

IMPORTANT ASPECTS OF EDUCATION QUALITY MANAGEMENT AND MONITORING (AN EXAMPLE OF ADVANCED TRAINING FOR LEADERS AND SPECIALISTS OF PRESCHOOL EDUCATION)

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ABSTRACT

The article discusses important aspects of education quality management and monitoring (An example of advanced training for managers and specialists of preschool education).

Keywords: Monitoring, quality of education, preschool education, advanced training.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The quality of education in society is one of the important indicators of its health. Initially, humanity needed literate, physically, morally and spiritually perfect citizens. Only such people can ensure the development of Russia, can make it competitive in the world, which means that they can also ensure its national security and independence.

The main task of the state educational policy in the republic in the context of the modernization of the education system is to ensure the modern quality of education, including preschool education.

The issue of the quality of preschool education can be called controversial, and the problem of its definition has not been resolved to date. Most researchers and practitioners consider the quality of preschool education at the level of an everyday concept, in a commonly used meaning as the usefulness and quality of the object. Some researchers have attempted to determine the scope and content of this concept. For a fairly long period, the opinion that the quality of preschool education is determined by the conditions created for its implementation, that is, in essence, is identical to them, dominated.

The quality of preschool education as a whole is a multidimensional synthetic concept. It is this versatility that determines the approaches and sets the logic for the formation of the information base for its assessment.

The problem of quality in pedagogical research is being developed in the following areas: the concept of education quality, methods of assessing the quality of education, methods of assessing the quality of education, the integrity of the system and the quality of education, the interaction of educational levels and its quality, factors that determine the quality of education, the market environment and the quality of education, the mechanism education quality management, information technology, monitoring and quality of education, education quality management system, etc.

As a result, determining the quality of preschool education results in a complex problem. It requires making additions and changes to the current legislation in the field of DL.

The system of preschool education is more and more perceived in the public mind as a sphere of services for the care and supervision of preschool children, their upbringing, training and development.

The service is the result of direct interaction between the contractor and the consumer and the activity of the contractor to satisfy the consumer's needs.

The quality assessment of the development process of any system is carried out on the basis of comparing its actual state with the necessary state. Without a clear understanding that there is a necessary state to which the system as a whole and each child individually must come as a result of the development process, the educational process can be neither completely purposeful, nor qualitative.

Thus, the quality of preschool education is integration:

1. Guaranteed implementation of minimum educational standards, i.e. the quality of the educational process in a preschool educational institution, which allows a child, as a subject of the educational process, to achieve a guaranteed level of education that ensures the transition to the next educational stage - primary school.

2. The ability of subjects of education to set goals in various contexts and achieve them: the quality of a full-fledged, age-appropriate development of the child, the preservation of his health; quality of professional and personal achievements of teachers of a preschool educational institution; quality of management of the preschool education system;

3. The ability to meet the requirements and expectations of major and indirect customers and interested parties, i.e. the quality of the results of preschool education that meets the expectations and demands of consumers (primarily parents) and complies with government regulations.

4. Striving for improvement, i.e. striving not only for the real, but also for the potential quality of education in a preschool educational institution.

Consequently, the quality of preschool education is a generalized measure of the effectiveness of the activities of a preschool educational institution, which manifests itself in guaranteeing the level of educational services provided that meets the expectations and needs of consumers and complies with state standards.

The quality of preschool education is such an organization of the pedagogical process in kindergarten, in which the level of education and development of each child increases in accordance with his personal, age and physical characteristics in the process of education and training.

What determines the quality of a preschool educational institution?

1. From the quality of the teacher's work
2. From the relationships that have developed in the team
3. From the conditions created by the leader for the creative search for new methods and forms of work with children
4. From an objective assessment of the performance of each employee.

O. A. Safonova believes that the quality of education is an object of monitoring in a preschool institution, it is presented in the form of four blocks: the quality of the educational process (the elements of which are content, organization, children, teachers, interaction between teachers and children); quality of resource provision (resources and conditions necessary for the educational process); quality of management; the quality of the results of the educational system in a preschool institution.

According to I.A. Rybalova quality management of educational the process in a preschool institution is seen as purposeful, complex and coordinated interaction of the control and controlled subsystems in order to achieve the greatest correspondence of the parameters of the functioning, development of the educational process and its results to the corresponding requirements.

Consequently, the quality of preschool education in an institution is a controlled process, it is the result of the activities of the entire teaching staff.

In this regard, the quality of education in a preschool institution is the result of the team's activity, which is determined by the following positions:

- how a child in an institution realizes his or her right to individual development in accordance with age-related capabilities and abilities;

- how the pedagogical process in kindergarten is organized (regime, choice of programs and technologies, provision of benefits, a system for improving the professional growth of teachers through various forms of methodological work, etc.);

- what conditions have been created in preschool educational institutions (educational environment focused on the intrinsic value of preschool childhood; positive microclimate in the team;

- incentive system for high-quality work, creative

the direction of the activities of the preschool educational institution and its leader; orientation to the educational needs and demands of the family; systematic collective discussion of the state of the educational process and the adoption of competent management decisions, etc.)

German scientists V. Ftenakis, M.R.Textor and V. Titze to assess the quality of preschool education in preschool educational institutions introduced the concept of "pedagogical quality", which includes the following parameters: the well-being of the child and the possibilities of his development in various areas (movements and body coordination , emotional-sensual, social, intellectual spheres), as well as the possibilities of supporting the family in its functions of caring for and raising a child. In this regard, the structural characteristic of the concept of pedagogical includes, in their opinion, three aspects: dynamic-procedural, organizational-structural and subject-axiological.

In other sources, the following are the main guidelines that determine the quality of modern preschool education: meeting the needs of the family and the child in the services of a preschool educational institution; child welfare in kindergarten; preservation and necessary correction of his health; the choice of an educational program by the institution and its scientific and methodological support.

In general, the entire set of approaches to the selection of assessment parameters can be reduced to the following five clusters:

1. Educational activities
2. Development environment
3. Psychological comfort of the child
4. Health-preserving activities
5. Meeting the needs of the family

Analysis of the literature on management theory allows us to single out several provisions that must be taken into account when developing a technology for managing the quality of the educational process:

Quality is a complex concept that characterizes the effectiveness of all aspects of activities: strategy development, organization of the educational process, marketing and others.

Quality management activities in a preschool educational institution cannot be effective after the release of children to school (performance management), this activity should be carried out in the course of the educational process (process management) if, of course, this property of the process is taken into account as its irreversibility.

During the assessment of the quality of the upbringing and educational process, one cannot limit ourselves to fixing the presence of well-trained, capable children in the group (in kindergarten), but it is necessary to see each child and evaluate the contribution of every grain of pedagogical experience to his development.

Quality control should be ensured not only by the administration, but by all subjects of the educational process.

When managing quality, it is important to focus not so much on control as on training performers and the formation of effective technology (for teachers - pedagogical, for leaders - managerial).

To improve the quality of the pedagogical activity of preschoolers, it is important to evaluate seven areas of strengthening the work of professionals involved in teacher training:

- 1) interaction;
- 2) family and local community;
- 3) inclusion, diversity and values of democracy;
- 4) assessment and planning;
- 5) teaching methods;
- 6) developmental environment;
- 7) professional development.

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