task of training is the implementation of individualized training of specialists in the light of the needs of modern business structures, the solution of priority and actual issues of practical activities. Participants are able to understand the level of development of their personal competencies and to understand the vector of their improvement, as well as to develop the skills of creativity and collectivity, to realize the scope of their interests and abilities (on the basis of self-evaluation)
Expectations, needs and student satisfaction with the program	

Quality assurance policy is most effective when it reflects the link between professional development and teaching and learning, and takes into account both the national context in which the school operates and its institutional context and strategic approach [16].

Training teaching fully embodies the idea of student-centered learning. Student-centered learning plays an important role in stimulating student motivation, self-reflection and engaging them in the learning process. This requires careful development of the structure and method of submitting training programs and evaluating the results. The positive point is that training as a form of teaching is already included in the curricula of higher education institutions.

The use of training teaching has long-term prospects, as it is associated not only with the process of providing knowledge of educational disciplines, but also with formation of general and professional competences in the field of future professional activities.

Currently, the educational process is directed, mainly, at the formation of a complex of knowledge and skills. For this purpose, new information, methodological and pedagogical technologies are being developed and

implemented to improve their quality. However, in the context of an intensive change in market environment, the traditional system of education leads to the lack of readiness for work and lack of fully developed general and professional competences for graduates, which leads to their incomplete compliance with the requirements of employers [6].

Professional competence reflects the ability of an individual to demonstrate his knowledge and skills in difficult practical professional and life situations to solve tasks and problems that are achieved by acquiring certain experience. Acquiring skills requires the availability of certain knowledge, and their implementation requires the ability to make decisions autonomously and the ability to justify their actions to other members of the team. Moreover, the ability to communication, autonomy and responsibility depends on the personal competencies that are required for professional activity and depend on the personal qualities of an individual and the inherent traces of character. In order to determine and assess the quality of education, all competencies to be acquired by graduates within each specialty at each level of higher education are grouped under the TUNING project [16] into integral, general, instrumental, interpersonal and systemic. The process of forming these competences is harmoniously complemented by training teaching, which ensures such an important element as the experience gained in the game form. The complex of competences, that can be formed during the training sessions, are given in Table 2.

Table 2

Competences in the TUNING project, which are formed during the training

Competence	Examples of definition
Integral	Ability to solve complex problems and problems in a certain area of professional activity or in the process of study that involves research and/or innovation and is characterized by uncertainty of conditions and requirements (for masters)
General	The ability to apply knowledge in practical situations; the ability to plan and manage time; skills of using information and communication technologies; the ability to conduct research at the appropriate level; the ability to learn and master modern knowledge; the ability to search, process and analyze information from different sources; the ability to be critical and self-critical; the ability to adapt and act in a new situation; the ability to generate new ideas (creativity); the ability to detect, put and solve problems; the ability to make informed decisions; the ability to work autonomously; the ability to design and manage projects; the ability to show initiative and entrepreneurship; the ability to act on the basis of ethical standards
Instrumental	The ability to identify, analyze and structure enterprise problems and propose solutions to them; the ability to carry out case studies and design work; the ability to detect and use adequate tools for research of the external and internal environment of the enterprise; ability to define goals, tasks,

	strategy of enterprise development, development of scenarios; the ability to determine the relationship between functional areas; the ability to determine the influence of macro- and microeconomic elements for business organizations; the ability to eloquence, presentation of projects; the ability to manage change; the ability to lead; the ability to understand the details of business functions of enterprises; the ability to understand the impact of existing and new technologies on future markets; the ability to understand the principles of ethics, to determine the consequences of unethical behavior of employees and managers for business organizations; the ability to understand the principles of psychology of employee behavior in the organization; the ability to use appropriate tools for analyzing the business environment
Interpersonal	The ability to work in a team; ability to personal management; the ability to effective interpersonal interaction; the ability to motivate people and move towards a common goal; the ability to value and respect the diversity of individuals and multiculturalism
Systemic	The ability to plan changes to improve the system as a whole and to develop new systems

It should be noted that during any training, regardless of its type and thematic orientation, general and interpersonal competencies are formed that are important for employers when employing specialists, as the requirements for instrumental competences change rapidly. Instrumental competences are formed depending on the topic, the purpose and tasks of training.

The process of forming competences is the object of management in training teaching, based on the principles of student-centeredness, voluntariness, activity, tolerance, confidentiality and practice orientation. The success of training can be provided by a system of monitoring of the effectiveness of training and feedback system, which is often based on the self-assessment of participants and the trainer. Model of training teaching management is shown in Fig. 1.

As can be seen from Fig. 1, for the effective training teaching, it is necessary to carry out significant work on the planning, organization and monitoring of training activities. Qualitatively selected complex of teaching trainings increase the quality of education as a whole, as they cause increased interest, revitalization and create an atmosphere of cooperation in educational groups, as well as increase in internal motivation for professional activity.

Training is essential if you take into account the fact that student youth after graduation is not always ready to work in a specialty. In the opinion of many experts and researchers, quite often, in higher school courses, a significant proportion of students lose interest in the future profession, since they consider the chosen specialty to be false. In general, there is a pattern when senior students are significantly more critical of all aspects of higher education than their colleagues at junior higher school [1].

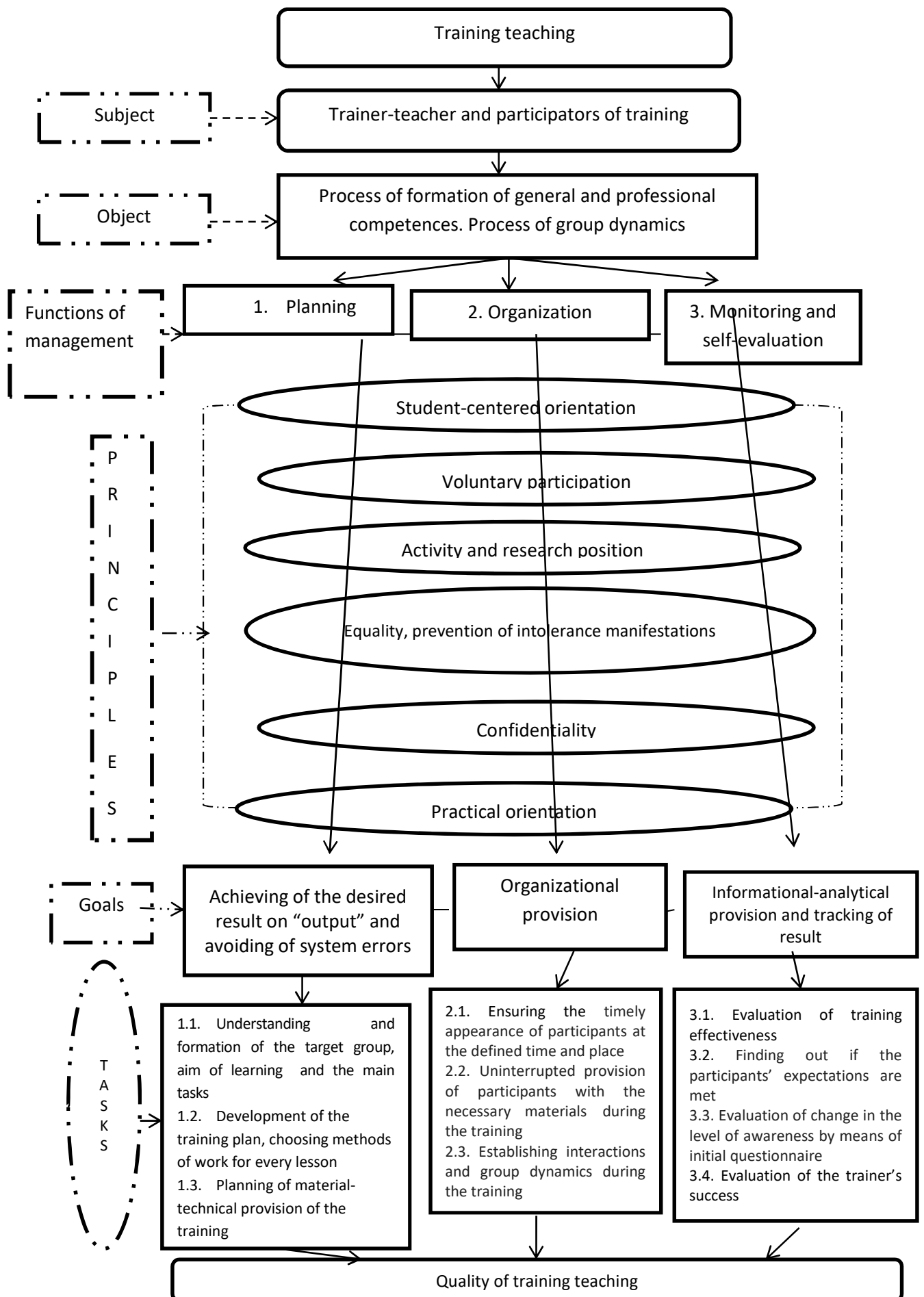


Fig. 1. Model of training teaching management

This is confirmed by a survey of 2nd and 5th year students on whether they are sure that they will be able to find a job after graduation. Additionally, the student's self-esteem is affected by the change in the environment. Thus, the complication of the economic situation in Ukraine influenced the results of the survey, which are shown in Fig. 2

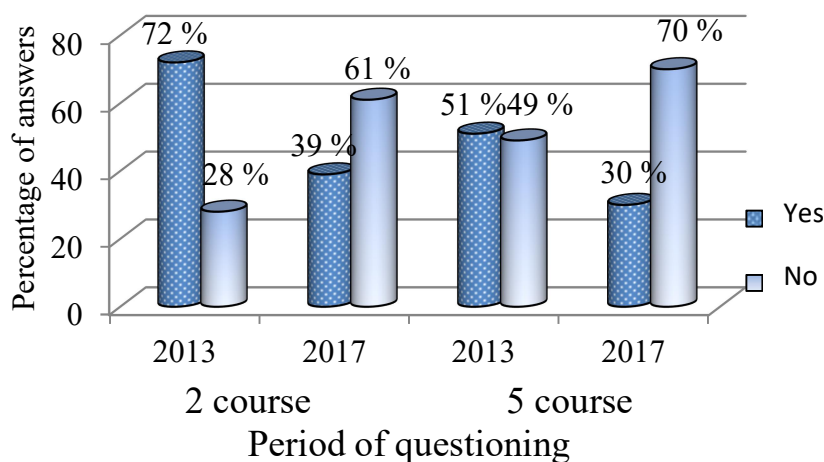


Fig. 2. Student survey results on job confidence

From Fig. 2. it is evident that 72 % of second-year students (out of 56 respondents) in 2013 were confident in employment after studying in the chosen specialty. However, this level of confidence in graduates is about 51 % (out of 52 respondents).

Increasing the political and economic tension in the country, of course, worsens the expectations of students and their confidence in their future. In the second year, the number of uncertain students in employment has grown and amounted to 61 % in 2013. In 2017, this figure has deteriorated to 70 %. Such a process is sufficiently logical, so it may be partially unprotected through conducting appropriate training.

Thus, only 30 % of the interviewed students of senior courses are confident in their ability to work in the specialty. In this case, the vast majority of students noted that they would like to engage in entrepreneurial activity. The survey results for 2013 and 2017 are shown in Fig. 3.

As can be seen from Fig. 3, in 2013 74 % of graduates were willing to engage in entrepreneurial activity. A decrease in job confidence has led to an increase in the number of respondents who would like to open their own business.

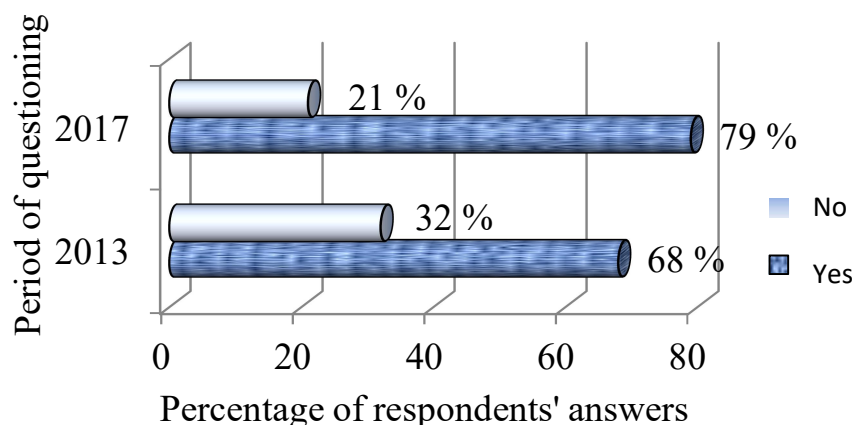


Fig. 3. Responses of senior students regarding the desire to engage in entrepreneurial activity

Almost all the respondents noted that the obstacle to this is the lack of start-up capital, economic and political instability in the country and the lack of confidence in their forces. In order to raise students' self-esteem and form general, interpersonal and special (instrumental) competences that are necessary for entrepreneurial activity, it is expedient:

- to form profiles of specialists, that is to define the basic personal qualities which an entrepreneur should have in a certain direction of economic activity;
- to identify the main general and professional competences;
- to conduct a series of trainings aimed at activating entrepreneurial activity.

In order to self-assess the available personal qualities that are necessary for professional activity, during training you can propose to build independently your own profile of a specialist and compare it with:

- a profile that a trainer has built for each participant based on his own observations and his own experience;
- an ideal profile, which is based on a survey of representatives of business structures.

This approach will allow you to understand your own capabilities and identify your strengths and weaknesses, as well as build a plan of activities that are essential for professional and personal development.

Undoubtedly, trainings aimed at activating entrepreneurship should be aimed at forming and realizing their own leadership and organizational qualities, the ability to create optimistic plans and inspire others by their ideas, generate and implement innovations, unite the team in crisis situations. Formation of such competences in graduates on the basis of their voluntary participation in trainings will allow providing future specialists with more potential to build their own vector of labor activity.

Conclusions. Thus, important tasks have been solved in relation to improving the quality of education through the introduction of training technologies into the educational process of higher education institutions.

1. "Standards and Guidelines for Quality Assurance in the European Higher Education Area" have a number of provisions that can be effectively implemented, in particular through the introduction of training in higher education institutions.

2. Rapid changes in the conditions of management of enterprises and organizations have led to the emergence of the need for continuous improvement of the skills of specialists who would be able to adapt in unpredictable and changing conditions, as well as be able to solve effectively various practical problems. This led to the need to form graduates with a sufficiently comprehensive set of competences, which requires extensive use at the training stage of training of training forms.

Teaching trainings depending on their subject, goals and tasks are directed at the formation of instrumental (professional) competencies. However, the requirements for instrumental competencies in the labor market are changing rapidly, therefore, the importance for employers in employing specialists have general and interpersonal competences, which are usually necessarily formed during training, regardless of their type and thematic orientation.

3. The model of training management covers the object, subject, management principles, main functions, goals and objectives for their implementation, which allows carrying out qualitatively significant work on the planning, organization and monitoring of training activities for providing effective training.

4. A sociological survey conducted in 2013 and 2016 in order to identify the self-confidence of graduates in relation to future employment has confirmed this phenomenon when student youth are not always ready to work in the specialty. The increase in political and economic tension in the country worsened the expectations of graduates and their confidence in their future. The vast majority of students want to have their own business, but they do not feel confident in their own power. It can be partially or completely leveled through conducting properly selected training sessions.

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РЕЗЮМЕ

Лола Юлия. Тренинговое обучение как инструмент повышения качества образования в условиях евроинтеграции.

Рассмотрена возможность реализации положений международных стандартов обеспечения качества высшего образования путем широкого внедрения инструментов тренингового обучения в высших учебных заведениях, дано описание модели управления тренинговым обучением в высших учебных заведениях, раскрыты результаты социального исследования по выявлению уверенности выпускников в трудоустройстве, обоснована насущная необходимость внедрения тренингов в учебный процесс с целью формирования комплекса актуальных общих, межличностных и профессиональных компетенций у выпускников вузов.

Ключевые слова: качество высшего образования, студентоцентричное обучение, проект TUNING, компетентность, тренинговое обучение.

SUMMARY

Lola Yuliia. Training teaching as an instrument for increasing quality of education in conditions of eurointegration.

Taking into account Ukraine's aspiration for eurointegration, the reform of the national education system is being carried out, in this regard the topic is relevant and requires further theoretical and practical developments.

The aim of the study is theoretical substantiation and practical implementation of training technologies in the educational process of higher education institutions. In order to achieve the goal, the following tasks were set: to explore the possibility of implementing the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" by introducing training in higher education institutions; to form the basic complex competencies of the TUNING project, which are usually formed during the training; to offer a model of training teaching management; to conduct a sociological survey in order to determine the level of confidence of graduates in their own efforts regarding future employment.

The possibility of implementing the provisions of the international standards for the quality assurance of higher education through the wide introduction of training tools in higher education institutions, which may contribute to the implementation of the following recommendations: prevention of any manifestations of intolerance, student-centered learning, effective teaching and assessment of the level of acquired competencies, continuous professional development Teaching staff.

The description of the model of management training in higher educational establishments, in which the subjects, objects, main principles, functions, purpose and tasks of training are highlighted. A complex of general, instrumental, and interpersonal competencies (in accordance with the TUNING project), which are formed during the training sessions, is systematized. The results of social studies of students are revealed for the identification of graduates' confidence in employment after graduation. The increase in political and economic tension in the country worsened the expectations of graduates and their confidence in their future. The vast majority of students want to have their own business, but they do not feel confident in their own power. It can be partially or completely leveled through conducting properly selected training sessions. The urgent need to introduce trainings into the educational process is substantiated in order to form a complex of relevant general, interpersonal and professional competences in graduates of higher educational institutions.

Key words: higher education quality, student-centered learning, TUNING project, competence, training.

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CASE MANAGEMENT (ZARZĄDZANIE PRZYPADKIEM) JAKO TECHNOLOGIA PRZYSZŁOŚCI W SZKOLE WYŻSZEJ

КЕЙС-МЕНЕДЖМЕНТ (ВЕДЕННЯ ВИПАДКУ) ЯК ТЕХНОЛОГІЯ МАЙБУТНЬОГО У ВИЩІЙ ШКОЛІ

Стаття присвячена теоретичному осмисленню ситуації у студентів в освітньому просторі вищої школи. У сучасній мультикультурній освіті видається доцільним вивчення потреб та очікувань студентів щодо розвитку й підтримки їхнього потенціалу, а також підвищення якості вищої освіти. Інтерес автора зосереджений на методі ведення випадку як технології майбутнього для вищої школи. Відчутний у комунікації організаційний хаос супроводжує управління якістю послуг, орієнтованих на студента, однак і сама система вищої школи теж вимагає модифікації. Наразі кейс-менеджмент розуміється як метод управління та підтримки потенціалу студента на основі індивідуального підходу та, загалом, підвищення якості навчання у вищій школі.

Ключові слова: ведення випадку, вища школа, студент, культура якості.

Problem. Czy dzisiejszy system szkolnictwa wyższego sprostuje potrzebom i oczekiwaniom studentów? Jaka metoda zarządzania potencjałem studenta charakteryzuje kulturę jakości szkolnictwa wyższego? Na te pytania trudno odpowiedzieć w skali ogólnokrajowej, bowiem *nie są prowadzone zarówno ani wśród kandydatów na studia, ani wśród studentów ogólnokrajowe badania poświęcone ich oczekiwaniom wobec szkolnictwa wyższego. Niemniej*