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## **ASPECTS OF PEDAGOGICAL CONTROL AND EVALUATION OF THE QUALITY OF EDUCATION**

*The article considers aspects of pedagogical control and quality of education. The problem of quality of education as a problem of control and evaluation of educational activities. The article defines the quality of education from the point of view of its application in various spheres of human activity. We have developed a policy framework for monitoring and evaluating educational activities as part of the global reform of the education systems of our countries. These countries have started to define norms (standards) in the development of training programs, which is an important stage of national policy in the field of education and quality control as an integral part. These norms (standards) are a necessary basis for defining the goals of education, creating a single pedagogical space in the country, which will ensure a uniform level of General education received by young people in different types of educational institutions.*

*Keywords: control, quality, evaluation, education, training program.*

### **Introduction**

Each subject of the educational process (teacher, students, parents, administration, etc.) is interested in ensuring the quality of education.

Various, often contradictory, values are attributed to quality:

– *parents*, for example, can relate the quality of education to the development of their children's personality,

– quality for *teachers* can mean having a quality curriculum provided with educational materials.

– for *students*, the quality of education is undoubtedly linked to the school climate,

- for *business* and *industry*, the quality of education correlates with the life position, skills and knowledge of graduates,
- for *society*, quality is associated with those values and, more broadly, the values of students that will find expression, for example, in their civic position, in the technocratic or humanistic orientation of their professional activities.

### **Concept of the quality of education**

Some misunderstanding of the meaning of quality is reinforced by the fact that it can be used as an absolute or relative concept. Quality in the ordinary, everyday understanding is used mainly as an absolute concept. People use it, for example, when describing expensive restaurants (quality of services) and luxury cars (quality of products).

When used in a household context, items that are given a qualitative assessment from the point of view of an absolute concept represent the highest standard that cannot, as is tacitly assumed, be surpassed. High-quality products include perfect items made without limiting the cost of them. Rarity and high cost are two distinctive features of this definition. In this sense, quality is used to reflect status and excellence. Ownership of «quality» items sets their owners apart from those who can't afford to own them.

When used in an educational context, the concept of «quality» takes on a significantly different meaning. The absolute concept of «high quality» has nothing to do with the quality management system in education. However, discussions on quality management often raise the question of its absolute value, which has an aura of luxury and high status. This idealized use of the concept can be useful for public relations and can help an educational institution improve its image. It also demonstrates the value of quality improvement as a commitment to the highest standards.

Quality can also be used as a relative concept. In this case, quality is not an attribute of the product or service. It is something that is attributed to it. Quality can be judged when a product or service meets the requirements of its corresponding standards or specification.

Quality itself cannot be the end result. It is only a means by which the final product meets the standard. A quality product or service when considering quality as a relative concept is not necessarily expensive or inaccessible, beautiful or faceless. Also, it may not be special, but be ordinary, banal and familiar. Slide projectors, ballpoint pens, and school supply services can demonstrate quality if they meet simple but critical standards.

They must correspond to what they are intended for and meet the requirements of the consumer. In other words, they must meet the intended goals.

Quality as a relative concept has two aspects:

- the first is compliance with standards or specifications,
- the second is compliance with the consumer's needs.

The first «fit» often means «fit for purpose or application». Sometimes it is called quality from the manufacturer's point of view. The quality of a product or service is defined by the manufacturer as the product or service it produces that constantly meets the requirements of standards or specifications. Quality is demonstrated by the manufacturer in the form of a system known as a quality assurance system, which makes it possible to continuously produce products or services that meet a specific standard or specification. Products demonstrate quality for as long as the manufacturer requires them to do so.

However, who should decide whether the services of a school or University are of high quality? The reason for raising this question is that the views of the manufacturer and the consumer do not always coincide. It often happens that excellent and useful products or services are not perceived by consumers as having quality. This problem is particularly acute in the field of education. The refusal of a single state system of education, many long-established traditions and the introduction of new (testing for admission to the universities instead of the traditional exams, lengthening the time of schooling, to develop the system of non-state education, etc.) brings the problem of education quality in a number of important state and public problems.

Monitoring and evaluation of educational activities of the education system

Today, most countries of the world, including Kazakhstan, have developed a policy framework for monitoring and evaluating educational activities as part of the global reform of their countries' education systems. These countries have started to define norms (standards) in the development of training programs, which is an important stage of national policy in the field of education and quality control as an integral part. These norms (standards) are a necessary basis for defining the goals of education, creating a single pedagogical space in the country, which will ensure a uniform level of General education received by young people in different types of educational institutions.

It should be noted that there is a fundamental contradiction in this area: on the one hand, the autonomy of educational institutions and teaching staff from the state in determining training programs is significantly expanded; on the other hand, the autonomy of educational institutions and teachers may conflict with the systematic process of evaluating the results of their activities on the part of the state.

The success of the new education policy is linked to the socio-economic processes taking place in society. Indeed, openness, sharing of responsibilities, the right to diversity, and matching supply to needs are the principles that must first

be introduced and implemented in the political and economic sectors in order to be applied later in education.

When assessing the quality of education, the following provisions should be highlighted:

Assessment of the quality is not limited to testing students' knowledge (although this remains one of the indicators of the quality of education).

Assessment of the quality of education is carried out in a comprehensive manner, considering the educational institution in all areas of its activities.

Quality assurance or quality management, which is solved primarily by using quality monitoring, means step-by-step monitoring of the product receipt process to make sure that each of the production stages is performed optimally, which in turn theoretically prevents the output of low-quality products.

Taking into account the above-mentioned concepts, we can say that the following elements are part of the system of monitoring the quality of education:

- setting standard and operationalization: defining standards;
- operationalization of standards in indicators (measured values);
- setting a criterion by which it is possible to judge the achievement of standards,
- data collection and evaluation: data collection; evaluation of results,
- actions: taking appropriate measures, evaluating the results of the measures taken in accordance with the standards.

Monitoring of the quality of education can be carried out directly in the educational institution (self-certification, internal monitoring) or through a service external to the educational institution, approved, as a rule, by state bodies (external monitoring).

When forming educational standards, it is advisable to be guided by a pluralistic vision of the content and purpose of the standards (both the standards of the content of education and the standards of the final result that is achieved by students). Standards related to the conditions that ensure the successful implementation of standards are defined as standards for ensuring the «process» of education. An example of such standards is the availability of the necessary number of textbooks and qualified teachers, the appropriate material and technical support for the educational process, etc.

Thus, education is supposed to be evaluated as the result and process of each educational institution's activity by monitoring the level of knowledge and skills of students (both by the teaching staff and external, state bodies), and by monitoring and evaluating the activities of teachers.

We will speak specifically about quality control of education as a control of learning by teachers. Let's just say a few words about the evaluation of the teaching staff.

There is no doubt that there is a link between the educational level of a teacher and the results achieved by his or her students; moreover, this is the easiest, simplified, and at the same time dangerous way to determine whether a teacher is suitable for his or her position. It is necessary to take into account that teachers and educational institutions are only an element of the educational system, and, quite possibly, not the most influential among the many others on which the student's educational achievements depend. Therefore, when understanding the need to evaluate the teacher's performance to control the quality of education, it is important to remember that this element has less impact on academic and educational achievements than the family environment or individual characteristics of the student (inclinations, motivation, etc.).

### **Conclusions**

In conclusion, it can be argued that the quality of education is achieved not in one day, but by a systematic approach from the state. Quality does not appear suddenly. It must be planned. Planning the quality of education is associated with the development of a long-term direction of the educational institution. Strong strategic planning is one of the most important factors for the success of any institution in the education system.

The main goals of strategic planning are determined not only by developing a General plan for the development of an educational institution for a certain time period, but also by understanding and reviewing the main directions of educational services provided by this educational institution, and their compliance with the needs of consumers and forecasting the development of society in the near and distant future.

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### **Педагогикалық бақылау және білім сапасын бағалау аспектілері**

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### **Аспекты педагогического контроля и оценки качества образования**

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*Мақалада педагогикалық бақылау және білім сапасы аспектілері қарастырылған. Білім сапасы проблемасы білім беру қызметін бақылау мен бағалау проблемасы ретінде. Мақалада білім сапасы оны адам қызметінің әр түрлі салаларында қолдану тұрғысынан анықталған. Біз елдеріміздің білім беру жүйелерін жаһандық реформалау шеңберінде білім беру қызметін бақылау мен бағалаудың саяси негізін жасадық. Бұл елдер білім беру саласындағы ұлттық саясаттың маңызды кезеңі және сапаны бақылау құрамды бөлігі болып табылатын оқыту бағдарламаларын әзірлеу кезінде нормаларды (стандарттарды) анықтай бастады. Бұл нормалар (стандарттар) білім берудің мақсаттарын айқындаудың, республикада біртұтас педагогикалық кеңістікті құрудың қажетті негізі болып табылады, бұл әр түрлі типтегі оқу орындарында жастардың алатын Жалпы білімінің бірыңғай деңгейін қамтамасыз етеді.*

*Кілтті сөздер: бақылау, сапа, бағалау, білім беру, оқыту бағдарламасы.*

*В статье рассматриваются аспекты педагогического контроля и качества образования. Проблема качества образования как проблема контроля и оценки образовательной деятельности. Дается определение качества образования с точки зрения ее применение различной сфере человеческой деятельности. Выработаны основы политики контроля и оценки образовательной деятельности в рамках глобальной реформы систем образования своих стран. Эти страны приступили к определению норм (стандартов) при разработке программ обучения, что является важным этапом национальной политики в области образования и контроля его качества как составной части. Эти нормы (стандарты) являются необходимой основой для определения целей образования, создания единого в стране педагогического пространства, благодаря которому будет обеспечен единый уровень общего образования, получаемого молодыми людьми в разных типах образовательных учреждений.*

*Ключевые слова: контроль, качество, оценка, образование, программа обучения.*

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