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Ekonomika

Beilin Michail. Nanotechnologie v kontextu inovačního vývoje ekonomiky.....	9
Vinnickaya Oksana. Zvláštnosti vytváření místních rozpočtů za decentralizace.....	15
Volochová Anastasiya. Zkušenosti síly značky pro etické luxusní skupiny	21
Kudriavets Yevheniy. Evropské zkušenosti v organizaci mezinárodního transferu technologií na příkladě Švýcarska.....	32
Kučerenko Diana, Martyniuk Yelena. Současné trendy v oblasti celoživotního vzdělávání v Ukrajině a v EU.....	43
Zujtin Li. Hlavní rysy nové státní správy.....	50
Marceniuk Larisa. Rozvoj železničního cestovního ruchu v Ukrajině jako objektivní nutnost	57
Chodzinskaya Valentina. Modelování finančních a ekonomických paradigmat strategického řízení evidence v podnicích.....	63

Státní správa

Kostrubitskaya Alina. Samoregulace jako státní regulace činnosti prostředků masové komunikace: teorie a praxe	70
--	----

Pedagogika a psychologie

DaniEčenko Tatiana. Subjektivní sociální péče jako vědecký problém	78
Kornejčuk Aleksandr. Monitorování studentů vzdělávacích úspěchů v systémovém řízení kvality vzdělávání vnitřních doktorů ve zdravotní univerzitě.....	91

Filozofie a teologie

Iščuk Nataliya. RPC (Ruská pravoslavná církev): od rétoriky symfonii k praxi ruského světa.....	97
SkiF Svetlana. Narativní paradigma v teologii moderní RPC.....	105

Medicína a fyziologie

Dijev Yevgeniy. Návrhy obecných ustanovení jediného unifikovaného systému evidence a vyhodnocování práce odborníků při poskytování stomatologické implantologické péče pro obyvatelstvo Ukrajiny na všech fázích jejich provádění.....	124
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MONITORING OF STUDENTS LEARNING ACHIEVEMENTS IN THE SYSTEM QUALITY MANAGEMENT OF TRAINING OF INTERN DOCTORS IN A MEDICAL UNIVERSITY

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The task of clarifying scientific ideas about the structural and functional characteristics of monitoring students' academic achievements as a key element of quality management of training of specialists draws us to the need to study modern concepts of management the quality of training in higher education and monitoring as one of the main tools for measuring, analyzing and improving the quality of educational achievements of students.

In modern literature on the quality of higher education such concepts as "quality management of training specialists", "ensuring the quality of training of specialists" and "quality management". In accordance with international standards, quality management should be understood as a purposeful activity to ensure a given level of quality and its systematic improvement. With regard to the field of education, quality management can be considered as part of the overall management process of an educational institution, aimed at achieving a set level of quality and its systematic improvement with the active involvement of personnel and all interested parties on the basis of motivation.

The Dnipropetrovsk Medical Academy also strives to improve the quality of education at the level of an educational institution, since the leadership and staff of universities understand their responsibility for the quality of education. The creation of intra-university systems for ensuring the quality of training of specialists creates the basis for demonstrating the open position of the university and its commitment to the culture of quality.

According to E.I. Sakharuk, "quality management of training specialists on the basis of a humanitarian approach is to create conditions for the awareness of its meanings and values by the subjects of the educational process, the development of common value-semantic orientations in the community of teachers and students, which will necessarily manifest itself in all components of the educational process - both for purposes, and in content, and in technologies" [2, p. 113]. If the educational process has a "personal orientation" [3], then the main values include, first of all, the personality of the student and the personality of the university teacher, the value of benevolent and mutually demanding relationships, mutual respect of the subjects of the educational process. Considering the quality of training as a value for both the teacher and the student will add another meaning of professional training, which is well understood by all subjects of the educational process.

This position emphasizes the reflexive nature of management. the quality of training of specialists, which consists in delegating authority and responsibility for the results of the educational process direct participants, which encourages their own activity and independence, stimulates the manifestation of subjectivity in decision the most important tasks of the life of the university [4].

The main mechanism for the implementation of the humanitarian approach to management the quality of professional training is the process of becoming collective subject of the educational process [2]. This mechanism manifests itself in stimulating the manifestation of subjectivity of participants the educational process and the needs of subjects in achieving the final goals of training specialists instead of formally fulfilling their specific responsibilities, tasks; to actively participate in the adoption process solutions to correct the educational trajectory of each student by throughout the entire life cycle of specialist training; in work with a friend (cooperation) instead of working against each other (rivalry).

Monitoring the educational achievements of students organically fits into the quality management system for training specialists on the basis of the formation of a collective subject of the educational process. Thus, monitoring of students' academic achievements is as an effective means of becoming a collective subject educational process as a humanitarian mechanism for managing the quality of training.

The traditional system of assessing the educational achievements of students at the university in the form of exams not only does not contribute to this, but also does not satisfy the requirements of the standard for the organization of monitoring the processes of the university, because has significant disadvantages. These shortcomings distort the real picture of the state of affairs in the educational process, do not orientate or incorrectly inform the subjects of the educational process about achievements, hidden gaps in the training of a future specialist. Among the main disadvantages are the following:

- the intensity of training is intermittent – very low at the beginning and extremely high before passing the exam. This leads not only to a decrease in the quality of vocational training, but also to emotional and physiological overload, stress during the session;
- such a system practically does not stimulate students to systematic independent work during the semester;
- preparation for the exam is often "emergency", which is often leads to a set of mechanistically memorized fragmentary knowledge, information, the speed of forgetting which is very high;
- the formation of the content of the questions in the exam tickets is not eliminates questions of varying complexity and volume, which further enhances "Lottery effect" on the exam. The results obtained do not allow us to compare the levels of educational achievements of students in the discipline and for the entire period of study;
- the final grade is formed on the basis of only one answer to one ticket, which does not reflect the results of mastering the material of the entire course passed.

Monitoring of students' academic achievements in the management system the quality of the university must solve a number of problems:

- Diagnose not only cognitive (knowledge) and activity (skills and abilities) components of educational achievements, but a motivational-value (readiness and attitude) component.
- Implement the ideas of a personality-oriented approach to assessment, assuming a holistic view of the student, orientation to his motives, needs and personal experience, taking into account the personal characteristics of students when giving marks, providing the student with the opportunity to choose the form of reporting on the results of the work performed.
- Give the evaluation process a reward function so that the monitoring itself acted as one of the main sources of creating situations of success, an internal regulator of educational activity, ensuring the growth of educational achievements in the future.
- Develop the willingness and ability of students to reflect on their own educational achievements, which will contribute to the formation of the student in as a subject of quality management of their training.

Monitoring students' academic achievements, deciding such tasks will ensure implementation in the interaction system "Teacher-student" of the following quality management principles:

Consumer orientation. A student acts as a consumer, who needs individual adjustment of his educational trajectories, depending on the level of their training, diagnosed during monitoring. Measurement of the level of educational achievements is carried out not for the purpose of attestation, establishing a rating of a particular student, but for the purpose of diagnosing and overcoming difficulties and gaps in training specialist.

Management leadership and staff involvement. As a leader here is the teacher who sets the focus on achieving high quality training, demonstrates personal interest in the success of students, creates and maintains a favorable environment in the classroom, in which students, as subjects of the educational process (in fact, personnel) can be fully involved in the process of their own professional development. Overcoming the removal of the results of educational activity from its subject stimulates students to show initiative in choosing tasks, to discuss with the teacher issues of improving the quality of their training.

A systematic approach to managing student learning activities. Monitoring of educational achievements should provide sufficient information to manage the classroom and independent work of students, diagnose not only the cognitive (knowledge) and activity (skills and abilities) components of educational achievements, but the motivational-value (readiness and attitude) component.

Continuous improvement and fact-based decision making. Monitoring of educational achievements implements a corrective function, aimed at improving not only the activities of students, but also teacher, allows you to make decisions about the correction of educational goals, programs.

To implement the above tasks, it is necessary to clarify the essential characteristics of the concept of "monitoring". The concept of monitoring came to pedagogy from other sciences, primarily from ecology. Monitoring in ecology refers to continuous monitoring of the state of the environment (observations, assessments and forecasts) to manage the state of the environment and the ecological security. N.F. Reimers notes that the meaning of monitoring is to perform two interrelated functions - observation (tracking) and warnings and that such monitoring is aimed at fixing the negative consequences of economic activities and their secondary effects and, thus, has a low predictive potential. Actions taken as a result of such monitoring should have the character of rescue operations.

From the standpoint of a humanitarian approach to management, monitoring of educational student achievement is a key element of the management system

the quality of training of specialists, because stimulates the manifestation of subjectivity of participants in the educational process and active participation in the decision-making process to correct the educational trajectory of each student throughout the life cycle of a specialist training.

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