

DEVELOPMENT OF THE CONCEPT OF PEDAGOGICAL QUALITY ASSURANCE OF EDUCATIONAL CONTENT IN A HIGHER EDUCATION INSTITUTION

DESENVOLVIMENTO DO CONCEITO DE GARANTIA DA QUALIDADE PEDAGÓGICA DE CONTEÚDOS EDUCATIVOS NUMA INSTITUIÇÃO DE ENSINO SUPERIOR

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Abstract: The article carried out a comparative interdisciplinary analysis of education quality systems, to identify and substantiate the scientific and applied foundations of pedagogical support for the quality of education in a university, to determine and clarify its basic categories. The concept of pedagogical support of the quality of education and a model of its practical implementation in the conditions of the university have been developed. The effectiveness of pedagogical support of the quality of education in a higher educational institution has been experimentally investigated. The main directions of improving the effectiveness of pedagogical support of the quality of education in the university are substantiated, and a set of recommendations, educational and methodological materials on the use of the proposed pedagogical tools are developed.

Keywords: Higher education. Education system. Current stage. Pedagogical stimulation.

Resumo: O artigo realizou uma análise interdisciplinar comparativa dos sistemas de qualidade da educação, para identificar e fundamentar os fundamentos científicos e aplicados do suporte pedagógico para a qualidade da educação em uma universidade, para determinar e esclarecer suas categorias básicas. Foi desenvolvido o conceito de apoio pedagógico da qualidade da educação e um modelo de sua implementação prática nas condições da universidade. A efetividade do suporte pedagógico da qualidade do ensino em uma instituição de ensino superior tem sido investigada experimentalmente. São fundamentadas as principais orientações para melhorar a eficácia do apoio pedagógico da qualidade do ensino na universidade, e desenvolvido um conjunto de recomendações, materiais pedagógicos e metodológicos sobre a utilização das ferramentas pedagógicas propostas.

Palavras-chave: Ensino superior. Sistema de educação. Estágio atual. Estimulação pedagógica.

1. Introduction

In the system of higher professional education, the contradiction between the increasing requirements for the quality of training of specialists and the insufficient level of pedagogical support for the quality of education at the university is aggravated. Particular pedagogical contradictions between the complexity and diversity of the tasks of the future professional activity of university graduates and the invariant, strictly regulated content of the main educational programs are becoming more and more acute; between the personality-oriented nature of the development of individual abilities of students and mass forms of conducting training sessions, involving the transfer of ready-made knowledge to students; between the need to form students' abilities to independently acquire and update their knowledge, engage in self-education and shortcomings in organizing students' independent cognitive activity; between the complexity and responsibility of the tasks of training modern specialists and the insufficient professional and pedagogical preparedness of the teaching staff, etc (Silva, Arruda, Zwierewicz, Stefenon, Ferreira, Klaar & Yamaguchi, 2020).

The current situation stimulates the scientific search for more effective approaches to ensuring the quality of training of specialists, based on domestic and international experience, a systematic analysis of the opportunities available at universities.

Simultaneously with the practical, certain theoretical prerequisites have developed that create conditions for studying the problem of pedagogical support for the quality of education in higher education. Such prerequisites, first of all, can include conceptual and methodological studies carried out by specialists (Grant, 2013). The totality of the ideas put forward about the complex and interdisciplinary nature of the problem of the quality of education is based on the integration of the achievements of human science disciplines, systemology, qualatology and qualimetry, which, in collaboration with pedagogy, explore, cognize and transform various education quality systems, taking into account all the ongoing changes (Iasechko S., Pereiaslavskaya S., Smahina O., Lupei N., Mamchur L. and Tkachova O., 2022). This path allows an objective and systematic approach to the study and constructive solution of the problem of pedagogical support of the quality of education in higher education.

As a hypothesis of the study, the proposition was put forward that in modern conditions of modernization of the system of higher professional education, the

contradiction between the increasing requirements for the quality of training of specialists and the real university practice for its provision is exacerbated. At the same time, excessive rationalization of educational activities, technologization of education quality management can lead to the curtailment of innovative processes, a decrease in the pedagogical potential of the university, and a slowdown in the improvement of both the university quality system itself and the system of its pedagogical support. It is assumed that it is possible to overcome the contradiction that has arisen through a set of pedagogical measures that directly and indirectly affect the quality of education at the university, namely: improving the professional and pedagogical skills of the management and teaching staff; development of the variable content of education at the university; creation of a developing environment during training sessions; continuous pedagogical support of independent cognitive activity of students.

Comprehensive pedagogical research was carried out on the problems of improving the quality management of education: (Koris, Mato-Diaz & Hernández-Nanclares, 2021), (Keller, Kesberg, 2017), (Jiang, Du, Dong, 2017); educational monitoring; development of criteria, indicators, diagnostic procedures for the evaluation and quality control of specialist training (Stoicheva, 2022), (Silva, Arruda, Zwierewicz, Stefenon, Ferreira, Klaar & Yamaguchi, 2020).

At the same time, despite a fairly wide range of theoretical approaches based on the concept of "pedagogical support", it has not yet received a holistic and systematic scientific development. Therefore, the study generalizes, systematizes and theoretically comprehends the entire range of ideas related to the study of this problem.

The needs of university practice in improving the quality of education, the existing theoretical prerequisites and the insufficient development of scientific and applied foundations of pedagogical support for the quality of education at the university determined the choice of the research topic. The scientific problem is as follows: to identify and substantiate the conceptual foundations of pedagogical support for the quality of education, the main directions, pedagogical tools and the content of the activities of the management, faculty and students to improve the quality of higher professional education.

The object of the article is the system of education quality in a higher educational institution, and the subject is the conceptual theoretical and applied foundations of pedagogical support for the quality of education in a university.

The purpose of the article is to substantiate the essence, content and main directions for improving the effectiveness of pedagogical support for the quality of education in higher education based on the results of a theoretical study.

2. Methodology

Taking into account the voluminous and multidimensional nature of the problem of pedagogical support of the quality of education at the university, the dissertation research was carried out on the basis of an interdisciplinary analysis and comprehension of the results of research carried out in the field of philosophy, methodology of science, human studies, systemology, qualitology, qualimetry, quality management, logic, history of pedagogy, educational psychology, etc.

To solve the tasks and test the initial assumptions, a holistic cognitive-forming methodology was used, based on a systematic approach that combined general scientific, interdisciplinary and particular scientific research methods: methods of theoretical analysis (historiographic, comparative, retrospective,); diagnostic (method of expert assessments, generalization of independent characteristics, testing, method of pedagogical consultation, etc.); observational methods (direct and indirect observation, participant observation and self-observation); praximetric (analysis of the results of activities, study, generalization and reconstruction of pedagogical experience, analysis of the performance of creative tasks, materials obtained using projective techniques, professional analysis); experimental (stating and forming experiments, game engineering, reflex practice, etc.), methods of statistical processing of experimental data.

3. Results

Main results obtained:

1. The scientific and applied foundations of pedagogical support for the quality of education, identified as a result of historical, pedagogical and interdisciplinary analysis, expressed in the fact that: the university education quality system is a subsystem in the hierarchy of interacting quality systems (countries, industries, etc.) (Mancini, Mamelì, Biolcati, 2022); the quality of education at a university is an organic unity of the quality of

the educational process and the quality of the result achieved; in a higher educational institution, the quality of education is determined by the influence of external and internal factors, which implies the division of the quality system in a university into internal and external quality of education; in the university education quality system, there are various types of support (economic, material and technical, information, psychological, pedagogical, etc.), which are intra-university support systems, etc.

The main trends and characteristics of the current state of pedagogical support for the quality of education in universities are manifested in the flexible adaptation of higher educational institutions to the various educational interests and needs of students (Liu, Che & Zhu, 2022), the innovative focus of measures to ensure the quality of education and the variability of the educational services offered, the enrichment of traditional technologies for training specialists with modern information educational technologies, increasing the independence of universities, departments, faculty and students in the choice of forms, methods and means of education and self-education; gradual transition to student-centered education (Tsilmak, O., Iasechko, S., Poplavska, M., Motlyakh, O., & Kabanets, O., 2022).; the optimal combination of the humanitarian component of the educational process with applied professional training, etc.;

- the essence of pedagogical support for the quality of education as a phenomenon, system, process, as well as the activities of the teaching staff, students, administrative staff, aimed at improving the efficiency of the functioning and development of the educational process (Keller, Kesberg, 2017), improving its content, methodology and organization in order to create the necessary conditions, directly and indirectly affecting the quality of pedagogical and cognitive activity of teachers and students of the university;

- the content of pedagogical support for the quality of education, including: defining the goals of the educational process at the university; development of the optimal content of the main educational programs; formation of students' skills of effective independent cognitive activity; improving the pedagogical culture and skills of the organizers of the educational process; selection, placement and advanced training of the teaching staff (Koris, Mato-Diaz & Hernández-Nanclares, 2021); development of research, innovation processes, the use of new teaching aids and modern educational technologies; comprehensive educational and methodological support of training sessions; monitoring, analysis and evaluation of educational outcomes; creation of pedagogical

conditions for humanization, humanization, democratization of the university education system; improvement of the material and technical base of the educational process, etc.

Peculiarities of pedagogical assurance of the quality of education at the university, manifested in the fact that the starting point in the work to ensure the quality of education is not the standards established by society, but the individual and unique personality of the student; all participants in the educational process are active subjects of activities that ensure the quality of education (Grant, 2013); the results of education are of a delayed nature and objectively manifest themselves only in the course of professional activity and outside the university quality assurance system; the resulting indicator of the quality of education in the university is the education of students; when assessing the quality of students' education, it is not absolute indicators that are of particular importance, but their positive dynamics, etc.;

- patterns that reveal stable significant connections and dependencies of the functioning and improvement of pedagogical support for the quality of education from: designing and implementing the variable content of basic educational programs that take into account personal potential, individual capabilities and professional cognitive interests of students; the effectiveness of the introduction of modern educational technologies into the learning process, which makes it possible to create a developing environment during training sessions; continuity of pedagogical support of independent cognitive activity of students; the level of professional and pedagogical readiness of the teaching staff; comprehensive methodological support of the educational process; personal potential and individual characteristics of students; unity in understanding and coherence in the actions of officials and teachers to implement the tasks of pedagogical support for the quality of education, etc.;

- contradictions that characterize the dialectics of improving the pedagogical support of the quality of education: between the complexity and diversity of the tasks of the future professional activity of university graduates and the invariant, strictly regulated content of the main educational programs; between the personality-oriented nature of the development of individual abilities of students and mass forms of conducting training sessions; between the need to form students' abilities to independently acquire and update their knowledge, engage in self-education and shortcomings in organizing students' independent cognitive activity; between the complexity and responsibility of the tasks of

training modern specialists and the insufficient professional and pedagogical preparedness of the teaching staff, etc.

4. Discussion

The concept of pedagogical support for the quality of education at a university as an independent subsystem of the university quality system, consisting of goals and objectives, a refined conceptual and categorical apparatus, stages, an algorithm for its effective functioning and improvement, the content and procedure for monitoring the quality of training of specialists, as well as directions and ways to improve the effectiveness of pedagogical support of the quality of education at the university (Freudenberger, 1975). An experimentally tested model for the practical implementation of the developed concept, which provides for a set of actions and procedures: a) in the framework of ensuring the effective functioning of the educational process and its result: design and implementation of the educational process, taking into account the requirements of state standards and conditions that ensure the quality of training of specialists; conducting educational monitoring and assessment of the achieved quality of education of students; development and implementation of measures to adjust the content, organization, comprehensive methodological support of the educational process (Liu, Liang, Onuma & Rithkerd, 2022); b) in the framework of ensuring the development of the educational process: study, analysis and evaluation of advanced pedagogical experience in ensuring the quality of training of specialists, innovative processes taking place in the system of higher professional education, and determining promising trends in the development of a higher educational institution; designing new goals for the quality system at the university, defining tasks for further improving the educational process; designing new means, methods and technologies to achieve new goals set for the university education quality system; implementation of the designed means, methods and technologies for achieving a new quality of education in the practice of the educational process (Bystrova, 2015).

Substantiated main directions and ways to improve the efficiency of pedagogical support of the quality of education at the university: improving the professional and pedagogical skills of the managerial, teaching staff, providing for the following ways: development and implementation of non-rigid, dynamic content, forms, methods and means of educational, methodological work, stimulation and activation of teachers' own

efforts for self-improvement, development of an individual style of effective pedagogical activity, etc.; development of the variable content of the main educational programs, which is carried out in the following ways: the creation of professionally oriented, general educational, complementary and combined subprograms, the voluntariness of their choice by students, the determination of individually oriented rates for obtaining higher professional education, etc.; creation of a developing environment during training sessions through the creative use of explanatory and illustrative, activity, problem-activity learning technologies, block-modular construction of the educational process, conducting various types of training sessions and their comprehensive methodological support, etc. (Jiang, Du, Dong, 2017); pedagogical support of independent cognitive activity of students, the main ways of implementing which are: teaching students the basics of culture and scientific organization of mental work, methods of independent learning activities, improving the planning of students' independent work and the development of variable tasks for independent study; provision of modern educational materials, involvement of students in research work, provision of specific assistance to students by the teaching staff and faculty members, regular monitoring of their independent cognitive activity, etc.

5. Conclusion

The carried out experimental work has shown that the improvement of the pedagogical support of the quality of education at the university involves the implementation of a set of organizational, educational and methodological personnel, research and educational measures, and is closely related to the diverse activities of various officials and structural divisions of the university, faculties, departments, teaching staff. This activity begins with professional selection and entrance examinations of applicants and ends with monitoring of career growth and life self-determination of students.

Evaluation of the effectiveness of pedagogical support for the quality of education implies the existence of special criteria and indicators. The peculiarity of the criteria and indicators developed in the dissertation for evaluating the effectiveness of pedagogical support for the quality of education is that they allow us to abandon many disparate criteria for evaluating the educational process, and to holistically evaluate the entire system of pedagogical support and the result of education, expressed in the education of graduates and students of the university. The integrative criterion involves an assessment

of the level of educational, methodological, personnel, research support, the state of educational work at the university. The level of education of graduates and students is assessed by the current and final results of training and education, as well as "delayed" results of education. Of particular importance in this case are not absolute indicators, but their positive dynamics. The developed criteria and indicators are designed to solve two interrelated tasks: an objective assessment of the effectiveness of the system of pedagogical support for the quality of education and the conduct of educational monitoring at the university.

An analysis of the dynamics of improving the pedagogical provision of the quality of education at a university indicates that this process involves the passage of a number of stages: a) preparatory, during which the design of the necessary changes in the functioning system of pedagogical provision of the quality of education is carried out based on the awareness of the contradictions, problems and emerging needs that exist in it in further improvement; b) the modernization stage, during which purposeful work is carried out to implement and disseminate innovations in all elements of the system of pedagogical support for the quality of education; c) optimal functioning, characterized by a clear coordinated activity of all subjects of the educational process, structural divisions of the university. Improving the pedagogical provision of the quality of education is not a linear, progressive transition from one stage to another. Development is carried out in a spiral, where each turn indicates the emergence of a new quality both in the activities of all subjects of the educational process, and in ensuring the quality of education and the education of students.

A significant difference between the dynamics of the system of pedagogical support for the quality of education in a university is that, on the one hand, it is the result of the dynamics and effectiveness of the activities of university leaders, teachers, faculties, departments, departments, and on the other hand, it has its own dynamics. The specificity of this dynamics is determined, firstly, by an indirect, non-rigid connection of the procedural and resultant components of the system of pedagogical assurance of the quality of education, changes in the content, methodology and organization of the educational process.

Conducting an experimental study made it possible to establish a number of patterns that determine the dependence of the quality of education at a university on: designing and implementing the variable content of basic educational programs that take

into account personal potential, individual capabilities and professional cognitive interests of students; the effectiveness of the introduction of modern educational technologies into the educational process, which make it possible to create a developing environment during training sessions; continuity of pedagogical support by independent cognitive activity of students; the level of professional and pedagogical readiness of the teaching staff for creative pedagogical activity, strengthening its research nature. The experimental data obtained indicate that the improvement of pedagogical support for the quality of education also depends on the level of interdisciplinary research in this area and their fundamental nature; unity in understanding and coherence in the actions of officials and teachers to implement measures of pedagogical support for the quality of education and give them a continuous developing character; socio-pedagogical conditions and features of the organization of the educational process, its program-target orientation, etc.

The experimental work carried out in the course of the study confirmed the hypothesis that the effectiveness of improving the pedagogical support of the quality of education increases significantly if a university conducts specially organized work aimed at increasing the pedagogical resources of the university and creating the necessary conditions for their implementation in the educational process. The main directions for improving the effectiveness of pedagogical support for the quality of education are: the development of a variable content of education at a university; creation of a developing environment in the process of training sessions with students; continuous pedagogical support of independent cognitive activity of students; improvement of professional and pedagogical skills of the teaching staff.

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