

S.SEIFULLIN KAZAKH AGRO TECHNICAL UNIVERSITY

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"BOLOGNA PRINCIPLES AND QUALITY ASSURANCE
AT EU AND CENTRAL ASIAN HEIS"**

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INTRODUCTION

Quality of higher education has been considered as the basic priority of higher education development in many countries of the world. Individual countries regions have reflected this priority differently. The Bologna process, has included the higher education quality in its agenda from the origin (1998). The problems and needs in the field of quality assurance were selected to be the basis of the IQAT project. In this sense the IQAT project is focused on enhancement capacities in implementation of Bologna process reforms at institutional level at six higher education institutions, participating in the project, from two partner countries of the Central Asia region – Kazakhstan and Uzbekistan.

List of partners

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University of Alicante, Spain

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Andijan State University, Uzbekistan

We would like to thanks to all authors who contributed to work of enhancing capacities in implementation of institutional quality assurance systems and typology using Bologna process principles from 2015. Nevertheless, we would also like to thanks all the authors who have submitted their manuscripts to this collection. Moreover, we hope that this results of your work will be dissemination for all Universities of our countries.

Sincerely,
Nurlan Serekpayev
Executive Editor

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International Conference
Dissemination of IQAT project results

**INTERNAL QUALITY ASSURANCE IN UNIVERSITY
OF LATVIA. FEATURES TO BE EXPLOITED
IN PARTNER COUNTRIES**

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Basic facts. Latvia, with the capital city Riga is situated in Northern Europe, on the coast of Baltic Sea. Latvia as a National state was founded on November 18, 1918; between 1940 and 1991 it was incorporated in the USSR; since 1991 it is again an independent country. It joined the European Union in 2004 and Eurozone in 2014.

The main exports: logistics, high-tech, chemicals, pharmacy, agriculture, woodwork.

Its population is 1 984 887 in 2016. Ethnic composition: Latvians 61.4%, Russians 26%, Belarusians 3.4%, Ukrainians 2.3%.

Students: 85.9 thsd in 2015; Higher education institutions (including colleges): 60, out of which 1/3 is state founded. Since 1992 Latvian HEIs participate in European programmes in the field of education. Since 1999 Latvia is participating in Bologna process, and since 2011 its internal quality assurance systems have been developing along the lines of ESG.

University of Latvia was founded on September 28, 1919. It is the largest HEI in Latvia, with over 13 thousand students in 2016.

QS World University Rankings 15/16: 651-700.

It is a comprehensive type of HEI, containing 13 faculties of all study domains except for engineering (those have been split off in 1958 and form Riga Technical University), it contains also 15 research institutes.

Total number of study programmes is 130 (undergraduate 53, postgraduate 53, doctoral 24). Staff: 2283 (academic 1151, other 1132). Since 2015 it started a new campus, the first faculties to be placed there were Chemistry, Biology and Geography.

What do we mean by quality in HE?

Definition of quality usually refers to either fitness for purpose (for products) or meeting the needs/requirements of client (for services). Why can we apply the definitions to HE at all? The fact is that academic process just as any production process has certain source (raw) material (knowledge and skills of students) that is developed (processed) into some product (knowledge and skills of graduates). The process itself can be considered as a service provided to those who benefit from the 'product'. What makes HE (and education in general) different is that students are not only connected with the 'source material' but also are actors and the main beneficiaries. This should be born in mind when one speaks about students' role in Quality Assurance (QA).

There are many clients and stakeholders for the academic process, therefore we cannot apply the quality definitions directly. Instead we have certain National and international standards for product and for the process. The product standards are using so called Learning outcomes (LO); the idea developed in Bologna process and finalized as European Qualifications Framework (EQF) and National Qualifications Frameworks (NQF). The academic process called for development of Standards and guidelines for quality assurance in European Higher Education Area (ESG, 2005, which now has been revised).

Both Learning outcomes (LO) and ESG have been used to develop QAS in UL. Each study programme has a description of LO, and these are also reflected in all courses; they also guide the faculty to choose distinct types of teaching and learning and forms of student assessment. The QMS in turn, has ESG as the basis of criteria by which all the processes are evaluated.

As the two partner countries are at dissimilar stages of Bologna, obviously different approaches would be applied for setting up QAS in HEIs in KZ and UZ. KZ, as a signatory of Bologna declaration can exploit a wider range of Bologna principles than UZ. My contribution – as a member of T1 – must concentrate on aspects relevant for UZ. So, one of the immediate conclusions is that LO approach is less applicable to UZ HEIs, and we did not try to introduce it in the academic process. But it could be relevant, e.g. for KZ universities (or for UZ in future).

ESG, on the other hand served as a good guiding light also for UZ partner institutions, and we shall return to it repeatedly in the further narrative.

One more feature one must mention is the process management. UL system has process management as a cornerstone for the QMS, and principles of this approach proved possible to develop also in UZ.

And, last not least, we should mention self-evaluation. Each spring semester the necessary data are collected for this annual exercise, and before the end of the academic year each study programme and each faculty is self-evaluated and the possible and necessary changes in courses and/or programmes made before the beginning of the next academic year. Self-evaluation (which is present also in other HEIs of EU partners) has been introduced also in partner institutions of UZ.

Now we can return to the issue of ESG point by point

1.1 Policy and procedures for QA

Quality policy of UL defines continuous development towards excellence in research-based studies as the aim of Quality assurance system [of studies]. Study processes are clearly structured and there are responsible for each of them. Collective responsibility belongs to the decision-making bodies – Constitutional assembly, Senate, Committee of assessment of quality of study programmes (CAQSP), Faculty boards and Study programme councils (SPC);

they evaluate study quality and decide on measures for ensuring the quality of studies in UL. Administration of UL is responsible for functioning of the QMS and performs monitoring and audits of study process. Several internal regulations have been adopted on this. UL process management module includes all the processes and structural units, which makes its structure difficult to present visually. It is organized as sub modules with several levels, the first level submodules being UL management, Strategic planning, Internal audit, Quality management, Administration reports, SCIENCE, STUDIES, INTERACTION WITH SOCIETY, International cooperation. Procurement, Staff management, Project management, Filing, Maintenance of infrastructure, IT management, Fiscal management. The module Studies, in turn, is divided in several sub modules, and so on.

Out of this [very complicated and very large] system we have exploited the following parts:

Firstly, we ventured to formulate the quality policy in each institution. The aim of the QA and the QAS in UZ institutions, certainly, are different from UL, but, however, the template was useful, and each HEI put in it its own preferred aims and the lists of the chosen parts of ESG. Another useful feature proved the process management approach, and we developed the necessary minimum of regulatory basis and descriptions of procedures for the selected processes.

1.2 Design and approval of programmes:

There are several regulations that define requirements to study programmes at National level in LV:

Regulation on standard of 1st level professional HE (Cabinet of Ministers)

Regulation on standard of 2nd level professional HE (Cabinet of Ministers)

Regulation on standard of 2nd level professional HE (Cabinet of Ministers)

Also, all the responsibilities and processes are regulated internally (by close to a dozen by-laws). Algorithm of the process of evaluation and adoption of a study programme, starting with preparation of the self-evaluation report and ending with implementation or closure of the study programme (depending on the results of evaluation and accreditation) is rather complicated and involves many actors.

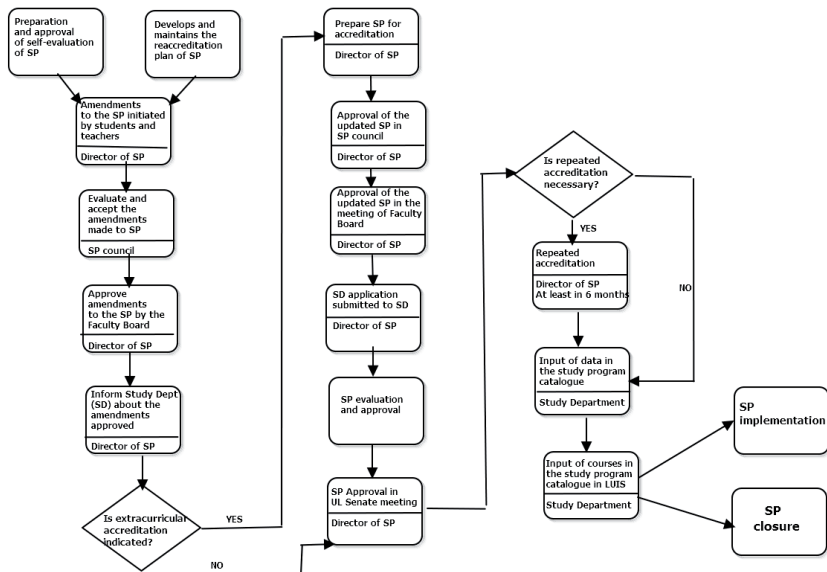


Fig.1. Algorithm of preparation, adoption and revision of study programmes

We admit that creating and modification of study programmes in UZ is done in a centralized way, therefore the algorithm will not be relevant. However, the individual courses are entirely within the competence faculties, and a process of revision of courses therefore is useful.

1.3 Student - centered learning, teaching and assessment:

Student-centered learning is a rather recent trend in QAS, but nevertheless the best teachers have been exploiting it as an approach in their classes for decades. The main difference (as compared to the period in UL before 1990) is student involvement both in the process (to make it interactive), and in decision-making at all levels. It is firmly embedded in laws and internal regulations of European HEIs, including UL.

All forms of study process at the University of Latvia are chosen by the academic staff. The forms of the study process are:

1. Lectures
2. Laboratory works
3. Practical works (field works in some SPof Natural sciences)
4. Seminars
5. Practice (industrial placements of varying length)
6. Colloquia

Student assessment is done at the level of study programme or individual course, although the procedures are defined in National and internal regulations. There is a dozen of internal regulations referring to this ESG line.

Out of this chapter several processes have been identified as useful parts to be introduced in UZ. These mostly concern student involvement in evaluation of certain parts of the academic process.

1.4 Student admission, progression, recognition and certification:

This chapter deals with a wide range of activities throughout the full cycle from application to studies until issue of graduation papers, and its steps involve a range of responsible persons or units, therefore we also find an extensive list of regulations (around 20), starting with the Law on HEIs (Parliament) and ending with the one on collecting of questionnaires from those who proposed to interrupt their studies (Rector's order). Information on admission at

all the cycles is published at the internet site for applicants. Study results are accounted and maintained in the portal of e-studies.

We admit that these processes are regulated centrally in UZ, and we did not attempt to make changes in this respect.

1.5 Teaching staff:

Teaching staff is one of the crucial things in the academic process, and certain requirements have been established at the National level. Inter alia, there are certain requirements for proportion of staff having academic and scientific degrees, according to National typology of HEIs. Apart from that we have internal regulation on staff. A specific procedure has been defined for election of staff.

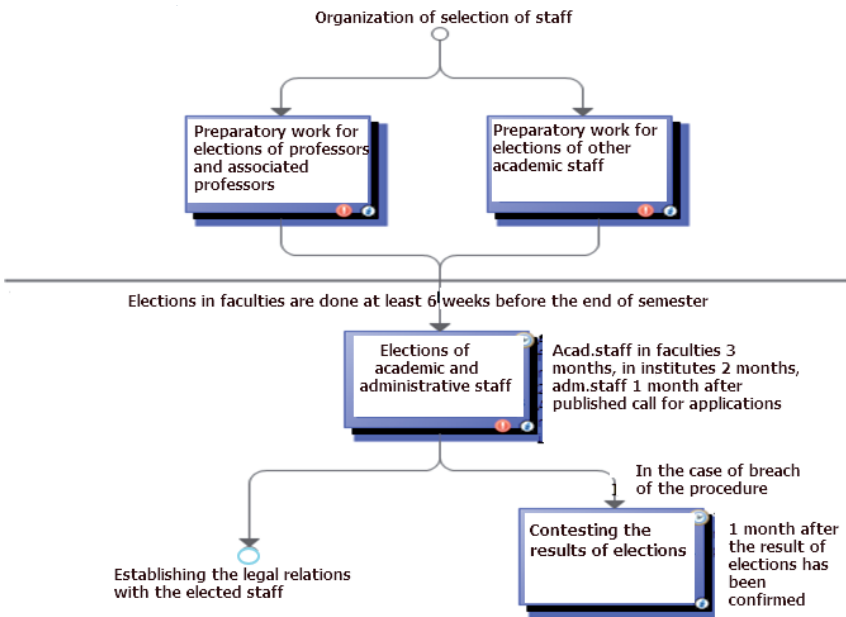


Fig.2. Process of organization of staff elections

It must be mentioned that staff must be elected (or re-elected) on a regular basis, and each time there is an open competition for the position. Only in very specific cases a member of academic staff can be established in his/her position just by rectoral decree; this can be done only twice for the period of 1 year.

The regulation of our institution foresees that before the election, the performance of the candidate is evaluated by colleagues and students (in case of repeated election); if the person is new, he/she is requested to deliver a class on a given topic from one of the prospective courses, and the evaluation is based on this lecture, seminar or such like.

In UZ there is a system of staff recruitment and development, which, although different in detail, follows basically the same route. What turned interesting and useful for UZ partners was the questionnaires used in evaluation of staff, and some processes containing evaluation of staff have found place in the quality handbooks developed in UZ.

1.6 Learning resources and student support:

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning and student support are provided.

The main resource is the forms of teaching and learning provided at the SP and individual level. At the institutional level we have many support forms that are maintained administratively and financially from the institutional budget.

One of very important – centrally managed – support forms is the institutional library. There are several branches of the library, because the new university campus has just started, and we have the faculties scattered around the city. However, the catalogues can be approached remotely, and the books can be ordered from any branch and delivered to the nearest one to the student. Apart

from books and magazines there are vast electronic resources. There are a few internal regulatory acts concerning resources.

MOODLE platform is providing students with the necessary information for the study process on-line – study course content, texts, lecture presentations, description and forms of laboratory works, questions for self-control etc.). During the study process discussion (chat) groups can be developed. The academic staff is responsible for updates of this information.

The study support at the University of Latvia includes the Academic Library, Online study courses (for registered teachers and students, UL provides free software during the studies: Microsoft Office 365, Wolfram Mathematica, SPSS, Gaussian, Autodesk).

The feedback is provided by an online questionnaire for study courses and study programmes quality.

The student support forms are similar in UZ universities, and we did not propose substantial novelties in this chapter. However, the description of all the forms available could help improvement of quality, and it could be recommended that this chapter will be included in quality handbooks in future, e.g. in context of support forms that can help developing certain learning outcomes (when they arrive on the scene).

1.7 Information management:

As concerns the information systems, they are maintained centrally and used by students and academic and administrative staff to store, manage and use the relevant information. The information system of UL (LUIS) contains all the personal data on students and staff (accessible only in an authorised way to meet the requirements of the law on protection of personal data. It also contains all the records concerning the academic process, and the student can always find out what tasks or tests he must perform and what is his/her situation with the academic progress. Here

also the students can approach centrally organized questionnaires to leave their opinion on programmes, courses and their staff. These opinions are used, i.a., for election of staff and for renewal or amendment of programmes and courses. The information is accumulated, maintained and processed in LUIS. Information is stored and treated by Data storage unit. Lecturers are well familiar with the system and use it extensively. Each student can find his place in the academic progress, see his/her tasks and records. Lecturers can put their tests and marks to students and see their own results, and the medium-level management can follow the general development of the situation.

Information management in UZ universities is different; as we discovered in discussions with partners, it relies mainly on secretarial work and storage on paper. Nevertheless, some parts of data management can be implemented. Thus, there are prospects of questionnaires that the institutions will be using, namely, analyses of data in those questionnaires and their use by faculties and the central management.

1.8 Public information:

The university makes the information meant to be public mostly electronically (via internet), but there also regularly renewable leaflets on faculties and programmes distributed in information events. There are also periodical publications about faculties and the university in a format of books, also containing quantitative data about the programmes and awards. (Thus, 2 years ago we completed and published a book about 50 years of Chemistry Faculty, containing inter alia a chapter on currently running study programmes).

In the internet, one has special pages for those who would like to study in our university, and these pages have concise information on programmes and courses. When one enters the page of a study programme, one can see all the basic data about

the programme, and the annotation and the description of aims and tasks of the programme. Information is also available in English, only in a different format, because it is meant for foreigners and not all the study programmes have been duplicated in English. The page about admission contains useful tips and advice on how to become our student. Study programmes have a general description in English – as you can see from our Bachelor programme in Chemistry, with attachments containing more detail.

The main novelty we introduced in UZ institutions is the short descriptions of study programmes for the benefit of applicants and of international partners. Another (in one of the institutions), is the intention to publish certain parts of annual institutional reports.

1.9 On-going monitoring and periodic review of programmes:

There are several internal regulations containing reference to the annual monitoring and review of study programmes. In our university, this has become a routine, and right now certain procedures are executed (triggered by the Academic Department) and the faculty is actively involved in the process.

In UZ institutions, as it was mentioned before, the process of reviewing the programmes is centralized. However, regular evaluation of programmes and courses is being developed, and there are also ways of collecting the feedback and transferring it to the National bodies that carry out revision of programmes at National level.

As an additional novelty (although not taken from UL, but as a spin-off effect) in one of the institutions is concerning the process of industrial practical placements (this process is also linked to 1.3. – student centered learning)

1.10 Cyclic external quality assurance:

HEIs in Latvia undergo external quality assurance in line with the ESG on a cyclic basis (every 6 years). This is regulated on National level by Regulation on accreditation (Cabinet of Ministers).

Accordingly, each study domain (including each study programme) must prepare a self-evaluation report (like annual reports, but taking into consideration specific requirements put forward by the Accreditation agency (at present this function is delegated to Academic Information Center), and providing specific information on the issues pointed out during previous accreditation round. Self-evaluation reports of study domains are published in internet sites of faculties. Internal self assessment covers all the necessary activities, and lecturers are actively involved in them.

Accreditation process in UZ is organized differently, and therefore the expertise of UL is not applicable. As it was mentioned before, the only process that can prove useful in this respect is the tradition of self-assessment reports – the feature that has been developed within the IQAT project and having a strong link to this chapter.

Conclusions. The Quality Assurance System in University of Latvia has many useful features that can be introduced into HEIs of partner countries. The main points are: 1) the formulation of quality policy, 2) the use of questionnaires to be filled by students and other stakeholders for improvement of quality of programmes and courses; 3) regular self-assessment of programmes and modification of their parts.

TOOLS FOR ASSESSMENT OF A TEACHER PEDAGOGICAL COMPETENCE

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Abstract. Academics at higher education institutions (HEIs) are expected to be experts in their science specialisations and at the same time they are expected to have also an appropriate level of pedagogical competences. But it is a common praxis that teaching staff at higher education institutions usually develop their pedagogic competences by self-study and by their own teaching practice. Moreover, as to the teacher assessment within the internal quality assurance systems of HEIs mainly teachers' performance is evaluated, what means a great attention is paid to their results in the field of research (which can be very easy evaluated through the number of projects they have been involved in, papers and books they have published, patents they have submitted). Less attention is paid to their teaching results and these their results are often assessed on the basis of quantitative indicators (numbers of lectures and lessons per week, numbers of students they teach, numbers of students who do not pass subjects they teach, etc.) and actually teachers' teaching mastery, the level of their professional pedagogical competence is not assessed. In this context the IQAT project is in a good synergy with another project, which Constantine the Philosopher University in Nitra (Slovakia) is currently participating in. In particular it is a national research project *Evaluation of Teachers' Competences*, the main aim of which is to develop a set of tools for evaluation of teachers' pedagogical competences according to teacher professional standards. Preliminary results of the project will be presented in the paper.

Teachers` professional competence

In literature one can find different terms used by the authors in relation to the teacher career performance as e.g. *qualification, professionalism, expertise, mastery or competence* ([1], [2], [3]). A unifying feature of the use of all these “different” terms is the authors` consistent attitude that teacher`s professionalism, qualification, expertise, mastery, competence significantly impact instruction and students` achievements. In general one can state that success of teaching practice can be measured in terms of teachers` ability to initiate and support learning processes that enable students to achieve specific pedagogical objectives [4].

According Baumert and Kunter [5] the notion *teachers` professional competence* covers the qualities that teachers need in order to meet the demands of their profession. These are related mainly to teachers` pedagogical content knowledge, professional beliefs, work-related motivation, and self-regulation. Within this context Kleickmann and others [6] stress the difference between the quality of teachers` content knowledge and pedagogical content knowledge, i.e. content knowledge competence and pedagogical content knowledge.

Knowledge of the content (subject matter content knowledge) and teaching of a subject (general pedagogical knowledge) are two key elements of teachers` professional competence (the key competences, besides the others related to curricular knowledge, knowledge of learners, knowledge of the philosophical and historical aims of education, organizational knowledge and counseling knowledge [7],[8], [9]).

Academics at higher education institutions (HEIs) are expected to be experts in their science specialisations and at the same time they are expected to have also an appropriate level of pedagogical competences. But it is a common praxis that teaching staff at higher education institutions usually develop their pedagogic competences by self-study and by their own teaching

practice. Moreover, as to the teacher assessment within the internal quality assurance systems of HEIs mainly teachers' performance is evaluated. This means that a great attention is paid to their results in the field of research (which can be very easily evaluated through the number of projects they have been involved in, papers and books they have published, patents they have submitted) and less attention is paid to their teaching results, as in comparison to the research performance to evaluate the pedagogical performance is much more difficult. Of course, much more difficult it is in case if we do not stay at the evaluation of the teachers' pedagogical performance only in terms of the quantitative indicators, such as are numbers of lectures and lessons per week, numbers of students they teach, numbers of students who do not pass subjects they teach, etc. These numbers do not say anything about the teacher's teaching mastery, they absolutely do not assess their professional pedagogical competence.

Completely different is the situation as regards to the evaluation of teachers' performance at lower levels of education (primary schools and lower and upper secondary schools, which also have their internal quality assessment systems). There the situation is an opposite one. The key attention is paid to qualitative aspects of teachers' pedagogical performance, to the level of their teaching mastery in all its dimensions, and marginal attention is paid to the evaluation of the teachers' performance based on its quantitative indicators [10].

There is no doubt, that to evaluate teachers' professional competence is very difficult. There are different aspects based on which it can be assessed (e.g. portfolios, teacher's written preparations to the lessons) but actually it can be demonstrated and proved only in a practical way, in practice. And independently on the real level of a teacher's pedagogical mastery, the outcomes of his/her teaching are uncertain. Uncertain they are in two respects. The first is the fact that instruction always brings some

unexpected situations, which cannot be planned. A teacher can plan his/her teaching very carefully but there is unpredictability of student behavior, classroom discourse, failing of technical supports of teaching, etc. And the second is the fact, that learning is a mental process with no guarantee of its results (students' learning outcomes), moreover significantly depending on a very broad scope of different factors [11]. Professional practice of teachers is characterized by a lack of standardization, broad scope of nonroutine situations and a high level of the uncertainty of success.

Assessment of teachers' professional competence

Assessment of teachers' professional competence should be focussed on those aspects of teacher pedagogical practice (classroom instruction) which are a precondition for achieving the desired (planned) learning objectives (students' learning outcomes). Beside the IQAT project, Constantine the Philosopher University in Nitra runs also another research project in which issue of evaluation of teachers is reflected, or rather this issue is just the key one. It is a national project entitled *Evaluation of Teacher's Competences* which is in a good synergy with the IQAT project [12].

The main aim of the project is identification of a general set of competences necessary for a teacher career qualified performance and creation of related evaluation tools applicable to evaluate quality and qualification of teachers' teaching performance. The key competences have been identified in three basic dimensions ([13],[14],[16],[17],[18]):

1. competences focused on the learner;
2. competences focused on the educational process;
3. competences focused on the professional self-development of a teacher.

Within these three dimension all together 10 competences have been specified as the key ones and particularly they are the following ones:

1. competence to identify student development and individual features;
2. competence to identify student learning psychological and social factors;
3. competence to develop student`s personality development and student`s competences;
4. competence to create a positive climate in the classroom;
5. competence to plan and carry out his/her professional development;
6. the subject content knowledge and the subject didactics knowledge;
7. competence to plan and design the teaching process;
8. competence to choose and carry out the teaching forms and methods;
9. competence to use the material and technical teaching means in teaching processes;
10. competence to assess the teaching results and students` learning achievements.

Currently the project team is designing a set of evaluation tools relevant to the above-mentioned competences. Particularly to each of these competences an evaluation sheet for an evaluator and a self-evaluation sheet for the assessee (evaluated teacher) should be created.

Competence to identify student learning psychological and social factors

As an example of the prepared evaluation tools thereafter we are presenting a working version of the evaluation sheet of the evaluator to the second of the above-mentioned competences, i.e. a sheet designed for evaluation of the teacher`s competence

to identify student learning psychological and social factors. Working version means a preliminary list of factors which should be assessed by the evaluator based on (during) an observation of the teaching process led by the assesse. Fulfilment of the particular aspects of the observed competence (its quality, level of its development proved by/demonstrated in the teacher's performance) should be expressed by the evaluator through the use of a 5-point scale 1 – 2 – 3 – 4 – IE, where 1 is the best assessment (yes, excellent, always) and IE equals the statement *impossible to evaluate*, what means that during the observed teaching process no situation occurred in which the relevant factor of the evaluated competence could be demonstrated.

The working version of the sheet to the evaluation of a teacher's competence to identify student learning psychological and social factors consists of following questions:

1. Did the teacher motivate the students in an appropriate way and in a sufficient extant?
2. Did the teacher use sufficient numbers of questions, tasks and exercisesto repeat the subject matter to allow to acquire the subject matter also to the slow or weak students or to acquire also more demanding subject matter to students?
3. Did the teacher manage to explain the students what s/he expects from them and what the new subject matter is useful for?
4. Did the teacher show enough patience? If a need to explain the subject matter repeatedly or to answer questions of students occurred, was s/he willing to do that?
5. Did the teacher develop critical thinking and creativity of students during acquisition or practicing of the new subject matter?
6. What approach of the teacher to the students was the dominant one (authoritative, heavy-handed - inducing stress at students; indifferent, careless - showing no interest in students`

personalities, giving no feed-back; accommodating - students felt teacher`s interest in their personalities; other - specify it)?

7. Did the teacher manage to empathize with students, e.g. did s/he explain the subject matter in a way which took into account students` possibilities?

8. Did the teacher innovate and change the organizational forms of students` work?

9. Did the teacher manage to formulate adequately demanding and clearly explicit questions?

10. Did the teacher use tasks/assignments which were appropriate to the students` age, students` intellectual level and presented topic?

11. Did the teacher give enough time to the students to solve the given tasks/assignments?

12. Did the teacher give enough time to think of the answers during examination? Did the teacher interrupt students` answers?

13. Did the teacher use appropriate intensity of voice?

14. Did the teacher manage to spirit away the students through her/his language output?

15. Did the teacher use the non-verbal communication appropriately?

16. Did the teacher respect different learning styles of students? Did the teachers use different didactic methods to respect the different learning styles in an appropriate way?

17. Did the teacher take into account individual characteristics of the students` personalities in the teaching process?

18. Did the teacher know social interactions in the classroom and did s/he manage to work with them in an appropriate meaningful and professional way?

19. Did the teacher create a positive climate in the classroom?

20. Did the teacher manage to work with the strain in the classroom?

21. Did the teacher include all students into the learning activities in a balanced way? In case that the teacher gave priority to somebody among the students, who were that?

22. How did the teacher react to students misbehaviour (s/he punish it immediately, s/he punish it with a time delay, s/he ignore it, other, specify)?

Pilot testing of the final versions of the designed tools will be carried out at the primary, lower and upper secondary schools on a relevant sample of teachers in selected schools. Necessary corrections of the designed set of criteria and evaluation tools will consequently be introduced in order to finalize the designed set of assessment tools for its implementation in the practice of teachers' professional competences evaluation.

Conclusion. Despite the undisputed importance of internal and external evaluation mechanisms, in Slovakia there have not been developed in detail any set of tools, techniques or criteria for objective, autonomous evaluation of teacher's professional performance at various stages of his/her career growth. Though, on the contrary, these tools are often mentioned in political documents when strategic goals in the area of life-long learning have been defined and they are also stated in the Act No 317/2009 [19].

The ambition of the project Evaluation of Teacher's Competences is to present and solve problems not being solved in Slovakia till now, and to create a set of tools, techniques and criteria for evaluation of teachers' professional competences aimed at the achievement of their qualified educational performance at various career levels. From this point of view the project is highly up-to-date and innovative, and the gained results will have applicable character and can immediately be used in practice.

Despite the fact that the development of the evaluation tools is carried out with focus on the primary and secondary school teachers teaching practice there is no doubt that the created tools

will be possible to use also in quality assurance mechanisms of the higher education institutions to assess the pedagogical competence of the university (tertiary education) teachers.

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METHODOLOGY OF TEACHER SELF-ASSESSMENT AND ITS USE IN QUALITY MANAGEMENT

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Abstract. Self-reflection is an essential precondition to improve and enhance teacher's performance. It should be included also in evaluation processes of teachers done by the institutions they work at, including higher education institutions (HEIs). The paper will present methodology of the teacher self-assessment which has been introduced currently at the Faculty of Education at Constantine the Philosopher University in Nitra in frame of its internal quality assurance system. Both quantitative and qualitative research methods are used to point out results of the evaluation process with respect to the assessor's as well as to the evaluator's point of view. This approach opens a platform for consequent professional discussions in the environment of changes and strategies being introduced into the carried out education processes.

Issue of the higher education institutions (HEIs) quality is most often linked to results of evaluations which are done by various agencies. In Slovakia rankings done by the Academic Ranking and Rating Agency (ARRA) are perceived as an official qualitative status of the particular HEIs. In 2015 this independent Slovak civil association, established in 2004 with the objective to assess the quality of Slovak HEIs and to stimulate positive changes in Slovak higher education, issued already its eleventh evaluation of the faculties of Slovak HEIs [2]. The annual HEI assessment report is based on publicly open and verifiability data on education and research results achieved by the faculties in 2014. In this way indicators based on which the HEIs quality is assessed are such data as: number of teachers per 100 full-time and part-time

students, number of professors and associated professors per 100 full-time and part-time students, ratio of professors, associated professors and teachers with the PhD title to the total number of the teachers, ratio of professors and associated professors to the total number of the teachers, ratio of the number of applicants for the study to the planned number of accepted applicants, ratio of the number of enrolled students to the number of accepted applicants, ratio of foreign students to the total number of full-time students, ratio of the number of students studying abroad in frame of the ERASMUS mobility and the total number of full-time students in Slovakia sent abroad for ERASMUS study stay in the concerned academic year, etc. Although the agency constantly updates the information based on which the HEIs and their faculties are assessed, it is obvious that its evaluation, as to the evaluation of the teaching process and its achievements, follows quantitative approaches and the qualitative ones are missing here. To evaluate the quality of education a very important aspect is self-reflection of teachers involved in the education processes. This self-reflection helps to evaluate in a conscious way work performed by the teacher, approaches to students, communication with them, to analyse and compare teacher's professional (teaching) experiences. It helps the teacher to find out stimuli and impulses to improve and enhance his/her teaching activities [12]. According Petty [15] the purpose of the self-assessment is to learn the general principles of what works and consequently use these principles to work out how to teach better in the future.

In relation to teaching self-evaluation methods are more often used to assess students' activities and results than the teacher's ones (students' self-assessments versus teachers' self-assessments). Moreover in some cases the use of these methods evokes questions on their reliability [8, 16].

Self-reflection can be unconscious or conscious [11]. Within the systems of quality education assessment self-assessment

tools are used consciously, together with further methods used for the quality assessment. A further method can be for example evaluation of the teacher done by the students. These evaluations of teachers carried out periodically at the end of the semesters are becoming a common part of monitoring processes aimed at the level of teaching in most of the HEIs in Slovakia. Usually they are carried out by means of a questionnaire in which the students express their opinions, notes, remarks to various aspects of teaching they have been enrolled in, as well as to the competences and performances of the relevant teachers. Despite the tendency to make these processes objective, it is obvious from these questionnaire survey results that the respondents have their own inner reasons, motivations leading them very often to significantly subjective statements. Just in this context it is very important to ask the teachers for their self-assessment which can significantly increase objectification of the assessment of teaching processes at the HEI. Moreover the self-assessment helps to obtain a more reliable feed-back on teaching processes and their results, and enables to react promptly to non-functional components of teaching methodologies what consequently can help to improve the quality of the teacher's teaching programs [21].

According Turek [18] the main assessment tools (methodologies) used in quality management of teaching are questionnaires, interviews, observations, statistical methods, SWOT analysis and brainstorming. Blaško [21] ranks to these methods also teacher's self-assessment to the tools serving for teaching quality measurement.

Constantine the Philosopher University started to develop implementation of its own internal quality assessment system.

Constantine the Philosopher University started to deal systematically with the issues of quality evaluation and quality assurance in the academic year 2011/2012 [9, 20]. The main intention of this initiative was to design its own institutional system

of quality education which would enforce principles of culture and quality education at all levels of the university. At the same time the designed system was to follow the Standards and Guidelines for Quality Assurance in the European Higher Education Area [4, 5], so-called ESG guidelines, adopted in 2005 at the Bergen meeting of ministers responsible for tertiary education [3].

In accordance with the university system of quality management, the system at the Faculty of Education also follows the ESG [17]. It is an open active document, which is continuously upgraded within the strategic planning, tactical control and operational management, considering results of evaluation processes dealing with quality of educational inputs, processes and outputs. The faculty processes in three-year cycles a self-evaluation report on evaluation quality education and to it related system of quality assurance (such reports are prepared by each faculty, but there are differences in the lengths of the cycles, mostly it is done in two or three-year cycles).

Knowledge of the teaching results and students' learning outputs and achievements is a very important precondition of study programs quality assurance [19]. In frame of the self-evaluation processes included into the quality assurance system the faculty carried out following monitorings [17]:

- monitoring of students' learning achievements in particular study subjects;
- monitoring of state exam results;
- monitoring of bachelor and master thesis defences;
- monitoring of students' fruitfulness in credit indexes;
- monitoring of education fruitfulness by further activities evaluation (competitions, awards, student research, professional and artistic activities, concerts, exhibitions, etc.);
- monitoring of teaching and learning processes and quality of teachers' professional (teaching) competences;

- monitoring of the adequacy of the study programs and the study programs graduates' profiles in relation to matching the labour market needs;
- monitoring of students and teachers' opinions on the study programs and the subjects taught within them;
- monitoring of the compulsory optional and optional subjects.

To improve the fruitfulness of the monitoring of teaching and learning processes and quality of teachers' professional (teaching) competences currently a new innovative element was added to the methods used before for this purpose and it is just the above mentioned teachers' self-assessment.

RESEARCH SAMPLE AND METHODS

As a tool of the self-assessment of teachers in connection to teacher evaluation within the internal quality assurance system introduced at Constantine the Philosopher University in Nitra A Self-Assessment Questionnaire for Teachers was created. This questionnaire, or more specifically the created methodology of teacher self-assessment, was verified in several pilot researches. One of them was a pilot research carried out at the Faculty of Education with a research sample of 15 teachers participating at teaching the study program *Training of vocational education teachers*. The questionnaire was administrated in a print form in December 2016 – January 2017.

The questionnaire structure consisted of 17 questionnaire items (questions) divided into two parts following two different dimensions.

The first part of the questionnaire consisted of 7 items. Purpose of the first questionnaire item was to find out whether the teachers monitor the content of the study program, subjects involved in which they teach, and make proposals of changes to improve the quality of both the concerned study programs and taught subjects.

At this item the respondents could select one from the proposed answers (with a possibility to add their notes and comments to it) or put their own answer.

The second item was aimed at finding out whether the teachers monitor the students' learning achievements in the subjects they teach. Teachers gave their responses to this questionnaire item in the same way as in the first one.

Goal of the third questionnaire item was to find out whether the departments, which the teachers belong to, have been involved in some projects dealing in a way with methodology of the subjects they teach.

By means of the fourth item one tried to check whether the teachers use to update content of the subjects they teach and ways of their teaching following their own professional (teaching) experiences, achievements and knowledge. In this item the teachers declared also whether these innovations were incorporated into the *Subject Information Forms*.

The fifth item followed correlation of the subjects, the teachers teach, with their publication activities (topics of the articles they published within the assessed period).

The sixth item was interlocked with the previous one. The teachers were asked in it on the number of subjects to which they prepared new additional teaching or learning resources (materials) resulting from their own publication outputs.

In the seventh questionnaire item the teachers were asked to make a self-reflexive evaluation of the quality of their teaching competences using a seven-point scale where *very high* was for the best, highest level of the competences and *very low* expressed an insufficient level of professional (teaching) competences. Respondents could specify their responses giving a specification of their teaching competences strengths and weaknesses.

The second part of the questionnaire was focused on the assessment of students' achievements (grading of students by

teachers) and consisted of 17 questionnaire items (questions 8 – 17).

The eighth item was closed and respondents declared in it to which level they are acquainted with the *Subject Information Forms*, of the subjects they teach, and understand the interconnection of these forms and contents of the subjects with profiles of the relevant study program graduates.

The ninth item tried to find out whether the assessment methods used by the teachers enable them to identify completely the level of student's knowledge and skills in the frame of the learning outputs and goals defined in the *Subject Information Forms* and study program graduate profiles. The teachers could choose from several predefined offered statements or add their own one.

The tenth questionnaire item verified whether the teachers use assessment and grading methods (ways) stated in the *Subject Information Forms*.

The goal of the eleventh item was to find out how, in which way the teachers familiarize their students with criteria they use to assess and grade the students (criteria for successful graduation of the relevant subject).

Next four questionnaire items (questions 12 – 15) were focused on determination of exam terms and their announcement to students. In particular, the twelfth item enquired for exam terms announcement to students (numbers of terms offered to students, announcing the dates well in advance), the thirteenth item checked whether the teachers provide exam dates in an appropriate time dispersion, the fourteenth item checked whether the teachers respect the terms of other exams, the students have, and the fifteenth item verified whether the teachers respect individual personal requirements and needs of students at determining the exam dates, especially in relation to the students with special upbringing - educational needs.

The sixteenth item asked for forms of exams used by the teachers to assess (grade) students in case of the subjects completed by exams and the seventeenth item asked for forms used by the teachers to assess (grade) students in case of the subjects completed without final exam, only with the continuously stated grade assessment or with the state assessment *passed*.

Completed questionnaires were sent to the guarantor of the study program who processed and analysed the obtained data and prepared the Final Report, which consequently undergone a review process.

RESULTS

Based on the data obtained from the 15 respondents of the questionnaire survey – teachers of the study program *Training of vocational education teachers* the following results and findings processed in the Final Report (prepared by Lukáčová (2017), the guarantee of the study programme) were obtained:

- Adequacy of the content and profile of the study program graduate in relation to requirements and needs of practice is monitored in two ways: by means of consultations and advisements with different professionals from practice, and by means of questionnaires administrated to the study program graduates. The content and expected learning outcomes and achievements of the subjects included in the study program are regularly reevaluated and upgraded with respect to the needs of practice. Innovations of the subject content during the assessed period (2016) were carried out in case of several subjects and the introduced changes were incorporated also in the *Subject Information Forms* of the relevant subjects (Math, Materials and Technologies, Technical Drawings, Safety and Occupational Hygiene, Motor Skill Development Technics, Engineering Mechanics, Personal Protective and Safety Work Equipment, PLC, Programmable Logic Controlers, E-learning Methodology, Machine Engines).

- The content and expected learning outcomes and achievements of the subjects included in the study program are regularly reevaluated and upgraded also in relation to research activities carried out by the department guaranteeing the study program (Department of Technology and Information Technologies). The changes (innovations and modifications) introduced during the assessed period (2016) were connected with two factors. One of them were results obtained within the questionnaire surveys in which the questionnaires were administrated to the study program graduates and pre-graduate students, and the other one were the outputs of two projects, KEGA project dealing with technical projection skills and their development and ESF project dealing with possible innovations of the study program to meet the practice requirements. The key change was a modification of the structure of the study program following the needs of practice and the need to implement the research results into the education of professionals prepared appropriately for the labour market in context of its recent requirements.

- Availability of learning resources for students is monitored periodically. During the assessed period approximately 20 publications were issued to support quality education. Information on the study program published on the web sites of the faculty and department, and on the Facebook is checked periodically, too, and the web sites are periodically modified.

- Learning achievements of students in the study program subjects are checked by continuous tests, practical assignments, seminar papers and exams. Achievements obtained in the above curricular activities are monitored continuously and they are summarized in the department's annual report on science and research.

- Teaching processes and quality of teachers' professional (teaching) competences are monitored by means of inspections of

classes carried out by the vice-head of the department. Students' opinions on the teachers and study program quality are monitored through periodically organized questionnaire surveys. Following the results of the surveys carried out during the assessed period, two specializations were introduced into the assessed study program (*engineering and services*).

- Methods used to assess students enrolled in the study program *Training of vocational education teachers* enable to identify student's competence level defined in the profile of the study program graduate. Methods used to measure and evaluate students learning achievements are in accordance with methods specified in the *Subject Information Forms*.

- Determination and announcement of the exam dates, realisation of the exams and saving of the results (grades) is done in accordance with both external and internal faculty regulations.

DISCUSSION

The same process was used also in monitoring the education quality of all study programs carried out at the faculty and similar self-assessments reports, as the above presented Final Report to the study program *Training of vocational education teachers* is, were prepared by the guarantees for each study program. The guarantees evaluated the quality of the study programs, to them related teaching processes and competences of teachers participating in teaching of the study program subjects also in the previous years in two-year cycles, but in this year the self-assessment of teachers have been used as a new added value of the evaluation process methodology.

The highest value information was recorded at those questionnaire items in which the respondents could complete the offered closed responses by their own statements and comments. These responses gave more detailed information on the respondents' opinions and significantly contributed to deeper

analyses of the monitored issues and to a higher quality of the prepared *Final Report*.

Currently the effectiveness and usefulness of the used self-assessing questionnaires is analysed and in dependence on the analysis results the questionnaire might be modified or some special instructions regarding its use could be stated.

CONCLUSION

Constantine the Philosopher University has a long-term experiences with design and implementation of its own internal quality assessment system. Moreover it has also significant knowledge and experiences with implementation of these systems in other Slovak higher education institutions as well as in HEIs abroad, which the university obtained in different national and international monitoring and research projects, it participated in [9]. Currently it participates in the international ERASMUS+ project 561685-EPP-1-2015-1-CZ-EPPKA2-CBHE-JP *Enhancing capacities in implementation of institutional quality assurance systems and typology using Bologna process principles* [10], the coordinator of which is Czech University of Life Sciences in Prague and the other project members are HEIs from the Czech Republic (Centre for Higher Education Studies in Prague), Spain (University of Alicante), Latvia (University of Latvia in Riga), Slovakia (Constantine the Philosopher University in Nitra), Kazakhstan (S. Seifullin Kazakh Agro Technical University in Astana, International Education Corporation in Almaty, Karaganda State Technical University in Karaganda) and Uzbekistan (Tashkent Chemical-Technological Institute, Samarkand Agricultural Institute, Andijan State University). The main goal of the project is to use the experiences which the HEIs in the European Union countries has gained at development and implementation of their internal quality assurance systems, and to disseminate the relevant results and experiences into the HEIs of

Kazakhstan and Uzbekistan, i.e. to help the HEIs in the Central Asia region to design and implement their own internal quality assurance systems. The representatives of all the HEIs from Kazakhstan and Uzbekistan, participating in the project, pointed out issues of teacher assessment and to it relevant methodologies and tools [6, 7] as the priorities of their interest. In this context, the results and experiences from the presented survey of the teachers' self-assessment carried out for the purpose of the quality teaching evaluation within the institutional internal quality assurance system will be further used also in the IQAT project realisation.

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INTERNAL QUALITY ASSURANCE PILOTING IN SAMARKAND AGRICULTURAL INSTITUTE

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Quality of higher education (all activities of HEIs) has been considered as the basic priority of higher education development during last several decades in many countries of the world.

Bologna process (BP), has included the higher education quality in its agenda from the origin (1998). The theoretical ideas/principles formulated during the first years of the process were transformed into the important document Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and adopted by the ministries of education of BP countries. The importance of higher education quality together with interest in PB priorities has been approved also in the Central Asia (CA) region.

Radical reform of the education sector in Uzbekistan started in 1997 with the adoption of the Education Act and the National Programme for Personnel Training (NPPT). The two documents have provided a legal basis for higher education (HE) and further development of the HE system in Uzbekistan. National policy in the field of education, including legislation on higher education, is based on the Constitution of the Republic of Uzbekistan, Decrees of the President of the Republic of Uzbekistan and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan.

The NPPT (adopted as an Act of Parliament) provides a long-term strategy for strengthening education, developing a continuing education system and reinforcing the multi-level higher education system. The aim of the programme is the fundamental reform of the education system, the complete overhaul of its ideological aspects, and elaboration of a national educational system to train

highly qualified specialists to the same level as in advanced democratic states. The fostering of international co-operation has been defined as one of the tools for achieving the objectives of the NPPT.

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Every 5 years, higher education institutions (HEIs) have to undergo a state attestation procedure in accordance with a specific regulation adopted by the Cabinet of Ministers.

According to the Education Act quality of education is ensured by State Educational Standards. They provide detailed information on the main features, such as structure, content and implementation of curricula, quality control of personnel training, the compulsory (core) components (the list of academic subjects), learning outcomes and descriptions of competencies

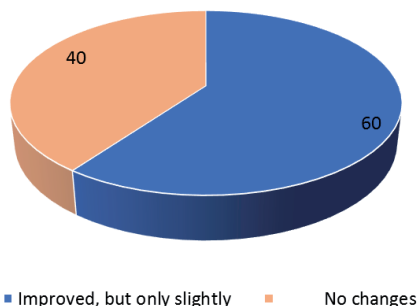
The agricultural education and science of southeastern regions Uzbekistan based at Samarkand Agricultural Institute (SAI) - the oldest agricultural higher educational and research institution in Central Asia. Samarkand Agricultural Institute is one of the oldest institutions in Central Asia. It was founded in 1929 by the Government act of Republic of Uzbekistan. Samarkand Agricultural Institute (SAI) is university type higher educational organization under Ministry of Higher and Secondary Education and Ministry of Agriculture and Water resources. SAI provide higher and adult education, research on agricultural related sciences and extension among farmers. Samarkand agricultural institute was founded in 1929 and now it is considered to be one

of the leading educational establishments in agricultural branch in Central Asia. The main activities related to higher education and fundamental and applied research in 3 levels including bachelor, master and doctoral schools.

For pilot implementation of the first drafts of quality assurance systems in Samarkand Agricultural Institute the surveys for job market, graduates and teaching staff.

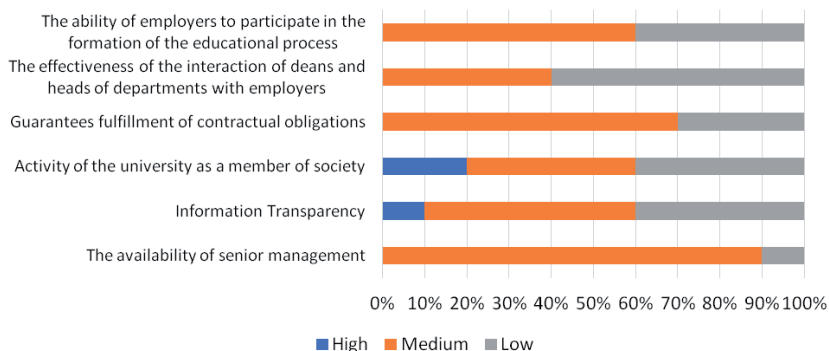
Following answers were given for questions were made:

1. What has changed in the last 5-7 years, the quality of training graduates of SamAI?



1. The result of 3rd (What has changed in the last 5-7 years, the quality of training graduates of SamAI?) question

Evaluation the activities of the University on the following parameters - High-1, Medium-2, Low-3



2. The result of question about the activities of the University

Besides, we gave some other question for stakeholders and employers about specialties that they need. Some employers answered that they need economist, counter, agronomy, engineering and technology specialties.

Stakeholders and employers gave following suggestions to improve quality of graduates' skills;

- To select talented young people with an interest in studies and devoted to agriculture
 - Possess deep fundamental knowledge in their specialty
 - To strengthen the exam tests, eliminate students who didn't demonstrate an interest in knowledge, or offer them to choose another sphere of activity
 - Use the experience of modern and leading universities
 - To strengthen the material and technical base for efficiency of practical lessons
 - Add subjects developing leadership competence (methods of correct personnel management, the culture of communication, etc.)
 - Organizing the lectures in connection with practice
 - Creating a method of teaching based on the experience of foreign countries
 - Conduct the diploma paper in connection with practice
 - To develop measures for personnel to work freely with foreign organizations

To evaluate our graduates, we surveyed external stakeholders by giving following questions. The answers are satisfied, partially satisfied, dissatisfied

(1) How satisfied are you with the availability of information about the affairs of the institute?

(2) How satisfied are you with the degree of friendliness, politeness and tact by members of the administration:

(3) How satisfied are you with the degree of friendliness, politeness and tact on the part of your colleagues

(4) Are you satisfied with the working conditions at the Institute and equipping of the workplace?

(5) In the life of the Institute there are many different sides and aspects that affect each teacher and staff member. Please rate how satisfied are you with recognition of your success and achievements

(6) In the life of the Institute there are many different sides and aspects that affect each teacher and staff member. Please rate how satisfied are you with your wage conditions:

(7) In the life of the Institute there are many different sides and aspects that affect each teacher and staff member. Please rate how satisfied are you with your labour protection and safety

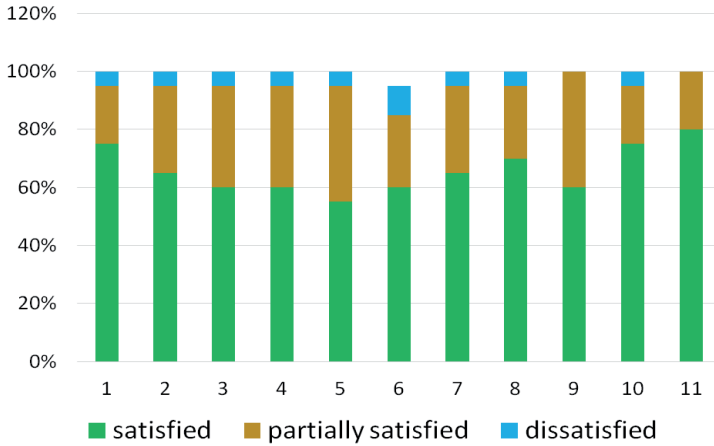
(8) Are you satisfied with the Institute's role in society and in the relevant professional field?

(9) In the life of the Institute there are many different sides and aspects that affect each teacher and staff member. Please rate how satisfied are you with your scientific-methodologic activities' condition?

(10) In the life of the Institute there are many different sides and aspects that affect each teacher and staff member. Please rate how satisfied are you with your educational activities' condition?

(11) In the life of the Institute there are many different sides and aspects that affect each teacher and staff member. Please rate how satisfied are you with your spiritual-educational activities' condition?

Here, given the result of questions that above mentioned.

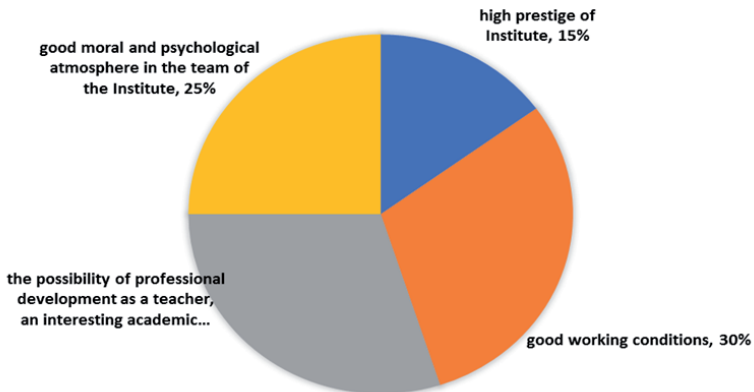


3. The result of internal evaluation of administrative staffs' activities of the University

Suggestions by teachers;

- To repair teaching equipment and studying buildings;
- Few graduates of the Institute work on their speciality. Pay more attention to agricultural sector;

For the question about “What attracts you to work in this institute?” we got following answers



4. *The result of question about “What attracts you to work in this institute?”*

By analysing the results of surveys, we conclude that, some teachers of all departments should improve working with students during the outside of class time as well as should improve their ICT skills.

The employers are satisfactory with our students. But, some of them are not satisfactory. So, it must be paid more attention to increase practical skills of students. Besides, according to the employers, some parameters of the activities of the University are low or middle level (2.4 questions). Less of them are high level. We should try to increase the quality of our activities.

Generally, by our self-evaluation, we conclude that the activities of the University are not bad. Only, we should pay more attention to some parameters in the future.

Participation of HEIs of all partners will guarantee the possibility to gain new experience compared to the existing situation. SAI will be able to develop new/innovated/modified internal QA systems exploiting the experience of EU partners and using the ESG (certain elements) to bring the innovation comparing with the existing situation.

The complementary benefit of SAI will come from the exploitation of U-Map methodology (European international project) enabling to specify the institutional profiles and possible their typology grouping (important for various kinds of benchmarking). The exploitation of U-Map has been still in a pilot phase in Europe and so the benefit will from this part of the project will be to the high extent mutual in all participating HEIs.

SPANISH HIGHER EDUCATION QUALITY SYSTEM. STUDY PROGRAMS ACCREDITATION

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1. The IQAT Project

The IQAT project, funded under the ERASMUS+ programme, is an ambitious initiative focused on contributing towards the set of up/improvement of internal Quality Assurance systems at beneficiary universities from Kazakhstan and Uzbekistan. The activities are mainly grouped into three main phases: 1) in-depth needs analysis for a comprehensive understanding of the challenges Partner Countries universities are facing in terms of Quality Assurance and related topics; 2) training to beneficiaries to build their capacity in the project area; and 3) institutional diagnosis and definition of the Internal Quality Assurance plan and processes.

Thus, with the aim of supporting Partner Countries Universities, this paper aims at sharing the Spanish experierelated to the adaptation of its Higher Education System to the Bologna reform requirements (with special emphasis on the QA of study programmes). This information will be crucial for the IQAT Project partners, that could exploit this information as good practice and lessons learnt in order for them to establish or improve their Internal Quality Assurance systems and procedures in line with both their national regulations and the European Higher Education Area (EHEA) specifications.

Thus, with the aim of transferring the Spanish good practices, but also the lessons learnt, this paper is focused on providing an overview on how the process on Quality Assurance adaptation was implemented and how the system works now in Spain, with emphasis on the University of Alicante.

2. Quality Assurance in Spain

Quality Assurance processes in Spanish Universities began in the 90s. Before 1970, the concept of higher education assessment was not familiar for the Country; however the last two decades saw many improvements. The first step towards the creation of quality culture in the Spanish Higher Education (HE) system was in 1992, when the Council of Universities started a pilot evaluation program focused on university quality, and in 1995 The Programme for Institutional Assessment of Quality in Universities (PNECU) was approved with the coordination of the Council of Universities, and whose main objective was to improve the quality of universities. The result of such process was a shift towards a more focused quality culture in Spanish universities. Some years later, in 1999, Spain signed the Bologna Declaration, so that the second plan for quality in universities was established in 2001 and consisted in a step forward; we saw the introduction of a key element: the requirement for universities of providing a set of measurable indicators about quality.

The organic Law of Universities (LOU, 2001) and the reform of the LOU (2007) introduced a new legal framework according to the EHEA and, in 2002 the Council of Ministers set up the National Agency for Quality Assessment and Accreditation with the responsibility of providing external quality assurance for the Spanish Higher Education System. Moreover, other regional agencies were created with similar responsibilities, according to the Autonomous Regions' model of State. It is worth underlying that the scope of the evaluation was not only for improvement on voluntary basis, that is why formal consequences in case of lack of quality were also established.

3. The context

Spain is one of the 28 member states of the European Union and member of the Bologna Process. The requirements of the

European Higher Education Area constitute the framework for most of the implementation of the quality issues in the Spanish Higher Education system.

The system has 50 public and 34 private universities (academic year 2015-2016) in 17 autonomous regions and with a total of 1529730 students.

Education in Spain follows a decentralised model, where public universities funding is regional-based, while HE regulation is a competence of the national authorities. In the case of HE, its jurisdiction is distributed between the State, the Autonomous Communities and the Universities; these last ones are considered autonomous in line with the Spanish Constitution.

The Act on Universities 2001 (LOU) introduced the main systems adjustments linked with the Bologna Process. The reform of the LOU (LOMLOU, 2007) made possible for individual HE institutions the implementation of degree programmes fully adapted to the principles established in the Bologna Process. The main aspects of LOMLOU 2007 were the following:

- A substantial increase of universities' autonomy for programs design
- The catalogue of official university programmes disappeared and was replaced by a public register of titles/programmes (the Registry of Universities, Centres and Degrees). In this sense universities will offer undergraduate programmes under directions settled by the government considering broad areas of knowledge.
- The three-cycle structure was introduced: Bachelor (known as Grado) have 240 ECTS (four years of duration, from 2015 it is possible to implement Bachelor degree between 180-240 ECTS, 3-4 years of duration), with some exceptions, Master between 60 and 120 ECTS and Doctorate (3-4 years).

4. The quality assurance system in Spain

The Quality Assurance system in Spain is organised according to a de-centralised structure of the state, where the regional governments have competences in HE, mainly concerning funding public institutions and providing a regional legal framework for HE. Therefore, and according to the Organic University Law approved in 2001 (an overarching legal provision, which also included the regional governments and the universities all over Spain) was created the Spanish Agency for Quality Assurance and Accreditation (ANECA) in 2002, whose competences range at the national level. ANECA contacted the European Association for Quality Assurance in Higher Education (ENQA) to request a review, which was undertaken in 2007. Thus, ENQA appointed a panel of international experts to carry out an external review of the agency. The panel's external report concluded that ANECA was in substantial compliance with the ENQA Membership Regulations and the European Standards and Guidelines for Quality Assurance on Higher Education. It also reported that ANECA's procedures for designing and developing evaluation programmes were commendable. The Board of ENQA "agreed to reconfirm ANECA's full membership of ENQA" in September 2007. After a positive evaluation, in 2012 ANECA was again ratified as an Agency with full rights under ENQA and as a member of the European Quality Assurance Register (EQAR).

Furthermore, as part of this de-centralised system, the same Law permits the creation of QA agencies whose competences range at regional level. Quality Assurance regional agencies have been created in Spain, four of them are ENQA and EQAR; according to the University Law, the Spanish QA system leads to an accreditation decision system programme-based.

In this context, ANECA is playing an active role within the European networks on quality assurance, (ENQA) and accreditation (European Consortium for Accreditation, ECA),

where the exchange of good practices and the benchmarking are essential issues in their agendas.

Furthermore, within Spain, ANECA and the regional agencies networking was established as the natural way of collaboration and acting. To such purpose, a network called REACU was created, with the main objective of looking for ways of co-operation, especially at the technical and methodological level concerning the procedures of the programmes.

The scope of the QA system concerning higher education is a comprehensive one and covers from bachelor to master and doctoral cycles. In Spain there is a sound tradition in doing an evaluation of Doctoral programmes by ANECA, which implies the awarding of a “quality label” linked to financial benefits in terms of scholarships for students, funds for improving facilities and purchasing research infrastructure, etc.

The Quality Assurance system includes a classical approach based upon: a self-evaluation report conducted by the institution, an external review by a peer-panel and the publication of a report including weaknesses and strengths as well as the improvement measures to be implemented.

Generally speaking, the institutions made great efforts to strengthen their self-evaluation procedures during the last ten years and each university has its own quality evaluation technical unit, which centralizes all the issues related to QA and gives a key support to the responsible and staff in charge of the evaluations at university level.

The external reviews are the responsibility of the Quality Assurance agencies and carried out by experts coming from the academic world (peers) and also by experts in quality processes from companies and the industry sector. They act according to the procedures established by the Agency even if in an independent way and according to a code of good practice signed by them

(this includes ethics issues and commitments to avoid mainly any conflict of interest).

In terms of ANECA international perspective, the Spanish National Agency is member of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE) that works at the global level and of the Ibero-American Network of Accreditation Agencies (RIACES) with a significant role at the regional level in Latin America, where ANECA is providing a very fruitful perspective from the European scenario.

5. Accreditation of study programmes in Spain

Even if universities are free to define their study programmes, strict requirements are compulsory before registering a programme, an *ex- ante accreditation* is necessary, and it is formally called *Verification*. A *Follow-Up Procedure* is set and is followed by an *ex-post accreditation* (after four or six years, always after 2 years from the completion of the study programme).

In Spain, all official degrees must pass an ex-ante evaluation process by ANECA in order to be accredited and then introduced in the official study programme register. Royal Decree 1397/2007 regulates this compulsory process.

The process can be summarised as follows:

- The university designs the study plan of the programme and sends it to the Council of Universities for the ex-ante evaluation.
- The Council of Universities sends the study plan to ANECA to begin the assessment process.
- ANECA appoints the members of the panel.
- The panel assesses the study plan according to the criteria set up on the assessment procedure for the ex-ante accreditation of official university degrees and writes the draft evaluation report.
- ANECA sends the draft report to the university in case it wishes to make any observations.

- ANECA analyses the observations presented, writes the accreditation report and sends it to the Council of Universities.
- The Council of Universities checks that the name of the degree is coherent with the study plan and establishes the ex-ante evaluation result (positive or negative).
- The Regional Government and the university are notified of the ex-ante accreditation result.
- If the university appeals the ex-ante evaluation result, the Council of Universities will appoint a different panel for the review, which can either confirm the evaluation or accept the appeal and send it to ANECA.
- ANECA reviews the appeals and sends the final assessment result to the Ministry of Education that will inform the other stakeholders of the process.
- After the Regional Government authorises the degree, it is registered and considered an accredited official degree course.
- The registered degree will be monitored by ANECA and the regional quality agencies until renewal of the accreditation is required.
- Six years after (four years in case of Master programmes) the degree is first registered, an ex-post evaluation is required in order to guarantee that the degree fulfils what was specified in its initial design.

6. Criteria for the accreditation of study programmes

As abovementioned, once a university has decided to offer a degree before admitting students, the university must present a degree project for verification by the Universities Council which requests an assessment report from the Quality Assurance Agency in charge (ANECA or one of the regional Quality Assurance Agencies with such a competence).

ANECA establishes the procedures, protocols and guidebooks for the verification of recognized degree programmes. Also

ANECA must evaluate the proposal for official universities degrees, in accordance with these protocols and verification guides. ANECA has carried out the following measures:

- Publish the evaluation criteria, protocols and procedures.
- Select the experts who form the assessment committees.
- Provide the universities with online facilities for the processing of applications.

According to the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (also updated in 2015¹), in line with the *Dublin Descriptors* and the *National Qualifications Framework* the evaluation criteria are the following:

- DESCRIPTION OF THE DEGREE

Each degree design must include a description that is adequate and consistent with the level and/or academic validity so there is no confusion concerning its content or, where applicable, qualification for professional purposes.

- JUSTIFICATION

Each degree design must be relevant in terms of the corresponding learning and/or research experience, be appropriate to the academic field to which it refers and/or comply with other similar existing studies.

- In the case of the Master's, external equivalents with studies in other countries may be provided.

- In the case of the Master's, justification must be provided for the research, academic or professional orientation of the programme.

- In the case of a Master's with a professional or research orientation, the design must refer to the situation of R+D and innovation in the professional sector.

- OBJECTIVES

The aims of the degree must be relevant and the learning outcomes and competences to be acquired by students and this

¹ http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

must be consistent with those required in order for the degree to be awarded.

– STUDENT ENTRY AND ADMISSION

The degree programme must publicly provide clear and objective information on the different means of entry, admission and new student orientation.

In the case of Master's degrees, in addition to the envisaged entrance exams, clear reference to the body responsible for admissions, together with the applicable procedures and requirements is also requested.

– PROGRAMME CONTENT

The programme of studies must constitute a proposal that has been designed in a coordinated way and takes into consideration the student's dedication within a given period of time.

In the case of a Master's degree with a professional orientation, the approach towards adequate professional practice will be of special importance, as well as collaboration agreements with private enterprise and other institutions for such traineeship period.

– ACADEMIC STAFF

Teaching staff and other support human resources in each degree must be adequate in order for the general aims and competences envisaged in the degree design to be achieved.

– MATERIAL RESOURCES AND SERVICES

Material resources and services that are necessary for the development of the envisaged activities must be adequate for the achievement of the aims and competences of the programme.

– TIMETABLE FOR INTRODUCTION OF THE DEGREE

The process of introducing new degree programs must be planned in terms of a schedule, and there will need to be a mechanism, where applicable, to help support from existing courses to adapt to the new programme of study.

– ANTICIPATED OUTCOMES AND QUANTITATIVE RESULTS

The degree design must include the anticipated outcomes in connection with the degree's efficiency and the general mechanisms for assessing the learning outcomes of the students.

GRADUATION RATE:

The percentage of students who complete the course in the time envisaged in the programme of study (d) or take one year longer (d+1) in relation to their entrant cohort. This gives a measure of overall academic performance.

DROP OUT RATE:

The percentage relation between the total number of students in a new entry cohort who should have obtained the degree the year before who neither registered this year nor the year before. In the case of one year Master's programmes, the following definition shall be applied: percentage relationship between the total number of students in a new entry cohort that should have obtained their degree the previous academic year and that did not enroll in either that academic year or the subsequent one.

EFFICIENCY RATE:

The percentage relation between the total number of credits in the programme of study and the total number of credits in which the group of graduated students in a particular academic year had to enroll in throughout their studies.

– INTERNAL QUALITY ASSURANCE SYSTEM

The degree design must include an internal quality assurance system that assures its control, review and continuous enhancement.

Specify the body or unit in charge of the quality assurance system for the programme of study (structure and composition), together with the internal rules of procedure. Details must be provided in this section on how participation in this body by teaching staff, students, academic managers, support staff and external stakeholders is organized.

Establish how the development of the programme of study is to be reviewed (aims, competences, planning, etc.) through the application of adequate mechanisms and procedures applied periodically for gathering and analyzing information on:

- The quality of the programme and the teaching staff.
- The quality of placement/work experience and mobility programmes.
- Graduate employment and degree satisfaction.
- The satisfaction of the different groups involved (students, academic staff and administration and services staff, etc.) and the attention paid to suggestions and complaints.

Have adequate and systematic mechanisms and procedures for decision- making that ensure the enhancement of the programme of study. These should include:

- The quality of the programme and the teaching staff.
- The quality of placement/work experience and mobility programmes.
- These mechanisms and procedures must at least provide for who is in charge, the way that decisions are made and follow-up of decisions that are made.

Define the criteria that establish the limits whereby the degree is finally suspended. A procedure needs to be established beforehand that describes the system set up to define these criteria in the institution/university, together with its review, approval and periodic updating.

Establish mechanisms to publish the information on the programme of study, its development and outcomes, and for this to be sent to all those involved and/or interested (students, teaching staff, support staff, prospective students, external stakeholders, etc.).

7. Follow-up procedure and Ex-post accreditation

ANECA (and other regional agencies) has developed the so-called follow-up procedures where to check, by non-intrusive

means, that the institution is implementing the study program according to the approved design. The MONITOR program was created by ANECA in order to perform such follow-up.

In addition to this process, the AUDIT programme also helps HEIs to design internal quality assurance systems on a voluntary basis.

Ex-post accreditation (ACREDITA) has been defined to certify that the programme has been accomplished according to the already approved conditions in the ex-ante accreditation process. This is an evaluation process with the result of a positive or negative accreditation.

8. The University of Alicante experience

The University of Alicante, in line with national and European regulations, standards and guidelines, has its own Internal Quality Assurance manual and procedures accredited by the AUDIT programme. The UA Internal QA system is defined and implemented at Centre level. This implies that each University Centre has its own guidelines for internal QA; this means that, even if the different Centres use similar procedures, they may vary slightly depending on each Centre's context and needs. Such Internal QA system is periodically revised and improved when necessary.

In terms of Degrees, all those launched in 2010, the kick off of the Bologna Process implementation, have been reaccredited. And in terms of European masters, also 96% of them has been reaccredited. This clearly shows that the ex-ante and ex-post processes are actually implemented at UA, where, in case of finding any major discrepancy between the Degree proposal (accredited ex-ante) and the actual degree implementation (assessed ex-post, 2 year after the completion of the study programme) such study programme can be finalized.

ENHANCING CAPACITIES IN IMPLEMENTATION OF BOLOGNA PRINCIPLES REFORMS AT INSTITUTIONAL LEVEL AT HEIS IN TWO CENTRAL ASIAN REGIONS – KAZAKHSTAN AND UZBEKISTAN, WITH THE EMPHASIS ON INTERNAL QUALITY ASSURANCE

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Project background

Quality of higher education has been the basic priority of this area development during the last decades in many countries all over the world. In Europe, the Bologna process declared the quality of higher education as one of the major priorities and it has supported quality assurance development through the declarations and communiqués of ministers responsible for higher education approved during their regular meetings [1,2].

In Central Asia region, the quality assurance systems, their mechanisms' developments and the Bologna process type reforms were listed among the Regional and cross-cutting priorities for Joint and Structural projects of the Erasmus+ programme, KA2 – Capacity Building in Higher Education (call for proposals, 2015). The above mentioned motivated the international group of partners to prepare the project responding on the Erasmus + Call and focusing on the regional (Central Asia) as well as the national (Kazakhstan (KZ) and Uzbekistan (UZ)) priorities. The consortium of 5 institutions of Programme countries (Czech Republic (two institutions), Spain, Latvia and Slovakia) and 6 higher education institutions from Partner countries (KZ and UZ) was established based on experience from various kinds of previous collaboration. The aim was to work jointly on the project proposal focused on internal quality assurance systems of higher education institutions in Partner countries of Central

Asia, on implementation of the Bologna process principles in quality assurance domain using U-Map typology and on possible exploitation of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The project proposal titled “Enhancement capacities in implementation of institutional quality assurance systems and typology using Bologna process principles” [3] was submitted in 2015 and it was successful in the competition for the financial support from the Erasmus + programme.

The project objectives

The project proposal formulated the following objectives:

- Mapping the situation in the field of quality assurance in KZ and UZ and their higher education institutions;
- Identification the principles of the Bologna Process relevant for higher education institutions in these countries, interactive training focused on sharing experience among higher education institutions of EU and Partner countries of Central Asia; setting the institutional profiles of KZ and UZ higher education institutions using the U-map methodology;
- Development of internal new/innovative or modified already existing quality assurance systems of KZ and UZ higher education institutions participating in the project. The development of the first drafts of quality assurance systems and piloting phase with the support of site-visits of the expert teams of EU countries and with consultations leading to the final versions of internal quality assurance systems considering the national rules, institutional regulations, and institutional missions (profiles). The overarching idea was the Standards and Guidelines for Quality Assurance in the European Higher Education Area exploitation [4].

In more detail, the intention was to disseminate the Bologna process principles, namely those related quality assurance [1, 2], as

broadly as it would be possible within the Central Asia region in accordance with the priorities in higher education of both Partner countries. The focus of all project's activities was to support the internal quality assurance processes or their elements already functioning at individual higher education institutions. To facilitate this work and to ensure that the basic concept of quality assurance would be kept, the design of profiles of individual partner higher education institutions with the help of the methodology of the European international project U-map (typology/classification) was planned [5].

The teaching and learning seminars organised in Prague intended to share experience of the European higher education institutions with partners from Central Asia and to provide them with practical training at chosen Prague higher education institutions.

The on-site visits of the EU experts at higher education institutions in Central Asia aimed to provide any kind of information and help needed for internal quality assurance systems (or their innovation/modification) development.

The last phase of the project expected the work on final versions of the self-evaluation reports prepared by KZ and UZ higher education institutions and the organisation of three conferences (in Prague, Astana, and Tashkent) being preferably considered as the dissemination activities and the support of the project sustainability.

Project results

The following short summary informs about the all already achieved and expected project's results:

- Mapping the situation in KZ and UZ: Institutional case studies focusing on quality assurance at the institutional level (6 studies), national studies on the situation in quality assurance in

KZ and UZ (2 studies) and the comparative study related both Central Asia countries.

The institutional case studies were elaborated by the EU authors supported with the consultations and with the filled questionnaires provided by the project teams of each KZ and UZ partner higher education institution. The studies have created the important information sources for the project work. Besides the information about quality assurance activities they included the typology of the individual institutions using the U-map methodology [5] modified for the purposes of the relevant country/institution. The important parts of these studies are the detailed analysis of the possibility to use (or already used in reality) the ESG[4], again conveniently modified for the purposes of the individual institution. The comparative studies at the national level (KZ, UZ) and international comparative study (KZ and UZ) focused preferably on quality assurance and possible exploitation of the ESG.

- The teaching/learning courses complemented with practical training and with the possibility to use the paper and/or electronic learning materials (focusing on quality assurance matters) prepared by the EU partners for KZ and UZ participants.

The training seminars took place in Prague (in June/July for KZ higher education institutions, in September for those from UZ). The “theoretical” training consisted from presentations of the EU partners, starting with overview of the Bologna process activities and important ministerial documents related the quality of the European higher education [1, 2], followed with some selected concepts of quality in higher education produced by international experts in this area [6, 7] and with the detailed description of the ESG, its possible use and suggested convenient modifications for the purposes of participated higher education institutions. The representatives of each EU institution presented its own experience with internal quality assurance system developed

within the frame of the national norms and standards in this area. All learning materials as well as all presentations have been freely available on the project website.

The interactive sessions run in small groups composed of project's teams of KZ/UZ higher education institutions and EU partners. The debates focused on how and to what extent to use the ESG in KZ/UZ institutional context, on the possibility to design the institutional profiles using U-map methodology and they concluded with the short presentations of KZ and UZ teams on planning of the quality assurance activities for the coming time-period. The last day of the seminars offered to the KZ and UZ participants the possibility to share the experience in quality matters with the colleagues of Prague higher education institutions.

The seminars enabled to form very good international teams and thus they contributed significantly to the consequent joint work in the project framework.

- First drafts of self-evaluation reports improved during the piloting phase by means of experts' consultations and site-visits of expert EU teams at KZ and UZ higher education institutions.

Each KZ and UZ higher education institution prepared its own plan of work on internal quality assurance including the detailed time-schedule of completion of the individual tasks and expected results. This phase of the project work was supported with continuing consultations provided by the EU partners starting with comments and suggestions related the proposed work-plans.

The site visits of the EU expert teams at KZ and UZ higher education institutions were the further important project milestones. The visits came after the period of work on quality assurance activities at individual KZ and UZ higher education institutions and on preparation of the first drafts of the self-evaluation reports. The EU expert teams visited each of partner higher education institutions with the aim to discuss on site the carried out activities, to provide the (critical) background and comments to the drafts

of self-evaluation reports and to help to prepare the plan of final works in accordance with the project proposal (newly developed parts of the institutional quality assurance systems and the final versions of self-evaluation reports).

The implemented personal meetings were appreciated by both EU and Central Asian's project teams. They contributed significantly to the expected final project results but it is necessary to stress the very important intangible outcomes: The EU teams could see in reality the local higher education institutions, their day-to-day work and equipment, they could meet the leading persons of the institutions as well as the broader teams working on the project's tasks and they were able, at least to some extent, to understand the context, quite different from their national higher education systems. This new knowledge created the space for the detailed debates, consultations and mutual work. The possibility to learn each from another one makes the most important intangible results of the project's work and it would certainly help to the project results sustainability.

- Internal quality assurance systems or their parts developed/improved at each of higher education institutions of KZ and UZ, final self-evaluation reports elaborated at all partner higher education institutions and the study focused on the processes

The project is currently in its last phase.

The remaining project results to be completed will be the descriptive studies produced by the EU expert teams with the complementary parts provided by the KZ and UZ partners. They will explain the strong and weak points/problems of the work on internal quality assurance at KZ and UZ higher education institutions, the needed human and possibly financial capacities required for this work, and the examples of the good practice transferable to other institutions in Central Asia and also on some practices interesting for and exploitable in the EU countries. These studies will be available for the interested public also beyond

the project lifetime and they will present another considerable contribution to the project sustainability.

The new elements of the internal quality assurance systems will be finalised and the final self-evaluation reports elaborated. These basic project results would be beneficial namely for the KZ and UZ higher education institutions. The information related the internal quality assurance systems will be public while the extent of publicity of the final self-evaluation reports will be left on the decision of the top management of the higher education institutions (the personal data and/or some sensitive data).

The dissemination activities related the project as such, as well as those related to the project outcomes belong to the important results. Let's mention just the final conferences of the project which will take place in Prague, Astana, and Tashkent. It means that the project outcomes will be disseminated in the EU countries, in both KZ and UZ and hopefully also broader in Central Asia. The project website will be maintained beyond the project lifetime and it will enable to use the project outcomes for all higher education institutions and/or individuals interested in them.

Conclusion

The project proposal preparation was very demanding and the competition for its support from the EU funds was highly selective. In spite of that, even during the work on the project proposal the EU-Central Asia team has been developed and the friendly contacts established.

The implementation of the EU experience, U-map typology, Bologna process principles and namely the exploitation of the ESG in the internal quality assurance systems of KZ and UZ higher education institutions will certainly contribute to the quality of higher education in these countries but perhaps also more broadly in Central Asia.

The tangible project outcomes – institutional, national and comparative studies related KZ and UZ higher education and quality assurance, teaching and training materials, new elements of internal quality assurance of KZ and UZ higher education institutions and relevant self-evaluation reports and the descriptive studies on the whole process of internal quality assurance development will compose the basic tangible outcome available to all interested public during and beyond the project lifetime.

The possibility to learn each from another one among EU and Central Asia partners and to be involved into the quite different education and cultural contexts of the EU and Central Asia countries can be considered as the most important project's intangible outcomes.

The partnership established during the work on the project tasks will create the excellent conditions for further collaboration and together with the available project's results it will assure the project sustainability.

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PRACTICE OF IMPLEMENTATION OF EUROPEAN STANDARDS IN THE EDUCATIONAL PROCESS: WITH THE EXAMPLE OF TASHKENT CHEMICAL-TECHNOLOGICAL INSTITUTE

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Higher education, research and innovation play a crucial role in supporting social cohesion, economic growth and global competitiveness. Given the desire for European societies to become increasingly knowledge-based, higher education is an essential component of socio-economic and cultural development. At the same time, an increasing demand for skills and competences requires higher education to respond in new ways.²

Erasmus+ program of the European Union plays an important role in development of educational system, through sharing experience of European and World scientists. “IQAT: Enhancing capacities in implementation of institutional quality assurance systems and typology using bologna process principles” created a wide range opportunities to learn and share the leading experience of developed countries for several higher educational institutions of Uzbekistan, including Tashkent chemical-technological institute. Within this thesis the author tried to disseminate their experience in the framework of IQAT project.

European experience in the field of quality assurance in universities were studied and developed reasonable recommendations for the implementation of tools of European

² Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).(2015). Brussels, Belgium.

standards to improve the quality of higher education at the institutional level. The comprehension and generalization of the accumulated experience of the transformations taking place in the educational sphere of Uzbekistan and foreign countries, and the formation of the scientific and methodological foundations of the system of innovative management of higher educational institution.

Demonstration of the Implementation of European standards principles and tools for quality assurance at the level of higher education institution in Uzbekistan that meet the modern requirements is considered as main task of the thesis.

In the framework of the research, the regulatory and legal acts and legislations of foreign countries and Uzbekistan in the field of quality assurance had been studied. Based on the accumulated experience, research and test results, a model is developed as a quality assurance tool. In the implementation of the model in the university it was decided to focus the university on certain quality improvement tools. The Tashkent chemical-technological institute focused its attention on carrying out self-evaluation, developing links with research institutes, manufacturing enterprises, and developing an information management system for the educational process.

The subject of the research is the development of the potential of the institute in issues related to modern strategies and tools for quality assurance, which serves to raise the ranking, attract students and external stakeholders in the implementation of quality assurance work at the institute, development of recommendations for improving the quality assurance system and self-assessment of higher education institution.

In a number of key documents aimed at reforming the education system in the Republic of Uzbekistan (further RUz) we may list the followings: Acts "On Education" and "On national program for personnel training", Presidential resolutions of the

RUz "On Measures to strengthen the material and technical base of Higher Education institutions and improve the quality of training of highly qualified specialists" and "On measures to improve the system of studying foreign languages", "On measures to further improve the system of retraining and advanced training of leading and pedagogical staff of higher educational institutions", Resolutions of the Cabinet of Ministers of the RUz "On measures to further improve the system of retraining and advanced training of pedagogical staff of higher educational institutions" and "On the introduction of a rating system for higher educational institutions of the Republic" are considered as main legislative base which regulate the educational system of Uzbekistan.

As a last and very significant reform in Uzbekistan higher education system, it should be noted that the Presidential Decree #PP-2909 "On further development of higher educational system" from April 20, 2017 was an important factor and started the new era of the education development.

The presidential decree envisages a radical improvement of the system of higher education, a radical revision of the content of training in accordance with the priority tasks of the country's social and economic development, providing the necessary conditions for training specialists with higher education at the level of international standards. Development of educational programs using the advanced experience of developed countries, training and retraining personnel abroad, and involvement leading foreign specialists into educational process and others consist the main aspects of the Decree.

One of the cardinal changes which the decree means is the organization of the Inspection of quality control of education under the Cabinet of Ministers. In the past the only department was responsible for the quality assurance.

It is important to note that the State Program for the implementation of the "Development Strategy for the five priority

directions of the RUz in 2017-2021" approved by the Presidential Decree UP-4947 of February 7, 2017 was adopted. The fourth direction of this document, where special attention is paid to the priority tasks of social spheres, including state youth policy and education as well³.

I'd like to mention that the aims and purposes, tasks of the IQAT project meet the requirements of the reforms. Tashkent chemical-technological institute's team took part in the IQAT project with a great interest and tried to complete the tasks in a high level in order to reach the expected results.

Working group was formed under the main management of the Institute's rector, including two vice-rectors, three administrative departments like as education, monitoring and internal control, international as well. Experienced staff of five educational divisions (from all 25) were involved into the project. The large scale occupation of the projects team served in implementation, distribution and dissemination of the project results.

This thesis demonstrates the experience of the Tashkent chemical – technological institute within the self evaluation process.

Subject areas of evaluation and major activities carried out

The role of quality assurance is crucial in supporting higher education systems and institutions in responding to these changes while ensuring the qualifications achieved by students and their experience of higher education remain at the forefront of institutional missions. A key goal of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders.

³ «Development Strategy for the five priority directions of the RUz in 2017-2021» approved by the Presidential Decree UP-4947 of February 7, 2017;

The ESG are used by institutions and quality assurance agencies as a reference document for internal and external quality assurance systems in higher education. Moreover, they are used by the European Quality Assurance Register (EQAR), which is responsible for the register of quality assurance agencies that comply with the ESG. In order to complete the process of self-evaluation, the official decree of the Institute's Rector was announced which include the main steps. The decree served to involve large scale employees and students into the evaluation procedure and to improve its effectiveness. Five main areas were chosen to provide self-evaluation procedure (Table-1).

Table - 1

Activities	Relevance in ESG
Evaluation of the study program by students;	ESG 1.3 Student-centered learning, teaching and assessment;
Evaluation the teaching quality of teachers by other colleague through mutual visiting;	ESG 1.5 Teaching staff;
Evaluation of graduates by external stakeholders;	ESG 1.8 Public information;
Improving the visibility and attractiveness of the web-site;	ESG 1.9 On-going monitoring and periodic review of programmes.

The method used for evaluation of selected activities. Several sociologic methods like as questionnaire between students, questionnaire between representatives of industrial companies, content analysis of legal documents, statistical and empirical data of the institute, mutual visiting were used to assess while providing the self-evaluation process.

Evaluation of study program by students. Students' survey's questions have been prepared with strong collaboration of IQAT project partners. Thanks to Latvian and Czech colleagues for

deeply help and cooperation. The questionnaire is oriented to evaluate the study program by the students, and it includes 3 parts with 5 questions each, and 3 other questions. The answers of the respondents were collected and analyzed. Separately results of 18 questions of the survey was shown separately. Better to note that questionnaire consisted 4 parts, every 5 questions formed one group of quality. For instance 1-5 questions gave the results about the resources, next 6-10 questions about the process, 11-15 questions about the results. The last 3 questions were oriented to identify the self satisfaction of students from studying at the institute. Totally 18 questions are aimed to assess the resources, process and results. The survey is anonymous and it is available in the University information system. Graduates are asked to fill the survey. Students were asked to evaluate materials, equipment and organisation of study process and gained study results (Table-2).

Table-2. Characteristics of students' questionnaire

General	Resources	Process	Results
In general I am satisfied with the choice of this study program	Studies have appropriate material technical backup	In general satisfactory offer, contents and sequence of study courses in the study program	I acquired good theoretical and practical knowledge in my studies
Degree of difficulty of the study program was adequate for me	Responsive and available administrate staff	The use of electronic educational and methodical complexes in conducting classes	During my studies I developed ability to take complex decisions evaluating information critically

General	Resources	Process	Results
Study program prepared me for further carrier development	Relevant resources offered by library	The necessary information on study process easily available	During my studies I upgraded my communication skills
	Good organization of study activities	Opportunities for international experience offered by TCTI were sufficient	I developed skills to apply my knowledge in practical activity

Distribution

The TCTI team paid more attention to attract as more as possible respondents in survey procedure. In order to involve more respondents and reaching the free access, student's survey was distributed in three ways: online through web-site, facebook, telegram messenger and filling papers during the classes as well. The announcement about the on going questionnaire was distributed between students of all the faculties and placed in the news list of the TCTI official web site, facebook account and telegram messenger. It's important to mention that the logo of IQAT project was used as link button, in announcements, news list of TCTI web page. More than 3000 students and staff from all four faculties have been informed about the on-going survey within IQAT project. Total 223 students especially higher years of students took part in the survey and asked to assess the program. The link of the students survey was established in the official web site of the institute (www.tkti.uz).

The results of the students' survey shows the general analysis of the questionnaire. It is seen the share of the positive and negative answers of the respondents. Taking into account that more than 76,5% agreed with the all process and criteria, it may be considered that the questions had been chosen well, and it

presented current challenges. The only aspect, which we should pay attention is that 66,6% respondents consider the material technical backup is positive, only 27,9% of them are completely and rather disagree with it (Diagrams-1-2).

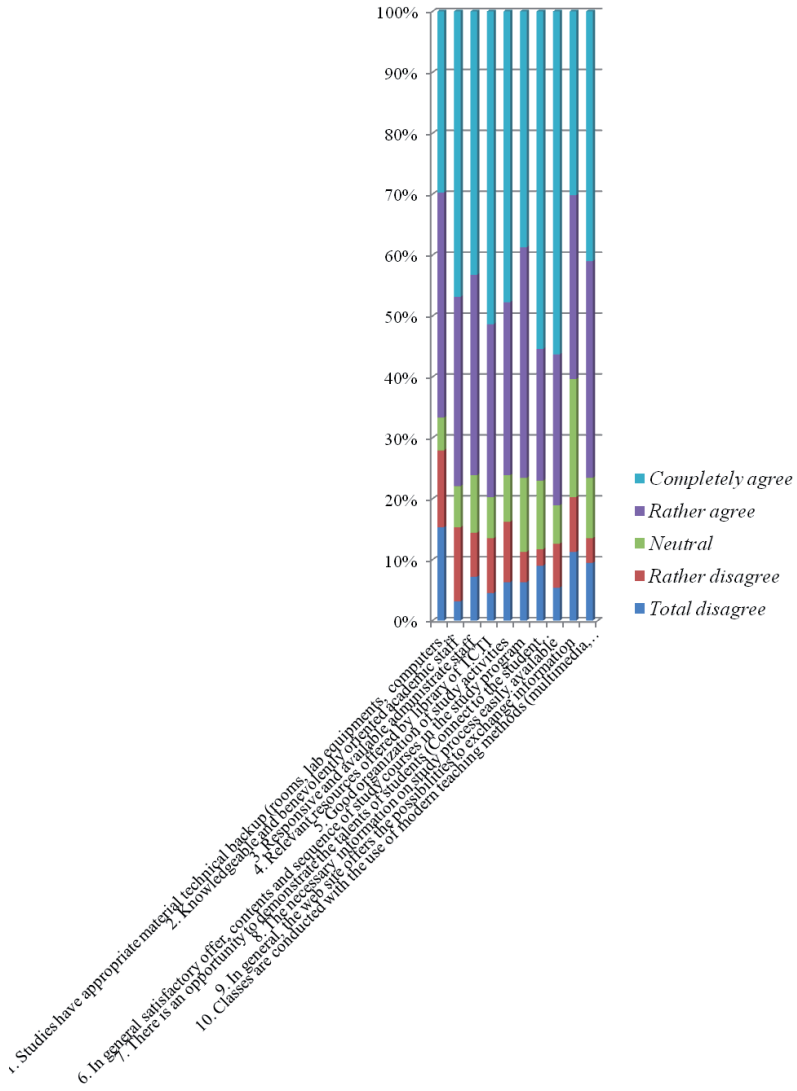


Diagram 1. Results of Students' questionnaire

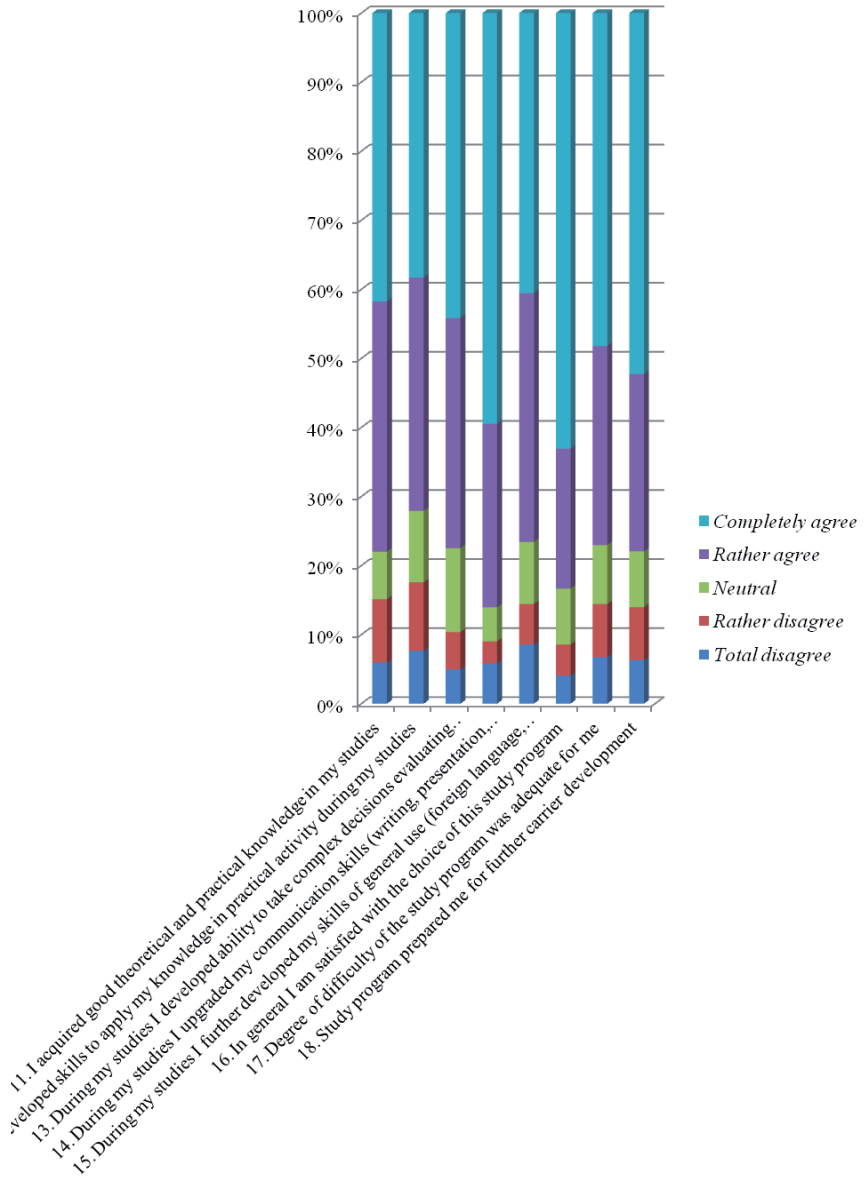


Diagram 2. Results of Students' questionnaire

Evaluation by external stakeholders.

Evaluation process was organized as a survey by the representatives of industrial companies where majority graduates of Tashkent chemical-technological institute were employed. The questions of the survey were developed in three languages taking into account the specialization and national cultural aspects of the institute. The representatives were asked to evaluate the knowledge and skills of the graduates of Tashkent chemical technological institute and relationship between company and institute. At the end of the survey, recommendations on improving the quality of graduates and relationship were kindly asked. The proposal of the questionnaire is as following. It includes 4 parts, like as evaluation of graduates – 12 questions, about changes for the last years, relationship with institute and recommendations. The survey was provided online and paper version. The link of the survey was established in the official web site of the institute (www.tkti.uz) <https://goo.gl/forms/0392EkrKdXY1yamv1>.

The respondents involved into the process. Seven main companies were chosen to be involved into evaluation process. While selecting the companies to involve into survey, more attention was paid to the ones where mostly graduates of Tashkent chemical-technological institute work and complete joint research projects. Total 114 respondents from all 7 industrial companies like as the leading company in refining of gas and production of gas products, production of soda, production of sugar products, production of dried and wet fruits took part in the survey.

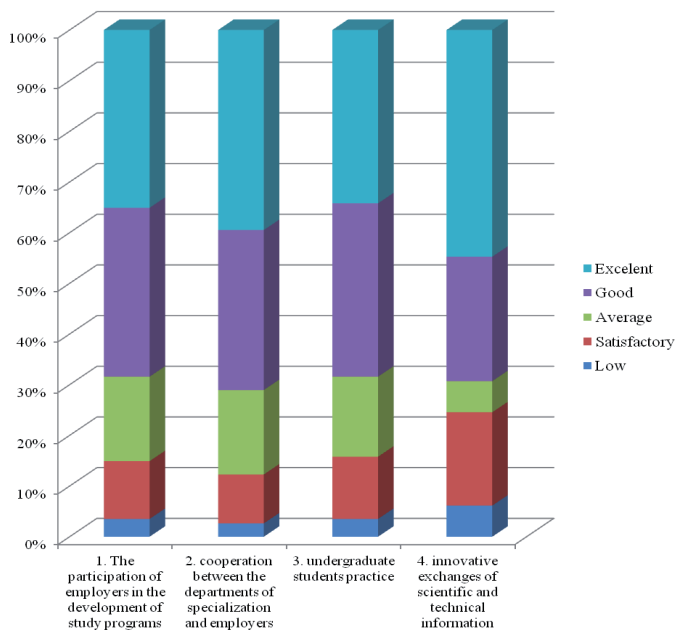


Diagram-3. Results of the evaluation by external stakeholders

CONCLUSIONS.

The main potential of innovative development of Uzbekistan is concentrated in higher educational institutions and its level is directly determined by the quality of higher education, therefore one of the main directions of modernization of education in Uzbekistan is the development of variational models for quality management of higher education.

Analyzing the essential characteristics and determining the quality of education of partners universities, we can come to the conclusion that the quality of education is a multidimensional, complex concept that is determined by the consensus of all stakeholders on the harmonization of requirements, is described through a system of value-oriented, objective, content,

organizational and other properties that are correlated with social norms.

We define the quality of education as the degree of conformity of the educational system not only to the requirements of standards and normative documents, but also to the requirements of consumers of all categories. It is an integral characteristic and result of the educational system.

European experience in the field of quality assurance in universities was studied and developed reasonable recommendations for the implementation of tools of European standards and guidelines to improve the quality of higher education at the institutional level. The comprehended and generalized of the accumulated experience of the transformations taking place in the educational sphere of Uzbekistan and foreign countries, and the formed the scientific and methodological foundations of the system of innovative management of higher educational institution.

Implemented the modern models and tools for quality assurance at the institutional level that slightly met the requirements of ESG for quality assurance in higher education.

In the framework of this thesis, regulatory and legal acts and legislations in the field of quality assurance, the quality assurance model of various European universities were studied. Based on the accumulated experience, research and test results, a model was developed as a quality assurance tool. In the implementation of the model in the university it was decided to focus the university on certain quality improvement tools. The Tashkent chemical-technological institute focused its attention on carrying out self-assessment, developing links with research institutes, manufacturing enterprises, and developing an information management system for the educational process.

The implementation of ESG principles may serve to develop the potential of the institute in issues related to modern strategies

and tools for quality assurance, which serves to raise the ranking, attract students and external partners in the implementation of quality assurance work in universities, developed recommendations for improving the quality assurance system and self-assessment of higher education institution.

Internal quality assurance is one of the major elements of the education administration process that faculties and institutions in higher education have to perform systematically and continuously. As a result, Tashkent chemical technological institute was to prepare a report that assesses the educational quality internally. Thus the internal quality assurance was to audit and assess the practice of faculties and units of the institute according to the system and mechanism established by the institution by analysing and comparing the results based on indicators of all quality components according to predetermined criteria and standards. Higher education stakeholders should be seen as one of the most important elements in the internal quality assurance of the institute, therefore special mechanisms should be established to make them pro-active participants of the internal quality assurance.

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INTERNAL QUALITY ASSURANCE SYSTEM AT THE CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

JIRI HEJKRLIK, MICHAELA GARGULAKOVA

The emphasis on the shift from the external quality assurance to the internal quality assurance in the Czech Republic has started only recently with the adoption of the new Higher Educational Law in July 2016. The new law gives to all HEIs much bigger autonomy in terms of managing their study programs without the need of external accreditation from the National Accreditation Authority. However, the important precondition of such autonomy is the reliable, efficient and externally approved system of internal quality assurance at each HEIs.

Czech University of Life Sciences Prague has started with this process in 2016. In the same year, the university-wide Board for Internal Quality assurance has been formed. In 2017 the Board approved the first version of the Rules for internal quality assurance. The additional documents specifying standards of quality for various units of the university and for various procedures, including the design and monitoring of study programs are being prepared in 2017. The whole system is built on ESG requirements and all ESG requirements are incorporated into CULS system at different levels. But, in the heart of CULS system is the procedure and internal quality standards for evaluation and improvements of individual study programs and their learning outcomes in the study area of agriculture and forestry. The whole system will be finished by the end of 2017 and in 2018 submitted for the external evaluation and recognition by the National Accreditation Authority and Ministry of Education, Youth and Sports of the Czech Republic.

CONTROL OF THE INTERNAL QUALITY SYSTEM OF KARAGANDA STATE TECHNICAL UNIVERSITY AND ITS MONITORING

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The quality management system of RSE on REM «Karaganda State Technical University» was established pursuant to the order of the rector of 29.08.2003 number 724a and the order of the Minister of Education and Science of the Republic of Kazakhstan of 10.02.2003 No. 822.

- The quality management system of KSTU is developed and implemented in accordance with the requirements of MS ISO 9001: 2008 for the purpose of [1]:

- Demonstrating the KSTU ability to consistently provide educational services that meet the requirements of the standard educational rules and state compulsory standards of higher professional education and the requirements of consumers;

- Increasing satisfaction of consumers through effective use of the system, including processes of continual improvement of the system and ensuring compliance with the requirements of consumers and state compulsory standards.

Background for establishing QMS of KSTU:

a) internal:

- improving the conditions of professional, social, ethical training of students by reducing the variability of the QMS processes;

- increasing the responsibility of all employees of the university for the quality of education;

- non-production costs decrease;

- improved culture, infrastructure and operating environment of high school;

b) external:

- the university's competitiveness in domestic and foreign markets of educational services;
- increase in the rating of university and its programs;
- increase in satisfaction of all consumers with educational services;
- continuous improvement of the university processes.

The scope of the QMS extends to educational activities for the training of personnel with higher professional education (bachelor, master and doctor Ph.D) in accordance with state educational standards of higher professional education in the specialties and areas in accordance with the field of licensing and state accreditation.

The KSTU Quality Management System is a set of interrelated and interacting elements (processes) for the development of policies and objectives, and the achievement of these goals for the management and management of the institution in relation to the quality of educational services, processes and the system itself.

The quality management system of KSTU is based on the process approach. There are 19 processes identified, 6 of which are basic (for the lifecycle of educational services), the rest are auxiliary. For each of the processes, the «owner» (leader) of the process and its owner are established. The «master» of the process ensures its implementation, monitors its effectiveness and effectiveness. The «owner» of the process - draws up the process in the form of a document, establishes control estimates, manages the process, is responsible for its condition, conducts inspections.

A corporate standard or process map has been developed for each of the processes, the methods necessary to ensure the effectiveness, implementation and management of these processes are developed, the resources and information necessary to support these processes are monitored, monitored, measured and analyzed, measures taken To achieve the planned results and continuously improve these processes. To record the results of monitoring and

analysis of the processes in the departments, the forms of records were developed [2].

KSTU QMS documentation includes:

-documented statements of policy and objectives in the field of quality;

- quality guideline;

- documented procedures;

- documents necessary for KSTU to ensure effective planning, implementation and management of the processes;

- records required.

The KSTU QMS in accordance with the requirements of MS ISO 9001:2008 has established, documented, implemented and maintains six documented procedures:

-document management;

- records management;

- internal audits;

- control of nonconforming product;

- corrective actions;

- preventive action.

In view of the complexity of the processes taking place in the university, in addition to the mandatory procedures established by the requirements of ISO 9001: 2000, the following documented procedures have been implemented in KSTU for implementation and functioning of QMS:

-data analysis. Continuous improvement of the quality management system;

-personnel management;

-procurement management.

Types of activities (processes), functions and tasks of the quality management system of KSTU are presented in Figure 1.

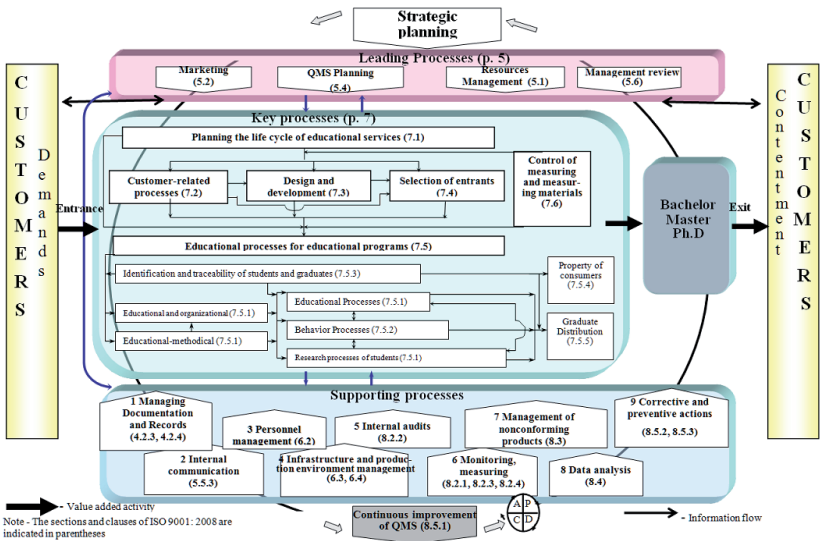


Figure 1 - Process Map of KSTU

On June 30, 2004, KSTU was the first among the universities in the Republic of Kazakhstan successfully pass a certification audit for compliance of the quality management system with the requirements of the international standard ISO 9001-2000 and received certificates of compliance of the association for certification «Russian Register» and IQNet (International Certification Network), which are recognized in 33 countries of the world.

But successful work of any university is impossible without constant improvement of its activity on improvement of quality of educational, scientific, information and other services.

The quality assurance mechanisms used by higher education institutions under the supervision of competent authorities should serve as a guarantee of the quality of education. The application of the European standards for the quality assurance of higher education, developed within the framework of the Bologna reforms, implies the creation of an appropriate system of internal

quality assurance in the university. This system will serve as the basis for a next external assessment of the quality of education at the national and international levels.

Since 2016, Karaganda State Technical University has been implementing the project «Capacity Building in Implementing Institutional Quality Assurance Systems and the Typology Using the Principles of the Bologna Process - IQAT», aimed at addressing the urgent problem of education in higher education institutions. Ensuring the quality of education is one of the most pressing and multifaceted problems of higher education, which in the context of globalization acquires the character of a worldwide trend. Consistent and purposeful work in this direction of educational institutions, state and organizations engaged in quality assurance is traced in the evolution of systems for assessing the quality of higher education, and is reflected in the diversity of approaches, functions, objectives, principles, forms, and methods for assessing the quality assurance system of education.

The use of the experience of the European countries included in the IQAT project is based on their different experience in the formation of internal quality assurance systems.

One of the most useful recommendations proposed by European experts in the study of the KSTU profile (monitoring) are:

1. Application of U-map methodology. The U-map methodology is an experimental European methodology that allows developing institutional profiles, taking into account grouped institutional actions, and demonstrating in practice the diversification of the higher education system, taking into account the internal structure of the institution and its orientation.

2. Develop and implement an updated Regulation on the internal quality system of education in accordance with the Standards and Guidelines for the Quality Assurance of Higher

Education in the European Higher Education Area (ESG) and the principles of the Bologna Process.

The internal quality assurance system of KSTU, developed in the form of «cutting» (accounting of all national laws and strategies, as well as existing QMS), and typology of the university will be the main result of the project.

Internal quality assurance systems affect all activities (training, research and «third mission») of HEIs and thus the impact of development, innovation and modifications of these systems will significantly affect the HEI and their academic and non-teaching staff. The main impact throughout the life of the project will concern the members of the project team of participating universities. Since processes will require the support of the main and middle levels of university management, various quality reviews among employees during the creation of quality assurance systems (description of the internal quality assurance systems of the university will be produced, the experiment stage will be supported by the project groups of partner countries' universities, the faculty Staff and other staff of partner countries' universities are ready to cooperate), the debate between employees and students with experts from the project countries during visits (opportunities for travel, self-reports will be drawn up on time, communications between partner countries and project countries will be supported), many of them will be affected by project implementation activities (local level).

A well-functioning internal quality assurance system requires cooperation with other HEIs and external partners, preferably potential employers for graduates and other potential stakeholders of the institution's actions. Thus, the participation of partner countries' universities will be based on their openness to partnership and society, while using their participation in various national organizations using ESG and supported by project partners [3].

Thus, KSTU will have a tremendous experience in the development of methodology and the use of European methods, since it will create a variety of profiles and compare themselves (to use a comparative analysis) with similar groups of typology (national level).

The process of internal quality assurance systems of KSTU will be accompanied by the involvement of external stakeholders (employers), students and international partners. The developed pilot project of the internal quality assurance system of KSTU will be implemented on an experimental basis. The main results of the pilot implementation will be made in the form of reports on the self-assessment of the faculties and structural units of the university.

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2 Spitsnadel V.N. Quality systems (in accordance with international standards ISO 9000: Training aids. - St. Petersburg: Publishing house «Business Press», 2000.-336 p.

3 Enhancing capacities in implementation of institutional quality assurance systems and typology using Bologna process principles/IQAT. Detailed description of the project.

GUARANTEE OF QUALITY ASSURANCE OF THE EDUCATIONAL SERVICES IN JSC "S.SEIFULLIN KATU": PRESENT AND FUTURE

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One of the main strategic goals of the state policy of the Republic of Kazakhstan in the field of education is to improve the quality of education, its accessibility and compliance with modern requirements and trends. This becomes particularly important in the conditions of humanization and humanitarization of higher education [1]. The development of higher and postgraduate education in the Republic of Kazakhstan after independence has undergone a number of changes, which can be conditionally divided into four stages:

The first stage is the stage of development and formation (1991-1998) - the formation of the regulatory and legal framework for higher education, the creation of a competitive environment and conditions for the development of non-state HEIs;

The second stage is the stage of development of integration into the international educational space (1999-2010) - new approaches have been introduced in the formation of the contingent of students, transition to a three-level system of training personnel, expanding academic freedom and introducing the principles as a whole of the Bologna process;

The third stage is the stage of the implementation of the parameters of the European space (2011-2015) - a new classification of universities was introduced, which determined the relationship between the implementation of educational programs and the research activities of universities;

The fourth stage is the stage of modernity. The main direction of the development of education is the introduction of triages and the development of a mechanism for giving autonomy to

higher education institutions and ensuring external and internal guarantees for the provision of educational services on the basis of monitoring external influences, possible threats and risks.

The most important task of the National Doctrine of Education Development in the Republic of Kazakhstan is to ensure the integration of the Kazakhstani education system into the world educational space, taking into account domestic experience and traditions.

One of the forms of such a transition was the entry of the universities of the Republic of Kazakhstan into the Bologna process, whose structural reforms are the mechanism for building a European education space that preserves the richness of culture, the diversity of its national types while simultaneously achieving their comparability [2].

The Bologna Process is a directed activity in which information flows, human resources seamlessly move among states without distinguishing borders and is an ongoing dialogue between education systems of countries aimed at finding new forms, methods of methods in education with the purpose of creating a unified educational space.

The accession of Kazakhstan to the Bologna process is a historical event and provides the basis for the modernization of the national system of higher professional education. At the same time, the participation of Kazakhstan in the formation of a common European space is one of the mechanisms for the internationalization of the system of higher education.

Cooperation and integration into the world educational space is one of the main aspects of the policy of Kazakhstan and development of the foreign policy of the country [3].

One of the principles of the Bologna Process is the external and internal provision of quality assurance based on ESG standards. Ensuring the quality of education is not only a strategic goal on a national scale, but also the task of every higher educational

institution. "Quality in the educational process" is a concept that is not subject to accurate measurement and does not have a unit of measurement.

Quality assurance is an important element, supporting educational systems and universities in implementing these changes, while at the same time ensuring that the qualifications received by students and their education remain at the head of the mission and strategy of universities. The main objective of the ESG Standards is to contribute to a common understanding of the quality assurance of learning among the participants in the educational process. ESG standards should play an important role in the development of national and international quality assurance systems and in international cooperation. Involvement in quality assurance processes, especially external guarantees, allows European higher education systems to demonstrate quality and increase transparency, thus contributing to mutual trust, recognition of qualifications, programs and other types of education.

In JSC "S.Seifullin KATU", the implementation of external quality assurance guarantees based on ESG standards and Bologna process principles is carried out through the procedures of official confirmation of compliance of the services provided to the established criteria and indicators (standard) with international, institutional and specialized accreditation, strategic planning, monitoring of indicators And achievements, the development of a quality management system, the continuous monitoring of educational programs based on a survey of students, about Faculty, teaching staff, employers and by regulating internal processes.

JSC "S.Seifullin KATU" ensures the passage of institutional and specialized accreditation for positioning the civil society, that the university seeks to demonstrate its commitment to the quality of the provided educational services, ensuring the competitiveness of the provided educational services on the domestic and foreign

markets, conducting an independent evaluation of the university's ongoing educational programs And recommendations for its improvement on the ongoing changes in the labor market.

Currently, JSC "S.Seifullin KATU" provides educational services on three levels of bachelor's, master's, doctoral studies on 89 educational programs that are accredited by an independent accreditation and rating agency that is included in the register of accreditation agencies of the Republic of Kazakhstan and is a full member of the European Association for Quality assurance in higher education (The European Association for Quality Assurance in Higher Education - ENQA).

JSC "S.Seifullin KATU" for external evaluation of guaranteeing the quality of provided services annually participates in the competition of educational programs in international and national rankings and over the past three years has achieved the following results.

In 2015, among 40 universities in Kazakhstan, who took part in the rating of the Independent Accreditation and Rating Agency, took the fifth place, and among agrotechnical (agricultural) universities took the first place. Educational programs of the University occupy 12 first places, 8 second places, 10 third places. Of the faculty members of the 19 participants participating in the competition, they entered the TOP-50 of the best teachers of universities of the Republic of Kazakhstan.

In the direction of "Agricultural Sciences" the University took the 2 nd place, and among the educational programs 9 first places, 21 second places, 16 third places in 2016.

In the direction of "Agricultural Sciences" the University took 2 nd place, "Veterinary" - 2 place, "Art" -5 place, "Engineering" - 7 place, "Economy and business" - 6 place in 2017. Among the educational programs 24 first places, 18 second places and 7 third places.

The standards of external and internal quality assurance guarantees the implementation of strategic planning of the activities of the educational services provided. In the JSC "S.Seifullin KATU" planning realization is carried out in 3 stages:

1. The strategic level assumes acceptance of the mission, management, strategy of JSC "S.Seifullin KATU" for a ten-year period;

2. The detailed level assumes the adoption of a detailed KATU Development Program for a five-year period;

3. The operational level provides for the adoption and monitoring of the annual Plan - activities for the implementation of the strategy of "S.Seifullin KATU".

Monitoring of the provided educational services and the quality of the content of educational programs with the requirements of consumers is one of the most important tasks of external and internal guarantees of quality assurance, according to which the information space itself changes, as the efficiency, objectivity and availability of information increase. Therefore, the purpose of monitoring is to quickly identify all the changes that are taking place in the sphere of education. Obtained objective data are the basis for making managerial decisions. When organizing a system of pedagogical monitoring, both objective and subjective difficulties and obstacles can arise. It is necessary to take into account: the quality of the methods used, the preparedness of specialists, the possibility of improving their professional skills. These factors should not be forgotten, moreover, it is necessary to minimize negative impacts, to take into account possible problems [4].

In JSC "S.Seifullin KATU", an automated system "Quality indicators of faculties" was introduced for internal quality assurance guarantees. This online program allows you to see a complete picture of each of the faculties and develop recommendations for improving and developing the unit. To

compile an integrated picture, we identified 6 main resources that provide and "nourish" the learning process:

1. Determination of the level of knowledge of incoming entrants, which affects the assimilability of the students (average score of UNT, CTA);

2. Qualified faculty is one of the main resources providing educational services and ensuring the quality of the learning process through the following most important indicators: a) the proportion of faculty with academic degrees; B) the proportion of faculty members that publish scientific articles in journals with a high impact factor included in the database in Thomson, Scopus; C) the proportion of faculty using innovative technologies and teaching methods.

3. The proper (relevant) material and technical base for the implementation of educational programs to the following main indicators: a) the equipment of laboratories, specialized audiences with equipment; b) the presence in the educational and scientific process of instruments and equipment used in production.

4. Proper educational and methodological support of educational programs through the following criteria: a) introduction of innovations in the educational process; B) provision of courses for educational programs with educational and methodical literature.

5. Availability of appropriate information resources on the following indicators: a) availability of software products used in production; B) the sufficiency of the computer fund;

6. Social support for students on the following indicators: a) the provision of students with an accommodation; B) the involvement of students and teachers in public life;

7. Internal evaluation of learning outcomes through the ranking of educational programs on academic achievement and GPA scores of students in three levels. The ranking results for the last three years are shown in Figure 1.

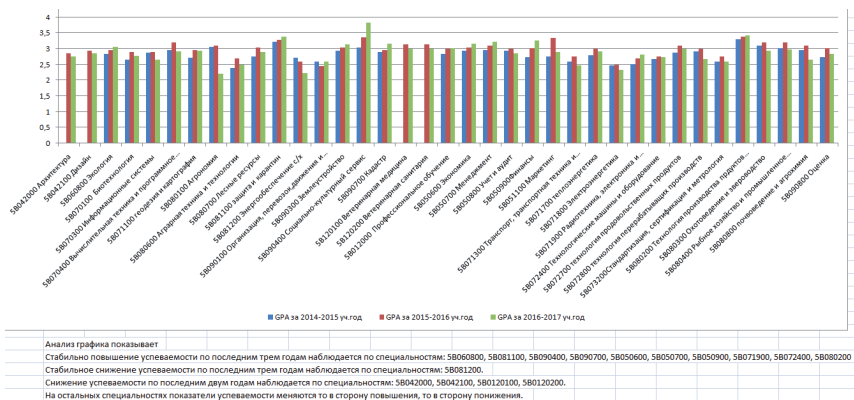


Figure 1- Ranking of educational programs for GPA scores of students

In the 2016-2017 school year, in the framework of the Erasmus + project "Enhancing capacities in implementation of institutional quality assurance systems and typology using Bologna process principles" (IQAT), based on U-mapping methodology and its possible adaptation to the needs of partners, the following indicators:

Teaching and learning profile -

1. Levels of training (number of graduates / BSc, MSc, PhD students): - Bachelor students; - Master students; - PhD students.

2. Number of educational programs (variety of disciplines, number of elective disciplines)

3. Fee for education

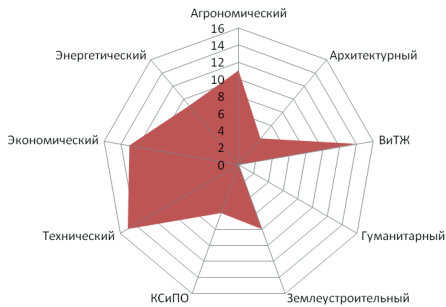
Teaching and learning profile: 1. levels of study: the number of graduates of Bachelor programs.

Teaching and learning profile: 1. levels of study: the number of graduates of Master programs.

Teaching and learning profile: 1. levels of study: the number of graduates of PhD programs.

Teaching and Learning Profile: 2. Number of educational programs (variety of disciplines, number of elective disciplines)

Количество образовательных программ



Teaching and Learning Profile: 2. Fee for education

Measurements and indicators U-mapping: profile of students

(number of students)

U-mapping measurements and indicators:

Participation in scientific research:

1. Peer-reviewed scientific publications:

With impact factor

- in the publications of Russian Scientific Citation Index (RSCI)

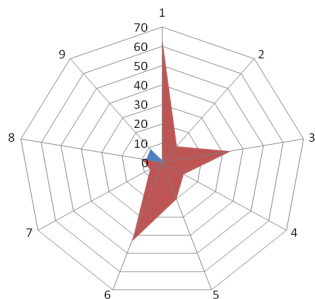
- in the publications of KSSON

2. Number of trained doctors (PhD)

3. Research expenditures (Funded research projects, in KZT)

Measurements and indicators U-map International orientation

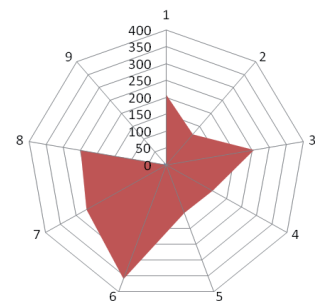
Международная направленность



■ факультеты ■ Международная направленность:

Measurements and indicators U-mapping Regional interaction

Региональное взаимодействие



■ факультеты ■ Региональное взаимодействие:

Advantages of U-Mapping

- Participation in U-Mapping allows the university to compare itself with more than 300 leading universities in Europe and on the basis of this information to adjust decisions about its development.
- Profile of the university on the project site.
- Periodic studies on trends in higher education based on the data of U-Mapping
- U-Mapping allows the university to increase its international recognition and competitiveness on the basis of comparing itself with other universities in specific areas.

Through the application of the U-Mapping methodology, the university can receive information about new trends in higher education, on the basis of their correction and make decisions about its development.

In conclusion, based on the analysis of the current state of external and internal quality assurance guarantees in JSC "S.Seifullin KATU", the services provided on the basis of ESG standards and the study of the experience of European partner universities, the Erasmus + program "Enhancing capacities in implementation of institutional quality assurance systems and

typology using Bologna process principles" (IQAT) suggest the following activities in 2017-2020:

1. To develop and implement the "Regulations on the external and internal quality assurance guarantees JSC "S.Seifullin KATU";
2. To develop recommendations and monitor educational programs on indicators of external and internal guarantees of quality assurance of education on the basis of ESG standards;
3. To develop internal regulatory documents describing methods that encourage faculty and students and employers (the labor market) to play an active role in the joint construction of the educational process.

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RESULTS OF INTERNAL ESTIMATION OF STUDENTS ON THE EDUCATIONAL PROGRAM AT THE ANDIJAN STATE UNIVERSITY (UZBEKISTAN)

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In recent years, the system of higher education of the Republic of Uzbekistan has paid much attention to the quality of education. This is determined by the transformation of quality indicators in a market economy into the main factor of competition and scientific and technological progress. The quality of the graduate depends on many factors. This is the professionalism of teachers, the conditions and the availability of the learning process, the composition of the elements in the educational process, the motivation of the trainee, modern teaching technologies, the knowledge control system, the motivation for pedagogical work, and many others.

Nevertheless, ensuring the high quality of education on the basis of maintaining its fundamental character and meeting the actual and prospective needs of the individual, society and the state is the main objective of the National Program for the Training of Personnel in the Republic of Uzbekistan [1].

Development of an effective system to ensure the quality of educational activities is a prerequisite for the functioning and development of the University in the modern market of educational services. One of the main directions of achieving this goal is the development and effective use of an internal quality assurance system. Proceeding from this goal, the Andijan State University participates in the IQAT project and implements the basic elements of the internal quality assurance system in the educational process [2].

Local and European experiments have been used to evaluate the curriculum. The evaluation scale was as follows: 1-strongly disagree, 2 rather disagree, 3 neutral, 4 rather agree 5 fully agree. The questionnaire consists of four parts:

1. The results of the internal evaluation of students about the resources at ASU

1. To the question "There is necessary material and technical resources (premises, computers and Internet access" the students gave the following answers that 2% strongly disagree, 3% tend to disagree, 5% were neutral (i.e. could not answer), 32% tend to agree and 58% strongly completely agree.

The survey results show that the university is well equipped with the material and technical base, i.e. rooms, computer rooms and the ability to access the Internet. Among the students surveyed, more than 90% were positive, neutral 5% and 5% do not agree.

It should be noted that currently the university extension comes Wi-Fi access for students and teachers.

2. To the question "Knowledgeable and friendly faculty," the students gave the following answers: 5% absolutely disagree 9% tend to disagree, 10% were neutral (i.e. could not answer), 31% tend to agree and 45% strongly agree.

3. To the question "Responsive and accessible administrative staff" students gave the following answers: 8% totally disagree, 10% tend to disagree and 8% are neutral, 41% tend to agree and 33% strongly agree.

4. On the issue of "Appropriate resources provided by the university library, there are" students gave the following answers: more than 51% strongly agree, 36% tend to agree, neutral 4%, 6% tend to disagree and 3% strongly disagree.

5. If any answer to the question "Good organization of educational activity" students gave the following answers: 7% strongly disagree, 6% tend to disagree and 9% were neutral, 36% tend to agree and 42% strongly agree.

Thus, the first part of the questionnaire, we can conclude that the resources of the university meet the educational training program. However, it is necessary to improve the organization of training activities at the university.

II. The results of the internal evaluation process of students teaching at ASU

In the second part of the questionnaire related to the learning process, students gave the following answers:

6. To the question "In general, good content and sequence of courses in the curriculum," students of the following answers were given: 9% totally disagree, 10% tend to disagree, 11% were neutral, 38% tend to agree and 32% strongly agree.

7. In response to the question, "There is an opportunity to showcase the talents of the students", the students gave the following answers: 4% totally agree, 5% disagree more, 5% are neutral, 26% tend to agree and 60% strongly agree.

8. To the question of "Necessary information is readily available about the educational process," the students gave the following answers that 2% strongly disagree, 3% tend to disagree, 4% were neutral, 24% tend to agree and 67% strongly agree.

9. To the question "In general, on the website of the university created opportunities for the exchange of information," the students gave the following answers: 14% totally disagree, 15% tend to disagree, 12% were neutral, 25% tend to agree and 34% strongly agree.

10. To the question "Classes are held using modern teaching methods" students gave the following answers: 6% totally disagree, 10% tend to disagree, 5% were neutral, 40% tend to agree and 39% strongly agree.

Thus, in the second part of the questionnaire survey conducted among students in the learning process, it can be concluded that the learning process should be improved, in particular: the need to revise the content and sequence of the training courses, better

use of modern teaching in the classroom teaching methods and improve the web University site for the exchange of information.

III. The results of the internal evaluation of students results teaching at ASU

11. To the question "I have gained a good theoretical and practical knowledge in the course of study" students gave the following answers that 15% totally disagree, 16% tend to disagree, 5% were neutral, 12% tend to agree and 52% strongly agree.

12. To the question "During my studies I acquired skills to apply their knowledge in practice," the students gave the following answers that 3% strongly disagree, 4% rather disagree, 5% were neutral, 32% tend to agree and 56% strongly agree .

13. To the question "During my studies I learned how to make difficult decisions, critically evaluate information" students gave the following answers that 3% strongly disagree, 3% to disagree, 5% were neutral, 34% tend to agree and 55% strongly agree.

14. To the question "During my studies I perfected his communication skills (writing, presentations, discussions, teamwork)" students gave the following answers that 3% strongly disagree, 2% to disagree, 4% were neutral, 26% I tend to agree and 65% strongly agree.

15. To the question "During my studies I have further developed their overall useful skills (foreign languages, work in specialized software, the ability to organize their work)," students gave the following answers that 6% strongly disagree, 2% tend to disagree, 5 % were neutral, 36% tend to agree and 51% strongly agree.

Thus, the learning outcomes showed that the university is necessary to give deeper theoretical knowledge, connecting them with the practical skills of students. It should be noted that the main part of the students (90%) were formed during quality training to make difficult decisions in critical situations. In addition, in the process of training students (over 85%) have acquired additional

skills, in particular, to organize their work studying foreign languages and ability.

IV. The overall results of the internal evaluation of the curriculum students at ASU

16. To the question "Overall, I am pleased with the choice of this training program," students gave the following answers: 3% absolutely disagree 4% tend to disagree and 8% were neutral, 25% tend to agree and 60% strongly agree.

17. To the question of "Degree of difficulty of training programs was adequate for me," the students gave the following answers: 15% strongly disagree, 2% do not agree, 6% more were neutral, 36% tend to agree and 41% strongly agree.

18. To the question of "training program has prepared me for the further development of career" students gave the following answers: 5% strongly disagree, 2% to disagree, 4% were neutral, 29% tend to agree and 60% strongly agree.

Thus, the overall results of the internal evaluation of the curriculum students show that in general, students are satisfied with the choice of the program (60% strongly agree). However, it should be noted that the complexity of the program were inadequate for a particular part of the students (15%). We believe that this is due to the knowledge and skills that were not completely given up the learning process in higher education, that is, the learning process in the academic lyceums and colleges. But, in general, the training program prepared by the students (about 90% completely or somewhat agree) the development of his career.

On the basis of self-assessment in accordance with the WP4 up the following conclusions can be drawn into the Andijan State University.

Sociological study among students-graduates of the training program shows that students are satisfied with the selected program. However, it should be noted that the complexity of the program was inadequate for a certain part of the students. To

do this, it would be useful if the students pay more attention to extracurricular training. In addition, it is necessary to develop student mobility both within the country and abroad.

List of the literature

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CONTROL OF THE LEVEL OF TEACHING QUALITY OF SAMARKAND AGRICULTURAL INSTITUTE

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Abstract

On the aim of determining internal quality of Samarkand Agricultural Institute, it was surveyed the level of teaching quality (evaluated by students), the activity of academic staffs (evaluated by teachers), the skills of the graduates (evaluated by the external stakeholders and employers). In this report, we illuminated the level of teaching quality of the Institute. Our results showed that most of the students are agree with teachers, but we had some interesting results from the students about teachers.

Key words: internal quality, evaluation, teaching quality, questionnaire

Introduction

Samarkand Agricultural Institute (SamAI) was founded by the decree of Uzbek government (government of Uzbek Socialistic Republic which was a part of Soviet Union) as the first agricultural HEI in Uzbekistan in 1929. It is a university type of higher educational organization under auspice Ministry of Higher and Secondary Specialized Education and Ministry of Agriculture and Water resources.

Currently, it is one of the largest agricultural higher education institutions in Central Asia. The Institute has five faculties which are focused on education of broad spectrum of agricultural sciences and other complementary streams such are economics and training of teachers.

Faculty of agronomy has 5 departments: Department of agriculture and amelioration; Department of chemistry, soil science and plant protection, Department of genetics, selection and seed technology; Department of fruit farming and wine growing; only Department of sport is not directly connected with the focus of faculty.

Faculty of Management in agriculture has together three departments: Department of economy and management of farming; Department of accounting and audit and Department of mathematics and IT.

Faculty of veterinary medicine, there are: Department of anatomy, physiology, surgery and pharmacology; Department of shepherding and technology of animal feeding, Department of diseases and parasitology; Department of Pasture farming and animal waste technology and Department of Uzbek language and foreign languages, Department of humanities and Department of pedagogy, psychology and teaching methods which are not connected with veterinary but has more general focus.

Faculty of agricultural engineering and food processing (Department of Agricultural production, storage and processing, Department of biological safety, Department of physics and chemistry, Department of agricultural machines)

Faculty of Zoo engineering and Karakul sheep breeding, three departments: Department of zootechnics, animal's genetics and breeding, Department of beekeeping and fish farming and Department of animal hygiene).

Institute has bachelor and master degree programs. There are together 17 BA degree programs and 12 master programs. There are currently about 5 000 students and more than 350 academic employees. The institute has also a strong research part within agriculture and veterinary.

On the aim of determining internal quality of Samarkand Agricultural Institute, it was surveyed the level of teaching quality

(evaluated by students), the activity of academic staffs (evaluated by teachers), the skills of the graduates (evaluated by the external stakeholders and employers). In this report, we illuminated the level of teaching quality of the Institute. Our results showed that most of the students are agree with teachers, but we had some interesting results from the students about teachers.

Internal evaluation of teachers' activity by students

As a sampling, it was surveyed some selected teachers of the faculty of Management in Agriculture and faculty of Agronomy. Students chose the teachers themselves. Totally 50 students were surveyed during the class. To evaluate teachers' activity, we elaborated two types of questionnaires. First, evaluation of teaching performance questionnaire which we usually use in the Institute, second, general evaluation of teaching questionnaire which we first time use.

Questions for evaluation of teaching performance:

1. The knowledge level of teacher A_1

Excellent	5
Good	4
Normal	3
Inattentively	2
Bad	1

2. Pedagogic skill of teacher A_2

He/She teaches very interesting and understandable by using modern technology	5
He/She teaches well, simply and interesting	4
He/She teaches by using only training materials	3
He/She teaches by using only computer technology	2
His/Her lesson is unclear and senseless	1

3. The quality of the lesson of teacher A_3

During the lesson, the actual issues are raised and connected with practice as well as explained new interesting information, indicators	5
During the lesson, sometimes the actual issues are raised and explained new information, indicators	4
During the lesson, the actual issues are never described and never connected with practice	3
There is no any news. Indicators and facts are outdated (not new indicators)	2
Not given new knowledge	1

4. The discipline of teacher A_4

He/She begins his/her lesson on time and does not finish before	5
He/She sometimes delays for the lesson and sometimes finishes lesson early	4
He/She often delays for the lesson and finishes early	3
He/She sometimes does not come to the lesson	2
Instead of him/her, other teachers often teach	1

5. Personal quality of teacher A_5

Modest, kind, fair	5
Not so modest and polite	4
Rude, Rudetreatment	3
He/She ignores students	2
He/She ignores students and strongly rude	1

Questions for general evaluation of teaching

Please rate your teacher in each of the following categories by using the scale:

- (1) strongly disagree
- (2) disagree
- (3) somewhat agree
- (4) agree
- (5) strongly agree

1	He/She presents the contents following a clear and logical framework, Highlighting the important aspects
2	He/She allows and encourages student participation
3	He/She promotes individual work
4	He/she promotesteamwork
5	He/She attends and responds clearly to questions asked in class
6	He/She adequately attends to the tutorials requested of him/her
7	He/She efficiently incorporates and employs ICTs (Information and Communication Technologies)
8	He/She uses material resources that facilitate learning
9	He/She interacts satisfactorily with the students
10	He/She is available to students outside class time for tutoring, review work, or to answer questions.
11	The teacher uses a variety of activities (discussion, group work, lecture, labs, technology, etc.) during class time.
12	In this class, I feel free to ask questions and participate in discussions and activities.

The results of the questionnaire

On the department of Agroecconomics and marketing On the department of Management in agriculture

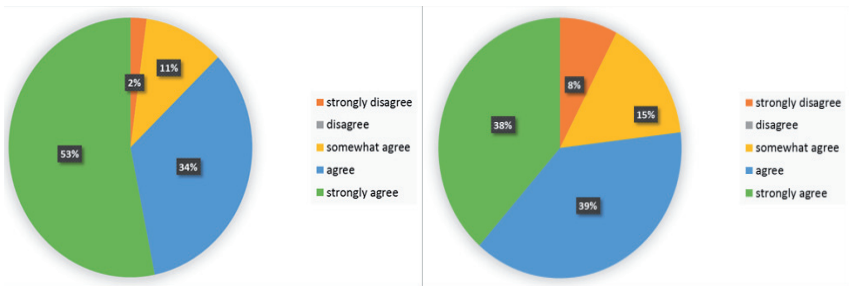


Figure 1. The result of question about-“The teacher is available to students outside class time for tutoring, review work, or to answer questions”

On the faculty of Agronomy

Some selected (clearly 6 teachers) teachers of Agronomy faculty were surveyed by students. The results showed that for some questions students agree with teachers. But for the questions A3 (The quality of the lesson of teacher), 6th (He/She adequately attends to the tutorials requested of him/her) and 7th questions (He/She efficiently incorporates and employs ICTs (Information and Communication Technologies)) more students somewhat agree with teachers of Agronomy faculty (Figure 2).

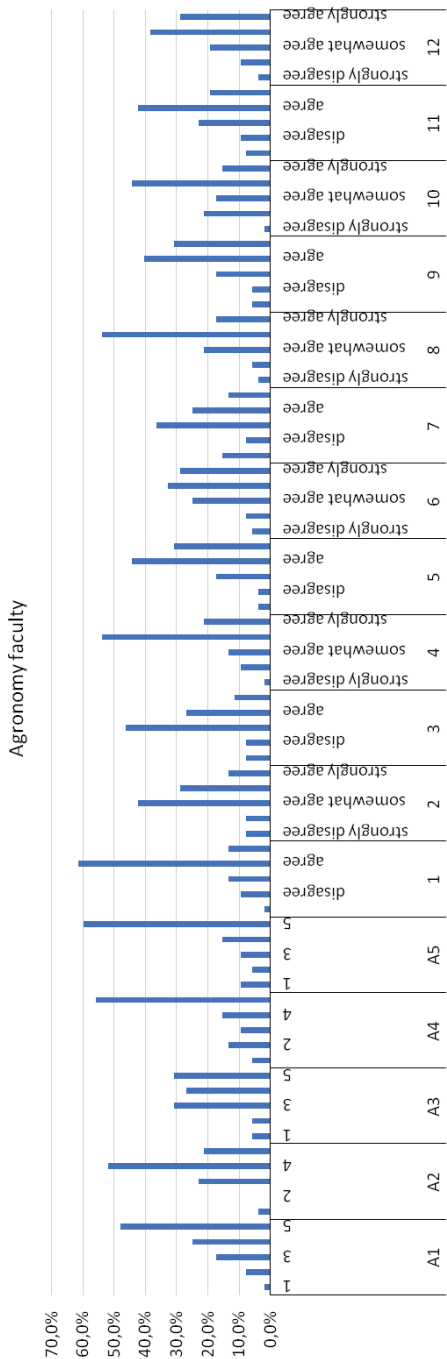


Figure 2. Survey results of Agronomy faculty's teachers

Conclusion

Analyzing the level of teaching quality of Samarkand Agricultural Institute showed that, some teachers of all departments should improve working with students during the outside of class time as well as they should improve their ICT skills.

Generally, by our self-evaluation, we conclude that the activities of the University are not bad. Only, we should pay more attention to some parameters in the future.



IMPROVING THE SKILLS AND COMPETENCIES OF PEDAGOGICAL STAFF OF HIGHER EDUCATIONAL INSTITUTIONS IN UZBEKISTAN

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Radical reform of the education sector in Uzbekistan started in 1997 with the adoption of the Education Act and the National Programme for Personnel Training (NPPT). The two documents have provided a legal basis for higher education (HE) and further development of the HE system in Uzbekistan. National policy in the field of education, including legislation on higher education, is based on the Constitution of the Republic of Uzbekistan, Decrees of the President of the Republic of Uzbekistan and Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan.

The NPPT (adopted as an Act of Parliament) provides a long-term strategy for strengthening education, developing a continuing education system and reinforcing the multi-level higher education system. The aim of the programme is the fundamental reform of the education system, the complete overhaul of its ideological aspects, and elaboration of a national educational system to train highly qualified specialists to the same level as in advanced democratic states. The fostering of international co-operation has been defined as one of the tools for achieving the objectives of the NPPT.

An international legal base is being established for cooperation in education and the realisation of priority directions of international cooperation, including the creation of joint educational establishments (like existing branches of Russian, British, Singapore and Italian universities) and broader exchanges of scientific-pedagogical specialists and students.

The reforms in the higher education sector of the country have resulted in a switch to a two level structure consisting of

a 4-year Bachelor programme and a 2-year Master programme. The Bachelor degree is a basic higher education course providing fundamental and applied knowledge according to the speciality with a period of study of not less than 4 years. Upon completion of the Bachelor programme graduates are awarded the degree of Bachelor and a state diploma (Bakalavr), which entitles them to start professional activity. The Master degree is higher education involving fundamental and applied knowledge in a concrete field and lasts not less than 2 years after the Bachelor degree. Master degree holders are awarded a state diploma (Magistr), which entitles the holder to work in the relevant profession. Entry is on a competitive basis upon completion of a Bachelor degree. It should be emphasised that only students who have studied for a Bachelor degree in a certain field may apply for the corresponding Master course. Holders of Bachelor and Master Degrees are qualified for professional work according to their specialisation or to continue training in the higher education institutions. Postgraduate education also includes two stages: postgraduate studies to obtain a PhD degree (Falsafadoktori) and a DSc with the aim of receiving a Doctor's of science degree (Fanlar Doktori). Each stage entails preparing and defending a dissertation. There is also an option to obtain a scientific degree which combines independent research with practical work.

The MHSSE is a government body which supervises Higher and Secondary Specialised Education in the country. It reports to the Cabinet of Ministers and consists of the Centre of Secondary Specialised and Vocational Education (SSVE) and the Centre for Development of Higher and Secondary Specialised Vocational Education (HSSVE). The MHSSE has the power to approve secondary legislation to improve the quality of education.

According to the Presidential decree of June 12, 2015, «On measures to further improve the system of retraining and improving the skills of leading and pedagogical staff of higher educational

institutions» leading and pedagogical staff of HEI of the republic, regardless of departmental subordination, are required on a regular basis, at least once in three year undergo retraining and further training in the relevant areas of retraining at the permanent courses of the Basic Higher Educational institutions.

Training on courses is carried out within two months with a break from work on special programs in the amount of 288 hours, developed on the basis of the updated Standard Structure of the curriculum of the retraining course for leading and pedagogical staff of Universities.

At the end of the course, the students of the courses are subject to attestation conducted by the Certification Commission established in each Basic University led by the Rector of the University or by the Chairman of the Scientific Council in the number not less than 7 leading scientists in relevant fields, Council, major specialists in the field of teaching and methodical work. Students who have successfully passed attestation are given a Qualification Certificate. The leading and pedagogical staff of HEI that did not pass the certification on the basis of the results of training at the courses of retraining and advanced training is obliged to undergo a retraining and certification in the established terms.

In the case of failing to pass by the leading and pedagogical staff the universities re-attestation, they lose the right to engage teaching activities in Higher Educational Institutions, and the labor contract with them is terminated.

Nowadays more attention in order to improve pedagogical skills of teaching staff has been paid to international cooperation. According to Uzbekistan President Sh.Mirzioev Decree of 04.20.2017 “On Measures for Further Development of the Higher Education System” the main directions of modernization and development of higher education have been set. It should be noted that in the framework of the Program of modernization of material-

technical base of HEIs and cardinal improvement of the quality of training in 2011-2016 building new construction, reconstruction and repair of 202 facilities in 25 HEIs have been organized.

Based on the needs of the real sector of the economy reception in engineering, manufacturing and construction fields and professions were increased from 23 percent to 33.2 percent. Updated state educational standards and training programs for the training of specialists in higher education, as well as retraining and advanced training of teachers are introduced.

At present, the most important tasks of further improvement and comprehensive development of the system of higher education in Uzbekistan are defined as the following [1]:

- establishment of closer partnerships by each higher education institution in the country with leading foreign scientific and educational institutions, a broad introduction to the educational process of innovative educational technologies, educational programs and teaching materials based on international educational standards, the active involvement of scientific and pedagogical activity, Conducting master classes, advanced training courses for highly qualified teachers and scientists for Uzbek educational partner institutions, organization in a systematic way the internship of undergraduates, young teachers and scientific personnel, retraining and improvement of professional skill of teachers;

- steady increase in the level and quality of professional skills of teaching staff, the passage of training, training of teaching and research staff, training of graduates of higher educational institutions of the PhD program and graduate abroad, broad involvement in the educational process of higher educational institutions and centers of retraining and advanced training of highly qualified foreign Scientists, teachers and specialists;

- strengthening the scientific potential of higher educational institutions, further development of university science, strengthening its integration with academic science, increasing

the effectiveness of research activities of faculty, involving gifted students in scientific activities.

In this regard, it is envisaged to organize further training, training of pedagogical and scientific staff, training graduates of higher educational institutions in PhD and magistracy programs in foreign educational and scientific institutions. In order to improve the quality of education, it is necessary to develop a program of measures to widely attract highly qualified foreign scientists, teachers and specialists to the educational process in higher educational institutions and branch centers for retraining and advanced training of pedagogical personnel, taking into account the priority directions, mechanisms and forms of implementing partnerships with foreign higher education and Scientific institutions.

The strategy of the Tashkent Chemical-Technological Institute (TCTI) for improving teacher's skills and quality of education is aimed at developing international relations with leading universities in Europe, United States, Japan, Korea and Russia. Particular attention will be paid to improving pedagogical skills of teachers and introducing new methods of teaching. Also special attention will be paid to the independent work of students. In connection with the above, joint international grants under the EU Erasmus+ program is very important. At the Tashkent Institute of Chemistry and Technology, two international Erasmus+ grants are being implemented: IQAT Enhancing capacities in implementation of institutional quality assurance systems and typology using the Bologna process principles and UZDOC 2.0 Furthering the Quality of Doctoral Education at Higher Education Institutions in Uzbekistan.

In order to ensure the proper level of training of teachers in TCTI organized a system of continuous English language courses (there are several different levels English courses for teachers) and information technology.

To improve the internal self-evaluation system in the TCTI, the experience of the leading EU universities - Czech University of Life Sciences, Czech Republic, University of Latvia, Latvia, Constantine the Philosophy University in Nitra, Slovakia, has been studied in the implementation of ESG standards, 2015 [2]. One of the main parameters in the quality assurance of higher education in TCTI was chosen for improvement: evaluation of the program and the level of student learning (ESG 1.3), analysis of the level of training and continuous improvement of the teaching staff of the university (ESG 1.5), modernization and improvement of training programs in close cooperation with (ESG 1.9), as well as ensuring transparency and accessibility of information about the educational institution (ESG 1.8).

This article discusses the activities organized in the TCTI in accordance with paragraph ESG1.5 Teaching staff of ESG.

As part of a seminar organized in October 2016 on the IQAT project in CULS, it was determined that the following activities are envisaged at the Czech University of Life Sciences, Prague within ESG1.5 Teaching staff:

- Evaluation of teachers by the Institute of Education and Communication (CULS);
- Evaluation of individual courses/teachers by students (Obligatory before registration to the exam);
- Group discussions with finalist of every study program (Conducted every year by Vice-dean for Education);
- Best teacher campaign and promotion (Based on the students' evaluation AND on decision of the management);
- Evaluation of quality of theses supervisors;
- Continuous training/courses organized by the faculty (Pedagogical training; English language courses).

The TCTI quality assurance system reflects the overall development strategy of the institute in the field of quality improvement and modernization of educational activities of

teachers. Self-assessment is an important activity (procedure) in ensuring the quality of training of specialists. The tasks of self-evaluation are continuous improvement of the quality of education, corrective and preventive actions.

Quality assurance system in Tashkent Chemical-Technological Institute is provided and monitored by: University administration; Academic Council; Teaching and Methodological Council of the Institute; Department of Internal Control and Monitoring; Departments of Faculties, the Methodological Councils of the Faculties, the Council of Academicians and Honored Teachers (FakhrilarKengashi), the Students' Scientific-Creative Society (SSCS).

With the help of project partners from CULS, Czech Republic and the University of Agriculture in Nitra, Slovak Republic, a questionnaire was prepared to assess the level of teaching by another teacher. By the order of the rector of the Institute, teachers and trusty teachers were identified for visits, the timing of the analysis - during the academic year. To assess the quality, a questionnaire was used, consisting of 10 questions, each rated at 10 points, and a maximum score of 100 points. The questionnaire includes the following questions about teacher competency: Teacher exactly expressing the aims and tasks of the topic, delivering them to the conscious of students, directing students to thinking and decision making; Methodical approach in expressing knowledge within subject; Novelty and scientific of topic, meaning, and level of new researches and using modern materials; Implementation of the methodology; Mutual attitude of the teacher and students (Interactive communication during teaching, making students interested in, pedagogical behavior, creating partnership situation); Significance of the topic and materials to curricula and educational plan; Teaching competency (rhetoric, action, communication with audience, using of modern teaching techniques and technologies, eye contact); Neutral assessment of

students' knowledge, pedagogic motivation; Creative approach to the activity (using international leading experience, stress resistance); Attention to forming practical skills.

Evaluation scale includes 5 marks, where 1 is unsatisfactorily and 5 is excellent. Evaluators should express their opinion according to the scale. Evaluators visits the classes informing the teachers in advance and assess the process and teaching skills of the teacher. At the end of the evaluation the teachers will be introduced with the conclusion of the evaluator. Results of the evaluation of the teaching quality and their activity by mutual visiting the classes is shown in Figure 1.

The most important outcome from this Questionnaire is the last part – the Recommendations. During the mutual visiting the classes, the evaluators gave their recommendations on improvement the quality of teaching. Some of them mentioned below:

RECOMMENDATIONS TO IMPROVEMENT OF PEDAGOGICAL AND METHODOLOGICAL SKILLS OF TEACHERS:

1. Teaching methodology
 - Using the special term related the topic will be preferable;
 - Increasing the examples from life and practical experience, so it would help to explain the topic better;
 - Using the modern methods of foreign developed countries;
 - Using the leaflets related the topic;
2. Mutual attitude of teacher and students:
 - Improving the establishment of active communication between audience and teacher;
3. Creative approach in teaching and attention to forming practical skills of students:
 - Practical classes should be oriented to solving the existing industrial problems;
 - Using more scientific materials during the classes;

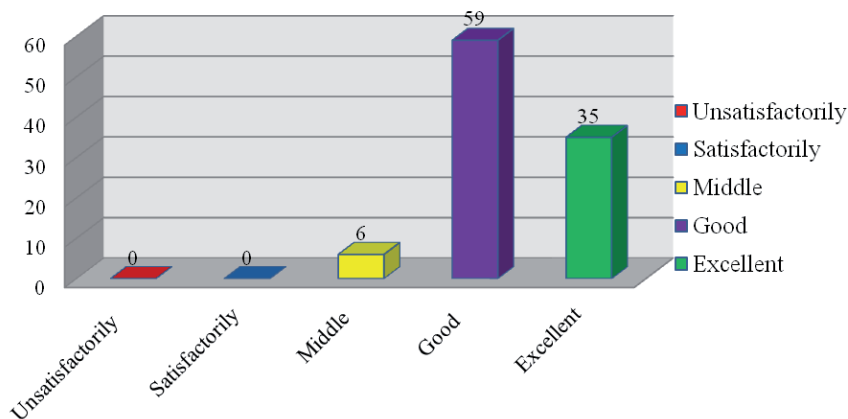
- Paying attention to use more actual new information taken from the internet;
- During the classes it would be useful to show video materials related to the topic, it would serve to form the practical skills of students;

Figure 1. Results of mutual visiting the classes

№	Statements	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5	Teacher 6	Teacher 7	Teacher 8	Teacher 9	Teacher 10
1.	Exactly expressing of aims and tasks of the topic, delivering them into conscious of students, directing students to thinking and decision making	5	5	5	4	5	5	5	5	4	4
2.	Methodical approach in expressing of knowledge within subject	4	4	4	5	4	4	4	3	3	5
3.	Novelty and scientific of topic's meaning, and level of new researches and using modern materials	4	4	4	4	5	4	4	4	4	4
4.	Implementation of the methodology related the topic	4	4	4	5	4	4	4	4	3	4

5.	Mutual attitude of teacher and students (Interactive communication during teaching, making students interested in, pedagogical behavior, creating partnership situation)	5	5	5	4	4	4	4	4	4	4
6.	Significance of the topic and materials to curricula and educational plan	5	5	5	5	5	5	5	5	4	5
7.	Teaching competency (rhetoric, action, communication with audience, using of modern teaching technics and technologies, eye contact)	4	4	5	5	4	4	5	4	4	4
8.	Neutral assessment of students' knowledge, pedagogic motivation	5	5	4	5	4	4	4	5	4	5
9.	Creative approach to the activity (using international leading experience, stress resistance)	5	5	4	4	4	4	5	5	4	3
10.	Attention to forming practical skills	5	5	4	4	4	4	4	4	3	3
	Summary	46	46	44	45	43	42	44	43	37	41

Summary



4. Assessment of students' knowledge, pedagogic motivation:
 - Paying more attention to the decision making abilities of students while assessing their knowledge and skills;

Thus it was determined the most important priorities for improving pedagogical performance.

There is an additional mechanism for ensuring the quality of teaching acting at the Institute: determining the rating indicators of each teacher and encouraging the most successful teachers who scored the maximum points. At the end of the academic year, the individual rating of each teacher is determined based on the filling in the rating data, the maximum score is 110 points. All aspects of the teacher's activity are taken into account: educational, methodological, research and innovation, spiritual and educational work, work on the preparation of PhD's and Doctors of Science.

Conclusions. In accordance with 1.5 Teaching Staff of ESG the following mechanisms are in use now to improve the pedagogical and methodical approaches and skills of teaching staff in the TCTI:

- The system of training and retraining in specialized higher educational institutions of the Republic has been established;
- Evaluation the teaching quality of teachers by other colleague through mutual visiting (new);
- The definition of the teacher's rating on the 110 point system;
- A competition for the best teacher of the academic year;
- Recruitment of pedagogical staff on a competitive basis: candidate with best results from 3 possible applicants is accepted for work.
- Continuous training/courses organized by the faculty (English language courses; IT).

It can be concluded that appropriate measures are taken in TCTI to improve the pedagogical and language skills of teachers, a broad and free exchange of experience between teachers, provide a transparent mechanism for selecting when recruiting a new teacher. Some items, such as the Evaluation of individual courses/teachers by students and the Group discussions with the finalist of each study program, will be reviewed and discussed at the next stages of the development of the QA of Institute.

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IQAT

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OBJECT AND ROLE OF TEACHING SPOKEN LANGUAGE IN DEVELOPING THE QUALITY OF ENGLISH LESSONS

ЗАМИРАХОН АЛИМДЖОНОВНА ТУРАКУЛОВА,
РЕСПУБЛИКА УЗБЕКИСТАН АНДИЖАНСКИЙ
ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Maqolaso'zlashuvnutqiorqalitilo'rganuvchilarmuammosibo'l ganog'zaknutqnio'stirishgaxosyo'llarniko'rsatadi.

Kalitso'zlar: baholash, jarayon, so'zlashuv, ko'nikma, nutq, imkoniyat.

The article discusses the ways of increasing the oral speech that is one of the main problems of people who are learning foreign languages.

Keywords: estimate, process, glib, habit, speech, possibility.

В статье говорится о том что разговорная речь является одно из проблем людей изучающих иностранные языки.

Ключевые слова: оценка, процесс, речи, способность, речь, возможность.

In recent years, the system of higher education of the Republic of Uzbekistan has paid much attention to the quality of education. This is determined by the transformation of quality indicators in a market economy into the main factor of competition and scientific and technological progress. The quality of the graduate depends on many factors. This is the professionalism of teachers, the conditions and the availability of the learning process, the composition of the elements in the educational process, the motivation of the trainee, modern teaching technologies, the

knowledge control system, the motivation for pedagogical work, and many others.

The education system is constantly being updated and is being modernized. A new paradigm of higher education is being developed and is increasingly being introduced. We are talking about the creation of new generation institutions, a new type, based on the idea of innovation, the unity of science and education. The problem of the quality of education is one of the global problems of modern reform and modernization of the Uzbek education system. Development of an effective system to ensure the quality of educational activities is a prerequisite for the functioning and development of the University in the modern market of educational services. One of the main directions of achieving this goal is the development and effective use of an internal quality assurance system. Proceeding from this goal, the Andijan State University participates in the IQAT project and implements the basic elements of the internal quality assurance system in the educational process.

ASU carries out an active policy in the field of internalization in the system of higher education. In particular, it actively participates in international projects, such as Erasmus + (TuCAHEA, IQAT, ModeHEd, RENES). Conducts credit mobility in the direction of ICM, that is, an agreement was signed with the University of Pisa (Italy) for 2016-2018 on the mobility of teachers, doctoral students and masters. The university also provides training for foreigners who have special privileges when entering the university.

Andijan State University plays an important role in the training of qualified specialists not only in Uzbekistan, but also in Central Asia.

The attention to learning foreign languages rose to the level of state policy during independent years. We can take the decree of the first president of Uzbek Republic Islam Abdug'aniyevich Karimov on 2012 year 10 December about developing the system

of learning foreign languages as a bright example of that, several tasks were shown through absolutely reforming the system of teaching foreign languages over our country by making progress in teaching youth or the people in different professions who need to learn foreign languages to the level of freely communication and coming this day these tasks are going to find their execution, for instance, certainly, in providing the quality of education professional knowledge and pedagogic abilities of our professor-teachers play the main role. So we can give some explanations about how to develop the quality of English lessons with the help of spoken English.

The objective of teaching spoken language is the development of the ability to interact successfully in that language. This involves both comprehension and production. When we are assessing speaking, we guide the examinees' talk by the tasks that we give them. These outline the content and general format of the talk to be assessed and they also provide the context for it. Task design is a very important element in developing assessments. There are two types of tasks: open-ended and structured tasks. Open-ended speaking tasks guide the discussion but allow room for different ways of fulfilling the task requirements. They typically call for a stretch of talk, which can be either a number of turns between speakers or a single long speaking turn. Structured speaking tasks, in contrast, specify quite precisely what the examinees should say. They typically call for limited production, and often it is possible to give an exhaustive list of acceptable responses.

Open-ended speaking tasks

The main purpose in open-ended tasks is to get the examinees to do something with language as an indication of their skills. This can be a relatively long activity, such as giving a presentation, or a short, function-based action like making a request. The longer the activity, the more potential freedom the examinees have for

responding to it, though task instructions may provide some content guidelines for them.

One way of dividing open-ended speaking tasks into task types is discourse types. Description, narrative, instruction, comparison, explanation, justification, prediction, and decision tasks can have pictures or written material as their basis, or an examiner may name a topic for the examinee. One of the most common format for the testing of oral interaction is the interview. Useful techniques for the interview are: questions and request for information, pictures, role play, interpreting, prepared monologue, reading aloud.



Picture 1, 2. Fragments taken from English Lessons as an example of using monologue



The Oral Proficiency Interview, for example, includes a description task, and the interviewers are instructed to ask the examinees to describe something that is familiar to them, such as their friend's house if the examinee has mentioned a friend earlier. The interviewers do not know whether the description is factually accurate, but this is the case in most 'real-world' situations when somebody is asked to describe something. The criterion is rather whether they can picture what the examinee is describing. When the material is provided by a picture, the content of the examinee's talk must also correspond to the testers' expectations. All the tasks can be completed between an interviewer and an examinee or between two examinees. If they are given to two examinees, it might be useful to create an information gap between them by providing each of them with part of the content only. Decision tasks, such as recommending a course of action to someone who has written to an advice column in a magazine, could also conceivably be done in a group of three or four people. With a little bit of planning time, any of the tasks could also be included in a tape-based test of speaking. The talk created in this context would be different, because it is clearly a monologue with no immediate listeners to interact with, but some of the language activities would be the same in all contexts.





Picture 3,4. At the English Lesson. Examples for giving role-plays.

Another category of open-ended tasks is role-play. Some of these tasks may simulate the professional context of the examinees and put the testers in the role of their clients or non-expert acquaintances. Other role-play tasks simulate social or service situations such as buying something or going to a restaurant, which have a fairly predictable structure. These may need an elaborate script, at least if one of the examinees has the role of a service provider. From the point of view of clients, the situations are fairly predictable, and this is why they are sometimes used even in tape-mediated tests in the form of simulated discussions. The examinees hear the service provider's turns from the tape and respond according to the standard expectations. The intention in role-play tasks is to simulate reality. In professional contexts, the aim is to assess how well the examinees can cope with the language demands of their profession. In social role-plays, the task design usually includes some social twist so that the examinees' ability to deal with social complications or unpredictable turns of events can be assessed. A task that combines some elements of role-play and the previous category of discourse-type tasks is giving a presentation (professional) or making a speech, such as speaking to someone on their birthday (social). The examinee

assumes a role and speaks at some length, structuring their talk according to the conventions of the talk type and using the social conventions required by the role-play situation.

A semi-structured task that focuses on socially or functionally complex language use is reacting in situations. The examinees read or hear the social situation where they should imagine themselves to be, and they are asked to say what they would say in the situation. The responses require the use of formulaic language but also the ability to modify expressions, as the situations often include a social twist. For example, the examinees might be asked to complain about the noisiness of a neighbour's party while they have to study, knowing that they will themselves be having a party at home the following week. This task type is used in tape-mediated and face-to-face tests, but because there are usually a handful of different situations, they fit tape-based tests better, as it is difficult for the face-to-face tester to change roles credibly too many times.

Structured speaking tasks

Structured speaking tasks are the speaking equivalent of multiple choice tasks. The expected answers are usually short, and the items tend to focus on one narrow aspect of speaking at a time. While these tasks cannot assess the unpredictable and creative elements of speaking, their strength is comparability, as they are exactly the same for all examinees, and with the help of a scoring key they can be scored fairly with very little training.

In the most highly structured speaking tasks, the examinees get everything that they should say from the task materials. Since the testers know what they are going to say, their responses can be justifiably judged against this norm. Reading aloud usually focuses on pronunciation, and while comprehensibility may be an important criterion, norms and expectations about rhythm, stress, intonation and accuracy of individual sounds usually have an influence in the background. Another structured task, sentence

repetition, is more processing-oriented. There is no written input, but rather the examinees hear a sentence and repeat it immediately afterwards. A task is usually composed of a series of sentences, which become longer and more complex as the task progresses. To do well, the learners need to understand each sentence and divide it into a small number of meaningful chunks that they can remember and repeat accurately. To create a sentence-repetition task that provides interpretable scores, the developers need to know how to make the items more complex in a principled way, most likely following a theory of speech processing.

Tasks that give a little more freedom for the examinees to decide what to say include sentence completion and factual short-answer questions. Understanding, as the examinee response has to complete the sentence in a way that makes sense. Short answers focus a little less on grammatical knowledge, though the response has to be a self-standing utterance, and more on understanding the context and providing the required information. Reacting to phrases focuses on knowledge of phrases and social acceptability. These tasks typically include common question-answer or comment-response sequences such as greetings or apology-acceptance routines. Structured speaking tasks are commonly found in tape-based tests and much more rarely used in face-to-face testing. A tape-based test would also typically contain some less structured tasks such as reacting in situations and giving a presentation or talking about a topic. These give the testers a longer stretch of the examinees' speech and thus evidence about their ability to keep going and express their thoughts independently. Task materials are any written or picture-based materials that are given to the examinees during a speaking assessment to provide contents, outlines or starting points for the test discourse. These include role-play cards, menus, schedules, suggested topics or sub-topics for a discussion, short written texts, pictures and picture sequences, or whatever materials that the examiners provide to the

examinees to generate talk. Task materials are important because they provide a way for the test designers to guide the talk during the test. For the same reason, they are also timeconsuming to develop, because they need to be inspiring enough to generate talk in the first place, structured enough so they really generate the talk that the developers intend, and unpredictable enough so the examinees cannot rehearse their performance on these particular topics and tasks. The focus in sentence completion is on grammatical knowledge and contextual. With picture-based tasks, the developers can work with existing pictures or photographs. Different people can have surprisingly different interpretations of a picture and different strategies for telling a story related to a picture sequence. Single pictures are particularly useful for eliciting descriptions. Series of pictures (or video sequences) form a natural basis for narration. The accurate measurement of oral ability is not easy. It takes considerable time and effort to obtain valid and reliable results. On the basis of self-assessment in accordance with the WP4 up the following conclusions can be drawn into the Andijan State University. Sociological study among students-graduates of the training program shows that students are satisfied with the selected program. However, it should be noted that the complexity of the program was inadequate for a certain part of the students. To do this, it would be useful if the students pay more attention to extracurricular training. In addition, it is necessary to develop student mobility both within the country and abroad. Evaluation of the quality of teachers teaching other teachers showed that teachers conduct classes in accordance with the curriculum, their level of knowledge corresponds to teacher competencies, but at the same time, the teachers need to develop interactive communication, pedagogical motivation and extensive use of international best practices in the learning process.

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ОСОБЕННОСТИ ВНУТРЕННЕЙ СИСТЕМЫ ОБЕСПЕЧЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ В МОК (КАЗГАСА)

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Последние годы для образования стали периодом интенсивного поиска новых концептуальных идей и путей развития. Качество образования определяется не только глубиной и прочностью знаний, но и уровнем личностного, духовного, гражданского развития и воспитания обучающихся, их интеллигентностью и культурой, готовностью к самостоятельному решению жизненных проблем, степенью сформированности ключевых компетентностей.

Качество образования является одним из важнейших критериев эффективности и успешности образовательной деятельности, как участников образовательных отношений, так и самой системы образования.

Под внутренней системой обеспечения качества образования в общеобразовательной организации (далее – ОО) понимается деятельность по информационному обеспечению управления учреждением, основанная на систематическом анализе качества реализации образовательного процесса, его ресурсного обеспечения и результатов.[1]

Внутренняя система обеспечения качества образования ориентирована на решение следующих задач:

- повышение качества образовательного процесса и образовательного результата;
- систематическое отслеживание и анализ состояния образования в общеобразовательной организации для принятия своевременных и обоснованных управленческих решений;

– максимальная полнота и точность информации о качестве образования как на этапе планирования образовательных результатов, так и на этапе оценки эффективности образовательного процесса, достижения соответствующего качества образования.

МОК (КазГАСА) является одним из высших учебных заведений в Республике Казахстан. Основными направлениями деятельности МОК (КазГАСА) являются: подготовка высококвалифицированных специалистов (бакалавров, магистров, докторантов) и повышение квалификации профессорско-преподавательского состава.[2]

Для обеспечения стабильности качества предоставляемой услуги в МОК (КазГАСА) разработана, документирована, внедрена, поддерживается в рабочем состоянии, а также постоянно улучшается руководстве для обеспечения качества высшего образования в европейском пространстве высшего образования СМК на базе требований МС ИСО 9001:2000.

Основные процессы деятельности МОК (КазГАСА):

– подготовка высококвалифицированных специалистов, бакалавров и магистров, а также подготовка докторантов, повышение квалификации профессорско-преподавательского состава;

– разработка государственных общеобязательных стандартов образования по архитектурным и инженерно-строительным специальностям;

– разработка всех необходимых для ведения учебного процесса учебно-методических материалов, электронных учебников, тестов, экзаменационных билетов;

– выполнение научно-исследовательской работы;

– организация и проведение внеаудиторной работы с обучающимися: культурно-массовые мероприятия, профориентационная работа, общественная работа сотрудников;

- заключение договоров с абитуриентами и соискателями на обучение;
- проведение необходимых закупок;
- обеспечение ресурсами (человеческими, финансовыми, инфраструктурой, лабораторным оборудованием, оргтехникой, программными продуктами и т.д.);
- управление несоответствующей услугой/продукцией.

В МОК (КазГАСА) разработаны процедуры качества, соответствующие требованиям МС ИСО 9001:2000, а также документы, необходимые МОК (КазГАСА) для обеспечения результативного планирования деятельности и управления осуществляемыми процессами.

Разработанная и применяемая документация:

- обеспечивает единое понимание Политики и Целей МОК (КазГАСА) в области качества;
- содержит область применения;
- содержит описание процедур по обеспечению, управлению и улучшению качества;
- устанавливает порядок взаимодействия персонала в работе;
- устанавливает критерии оценки и ответственность исполнителей по качеству работ.

МОК (КазГАСА) стремится к унификации образовательных программ в соответствии с принятыми стандартами ведущих университетов ближнего и дальнего зарубежья. Введена кредитная система обучения, которая позволяет студентам интегрироваться в мировое образовательное пространство, продолжить образование за рубежом, способствует признанию дипломов выпускников академии по всему миру. В этом же направлении МОК (КазГАСА) активно развивает свои международные связи.

Вуз предоставляет равные возможности для получения образования как гражданам Казахстана, так и иностранным

гражданам, обучение на родном языке представителям зарубежной казахской диаспоры, принимаемых на учебу на основе межправительственных и межвузовских соглашений и договоров. Университет имеет процедуры для разработки и утверждения своих программ. Программы разрабатываются ведущими преподавателями как обязательные или элективные дисциплины. Каждая программа устанавливает цели, задачи, ожидаемые результаты обучения. Квалификация, получаемая в результате обучения, четко определена в соответствии с классификатором Республики Казахстан и взаимосвязана со структурой квалификаций в Европейском пространстве высшего образования.

Университет предоставляет качественные образовательные услуги, трансформированные в образовательные программы, которые составлены в соответствии с профессиональными и научными требованиями к социальным и профессиональным компетенциям. Содержание образовательных программ соответствует требованиям государственных стандартов, типовым учебным планам, типовыми программами дисциплин по обязательному компоненту и обеспечивают широту и необходимую глубину подготовки специалистов в соответствующей сфере профессиональной подготовки. Программы учитывают современное состояние науки и социально-экономические запросы общества. [3]

При разработке образовательных программ и обеспечении их качества ключевую роль играет профессорско-преподавательский состав университета. Ведущие профессора, наиболее квалифицированные преподаватели, имеющие опыт разработки учебных планов и рабочих программ дисциплин, в обязательном порядке включены в состав методических советов факультетов, методического совета МОК.

Разработка образовательных программ включает следующие процедуры:

- проведение экспертизы проектов государственных общеобязательных стандартов образования, типовых программ дисциплин, подготовка предложений о внесении изменений и дополнений в них;
- разработка каталога элективных дисциплин для специальностей на каждый учебный год.
- разработка рабочих учебных планов по всем формам и программам обучения для специальностей бакалавриата, магистратуры и докторантуры.

Учет интересов работодателей и углубление профессиональной подготовки обучающихся отражается в соответствующих элективных дисциплинах. Для определения новых элективных дисциплин, совместно с членами Совета экспертов и заказчиков проводятся обсуждения актуальных проблем производства.

В рамках работы со студентами специалисты предприятий принимают активное участие в учебном процессе: читают лекции по актуальным направлениям производства, проводят лабораторные, практические занятия в лабораториях, цехах, отделах и других подразделениях предприятия, руководят производственной практикой.[4]

Каждая рабочая программа дисциплины проходит экспертизу у работодателей. Перечень дисциплин на каждый учебный год также проходит согласование в Совете экспертов и заказчиков. Разработанные программы и материалы рассматриваются на соответствие требованиям государственных стандартов и утверждаются методическим советом факультета.

Политика МОК (КазГАСА) в соответствии с требованиями кредитной технологии обеспечивает разработку образовательной программы, которая мотивирует студента

для активного участия в процессе обучения. Студенты на основе типового учебного плана и каталога элективных дисциплин, формируют индивидуальный учебный план.

Типовые учебные планы и каталог элективных дисциплин размещаются на образовательном портале МОК (<http://www.elearning.mok.kz>) до 10 апреля текущего учебного года. Факультеты организуют презентации курса дисциплины по выбору. Для освоения образовательной программы соответствующего уровня, по каждому курсу обучения устанавливается количество кредитов для освоения в будущем учебном году.

В МОК существует взвешенный подход к разработке и преподаванию учебных программ, а также оценке результатов обучения. Преподаватели гибко используют разные методики преподавания, учитывают неоднородный уровень подготовки студентов. Систематически проводится оценка проведения занятий и применяемых педагогических методов. Все преподаватели владеют методами составления тестов, экзаменационных заданий, проведения экзаменов. Проверка творческих и письменных экзаменационных работ проводится комиссией из трех преподавателей.

Для организации учебного процесса в МОК разработаны и утверждены нормативно-правовые документы («Регламент учебного процесса и практики», «Регламент приема, аттестации и выпуска обучающихся», «Положение об апелляционной комиссии и порядке проведении апелляции», «Положение о порядке проверки выпускных работ на плагиат», «Положение об академической мобильности» и т.д.).

В рамках этапа WP-4 проекта Эразмус+ 561685-EPP-1-2015-1-CZ-EPPKA2-SBHE-JP «Повышение потенциала в реализации институциональных систем обеспечения качества и типологии с использованием принципов Болонского

процесса–IQAT» рабочей группой Международной образовательной корпорации/КазГАСА (Казахстан, Алматы) в период 15.08.2016-15.01.2017г., на основе полученных от европейских партнеров рекомендаций (материалы воркшопа, 28.06-2.07.2016, Прага) были выполнены следующие виды работ:

1. Проведен анализ системы внутреннего обеспечения качества МОК/КазГАСА.[1]

В результате анализа выявлено, что координация компонентов обеспечения качества в МОК организована на основе документов Болонского процесса. В университете принята стратегия, в соответствии с которой все сотрудники, независимо от их должности, несут ответственность за качество предоставляемых образовательных услуг и подготовки специалистов. Координатором системы менеджмента качества в университете является Проректор по академическим вопросам.

Управление качеством в МОК осуществляется путем реализации следующих функций:

- планирование качества;
- политика в области качества;
- взаимодействие с внешней средой.
- обучение и мотивация персонала;
- организация работы по качеству;
- информация о качестве предоставляемых образовательных услуг и потребностях рынка;
- разработка необходимых мероприятий;
- реализация мероприятий;
- контроль качества.

Все эти функции связаны между собой, и их воплощение представляет собой процесс управления качеством продукции. Этот процесс охватывает все этапы образовательного процесса.

2. Определена принятая в МОК/КазГАСА структура краткосрочной, среднесрочной и долгосрочной стратегии улучшения.

В МОК разработаны документы, ориентированные на краткосрочную (ежемесячные, полугодовые и ежегодные планы работ), среднесрочную (пятилетние планы работ) и долгосрочную (до 2020 года) стратегию улучшения. Каждый работник имеет утвержденный план работы на семестр и на учебный год. Подразделения имеют планы работы на год, пять лет. Университет планирует свою деятельность на срок до 10 лет.

Показателем долгосрочной стратегии университета является Индикативный Перспективный План (ИПП) МОК, в котором отражены траектории развития по направлениям деятельности (учебная работа, научно-исследовательская деятельность, внеаудиторная работа). ИПП публикуется в виде брошюры, доводится до всех работников.

В МОК реализована электронная система внутреннего документооборота Doc.mok, к которой подключены компьютеры всех работников (также работник, пользуясь своим паролем, может войти в эту систему с домашнего компьютера). В Doc.mok в онлайн-режиме размещается вся рабочая информация, плановые задания на краткосрочную и среднесрочную перспективу, производится сбор комментариев и отчетов по выполнению заданий, оцениваются результаты работы.

3. Апробация элементов проекта «Повышение потенциала в реализации институциональных систем обеспечения качества и типологии с использованием принципов Болонского процесса-IQAT» в текущей деятельности университета.

По результатам семинаров, организованных в Чехии европейскими партнерами проекта «Повышение потенциала в

реализации институциональных систем обеспечения качества и типологии с использованием принципов Болонского процесса IGAT», для реализации улучшений внутренней системы обеспечения качества проектной командой МОК внесено предложение руководству университета регулярно публиковать на сайте вуза отчеты о достижении целей по обеспечению качества.

4. Развитие сильных сторон отдельных компонентов системы обеспечения качества в МОК.

По рекомендации Пражского воркшопа, с целью развития сильных сторон отдельных компонентов системы обеспечения качества в МОК, рабочей группой проводится работа, результатом которой является акцентирование результатов деятельности студентов. В этой работе принимают участие все структуры вуза, в частности, эдвайзеры. За каждой студенческой группой закреплен эдвайзер, оказывающий консультации студентам по всем вопросам их обучения и личностного роста. Работа эдвайзера оплачивается университетом. Практически все преподаватели МОК являются эдвайзерами. Обычно, эдвайзер работает с группой на протяжении всех лет обучения, поддерживает контакты с родителями студентов, помогает студентам в организации досуга, трудоустройства.

5. Усиление хорошей практики, распространение передового опыта.

В МОК постоянно проводится работа по усилению хорошей практики, распространению передового опыта:

– при финансовой поддержке университета и Совета Попечителей с 2009 года проводятся ежегодные Фестивали архитектурно-строительных и дизайнерских школ Евразии, где экспонируются лучшие студенческие проекты из 17 стран мира;

– ежегодно Факультет Архитектуры и Факультет Дизайна МОК участвуют в международном конкурсе дипломных проектов и магистерских диссертаций школ СНГ;

– постоянно на факультетах проводятся выставки работ и достижений студентов МОК;

– в МОК имеется обширная «Галерея лучших выпускников», пропагандирующая достижения бывших выпускников, ставших профессионалами высокого класса;

– все достижения студентов поощряются морально и материально как оперативно, так и по результатам учебного года;

– на конкурсной основе лучшие студенты направляются на обучение по академической мобильности в зарубежные университеты.

Согласно, утвержденного плана проведения социологических опросов Лаборатории Эдукологии МОК за 2016-2017 уч. г., было проведено с 05.09.2016 г. по 05.05.2017 г. 12 социологических опросов. По каждому социологическому опросу заранее утверждается график проведения социологического опроса, распределяются компьютерные кабинеты, время, и ответственные за проведение социологического опроса. Опрос проводится анонимно, онлайн на сайте <http://elearning.kazgasa.kz/>, в компьютерных классах МОК.

Для анализа команда исполнителей по проекту выбрали из 12 социологических опросов только 7 социологических опросов. Из 7 социологических опросов были отобраны вопросы, которые влияют на внутреннее качество образования.

Социологический опрос является одной из важных этапов для повышения качества образования в вузах. Ниже мы провели анализ по внедрению и применению различных социологических опросов, которые поднимают

не только качество образования студентов, но и повышает работоспособность преподавателей, руководителей практик, сотрудников вуза и т.д. Ниже в приложения мы можем увидеть анализ социологических опросов.

С целью повышения уровня подготовки обучающихся на основе внедрения программы в рамках проекта Эразмус+ 561685-EPP-1-2015-1-CZ-EPPKA2-SVNE-JP «Повышение потенциала в реализации институциональных систем обеспечения качества и типологии с использованием принципов Болонского процесса – IQAT», провели социологическое исследование удовлетворенности потребителей (работодателей) качеством подготовки выпускников МОК.

В опросе, проводимых среди работодателей 2 раза в год, на весенней и осенней ярмарке МОК, в целях повышения качества образовательных программ в 2016-2017 уч. г. участвовало 72 компаний. Участие в опросе руководителей предприятий и организаций, проводимом в рамках исследования ожиданий работодателей относительно подготовки высококвалифицированных специалистов.

Цель этого опроса – получение информации о мнениях работодателей по поводу текущих и перспективных потребностях рынка в специалистах различного профиля, механизме взаимодействия предприятий и организаций с вузом, профессиональных качествах выпускников МОК. Мнение работодателя представляет особую ценность для наших выпускников и будет учтен при совершенствовании учебного процесса в вузе.

В «АНКЕТЕ РАБОТОДАТЕЛЯ» всего 10 вопросов, в каждом из вопросов от 2 до 8 вариантов ответов, и в конечном 10 вопросе мы предлагаем нашим работодателям внести свои предложения по улучшению качества образования. Опрос

проводился в бумажном носителе, во время прохождения ярмарки выпускников.

Согласно, проведенных выше перечисленных социологических опросов, мы можем сказать, что в социологическом опросе:

1. «Итоги летней экзаменационной сессии и практики» и «Итоги зимней экзаменационной сессии» участвовали в среднем 985 студентов.

2. «Условия проживания в Доме Студентов КазГАСА и отрицательные факторы, снижающие организацию учебно-воспитательного процесса в ДС» , приняли участие 464 студентов КазГАСА, что составляет 65,4 от общего контингента проживающих в ДС.

3. «КазГАСА глазами первокурсников». В соцопросе приняли участие 666 студентов.

4. «Преподаватель глазами студентов», соцопрос проводился 2 раза в год, после окончания осенней и летней сессии. В социологическом опросе, приняли участие студенты бакалавриата 1-4-х и учащиеся колледжа 1-2 курсов. Анкета включает 10 пунктов, по которым оценивается деятельность преподавателя. Максимальный балл 10. Очень хорошие результаты дал социологический опрос для повышения качества образования «Преподаватель глазами студентов» и «КазГАСА глазами первокурсников». 5. «КазГАСА глазами выпускников бакалавриата и колледжа при КазГАСА», в котором приняли участие 513 студентов.

Далее мы рассмотрели данные анкет в «Анжете работодателя», и проанализировали вопросы, таблицы. Мы можем сказать, что студенты КазГАСА очень востребованы. Передовые компании г. Алматы востребованы в специалистах по направлениям подготовки КазГАСА.

На такие вопросы как: Необходимость специалистов со знаниями нескольких языков, 90% работодателей ищут

сотрудников со знаниями русского, казахского, английского языка.

В поиске сотрудников работодатели большое внимание уделяют на знание компьютерной грамотности и профессиональных программ. 86% требуют владение профессиональных программ, стандартных компьютерных программ.

Все социологические опросы со студентами проводились анонимно, онлайн в компьютерных классах, с работодателями на бумажных носителях. В период проведения социологического опроса мы сталкивались с не большими проблемами. Некоторые студенты поверхностно относились к соц. опросам, не осознавая серьезность исследования. При социологическом опросе с работодателями сталкивалась с такой проблемой как, не хватка времени на заполнение анкеты или отказ от заполнения анкет. По результатам социологического опроса, мы увидели слабые стороны и дали свои рекомендации по улучшению качества образования.

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СОВРЕМЕННОЕ СОСТОЯНИЕ НАЦИОНАЛЬНОЙ СИСТЕМЫ ОБЕСПЕЧЕНИЯ КАЧЕСТВА В КАЗАХСТАНЕ: ОПЫТ НААР

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ДИРЕКТОР НЕЗАВИСИМОГО АГЕНТСТВА АККРЕДИТАЦИИ И РЕЙТИНГА,
КАНДИДАТ ЮРИДИЧЕСКИХ НАУК АСТАНА, НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА*

В современном мире образование рассматривается как стратегически важная сфера человеческой деятельности, которая формирует интеллект нации, ее конкурентоспособность. Именно поэтому создание эффективной системы обеспечения качества образования – основная цель национальной модели аккредитации в Казахстане.

Стратегией «Казахстан-2050», выдвинутой Президентом Н.А. Назарбаевым, определено, что наша страна должна войти в число 30 развитых стран мира. В этой связи дальнейшее продвижение по пути интернационализации, международной интеграции, роста качества и конкурентоспособности отечественного образования является приоритетной задачей развития системы образования РК[1].

В мировом образовательном пространстве аккредитация является не только инструментом повышения качества и признания уже имеющихся достижений, но и механизмом выявления наличия положительных тенденций в развитии университета.

В Казахстане с 2011 года начался процесс формирования института аккредитации как системы внешней оценки качества. Не случайно, одним из основных параметров Болонского процесса выступает аккредитация как процедура официального подтверждения соответствия объекта (организации образования или учебной программы) установленным критериям. Замена государственной

аттестации на независимую аккредитацию стала для Казахстана принципиальным шагом вперед. Статус и полномочия аккредитации закреплены законодательно, определены ее независимость и добровольность, разработаны механизмы, стимулирующие прохождение внешней оценки качества образования. При этом государство оставило за собой право отбора аккредитационных агентств через процедуры их признания и включения в Национальный реестр аккредитационных органов, аккредитованных организаций образования и образовательных программ[2].

С 2017 года система обеспечения качества Казахстана входит в новую стадию развития, основная роль в которой принадлежит процедуре международной аккредитации. Законодательно определено, что организации образования имеют право проходить международную аккредитацию в зарубежных или национальных аккредитационных органах, являющихся полноправными членами международных европейских сетей по обеспечению качества и внесенных в реестр уполномоченного органа в области образования[3].

Сегодня в Казахстане аккредитацию проводят Независимое агентство аккредитации и рейтинга (НААР) и ряд других аккредитационных агентств, отечественных и зарубежных, которые признаны Министерством образования и науки РК и включены в Национальный реестр аккредитационных органов.

НААР вносит активную лепту в дальнейшее совершенствование национальной высшей школы, разрабатывает прозрачные стандарты и процедуры оценки качества, которые дают точные ориентиры для построения образовательной политики вуза. При этом оценка качества исходит из задач преодоления барьеров, сложившихся между казахстанским образованием и мировым образовательным пространством. Агентство не ставит перед собой задачу

искусственно поднять место вуза в рейтинге за счет использования соответствующих показателей, а посредством аккредитации влияет на рост популярности вуза, повышает доверие общества и потребителей к нему в долгосрочной перспективе.

Сегодня НААР является полноправным членом Европейской ассоциации по гарантии качества в высшем образовании (ENQA), что позволяет дальше развивать национальную систему обеспечения качества, увеличить прозрачность, способствует взаимному доверию, признанию квалификаций и программ.

Работа НААР строится на принципах обратной связи и взаимовыгодного партнерства, максимальной ответственности за принятые обязательства. Агентством разработаны механизмы внешней и внутренней обратной связи, что ведет к постоянному совершенствованию его работы. Ежегодно мы проводим анализ мнений потребителей услуг, изучаем ожидания вузов от внешней оценки качества и влияние аккредитации на дальнейшее их развитие. Опрос экспертов позволяет также улучшить процедуры обеспечения качества, содержание стандартов и их критериев.

Для НААР официальное признание агентства на европейском и международном уровнях выступает одним из ключевых стратегических задач. Работа по вступлению в международные сети по обеспечению качества была начата с момента создания. Так, с 2011 года НААР является полным членом INQAANE, CHEA, IREG, промежуточным членом APQN. С 2015 года НААР пополнило ряды полных членов не менее авторитетной европейской сети, как CEENQA - Сети агентств по обеспечению качества в области высшего образования стран Центральной и Восточной Европы.

Благодаря полноправному членству в признанных международных европейских сетях аккредитованные нами

организации образования и образовательные программы будут иметь статус прохождения международной аккредитации. И это оправдано – вузы заинтересованы в получении международной аккредитации.

Именно в этом и заключается значение государственного стимулирования вузов к прохождению аккредитации – согласно Закону РК «Об образовании», с 1 января 2017 года выдача дипломов государственного образца и финансирование на подготовку кадров с высшим образованием на основе образовательного гранта будет осуществляться лишь в организациях образования, прошедших международную аккредитацию[3]. Более того, с 1 января 2020 года эти механизмы стимулирования будут также задействованы и в системе технического и профессионального образования.

НААР развивает взаимовыгодное сотрудничество и с признанными зарубежными агентствами по обеспечению качества высшего образования. Подписаны соглашения о двустороннем сотрудничестве с семью такими организациями, как Фонд международной аккредитации программ в области бизнес-администрирования (FIBAA, Германия); Агентство по аккредитации образовательных программ в области инженерии, информатики, естественных наук и математики (ASIIN e.V., Германия); Совет по аккредитации бизнес школ и программ (ACBSP, США); Национальный центр общественно-профессиональной аккредитации (Нацаккредцентр, Россия); Институт аккредитации, сертификации и обеспечения качества (ACQUIN); Национальное аккредитационное агентство в сфере образования (ФБГУ «Росаккредагентство»); Агентство по контролю качества образования и развитию карьеры (АККОРК); Агентство по развитию высшего образования и гарантии качества (НЕА, Босния и Герцеговина); Центр академической информации (Латвия). Наши зарубежные партнеры оказывают содействие

в процедурах внешней оценки качества НААР, участвуют в совместных мероприятиях и номинируют зарубежных экспертов в составы внешних экспертных комиссий нашего агентства.

На сегодня НААР активно развивает социальное партнерство с ассоциациями и профессиональными объединениями, в числе которых Национальная палата предпринимателей РК «Атамекен» (НПП), Национальная Медицинская Ассоциация РК и другие. С социальными партнерами подписаны соответствующие меморандумы, и мы активно привлекаем их к совершенствованию стандартов аккредитации, установлению их большего соответствия требованиям работодателей к подготовке квалифицированных кадров, пополнению наших баз данных квалифицированными экспертами, участию в работе экспертных групп и советов. Эксперты, рекомендованные профессиональными объединениями, проходят обучение, в ходе которого у них формируются компетенции проведения внешнего аудита и модели независимого поведения. Так, с 2015 года в рамках Меморандума с НПП «Атамекен» проводится обучение работодателей, рекомендованных региональными палатами.

Активная работа с учебными заведениями не прерывается и после того, как они прошли аккредитацию в агентстве. Посредством постаккредитационных процедур проводится периодический мониторинг выполнения рекомендаций аккредитованными организациями образования. Заметим, процессы совершенствования качества образования носят не дискретный, а по сути своей непрерывный характер.

Таким образом, созданная в Казахстане система независимой аккредитации как процедура внешней оценки положительно зарекомендовала себя. Аккредитация выступает эффективным инструментом обеспечения качества, престижа и хорошей репутации вуза, доверия общества к качеству

подготовки выпускников и благоприятно сказывается на реализации основных параметров Болонского процесса.

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РЕЗУЛЬТАТЫ ВНУТРЕННЕЙ ОЦЕНКИ КАЧЕСТВА ПРЕПОДАВАНИЯ ПРЕПОДАВАТЕЛЕЙ В АГУ В РАМКАХ ПРОЕКТА IQAT

*МИРЗОХИД АБДУЛЛАЕВ,
СТАРШИЙ ПРЕПОДАВАТЕЛЬ КАФЕДРЫ «ЭКОНОМИКА»
АНДИЖАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ*

В последние годы система высшего образования Республики Узбекистан уделяет большое внимание проблеме качества образования. Определяется это превращением показателей качества в рыночной экономике в главный фактор конкурентной борьбы и научно-технического прогресса. Качество выпускника вуза зависит от многих факторов. Это профессионализм преподавателей, условия и обеспеченность учебного процесса, состав элементов в образовательном процессе, мотивация обучаемого, современные технологии обучения, системы контроля знаний, мотивация педагогического труда и многое другое.

Система образования постоянно корректируется и подвергается модернизации. Разрабатывается и все настойчивее внедряется новая парадигма высшего образования. Речь идет о создании институтов нового поколения, нового типа, в основе деятельности, которых лежит идея инновационности, единства науки и образования. Проблема качества образования является одной из глобальных проблем современного реформирования и модернизации узбекской образовательной системы.

Вуз обязан дать своим выпускникам качественное образование, предполагающее умение эффективно, пополнять и обновлять знания, профессиональные умения, навыки и компетентность с учетом достижений науки, а в организации своей образовательной деятельности в большей степени учитывать требования работодателей, государства, общества, самих студентов и их родителей к содержанию подготовки специалистов.

Разработка эффективной системы обеспечения качества образовательной деятельности является необходимым условием функционирования и развития Университета на современном рынке образовательных услуг. Одним из основных направлений достижений этой цели является разработка и эффективное использование внутренней системы обеспечения качества. Исходя из этой цели Андижанский государственный университет участвует в проекте IQAT и внедряет в учебный процесс основные элементы внутренней системы обеспечения качества.

- Причины, почему была разработана внутренняя система обеспечения качества (элементы такой системы):

Внедрение внутренней системы обеспечения качества способствует развитию профессиональных способностей у преподавателей и улучшению знаний студентов. Требованиям, предъявляемым внутренней системе обеспечения качества, должны придерживаться как преподаватели так и студенты. А контроль необходимо проводить со стороны администрации университета. Этот контроль должен проводиться систематически и непрерывно выполняться преподавателями и студентами. Система оценки качества образования предусматривает использование следующих инструментов оценивания: самооценку студентов, внутренний мониторинг качества образования, оценку образовательных программ и самооценку организации управления.

Описание областей, которые были предметом оценки, и основных мероприятий, проводимых в этих областях

В соответствии с планом WP4 в Андижанском государственном университете была проведена оценка внутреннего качества. Оценка проводилась в соответствии с европейским стандартом ESG. При оценке отдельных видов деятельности использовалось метод анкетирования, группировки, анализ и синтез.

Для внутренней оценки качества преподавания преподавателей другими преподавателями АГУ были привлечены наиболее опытные и квалифицированные преподаватели университета. Они участвовали на занятиях 25 преподавателей следующих факультетов: «Социально-экономического», «История», «Иностранные языки» и «Педагогика».

Для оценки качества преподавания использовалась 5 бальная шкала (5 баллов - высокий и 1 балл – низкий балл) и были составлены вопросы.

Результаты внутренней оценки качества преподавания преподавателей другими преподавателями в АГУ. Для оценки качества преподавания использовалась 5 бальная шкала (5 баллов - высокий и 1 балл – низкий балл) и были составлены вопросы и получены следующие результаты:

В конце анкеты каждый наблюдавший за занятием преподавателя оставил свои комментарии по проведенным занятиям.

На первый вопрос, который был связан с выражением цели и задачи темы, доведением до сознания студентов, умением выражать свое мнение и формировать у студентов навыки принимать решения в процессе обучения другими преподавателями были в среднем оценены в 4,1 балл.

По второму вопросу, в котором говорится о методическом подходе в рамках предмета, преподаватели были оценены

в среднем в 4,7 баллов. Это говорит о хорошем знании преподавателей своего предмета.

На третий вопрос – научная новизна темы и использование новых исследований или современных материалов в процессе преподавания преподавателями были оценены в среднем в 4,2 балла. Результаты оценки показывают, что преподавателям необходимо больше уделять внимание на научные исследования и использовать современные материалы в процессе преподавания.

По четвёртому вопросу, связь педагогических методов с данной темой, преподаватели получили в среднем 4,3 балла. Поэтому мы считаем, что преподавателям необходимо больше уделять внимание на разработку и использование методологии преподавания, исходя из особенностей предмета и тем.

На пятый вопрос о взаимоотношениях преподавателей и студентов в процессе обучения, преподаватели получили в среднем 3,8 баллов. Это свидетельствует о том, что у преподавателей необходимо развивать интерактивное общение в процессе обучения и создавать партнёрства, что будет способствовать заинтересованности студентов в процессе занятий.

По шестому вопросу о соответствии темы календарному плану и учебной программе преподаватели получили в среднем 4,8 балла. Таким образом, можно сказать, что преподаватели строго придерживаются учебных программ в процессе преподавания.

По седьмому вопросу о компетентности преподавателя в процессе обучения, преподаватели получили в среднем 4,0 баллов. Особо было подчеркнуто, что у преподавателей развита риторика и действие в процессе обучения на занятиях. Однако использование в процессе обучения современных методов обучения и технологий, и особенно зрительный

контакт с аудиторией у основной части преподавателей не используется.

По восьмому вопросу об объективной оценке знаний студентов и педагогической мотивации в процессе обучения, преподаватели получили в среднем 3,9 баллов. Преподаватели стараются дать объективную оценку знаниям студентов в процессе обучения, но вместе с тем необходимо развивать педагогическую мотивацию у преподавателей.

На девятый вопрос, который был связан с творческим подходом к деятельности, преподаватели получили в среднем 3,8 баллов. Это свидетельствует о том, что в процессе преподавания преподаватели редко используют передовые международные опыты и стрессоустойчивые системы (то есть влияние внутренней и внешней среды).

На десятый вопрос, связанный с формированием практических навыков у преподавателей, преподаватели получили в среднем 3,7 баллов. Преподаватели особо мало обращают внимание на формирование у себя практических навыков, что играет немаловажную роль в процессе обучения. Поэтому мы считаем, что необходимо больше обращать внимание на формирование практических навыков у преподавателей, а для этого необходимо общаться с преподавателями других университетов как внутри страны, так и за рубежом.

Таким образом, по результатам внутренней оценки качества преподавания преподавателей другими преподавателями в АГУ по 5 бальной шкале в среднем балл составил 4,1 балл. Из этого можно сделать вывод, что преподаватели проводят занятия в соответствии с учебной программой, хорошо владеют своим предметом в процессе обучения. Но вместе с тем, у преподавателей необходимо развивать интерактивное общение, педагогическую мотивацию и широко использовать передовые международные опыты в процессе обучения.

Для эффективности внедрения системы внутреннего контроля качества необходимо проводить систематически самооценку, как среди студентов, так и среди преподавателей после окончания каждого семестра. Кроме того, необходимо разрабатывать вопросники по самооценке, исходя из особенностей курса обучения и специальности. И результаты самооценки должны обсуждаться на заседании кафедры, факультета и на учебном совете Университета. Результаты самооценки должны быть прозрачными и доступными каждому, то есть они должны быть на сайте университета.

На основе проведенной самооценки в соответствии с планом WP4 в Андижанском государственном университете можно сделать следующие выводы.

Оценка качества преподавания преподавателями другими преподавателями показала, что преподаватели проводят занятия в соответствии с учебными программами, их уровень знаний соответствует компетенциям преподавателя, но вместе с тем, у преподавателей необходимо развивать интерактивное общение, педагогическую мотивацию и широко использовать передовые международные опыты в процессе обучения.

Таким образом, социологическое исследование показало, что самооценка должна проводиться систематично и основные полученные результаты должны обсуждаться на собраниях факультета. На основе решений собраний факультета необходимо проводить изменения в процессе обучения. Мы думаем, что это будет способствовать улучшению качества преподавания и повышению знаний у студентов.

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ПЕДАГОГИЧЕСКАЯ ДИАГНОСТИКА КАК МЕТОДОЛОГИЧЕСКАЯ ОСНОВА ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ МАГИСТРАНТОВ ВОЕННОГО ВУЗА

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Бросая взгляд в прошлое с позиции XXI века, мы можем с уверенностью сказать, что ни одна сфера духовной культуры не оказала такого существенного влияния на общество, как наука, поскольку и в нашем мировоззрении, и в окружающем нас мире мы повсеместно имеем дело с последствиями ее развития. Многие из них стали нам так привычны, что мы уже не склонны их замечать или тем более видеть в них особые достижения. Однако наука многоаспектна и многогранна, в настоящее время она находится под перекрестным вниманием многих дисциплин, как общественных, естественных, так и чисто науковедческих (история и философия науки, методология научного исследования, науковедение и др.) Нас же, интересует наука как форма исследовательской деятельности, обеспечивающая качественную подготовку магистрантов.

Обращаясь к Государственному общеобязательному стандарту послевузовского образования, в частности к разделу 4. «Требования к уровню подготовки обучающихся», заметим, что как для профильной, так и научно-педагогической магистратуры ключевые компетенции связаны с готовностью решать научные и практические проблемы. Так, в пункте 90 указано, что результаты обучения определяются на основе Дублинских дескрипторов второго уровня (магистратура) и выражаются через компетенции [1].

Как видим, ключевой характеристикой результатов обучения выступают компетенции. Требования же к ключевым компетенциям выпускников магистратуры

записаны в пункте 91 ГОСО (2012) и указывают на то, что выпускник профильной магистратуры должен:

1) иметь представление: о современных тенденциях в развитии научного познания; об актуальных методологических проблемах наук; об организации стратегического управления;

2) знать: методологию научного познания; не менее чем один иностранный язык на профессиональном уровне, позволяющим проводить научные исследования и практическую деятельность;

3) уметь: применять научные методы познания в профессиональной деятельности; интегрировать знания, полученные в рамках разных дисциплин, использовать их для решения аналитических и управленческих задач в новых условиях; принимать решения в нестандартных ситуациях; обобщать результаты экспериментально-исследовательской и аналитической работы;

4) иметь навыки: решения стандартных научных и профессиональных задач; научного анализа и решения практических проблем;

5) быть компетентным: в области методологии исследований по специальности; в организации и управлении [1].

В Национальном университете обороны имени Первого Президента Республики Казахстан – Лидера нации подготовка магистрантов осуществляется по различным специальностям, кафедра общественных дисциплин и педагогики выпускает магистрантов по специальности «Социальная и идеологическая работа в воинском коллективе».

На наш взгляд, одним из важнейших условий совершенствования профессиональной подготовки военнослужащих в системе послевузовского образования является дальнейшая разработка теории и методологии научного исследования, обусловленная, с одной стороны,

потребностями современного научно-технического и социального прогресса общества, с другой – усложнением самого процесса научного познания, методов исследования, а также процессами интеграции и дифференциации, происходящими в науке в целом.

В контексте изложенного выше, понятно, что, как для их исследовательской, так и практической деятельности магистрантов, обучающихся по специальности «Социальная и идеологическая работа в воинском коллективе», одной из важнейших выступает категория «педагогическая диагностика», поэтому считаем целесообразным рассмотреть ее как методологическую основу исследовательской деятельности магистрантов военного вуза.

Обратимся к анализу данного феномена. Как известно, методология есть «система принципов и способов организации и построения теоретической и практической деятельности, а также учение об этой системе [2, с.359]. В широком смысле - это совокупность наиболее общих, мировоззренческих позиций, применяемых при решении как теоретических, так и практических задач; в узком – учение о методах.

Следовательно, методологическое знание в этом контексте выступает в двух формах:

- как предписание, алгоритм, норма, логика определенной деятельности (нормативная методология);
- как описание фактически выполненной деятельности (дескриптивная методология).

Исходя из этих позиций, методология педагогической диагностики как часть методологии педагогики должна изучать процесс и результаты диагностического исследования. Различные аспекты методологии педагогики уже рассмотрены в работах В. И. Андреева, Ю. К. Бабанского, В. С. Библера, В. Ф. Беркова, Е. В. Бережной, С. И. Брызгаловой, В.

И. Загвязинского, Н. Л. В. Занкова, В. В. Краевского, А. М. Новикова, В. М. Полонского, М. Н. Скаткина, Я. Скалковой, В. А. Сластенина, В. Ф. Шаповалова и др. В то же время, ни в одном из этих исследований в прямой постановке не поднимается вопрос о методологии педагогической диагностики.

По этому вопросу можно согласиться, как с позицией В. В. Краевского и Е. В. Бережновой, считающих излишним «буйное размножение методологий» типа: «методология оценки качества образования, деятельности педагогов вуза», «методология проектирования новых образовательных стандартов и новых образовательных программ», «методология проектирования учебников» [3, с. 13], так и с теми авторами, которые признают существование таких «методологий», поскольку полагают, что не существует науки «вообще».

В этом случае методология педагогической диагностики становится неотъемлемой частью методологии педагогики, и ее определение прямым образом исходит из определений методологии педагогики, которые весьма неоднозначны.

Наиболее часто исследователи опираются на определение М. А. Данилова: «Методология педагогики есть система знаний об основаниях и структуре педагогической теории, о принципах подхода и способах добывания знаний, отражающих педагогическую действительность» [4, с. 18]. Что же касается В. В. Краевского и Е. В. Бережновой, то они указывают на необходимость отражения деятельностного аспекта самой методологии, то есть методология есть еще и «система деятельности по получению таких знаний и обоснованию программ, логики и методов, оценке качества специально-научных педагогических исследований» [3].

Г. М. Коджаспирова, А. Ю. Коджаспиров видят деятельностный аспект методологии несколько по иному:

«методология педагогики - исходящая из всеобщей методологии науки и изучения тенденций общественного развития система знаний об отправных положениях педагогической теории, о принципах подхода к рассмотрению педагогических явлений и методах их исследования, а также путях внедрения добытых знаний в практику воспитания, обучения и образования» (курсив наш. - Я.И.) [6, с. 174].

Аккумулируя эти позиции, можно согласиться со следующим определением: методология педагогической диагностики - исходящая из методологии педагогики и тенденций общественного развития система знаний об отправных положениях педагогической диагностики, о принципах подхода к рассмотрению педагогической диагностики как педагогического явления, ее методах, системе деятельности по диагностированию, а также путях внедрения добытых знаний в практику воспитания, обучения и образования [7]. При этом, как видим, «знаниевый» и «деятельностный» компоненты составляют единое целое в контексте реальной педагогической и научно-педагогической работы.

Как известно в составе и структуре методологического знания принято выделять четыре уровня: 1) философский; 2) общенаучный; 3) конкретно-научный; 4) технологический [3].

Рассмотрим перечисленные уровни применительно к методологии педагогической диагностики.

Первый уровень - философский: его содержание включает основные философские учения в их влиянии на общие принципы и категории познания. Если говорить о проблематике магистерских диссертаций офицеров специальности «Социальная и идеологическая работа в воинском коллективе», то можно считать признанным тот факт, что объектом философии воспитания является

педагогический процесс как социокультурный феномен, а предметом — процесс формирования личности.

Следуя за С. И. Брызгаловой [8, с. 20], мы видим гносеологическую функцию методологии как философии в том, чтобы перевести эту методологию в педагогическую теорию и далее - в практику. Поэтому педагогическая диагностика, как и всякое педагогическое явление, может быть обоснована при учете философских взглядов различных школ.

Второй уровень методологии педагогической диагностики - общенаучный, включающий теоретические принципы, реализуемые в парадигмах, подходах, системах, концепциях, системах и технологиях многих наук. Этот уровень можно рассматривать также как совокупность методологических подходов, применяемых в науке в целом, то есть, как фундаментальное основание любой человеческой деятельности. Что касается педагогической диагностики, то она должна рассматриваться с точки зрения двух общенаучных подходов: целостного (комплексного) и системного.

Понятно, что комплексный (целостный) подход необходим для разработки целостной педагогической диагностики, включающей психологическую, дидактическую и социальную составляющую, таким образом объединяя разнородные элементы, он базируется на идеях диалектического материализма о целостном подходе к изучаемому явлению, о всесторонности его изучения через установление взаимозависимостей и взаимосвязей отдельных его частей, сторон [2, с. 272].

Также следует отметить системный подход, который необходим для выявления функциональных, структурных, причинно-следственных и иных видов связей между компонентами и субъектами педагогического, в частности, учебного процесса. Системный подход, как известно,

требует рассмотрения явлений и процессов в их взаимной связи, с использованием категорий «система», «связь», «взаимодействие» [2, с. 587]. Кроме того, системный подход должен быть использован в единстве с комплексным подходом.

Третий уровень методологии - конкретно-научный, поскольку он отражает теоретические подходы какой-то одной, конкретной отрасли знания и характеризует ее специфические принципы и методы. При этом методологической основой педагогической диагностики выступают частные теоретические основания - совокупность концепций, установок и принципов, применяемых в данной области знания. Вместе с тем, в частной методологии реализуются и философские, и общенаучные подходы, но с учетом специфики объекта исследования.

При этом, как указывают многие авторы, анализируя параметры конкретно-научной методологии педагогической диагностики, мы должны рассматривать ее не только как способ познания педагогического процесса, как систему диагностической деятельности, но и руководствоваться преобразовательной целью. Таким образом, на третьем методологическом уровне педагогическая диагностика должна быть представлена с позиций подходов, принятых в педагогической и других социальных науках, непосредственно с ней связанных.

Выделяют и четвертый уровень методологии - технологический, на котором педагогическая диагностика должна быть представлена, с одной стороны, как самостоятельная технология, развивающаяся в рамках учебного процесса в вузе, а, с другой стороны, - как элемент образовательной технологии. Следовательно, являясь диагностической составляющей в структуре образовательной технологии в целом, педагогическая диагностика, в свою

очередь, и сама имеет структурные компоненты технологии: целевой, содержательный, процессуальный, контрольный. В данном контексте можно опираться на классификацию педагогических технологий, представленную Г. К. Селевко [9].

Подведем итоги. Таким образом, методология педагогической диагностики - исходящая из методологии педагогики система знаний о научных положениях исследовательского процесса, о принципах и подходах к изучению педагогических явлений, содержанию методов и структуре деятельности по диагностированию, а также способах внедрения прогностических посылок в практику воспитания, обучения и образования. При этом «знаниевый» и «деятельностный» компоненты должны представлять собой единое целое в структуре целостного педагогического процесса.

На философском уровне методологию педагогической диагностики следует позиционировать как систему философских взглядов, выступающих в качестве общего подхода к изучению педагогических явлений.

На общенаучном уровне – руководством к действию должны быть комплексный и системный подходы.

Конкретно-научный уровень реализации педагогической диагностики включает в себя опору на деятельностный, личностный, компетентностный и другие подходы.

Наконец, на технологическом уровне необходимо использовать подходы, адекватные специфике предмета обучения, воспитания и параметров их диагностики.

Исходя из сказанного выше, возникает естественный вопрос: что же дает методология науки тому, кто работает или готовится работать в науке над конкретными проблемами? Могут ли они отыскать в методологии некий универсальный метод решения проблем, своего рода "алгоритм открытия"?

Мысленно обращаясь к специалистам в области конкретных наук, по этому поводу можно было бы сказать следующее: никто вам не поможет в решении ваших конкретных проблем, кроме вас самих. Методология науки не ставит своей обязательной задачей чему-то вас учить в вашей собственной области. Она не формулирует специально никаких конкретных рецептов или предписаний, она объясняет, описывает, но не предписывает.

Методология науки в настоящее время преодолела ранее свойственные ей иллюзии в создании универсального метода или системы методов, которые могли бы обеспечить успех исследования для всех наук во все времена. Она выявила историческую изменчивость не только конкретных методов науки, но и глубинных методологических установок. Современная методология науки показала, что доминирующие установки сознания ученого могут изменяться в зависимости от типа исследуемых объектов и под влиянием изменений в культуре, в которые наука вносит свой специфический вклад.

В каждом научном исследовании ставится творческая задача, поэтому здесь могут понадобиться и представления о предыдущих этапах и закономерностях развития конкретной области научного знания, а также знание смежных областей. Именно поэтому методологические основания, как правило, выводят исследователя на более высокий социально - философский уровень познания. Каждый исследователь нуждается в том, чтобы посмотреть на свою область со стороны, осознать закономерности ее развития, осмыслить ее в контексте науки как целого, расширить свой научный кругозор. Методология науки дает специалисту такую возможность и служит этим задачам.

Более того, методологическое знание дает возможность магистранту более глубоко усвоить знания по своей специальности, так как пронизывает всю систему конкретно-

научных знаний, дает возможность понять функции, структуру, взаимосвязь знаний в той области деятельности, в которой предстоит работать специалисту.

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ПРИМЕНЕНИЕ МЕТОДОЛОГИИ U-MAPPING ДЛЯ ОБЕСПЕЧЕНИЯ ТРАНСПАРЕНТНОСТИ И КАЧЕСТВА ОБРАЗОВАНИЯ НА ИНСТИТУЦИОНАЛЬНОМ УРОВНЕ

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Интеграция отечественного образования в международное образовательное пространство является необъемлемой частью современного этапа развития казахстанского общества. Важным критерием успешности данного процесса является реализация вузами страны Стандартов и рекомендаций для обеспечения гарантии качества, в том числе ESG (май 2015г., Ереван, Армения) .

Следует отметить, что в последнее пятилетие обозначилось стремление университетов Казахстана активно участвовать в различных мировых рейтингах и ранжированиях организаций образования, желание университетов войти в топ сотен ведущих университетов мира. Руководство учреждений высшего образования ставят перед собой задачи постоянного улучшения показателей деятельности университетов для повышения рейтинга.

Широкую практику получило участие вузов Казахстана в мировом рейтинге университетов QS, что позволяет сравнивать рейтинговые позиции университетов.

Между тем, вхождение Казахстана в Болонский процесс предполагает включенность вузов республики в европейские системы ранжирования и классификации высших учебных заведений для обеспечения прозрачности и качества образования как на институциональном, так и национальном, и международном уровнях.

Одним из таких инструментов оценки качества является методология U-Map - общеевропейский многомерный инструмент классификации высших учебных заведений,

разработанный для практических целей удовлетворения потребностей пользователей: студентов, родителей, работодателей и пр.

Суть методологии U-Map состоит в том, что она позволяет классифицировать вузы и научно-исследовательские институты по шести отдельным измерениям (направлениям): исследовательская деятельность; инновационная деятельность; профиль образовательной деятельности; профиль студентов; интернационализация; взаимодействие с регионом.

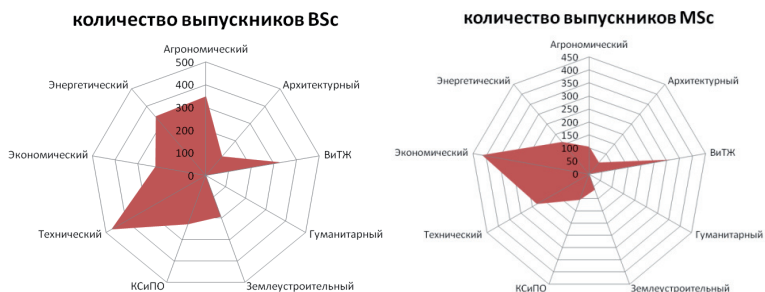
Оценка каждого из шести направлений деятельности университета опирается на группу специальных индикаторов, способствующих выявлению и оценке усилий учебного заведения в различных сферах деятельности. При этом индикаторы результатов (output indicators) деятельности заменены на индикаторы, оценивающие усилия для достижения целей (effort-based indicators) как наиболее доступные для сбора.

КАТУ им.С.Сейфуллина руководствуясь современными требованиями к высшему образованию, в данном направлении занимает активную позицию. В университете создана система менеджмента качества (СМК), одной из ключевых стратегических задач которой, является выявление замечаний, выработка рекомендаций и возможностей дальнейшего совершенствования работы вуза по всем направлениям деятельности. В тоже время университет расширяет границы своей деятельности по проблемам гарантии качества и через международные проекты. В частности, в 2015 году вуз стал участником проекта IQAT «Повышение потенциала в реализации институциональных систем обеспечения качества и типологии с использованием принципов Болонского процесса», Чешский университет естественных наук, Чешская Республика . Летом 2016 года

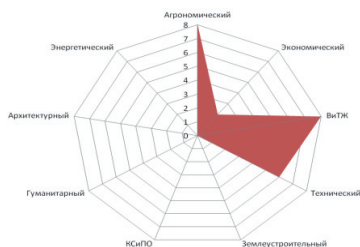
в г. Прага состоялся обучающий семинар, мастер-классы и практическая подготовка, дополненная визитами в вузы и образовательные центры Чехии для интенсивного обучения по вопросам европейской разработки в области высшего образования. Данное мероприятие предоставило нам, участникам проекта, доступ к знаниям в области обеспечения качества на международном уровне и реализации принципов Болонского процесса. Больше внимание на встрече было уделено вопросам проведения процедуры оценки гарантии качества посредством метода U-mapping.

Изучение вопросов качества в университете по методологии U-mapping проводилось в два этапа. На первом этапе был проведен сбор данных показателей качества в разрезе факультетов, а их в университете 9. На втором этапе был проведен сравнительный анализ данных в разрезе каждого показателя.

По показателю «Профиль преподавания и обучения» (количество образовательных программ и количество выпускников по всем уровням обучения) лидируют технический, факультет ветеринарии и технологий животноводства (ВиТЖ), агрономический и экономический факультеты.

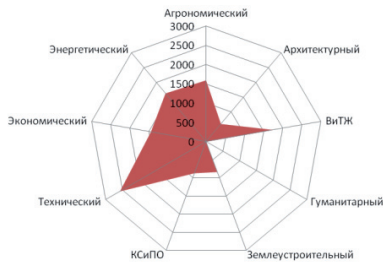


количество выпускников PhD



По показателю «Профиль обучающихся», который включал такие индикаторы как количество студентов-очников, заочники, дистанционное обучение, магистранты, докторанты, лидируют технический факультет, факультет ветеринарии и технологий животноводства, агрономический и энергетический факультеты.

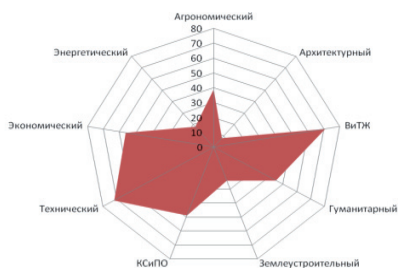
Количество обучающихся



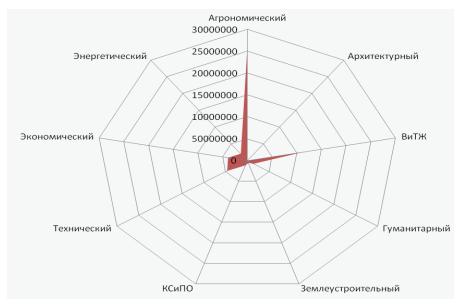
По показателю «Участие в научных исследованиях», включающий рецензируемые научные публикации с импакт-фактором, в изданиях РИНЦ, в изданиях КССОН, количество подготовленных докторов PhD, финансируемые научные проекты лидируют три факультета: агрономический, ВиТЖ и технический. Обращает на себя внимание гуманитарный факультет, который не является профильным для нашего университета, между тем имеет финансируемые научные проекты, а также высокую результативность научной деятельности – 15 статей в журналах с импакт-фактором.



Рецензируемые научные публикации

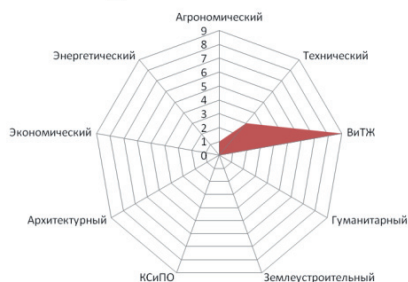


Расходы на исследования (финансируемые научные проекты, в тенге)



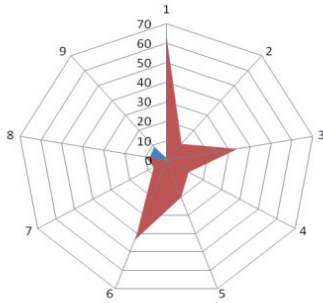
По показателю «Участие в обмене знаниями» (количество поданных патентных заявок) лидируют ВиТЖ, технический и агрономический факультеты.

Поданных патентных заявок



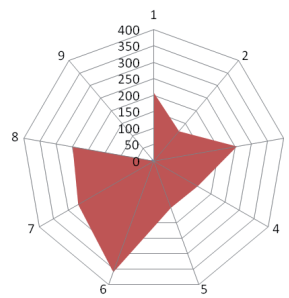
По показателю «Международная направленность», который включает такие индикаторы как уровень вовлеченности студентов в академическую мобильность по международным обменным программам, лидируют три факультета: агрономический, ВиТЖ и технический, так как студенты данных факультетов получают образование за рубежом, с этих факультетов большее количество студентов обучаются по программам обмена в зарубежных вузах-партнерах.

Международная направленность



■ факультеты ■ Международная направленность:

Региональное взаимодействие



■ факультеты ■ Региональное взаимодействие:

По показателю «Региональное взаимодействие» (выпускники, работающие в регионе, количество студентов 1 курса с данного региона, важность местных/региональных источников дохода) лидирует технический, экономический и энергетический факультеты, так как на данных факультетах наибольший процент обучающихся с региона.

Методология U-Мар имеет ряд преимуществ в сравнение с другими инструментами качества и ранжирования. Во-первых, она позволяет вузу повышать свою международную узнаваемость и конкурентоспособность на основе сравнения себя с другими вузами по заданным направлениям. Во-вторых, посредством применения методология U-Мар университет может получать информацию о новых трендах в высшем образовании, на основе их корректировать и принимать решения о своем развитии.



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