

Tkachova, N.O.¹, Scheblykina, T.A.²

Axiological Principles of the Monitoring of Higher Educational Institutions Students' Academic Performance

¹ Natalia Olexandrivna Tkachova, Doctor of Pedagogical Sciences, Professor

² Tamila Anatoliivna Scheblykina, Candidate of Sciences, Associate Professor

Chair of General Pedagogy and Pedagogy of Higher Education,

Kharkiv National Pedagogical University named after G. S. Scovoroda, Ukraine

Received October 14, 2013; Accepted October 28, 2013

Abstract. The article represents different scientists' interpretation of the concepts of monitoring in the educational system as well as individual's educational achievements. On this basis, the essence of the concept of monitoring of pedagogical university students' academic achievements as a scientific purposeful system of teachers' actions on collection, processing, analysis and interpretation of information about the assimilation of specific knowledge, skills, professional and core competencies, formation of emotionally-valuable relationships and experience in the implementation of creative activity by future teachers has been defined. It was found that the major components of the monitoring of students' academic achievements are as follows: its subjects, the purpose of monitoring conduct, the object of research (academic student activities, the system of relations between the participants of the pedagogical interactions, etc.), the methods and forms of conduct, a set of criteria and indicators for the evaluation of the gained results. During the study it was concluded that the implementation of monitoring of higher educational establishments students' academic achievements on the basis of axiological grounds provides value-filling of all the components of this process.

Keywords: monitoring, academic achievements, a student, pedagogical higher educational establishment, axiological grounds.

In the course of the problem of the training quality improvement of future teachers the need to improve the monitoring of higher educational institutions students' academic performance is being escalated. In this case we can provide only not obtaining of the reliable data on the quality of higher pedagogical education, but also applying science-based adjustments to the process of implementation and forecasting of further development of the system.

As it was found out, different issues of organization and teaching monitoring conducting were the subject of research of many scientists. Thus, the theoretical and methodological bases of monitoring in education were identified in academic writings of A. Belkin, W. Bezpalko, V. Gorb, A. Lyashenko, A. Mayorov, D. Matros, S. Shishova and others. The essence and content of pedagogical monitoring were disclosed in publications of A. Belkin, I. Maslikova, V. Prikhodko, S. Silina and others. The monitoring characterization as an effective means of quality control of the educational process in the educational establishment is represented in collections of V. Zaitsev, D. Mantros, M. Chandra and others. The classification of different monitoring types and systems are introduced in publications of T. Benkovych, W. Kalney, A. Mitina, A. Plisko and others.

According to the analysis of scientific papers, scientists have made significant contribution to the research of pedagogical monitoring. However, monitoring of higher educational institutions students' the academic performance being relevant problem for the present times, it was not the object of specially organized scientific research. Furthermore, under circumstances of today's humanization of higher education, the perception of every certain individual as an undeniable value among various aspects of this problem the axiological basis of the above defined monitoring deserves the special attention.

So, the goal of the article is to determine the axiological foundations of monitoring of higher pedagogical educational institutions students' academic performance.

The achieving of the above-defined goal requires clear elucidation of key concepts of the study. So, one of them is the concept of "monitoring". As it was found, the researchers offer different interpretations of this term,

moreover, basing on the study of the scientific literature it was concluded that they can be roughly summarized into three main approaches.

According to the first one, monitoring in education is perceived as a system that allows to monitor its status and to predict further development. For example, according to the findings of I. Maslikova, D. Matros, N. Melnikova, D. Polyeva, such monitoring is thought to be a system of storage, processing and redistribution of information on selected educational object that provides the continuous surveillance of its condition and determination of its compliance with certain requirements as well as future projections [2; 3]. V. Musina considers monitoring in education as a process of obtaining of objective and reliable information about the dynamics subjects' academic achievements [5].

Supporters of other scientific approach comprehend monitoring in education as a process. Particularly V. Prikhodko perceives monitoring in education as standardized observation over a particular object or a process, evaluation and forecasting of its future state [7]. According to N. Sorokina, monitoring in education combines three processes: research, evaluation and solution testing on management process of future specialists' training [9].

According to representatives of the third defined approach (M. Potashnik, A. Moiseev [6], etc.), monitoring in education is meant to be a means of gaining feedback, whereby the degree of compliance and reasons for deviations of obtained real results in the process in comparison with the planned one is estimated.

It is important to summarize that the scientific attitude of supporters of each of the three approaches has a right to exist, and they logically complement each other. Indeed, on the one hand, monitoring in education can be considered as an integrated system that includes exactly-defined components: purpose, object of study, criteria and evaluation factors of the obtained results as well as specific internal and external environment and so on. On the other hand, monitoring is carried out in practice as a dynamic process designed to track changes in the investigated object and to predict its future evolution. There is no objection to the idea to consider monitoring as a means of

providing feedback. In light of this it is important to note that the definition of the monitoring according to different approaches allows to fully characterize it as a multifaceted phenomenon.

During the study it was found that the term "educational achievements" is also interpreted by scholars ambiguously. In particular, E. Bondarevskaya interprets this concept as a certain complex formation, that includes a component of socialization, value-ideological, personal and nature-corresponded components [1]. A. Sergeeva refers to academic achievements of students implying a set of quantitative and qualitative indicators of basic educational programs assimilation of vocational and personal development, which are represented as decomposition of future specialists competence in the field of education [8].

Considering different perspectives of scientists it was concluded that the students' educational achievements include two components: substantive (that involves the assimilation by future specialists of the defined by State Standard curriculum in terms of knowledge, skills and competences) and personal one (associated with positive changes in personal characteristics of a person: his directives, value attitudes, motivation, professional and personal qualities, etc.).

Obviously, the ambiguity in the definition of the term "monitoring" and "educational achievements" provides different definitions of monitoring of students' educational achievements in the scientific literature. In particular, according to V. Musina, monitoring of academic performance is a process aimed at obtaining of objective and reliable information on the dynamics of the above mentioned achievements in teaching subjects [5, p. 51]. Specifying our ideas on the interpretation of the concept of monitoring of the pedagogical universities students' academic performance, A. Sergeeva considers this phenomenon as "a process of continuous scientifically-based as well as diagnostic and prognostic tracking of educational outcomes of students in order to develop the subjective position of future teachers in their own professional education, that provides the humanitarian focus of quality management of specialists training for educational sphere" [8, p. 67].

According to the study, monitoring of students' academic performance is considered as educationally purposeful system of teachers' actions on collection, processing, analysis and interpretation of information on assimilation of identified knowledge, skills, professional and core competencies, forming of emotional attitudes, values and experience in creativity by future professionals. Properly organized monitoring of the specified type allows to evaluate the academic process and its results, to predict improvement of academic performance, and if necessary to conduct its correction. It was also concluded that the major components of monitoring of students' educational achievements are: its subjects, aim, the object of study (students' academic activity, a system of relations between pedagogical interaction participants etc.), methods and forms of conduct, a set of criteria and indicators to determine the grounds for the gained results evaluation.

It is important to underline that under conditions of nowadays humanization of higher education, the perception of every individual as undoubted value in the process of monitoring of students' academic performance there is

a shift of emphasis from assimilation diagnosis of pre-defined knowledge and skills to the establishment of the changes dynamic in professional and personal development of future professionals, to the mastering of socially important values and applying their axiological priorities on this basis. In light of this, the realization of monitoring of students' academic performance on the basis of axiological grounds provides valuable enrichment of all its components. Such requirement is particularly relevant to higher educational institution, whose graduates have to teach and educate the younger generation in the spirit of modern democratic values in the future.

Based on the above-mentioned we can conclude that in determining of the primary purpose of monitoring of the pedagogical university students' academic performance is not only important to follow the requirements of the State Standard, but also the state regulations in the field of education (Laws of Ukraine "On Education", "On Higher Education", National Doctrine of Education Development in Ukraine, etc.). The documents state that the main aim of education is the formation of such individuals that are capable of self-creativity in professional and other spheres of life, those who tend to work effectively and gain knowledge throughout life, to develop and strengthen an independent democratic state, to save and to enrich the national and universal values. Therefore, the strategic objective of monitoring is to ensure optimal conditions for the preparation of teachers who meet the above-mentioned requirements. In turn, the achievement of this goal requires its specification at the level of tactical goals, aimed at implementation of systematic tracking of the dynamics of students' academic achievements.

The importance for successful monitoring of students' academic performance on the basis of axiological grounds is also an exact choice of a set of criteria and indicators for the evaluation of the results. As it was already mentioned, this monitoring should include diagnosis not only gained knowledge, skills, competencies by future teachers, but it also should consider the state of formation of emotionally valuable relationships and the experience of creative activity. In addition, the monitoring procedure should provide the obtaining of integrative reliable data on the overall dynamics in professional and personal formation of every future teacher based on their interiorisation of socially significant values.

We should note that the implementation of monitoring of students' academic achievements on the basis of axiological approach requires paying special attention not only to diagnostics of the results of the learning process, but also to a control, what kind of methods, forms and tools were applied by teachers to achieve these results. After all, according to current requirements to the educational process in higher educational establishments, the relations between all participants should be based on subject-subject ground, where every student is the co-designer of pedagogical interaction and is personally responsible for his or her level of educational achievements.

During the above-defined monitoring we can effectively use a variety of methods and forms of diagnosis of students' academic performance: observation, questioning, testing, surveys, analysis of their academic activity results. Moreover, the introduction of axiological approach assumes that teachers have to encourage the future teach-

ers to conduct systematic self-monitoring of their academic achievements as the basis for their future professional and personal improvement. Therefore, the choice of methods and forms for monitoring of students' academic achievements should be based on their wants regarding this procedure, as well as individual motivations, interests, needs and experience of every future teacher.

Conclusions. Thus, we can conclude that one of the ways to improve the quality of modern higher pedagogi-

cal education is the improvement of the monitoring of students' academic performance in higher pedagogical educational institutions on the axiological grounds. Such monitoring provides valuable content of all its structural components, that allows to influence the personal and professional development of future teachers based on updating of individual meanings of academic activities as well as reflective attitude towards their academic performance and self-improvement process in general.

REFERENCES

1. Бондаревская Е. В. Ценностные основания личностно-ориентированного воспитания: с учетом принципа культуры и природосообразности / Е. В. Бондаревская // Педагогика. – 1995. – № 4. – С. 29-36.
2. Маслікова І.В. Моніторингова система освітнього менеджменту / І. В. Маслікова. – Х. : Основа, 2005. – 144 с.
3. Матрос Д.Ш. Управление качеством образования на основе новых информационных технологий и образовательного мониторинга / Д.Ш. Матрос, Д. М. Полев, Н. Н. Мельникова // Школьные технологии. – 1999. – № 3. – С. 3-9.
4. Митина О. А. Мониторинг учебных достижений школьников как фактор повышения результативности естественнонаучного и математического образования : дис. ... канд. пед. наук : 13.00.01 / О.А. Митина. – М., 2008. – 185 с.
5. Мусина В.Е. Педагогический мониторинг учебных достижений школьников в деятельности учителя : дис. ... канд. пед. наук : 13.00.01 / В. Е. Мусина. – Белгород, 2009. – 196 с.
6. Поташник М.М. Управление современной школой : в вопросах и ответах : пособие. / М. М. Поташник, А. М. Моисеев. – М. : Новая школа, 1997. – 350 с.
7. Приходько В.М. Мониторинг якості освіти і виховної діяльності навчального закладу : навч.-метод. посіб. / В.М. Приходько. – Х. : Вид. група «Основа» : «Триада», 2007. – 144 с.
8. Сергеева Е. В. Мониторинг учебных достижений студентов в системе управления качеством подготовки специалистов в педагогическом вузе : дис. ... канд. пед. наук : 13.00.08 / Е. В. Сергеева. – Волгоград, 2011. – 182 с.
9. Сорокина Н. В. Мониторинг качества профессионального обучения студентов в вузе : дисс. ... канд. пед. наук : 13.00.08 / Н. В. Сорокина. – Нижний Новгород, 2006. – 180с.

REFERENCES TRANSLATED AND TRANSLITERATED

1. Bondarevskaya E.V. Tsennostnye osnovaniya lichnostno-orientirovannogo vospitaniya: s uchetom printsipa kulturo- i prirodosobraznosti [Value Grounds of Learner-centered Education: taking into account the principle of culture and nature conformity] / E.V. Bondarevskaya // Pedagogica . - 1995 . - № 4 . - S. 29-36 .
2. Maslikova I. V. Monitoringova systema osvitnogo managementu [Monitoring System of Educational Management] / I. V. Maslikova. - H. : Osnova , 2005 . - 144 s .
3. Matros D.S. Upravleniye kachestvom obrazovaniya na osnove novuh informatsionnih tehnologiy i obrazovatel'nogo monitoring [Regulation of Education Quality Based on New Information Technologies and Educational Monitoring] / D. S. Matros , D.M. Polev, N.N. Melnikov // Shkolnuye Technologii . - 1999 . - № 3 . - S. 3-9 .
4. Mitina O.A. Monitoring uchebnuyh dostigeniy shkolnikov kak faktor povusheniya resultativnosti estestvennonauchnogo i matematicheskogo obrazovaniya [Monitoring of Students' Academic Achievements as a Factor of Effectiveness of Science and Mathematics Education] Dis .kandidata . ped. nauk: 13.00.01 / O.A. Mitina . - Moskva, 2008 . - 185 s .
5. Musina V.E. Pedagogicheskiy monitoring uchebnuyh dostigeniy shkolnikov v deyatelnosti uchitelya [Pedagogical Monitoring of Students' Educational Achievements in the Teacher's Activity]: Dis .kandidata . ped. nauk: 13.00.01 / V.E. Musina . - Belgorod, 2009 . - 196 s .
6. Potashnik M.M. Upravleniye sovremennoy shkoly: v voprosakh i otvetakh [Management of the Modern School : Q & A] :Posobiye. / M.M. Potashnik , A. Moiseev. - M.: Novaya Shkola, 1997 . - 350 s .
7. Prikhodko V.M. Monitoring yakosti osviti i vihovnoi diyalnosti navchalnogo zakladu [Educational Quality and Academic Activity of Educational Establishment] Navch. metod . posibnuk . / V.M. Prikhodko . - H.: Bud. grupa " Osnova ": "Triada " , 2007 . - 144s .
8. Sergeeva E.V. Monitoring uchebnuyh dostigeniy studentov v sisteme upravleniya kachestvom podgotovki spetsialistov v pedagogicheskom vuze [Monitoring of Students' Educational Achievements in the System of Quality Management of Specialists' Training in Pedagogical High Schools : Dis .kandidata . ped. nauk: 13.00.08 / E.V. Sergeeva . - Volgograd, 2011 . - 182 s .
9. Sorokina N. Kachestva professionalnogo obucheniya studentov v vuze [Monitoring of the Quality of Vocational Training of Students in High School]: Dis .kandidata . ped. nauk: 13.00.08 / N.V. Sorokina. - Nizhny Novgorod, 2006 . - 180 s .

Ткачева Н. А., Щеплыкина Т. А. Аксиологические основы мониторинга учебных достижений студентов высших педагогических учебных заведений

Аннотация. В статье приведены разные позиции ученых по поводу трактовки понятий мониторинга в системе образования и учебных достижений личности. На этой основе определено сущность понятия мониторинга учебных достижений студентов педагогических вузов как научно целесообразная система действий преподавателей по сбору, обработке, анализу и интерпретации информации об усвоении будущими учителями определенных знаний, умений, ключевых и профессиональных компетентностей, сформированности эмоционально-ценностных отношений и готовности к осуществлению творческой деятельности. Установлено, что основными компонентами мониторинга учебных достижений студентов являются такие: его субъекты, цель проведения, объект исследования (учебная деятельность студентов, система отношений между участниками педагогического взаимодействия и т.д.), методы и формы проведения, комплекс критериев и показателей для оценки полученных результатов. Во время проведения исследования сделан вывод о том, что реализация мониторинга учебных достижений студентов высших учебных заведений на аксиологических основаниях предусматривает ценностное наполнение всех компонентов этого процесса.

Ключевые слова: мониторинг, учебные достижения, студент, педагогический вуз, аксиологические основания.