

РОЗДІЛ III. ПРОБЛЕМИ ІСТОРІЇ ОСВІТИ ТА ЗАГАЛЬНОЇ ПЕДАГОГІКИ

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EVALUATION OF HIGHER SCHOOL TEACHERS' PEDAGOGICAL ACTIVITY AS AN ACTUAL SCIENTIFIC PROBLEM IN UKRAINE (SECOND HALF OF THE XX – BEGINNING OF THE XXI CENTURY)

У статті розкривається зміст та сутність поняття «оцінювання педагогічної діяльності», його мета та завдання. Визначено та схарактеризовано головні етапи розвитку аналізованої проблеми упродовж досліджуваного періоду. Установлено, що на рівні теорії, даний період характеризувався підвищенням вимог до викладачів вищої школи; визначенням видів, критеріїв та підходів до оцінки якості педагогічної діяльності професорсько-викладацького складу ВНЗ. З'ясовано, що на практиці різних ВНЗ України широко апробувалися різні форми та методи оцінки якості педагогічної діяльності викладачів, серед яких: метод атестації, метод рейтингу, метод оцінки викладача студентами та колегами, експертний метод, авторські методика тощо, які мали певні особливості та специфіку на кожному з визначених етапів.

***Ключові слова:** оцінювання, якість, критерії та методи оцінювання, викладач, педагогічна діяльність, рейтинг, атестація, оцінка діяльності.*

The state of the problem. Educational space of modern Ukrainian society experiences substantial changes that take place as a result of euro integration processes, economic and political globalization, fast development of science, updating of conceptual principles of innovative activity. It assists introduction of only standards of specialists' preparation for different industries, unification of curriculums in accordance with the credit-module system, a concerted strategy for the development of a higher school, realization of the newest standards of educational process. For this reason demand on highly skilled specialists rises and requirements to educational establishments that can give the corresponding level of educational services increase. The above-mentioned is possible on condition of creation and introduction of a many-leveled system of evaluation of quality of higher school teachers' pedagogical activity.

According to the study 'evaluation of pedagogical activity' is viewed as a description of an activity which is characterized by certain signs and features, in particular as accordance to the set norms and standards, realization of a certain activity, as a measure of satisfaction of those, who is straight or indirectly interested in the results of his activity [1, 12]. Its goal is the following: to determine weakness in the organization of educational process; to stimulate higher school teachers' activity; to provide the proper level of pedagogical workers' professional competence; to set accordance between the results of professional activity and payment of work; to activate an innovative potential of a teacher; to stimulate pedagogical workers' level of professional

competence; to discipline and motivate pedagogical workers; to define their rating; to improve theoretical and methodic level of knowledge.

What's more, evaluation is also connected with the decision of such tasks: exposure of incompetent employees; money spending on studies; organization of feed-back with employees about the quality of education; development of skilled workers.

The analysis of current research. As it was found out, different aspects of the problem of evaluation of Ukrainian higher school workers' pedagogical activity were the subject of research of many famous Ukrainian scholars and scientists during an investigated period. So, the theoretical bases of the given problem were identified in the academic writings of S. Amonashvily, B. Ananiev, N. Bordovskaya, A. Ivin etc. (explanation of the terms «quality», «evaluation of quality», «evaluation of pedagogical activity»); V. Gryniova, A. Guba, V. Lozova, M. Podberezky, I. Prokopenko (requirements to higher school teachers); P. Gaponin, G. Zasobina, Z. Yesarieva, O. Romanovsky (structure, kinds and functions of pedagogical activity). Some aspects of the given problem were introduced in scientific works of L. Zelenskaya, S. Zolotuhina, I. Zvarych, O. Kin, O. Mykytiuk, O. Popova etc.

In its tern, works of an experimental direction (N. Bordovskaya, D. Melnichuk, B. Mokin, V. Petrenko, U. Rud, S. Seriojin, U. Stepanov, O. Trydid etc.) connected with the introduction of different methods of evaluation of Ukrainian higher school workers' pedagogical activity to the practice of a higher school have a special value for our research.

So, **the goal of the article** is to characterize the main stages of development of the investigated problem in theory and determine the main methods of evaluation of Ukrainian higher school workers' pedagogical activity in practice during an analyzed period.

The main material. During the study it was found that, that the problem of evaluation of higher school teachers' pedagogical activity in Ukraine was realized in three stages. In light of this, it is important to note that, criteria for their determination were: development of higher education and pedagogy of higher school in an investigated period, introduction of different governmental resolutions, directives and orders concerning higher school, control and evaluation of quality of teachers' pedagogical activity in particular; level of theoretical and practical questions on a given problem.

Therefore, I stage – 1969–1984 –is marked as the stage of purposeful governmental measures and scientific searches of theoretical questions of evaluation of quality of higher school teachers' pedagogical activity in the context of development of teachers' profессиogram. During this period, by the accepted documents: Statute «On Higher Educational Establishments of the USSR» (1969), Statute of Ministers Councils «On measures in Relation to the Further Improvement of Higher Education in a Country» (1972) requirements

to teachers were determined. Note that they constantly were broadened and connected with the level of realization of lecture and practical classes, educational work with students, conduct of a research work [5].

Considering different scientists perspectives it's important to summarize that evaluation of quality of higher school teachers' pedagogical activity at this stage of the investigated problem was suggested to conduct on the basis of teachers' work, namely an effectiveness of their activity.

After all, II stage –1985–1990 – is presented as a stage of theoretical questions mainly in the context of a search of criteria of evaluation of higher school teachers' advisors 'pedagogical activity. In the context of the investigated problem special value here is purchased to the Statute «On measures in Relation to the Expansion of Students 'Participation in the work of Institution of Higher Learning (1987)», where their opinion was considered to be important during the evaluation of teaching and even teachers' election [4].

As research witnessed, the main feature of this period was a search of criteria of evaluation of different kinds of higher school teachers' pedagogical activity. For example, as a result of educational activity it was suggested to consider students' marks. However the absence of only requirements to the evaluation of students' knowledge did not allow attribute this index to leading. Next to this, as a feature of evaluation of a scientific activity at first it was suggested to use the amount of printed lists, scientific works or lectures, later it was an amount of publications, monographs, textbooks, articles in the well-known magazines, and also a number of well-qualified candidates and doctors of sciences. Unfortunately, not certain at all in that time there were criteria for evaluation of quality of higher school teachers' organizational, social and political activity.

And at last, III stage –1991 – beginning of the XXI century – is the stage of introduction into the practice of higher school of individual methods and rating system of evaluation of quality of higher school teachers' pedagogical activity. During this stage a lot of governmental programs and legislative documents were accepted (in particular, World Declaration «Higher Education in the XXI Century: Approaches and Practical Measures», National Doctrine of Ukraine Development in the XXI Century «On the Government National Program «Education» («Ukraine of the XXI Century», 1993); Decree of Ukrainian President «On Basic Directions of Reformation of Higher Education in Ukraine» (1995), Law of Ukraine «On Higher Education» (2002). The above mentioned documents state that the value of evaluation of quality of higher school teachers' pedagogical activity was called by the necessity of social and economic defense of the educational process' participants and an increase of scientific and pedagogical workers' material stimulation [3].

Basing on the study of the scientific literature, it was concluded that at this stage evaluation of teachers 'pedagogical activity was considered to be an

important instrument of improvement of higher school teachers' work (pedagogical function) and it influenced on the results and quality of their activity (administrative function).

At the beginning of the XXI century a very important question as to the determination of kinds of evaluation of higher school teachers' pedagogical activity acquires its actuality:

- according to the subject of evaluation scientists distinguish: *expert (internal)* evaluation (done by administration, specially prepared experts of a given higher educational establishment); *self-evaluation* (done by a teacher, envisages the reflection of his professional potential); *expert (external)* evaluation (conducted by external in relation to a higher educational establishment experts within the procedures of license, attestation and accreditation of a higher educational establishment); *teacher evaluation by students /consumers* (based on taking into account students' opinion about the quality of teaching);
- according to the object of evaluation: *individual* (evaluation of a concrete teacher, associate professor, professor); *group* (evaluation of a department, higher educational establishment); *individual and group* (correlation of evaluation of quality of separately taken teachers with the evaluation of teachers who work at the some department);
- according to the nature of evaluation: *complex* (expert evaluation and self-evaluation of quality of all types of teachers' pedagogical activity); *single* (evaluation of a person, separately taken direction of the pedagogical activity);
- according to the periodicity of realization: *previous* (among the teachers who have just been taken to work at a higher educational establishment-in the form of an interview); *current* (conducted regularly with the aim of an operative management); *control* (with bringing in of experts); *summative* (conducted once in 5 years in the form of attestation) [10].

What's more, during the study it was found that the characteristic feature of this period was that a pedagogical theory was enriched by the development of methods of evaluation of quality of higher school teacher's pedagogical activity. So the *methods* were divided into: *qualitative* (verbal and writing description, biographic method, description of results of teachers' activity for a certain time period); *quantitative* (method of ball estimation, method of ranging, coefficient estimation); *combined* (interview, questionnaire, tests, rating, and examinations).

But, unfortunately, the survey results showed that despite the existence of certain set of generally excepted descriptions and criteria of evaluation of higher school teachers' pedagogical activity in accordance with its specification and quality, the priority of criteria in concrete Ukrainian institution of higher learning could be different [7, 26]. What's more, for today the criteria of

evaluation of teachers' activity remains normatively indefinite.

Study of experience of Ukrainian higher educational establishments, in particular of Bila Tserkva, Vinnytsia, Volyn, Kyiv, Sumy, Kharkiv etc. allowed to state about the use in practice of different methods of evaluation of higher school teachers' pedagogical activity.

To begin with, it should be said that during the I stage (1969–1984) evaluation of quality of higher school teachers' professional and pedagogical activity was performed according to such types of their activity as: scientific, educational and methodical. The leading methods of evaluation of teacher's activity there was an attestation. But an unsolved at that time remained the question about the methods of its realization. As research witnessed, it became an inner matter of a higher educational establishment, as experts were highly skilled specialists – mainly members of the same pedagogical staff (colleagues). Thus, quality of expert evaluation depended on a collective, and thus, there were cases when in the result of attestation different specialists got identical characteristics. As a result, the amount of drawbacks of attestation was rather evident.

What's more, attestation was done once in five years, but it didn't have any scientific background of its time period. It was finished by the description of teachers' activity; however its structure and maintenance were not fixed in the normative documents. For example, if scientific results could be estimated relatively exactly, then the results of educational work had to be estimated according to such conditional criteria, as a level of education, ideological and moral internals, readiness of a teacher to teach the subject etc. It's clear, that each teacher could have his own subjective ideas about these characteristics. As a result, it was necessary to balance the results of different types of teachers' activity. In light of this, attestation didn't found its wide use in practice in that time.

In the second half of the 80th of XX of century theory was enriched by the forms of attestation. One of them there was a competition on the best lecturer, assistant, and group counsel. The main aim of such measures was to encourage scientific and pedagogical workers. The results of such competitions were declared by an order of an institute, and winners were rewarded by an official document. Announcement of results and reward of winners took place at conferences or general meetings of faculty advisors of a particular university.

At the end of the 80th in theory some clarifications as to the functions, signs, tasks and criteria of attestation were done. According to the definition, given by a researcher N. Vaschenko, attestation – is an evaluation of teachers' pedagogical activity, his accordance to set at that time requirements. The main task of attestation was implementation of an important stimulant function – assistance to the qualitative increase of faculty advisors. As undertaken study testified the chair heads of departments, professors, associate professors, senior teachers, teachers and assistants passed attestation. The main characteristics of attestation were: specification of certain category of workers enumerated in

normative legal acts about attestation; periodicity of its realization; special forms of its realization, and also functional role of attestation – selection of the administration staff and specialists or even their replacement [2, 66].

In the result of attestation such types of teacher's pedagogical activity were estimated: results of educational, methodical, scientific and organizational activity that served as basis for a making decision about the increase of teachers' salary.

At the same time, it was found out, that in the given investigated period such method as questionnaire of students as one of effective methods of evaluation of quality of teachers' pedagogical activity was widely used. As an example, questionnaire «Teacher evaluation by students» was worked out in Kyiv Engineer-Building Institute (1989). The questions of it embraced all the aspects of teachers' pedagogical activity, and were considered correct from the point of view of ethics. For an integral evaluation of pedagogical mastery of a teacher the results of students' answers grouped according to such signs: knowledge of a subject, good methodology, teachers' personal internals etc [6, 97].

Teacher's self-perfection was understood in the following way. If a teacher, as a result of students' questioning was informed about his defects at work from students' point of view, then he took them into account or tried to avoid. If it touched maintenance of educational material then he tried more and more perfect prepare to his classes, if to the form of their realization – worked hard to improve his teaching methodology. When students noticed low inner person's defects then a teacher tried to remove all negative remarks marked by students. The results of students' questioning concerning teachers' pedagogical activity were taken into account in the process of attestation commission at teachers' electing by a competition. In special occasions at teacher's sharply negative estimation by students from many parameters of pedagogical activity such teacher could be examined by a department with the acceptance of a corresponding decision, even to finish his career at the university.

90th – beginning of the XXI century characterized by the search of a quantitative criteria of evaluation of quality of higher school teachers' pedagogical activity in particular introduction into the practice of higher school of the rating system. It was set that rating, as an evaluation system has substantial advantages: clarity of criteria; simplicity of realization; absence of possibility to set too high or low evaluation in accordance to those whose activity is evaluated.

In light of this, as some scientists say for today it does rating the most perspective method and allows apply it for the evaluation of teaching staff' pedagogical activity of any higher educational establishment.

However, in the result of a scientific research it was found that for today there isn't any single system of criteria of rating evaluation that contain not many evaluation parameters. While working out the system of evaluation of quality of professional and pedagogical activity of teachers, it is necessary to

take into account some very important circumstance that such system must be simple and clear to the teachers, and in its basis must be clear and generally accepted characteristics.

As undertaken study witnessed, the leading universities of Ukraine are engaged in development and introduction in practice of a higher school of rating methodologies of evaluation of pedagogical workers (in particular National University of Water and Nature Use, G.S. Skovoroda Kharkiv National Pedagogical University, Kryvyi Righ Technical University, Kyiv Polytechnic Institute, Volyn Institute of Economy and Management, Bilocerkiivsky National Agrarian University etc). Some higher educational establishments of Ukraine are only on the stage of introduction of such system in practice of a higher school (A.S. Makarenko Sumy State Pedagogical University).

The rating results were the bag ground for getting honored ranks and money rewards. At the same time, review of existent methodologies witnessed that authors, trying maximally to take into account different factors that influence on the activity of higher educational establishment include in the methodologies too many criteria which are very often duplicated. In addition, work after such methodologies requires collection of a plenty of questionnaires, forms, other documentation and this fact causes protest of the academic staff.

Note that, no less popular and effective method of evaluation of teachers' activity is the method of self-evaluation. (For example, at school of pedagogical mastery of National University of Water and Nature Use) such internals of teacher's personality were subject to estimation: respect to students; humanity; demand; goodwill; tactfulness; high level of professional knowledge; good memory; enunciation; pedagogical capabilities); method of expert estimation (in Sumy National Agrarian University the estimation of quality of professional and pedagogical activity of teachers by the members of collective were done according to such criteria: knowledge of a subject, teaching qualities, logical exposition of a material, culture of speech, demand to people, fascination by work etc.

Beginning of the XXI century was marked by an active introduction to the practice of higher school of various individual methods of evaluation of teachers' pedagogical activity. Among them we found: A. Nebesnova, V. Nebesnov "To the formalization of quantitative estimation of quality of teachers' pedagogical activity", B. Mokin "Math models in the system of control for efficiency of higher school teachers' activity, R. Petrenko, I. Shalimov «Automatic system of evaluation of scientific and pedagogical teachers' activity» etc. The main task of such methods was the decision of the given problem by transition from subjective (qualitative) descriptions of pedagogical processes to their severe and objective evaluation (quantitative) [8; 9; 11].

The conclusions and recommendations for further research. Thus, based on the above-mentioned we can conclude that the problem of evaluation of

higher school teachers' pedagogical activity in Ukraine was of high importance during the second half of the XX – at the beginning of the XXI century and was realized in three stages: I stage – 1969–1984 – is marked as the stage of purposeful governmental measures and scientific searches of theoretical questions of evaluation of higher school teachers' pedagogical activity in the context of development of teachers' profesiogram; II stage – 1985–1990 – is presented as a stage of theoretical questions mainly in the context of search of a criteria of evaluation of higher school faculty advisors' pedagogical activity; III stage – 1991 – beginning of the XXI century – is the stage of introduction into the practice of higher school of individual methods and rating system of evaluation of higher school teachers' pedagogical activity.

Next to this, study of experience of Ukrainian higher educational establishments during an investigated period allowed to state about the use in practice of different methods of evaluation of higher school teachers' pedagogical activity such as: method of attestation, method of rating, method of teacher evaluation by students, colleges, experts and individual methods.

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РЕЗЮМЕ

Ткаченко Е. Б. Оценивание педагогической деятельности преподавателей высшей школы как актуальная научная проблема в Украине (вторая четверть XX – начало XXI века).

В статье раскрывается сущность и содержание понятия «оценивание качества педагогической деятельности», его цель и задачи. Определены и охарактеризованы главные этапы развития исследуемой проблемы на протяжении исследуемого периода. На уровне теории установлено, что данный период характеризовался повышением требований к преподавателю высшей школы; определением видов, критериев и подходов к оцениванию качества педагогической деятельности профессорско-преподавательского состава ВНЗ. На практике разных ВНЗ Украины широкого распространения получили разные методы оценки качества педагогической деятельности преподавателя, среди которых: метод аттестации, метод рейтинга, метод оценки преподавателя студентами, коллегами, экспертный метод, авторские методики и другие, которые имели определенные особенности и специфику на каждом с определенных этапов.

Ключевые слова: оценивание, качество, критерии и методы оценивания, преподаватель, педагогическая деятельность, рейтинг, аттестация, оценка деятельности.

SUMMARY

Tkachenko O. B. Evaluation of the high school teachers' pedagogical activity as an actual scientific problem in Ukraine (the second quarter of the XX-th and the beginning of the XXI-st century).

The essence and content of the notion «evaluation of the teachers' pedagogical activity», its goals and tasks are viewed in the given article. Thus, evaluation of the teachers' activity is important to determine weakness in the organization of an educational process; to stimulate higher school teachers' activity; to provide the proper level of professional pedagogical workers' competence; to set accordance between the results of professional activity and work payment; to stimulate pedagogical workers' level of professional competence; to discipline and motivate pedagogical workers; to define their rating.

The main stages of the development of the investigated problem in theory are characterized. It is found that each stage is marked by its special purposeful governmental measures and scientific searches of theoretical questions of evaluation of the higher school teachers' pedagogical activity. In such a way during the analyzed period the requirements to the teachers have been determined; the criteria, kinds, principles and methods of evaluation of quality of higher school faculty advisors pedagogical activity have been defined.

During the study it has been concluded that in practice of many higher educational establishments of Ukraine different methods of evaluation of higher school teachers' pedagogical activity have been widely used. Among them: the method of attestation, the method of teacher evaluation by the students, colleges, experts and individual methods. It is noted that they have their specification and value in each period.

Beginning of the XXI-st century is marked by the search of quantitative criteria of evaluation of higher school teachers' pedagogical activity and introduction into practice of a higher school of individual methods and rating system of evaluation of the teachers' pedagogical activity. It is proved that rating as an evaluation system has substantial advantages: clarity of criteria; simplicity of realization; absence of possibility to set too high or low evaluation in accordance to those whose activity is evaluated. In light of this, as some scientists say for today it does rating the most perspective method and allows applying it for the evaluation of teaching staff' pedagogical activity of any higher educational establishment.

Key words: *evaluation, quality, criteria and methods of evaluation, a higher school teacher, pedagogical activity, rating, attestation, evaluation of the pedagogical activity.*

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МЕТОДИЧНА РОБОТА В СИСТЕМІ ДОШКІЛЬНОГО ВИХОВАННЯ УКРАЇНИ В 20–30-ТІ РОКИ ХХ СТОЛІТТЯ

У статті розкрито теоретичні основи становлення та розвитку методичної роботи в дошкільних навчальних закладах України у 20–30-ті роки ХХ століття. В основу дослідження покладено аналіз наукових фактів, педагогічного досвіду, теоретичне узагальнення особливостей становлення суспільного дошкільного виховання та методичної роботи в зазначений період. Результати дослідження розкривають вплив провідних ідей педагогічної науки на трансформацію змісту і форм організації методичної роботи в дошкільних навчальних закладах та надають можливість їх використання в оновленому контексті розвитку освіти. Автор констатує, що досліджуваний період характеризувався широким розгортанням мережі закладів дошкільного виховання, визначенням змісту дошкільної освіти, впровадженням нових наукових ідей у практику, підвищенням методичного рівня організації роботи в дитячих установах. Перспективи подальших наукових розвідок вбачаються в аналізі й систематизації історичних джерел та їх використання у практиці підготовки сучасних фахівців із дошкільної освіти.

Ключові слова: *методична робота, зміст освіти, розвиток, історичний досвід, система дошкільного виховання, суспільне дошкільне виховання, історико-педагогічне дослідження, дитячий садок, дошкільний навчальний заклад.*

Постановка проблеми. Перебудова в сучасній системі освіти України, стрімкий розвиток суспільного дошкільного виховання зумовлює необхідність дослідження педагогічного досвіду та історії дошкільної педагогіки з метою вивчення, виокремлення та трансформації продуктивних ідей організації методичної роботи в дошкільних навчальних закладах сьогодення.

Одним із найважливіших чинників ефективної діяльності дошкільного навчального закладу є рівень організації методичної роботи. Діяльність сучасного дошкільного навчального закладу неможлива без організованої методичної роботи, яка віддзеркалює вимоги суспільства до дошкільної освіти: зміни у змісті та технологіях навчання й виховання дітей дошкільного віку, що зумовлені розвитком сучасних інформаційно-комунікативних технологій, запитами батьків та потребами дітей дошкільного віку. Організацію методичної роботи в дошкільному навчальному закладі необхідно переглянути з позиції наукового обґрунтування ефективних форм і методів роботи, витоки яких знаходяться на попередніх етапах розвитку системи суспільного дошкільного виховання.

Аналіз актуальних досліджень. У вивченні генези методичної роботи у сфері дошкільної освіти приділено увагу окремим її аспектам, зокрема, становленню й розвитку системи дошкільної освіти, змісту та плануванню