



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898473*

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TÍTULO: Metodología para la evaluación de actividades educativas del proceso educativo universitario.

AUTORES:

1. Ph.D. Ernst R. Safargaliev.
2. Assist. Prof. Alexandra A. Nikolaeva.

RESUMEN: La actividad educativa es un tipo de actividad social sobre la transferencia de la experiencia y la cultura de la humanidad de generación en generación. Los autores de la investigación proponen resolver este problema considerando la personalidad del profesor como un complejo de dos criterios interconectados: el pensamiento (o mente) y acción (o comportamiento). Los autores del artículo enfatizan la universalidad de la metodología y su aplicabilidad en la acción universal. Los resultados, obtenidos durante este estudio, están siendo probados por los profesores de KFU. La efectividad de la metodología de evaluación propuesta es monitoreada tanto por los maestros como por los estudiantes del establecimiento de educación superior en el proceso de prácticas en la escuela.

PALABRAS CLAVES: actividad educativa, resultado educativo, acción universal, metodología para la evaluación de la actividad educativa.

TITLE: Methodology for the evaluation of educational activities of the university educational process.

AUTHORS:

1. Ph.D. Ernst R. Safargaliev.
2. Assist. Prof. Alexandra A. Nikolaeva.

ABSTRACT: Educational activity is a kind of social activity on the transfer of experience and culture of humanity from generation to generation. The authors of the research propose to solve this problem through the considering of teacher's personality as a complex of two interconnected criteria: thought (or mind) and action (or behavior). The authors of the article emphasize the universality of the methodology and its applicability in universal action. The results, obtained during this study, are currently being tested by the teachers of KFU. The effectiveness of the proposed evaluation methodology is monitored by both teachers and students of the higher educational establishment in the process of traineeship in school.

KEY WORDS: educational activity, educational result, universal action, methodology for evaluation of educational activity.

INTRODUCTION.

The rapid development of modern society caused changes in the social procurement for education. The new educational institution should become the most important factor, providing a socio-cultural component. It should set and solve the tasks of personal development, thereby becoming an effective factor in the development of the state. Various demands are made on the individual, as a subject of society. It is necessary to make a choice in the field of professional activity, allowing to

maximize the ratio: "I can, I want, I must," choose a profession, which meets the capabilities, desires and interests of the individual, and at the same time, is demanded in the job market.

Educational institutions allow to solve this problem by providing the students with multifold possibilities of choice: the system of general education affords to get universal education, specializes in preparation for entering a university, focusing on a particular specialty.

Student's preparation for the future profession, his conscious choice, defining of personality characteristics, which contribute to his formation as a professional personality, occurs already in school. At the same time, the school is one of the necessary links in the chain of educational institutions - pre-professional training of the individual. One of the necessary conditions for the successful vocational guidance of the student is the assurance of continuity between the school and higher educational institution in the process of training and education of the youth.

The educational system of higher institution is aimed at the self-development and self-realization of the individual. It is a subsystem of the educational system; it helps the professional growth of the personality, its comprehensive development. As a result, the integrated educational space of the student is formed from separate parts of the educational system. However, the practice shows, that planning of the results of educational activities, their forecasting faces certain difficulties, so it is very important to determine the criteria, indicators and factors of the effectiveness of educational activities, to formulate the methodology for its evaluation, not only for experimental purposes, but also for practical use (Mikhailova, 2014).

The works of the following foreign researchers are of great importance for the analysis of the issue of educational activity: K.N. Wentzel, E. Key, J. Lökk, M. Montessori, F. Frebel. Among domestic scientists, we can distinguish the works of N.B. Avalueva, V.I. Zagvyazinsky, F.Z. Mustafina, A.I. Pushkareva, T.A.Ilyina, N.V. Kuzmina, V.A. Slastyonina and others, devoted to the forms and methods of education. A huge contribution to the determination of the theoretical positions of

educational issues was made by the works of such authors as L.S. Vygotsky, P.L. Galperin, A.N. Leontiev, G.K. Selevko and others.

At present, the issues of education are widely studied. Scientific literature reveals the problems, associated with the theory and technology of education. But theoretical analysis has shown that a wide range of issues of educational activity remains insufficiently studied (Covey, 1999). Despite the theoretical groundwork, the aspects, which allow to determine the effectiveness and productivity of the educational activity are still understudied; the question of the methodology for evaluation of educational activity remains open (Safargaliev, 2016).

DEVELOPMENT.

Methods.

In the course of studying the questions of methodology for evaluation of educational activity, the following research methods were used: the analysis of normative documents, the content analysis of documents and databases, a desk study on the analysis of secondary sources of information, and observation.

The results, obtained during this study, are currently being tested by the teachers of KFU. The effectiveness of the proposed methodology is investigated as by teachers, as by students of the higher educational institution, in the process of traineeship in school.

The criteria for assessing the effectiveness of teachers' activities in school allow to formulate the requirements for the work of universities, graduating future teachers. It can be said about the existence of continuity between the school and higher education institution, in the process of training and education of the youth. An important task of the pedagogical university is not only to educate a person, but also to bring him up, and also to prepare for the implementation of educational activities in the future. Thus, the conducted work reflects the author's concept, in which

various ideas, positions, proposals were embodied to varying degrees, representing a fairly wide range of opinions and judgments on this issue.

Results and discussion.

The multiplicity of approaches to the interpretation of education and universal action does not allow to reveal the effectiveness of educational process. As a rule, the proposed methods come down to enumeration and emotional description of the conducted activities. But the effectiveness of the educational process is the correlation of the results, obtained with the purposes of educational practice (Mikhailova, 2014).

A whole series of laws and normative documents evidenced about the need for the formation of a spiritually-moral personality (Burdukovskaya, 2010). The educational standard of new generation is also focused on the formation of personal characteristics of the graduate. For example, there are the following categories: those, who love their people, their own land and their homeland; respecting and accepting the values of the family and society, etc.

However, the very understanding of spiritual and moral criteria creates a situation of blurring, and plurality of determining the criteria for the level of education. This is caused by an infinite number of factors, which affect the person, directly or indirectly (Brian, 2008; Adizes, 2004). As a result, it can be said about the absence of unambiguous understanding of the subject of evaluation.

In our opinion, it is possible to get close to the method of evaluation of educational activity through the understanding of the individual. K.D. Ushinsky wrote: “Without the personal direct influence of the educator on the student, true education, penetrating into the character, is impossible. Only a person can have an impact on the development and definition of personality, only character can form a character”. We consider the personality through a conscious individuality, which occupies a certain position in society. However, a person is younger than an individual: a person is born as an individual, but he becomes a personality in the process of social life (Danilyuk & Loginova, 2012;

Brian, 1995). Knowledge of the components of the personality structure allows to judge the reaction of a person in certain situations.

If we consider the structure of the personality through the classical approach in psychology and pedagogy, then again, we come to the spiritual and moral concepts, which complicate the unambiguous understanding of the effectiveness of educational activity: self-awareness, temperament, character, abilities (AdizesIchak, 2004). Therefore, it is necessary to identify such components of the personality, which can give a clear understanding of universal action and the effectiveness of educational activities. In our opinion, these are the behavior and thoughts of the student. Conventionally, two groups of criteria can be distinguished: the criteria of behavior and criteria of mind, which are interrelated.

Criteria of mind of the educator are studied by psychology. It allows to receive an answer to the question: "What does the student think?", using various methods of diagnostic and testing. This group of criteria is not considered by the authors of the work, because in regards to the educational result, the most significant is the "activity" of the student, the second group of criteria, replying to the question: "What does the student do?". The possibility to make an assessment of activity, its uniqueness, formed the basis of the author's methodology for the evaluation of educational activities. Through various relationships with other phenomena of pedagogical activity, it can manifest its essence. Any educational process, any pedagogical phenomenon, in disregard of conditions in which they proceed, they necessarily exist in interaction with others (Mikhailova, 2014).

At present, much attention is paid to the patriotic education of young people. "The goal of education: the education of a citizen and patriot, competitive in the modern labor market, which has a need for constant professional development, and can share the mission, principles and values of the university" (Ponomarev, 2017).

In the Law of the Russian Federation on Education, the Federal State Educational Standard, the Concept of Spiritual and Moral Development and Character Education of the Citizen of Russia, special attention is paid to the formation and development of a personality, possessing the qualities of a citizen - the patriot of motherland, capable of performing his civil duties in peacetime and wartime.

In the context of the foregoing, we will reflect the educational result through a certain direction of education. According to the Concept of Spiritual and Moral Development and Character Education of the Citizen of Russia, we will outline five main directions of education (see Table 1).

Table 1. Evaluation of educational activities.

Event	Date	Goal	Direction of education:	Educational result (depending on age):
			Education of citizenship	
			Education of morality	1-5 grades
			Education of diligence	6-8 grades
			Ecological education	9-11 grades
			Aesthetic education	Higher educational institution

All areas of education closely interact with each other. Love for Russia, and for small motherland is impossible without respect for own parents, the older generation. It is impossible to enrich one's inner spiritual world without creativity, to realize harmony and beauty without purposefulness and perseverance.

Let us consider how the above-mentioned methodology of the educational activity of teacher works, using the concrete example. As an event, the celebration of the Victory Day on May 9 was chosen. Let's formulate the objectives of the event: respect for the defenders of the Motherland, for the older generation; interest in the state holidays and the most important events in the life of Russia. Then

we choose the direction of educational activity: the education of moral feelings, ethical consciousness, and the education of citizenship, patriotism, respect for human rights, freedoms and duties.

Depending on the age of the student, we define four groups of educational result. For pupils of grades 1-5: they have a general idea about the Great Patriotic War of 1941-1945, its defenders and feats. For the students of grades 6-8: they know the key dates of the Great Patriotic War, battles, fights, causes and results of the war, the names of heroes of the Great Patriotic War; know by heart the songs, dedicated to the Great Patriotic War; know the domestic films, dedicated to the Great Patriotic War. For high school students, pupils of grades 9-11: they know the works of Russian writers about the Great Patriotic War - prose; recite poems, dedicated to the Great Patriotic War; they know fragments of the biography of writers and poets of the GPW. For students of the universities: they can express their opinion about the Great Patriotic War.

The activity approach to the learner's personality allows to form concrete and unambiguous indicators for assessing the effectiveness of the teacher's educational process. At the same time, the selection of criteria and indicators - is one of the most important stages: the activity of the student must have a result. The results of educational activities are understood as the correlation of goals and achievements; therefore, in the process of criteria selection for evaluation of educational activity, the following principles should be used:

- Universality, i.e. it is necessary to define such educational result, which will be universal and applicable for any student, regardless of the territory and living conditions. Training in large metropolitan cities and in remote settlements, in urban and village schools proceeds in different conditions, students are given different opportunities. However, when choosing an estimating "activity", the regional aspect is not taken into account: traditions and culture of the region, historical events, geographical features.

- Comparability. This means, that the choice of the criterion does not take into account the psychological component of the individual, based on the emotional component. Only actions and behavior of the student are estimated, not his thoughts.
- Effectiveness. This principle indicates the need for a clear, intelligible and understandable formulation of the goal and objective at all stages of assessing the educational activity.
- Availability for measurement. The principle indicates that the result of the action must be obvious and easily interpretable. This allows to monitor the result of each specific action, to understand the cause-and-effect relationship between actions and their results.

CONCLUSIONS.

In the theory of education, the development of criteria and indicators of the effectiveness of the educative process, the methodology for its evaluation, are of great importance.

Existing methods of education, as a rule, reflect only the emotional component of the performed activities, they come down to the enumeration and description of events. The study of the achieved results and the effectiveness of the educational process is one of the most complex issues of pedagogical theory and practice. The complexity is due to the definition of spiritual and moral criteria, the lack of unambiguous understanding of the subject of assessment, because the personality, both directly and indirectly, is influenced by many factors, which are hardly possible to take into account.

This problem can be resolved by considering the personality with regard to the following two criteria: the criterion of action and the criterion of mind, which are interrelated. The first group of criteria is not considered in this study, its more detailed study deals with psychology. The authors of the work believe, that universal action makes it possible to evaluate the educational activity, since it has the following principles: universality, comparability, effectiveness, accessibility for

measurement. In turn, the obtained results can not only be assessed, but also compared with the results of other teachers and educational institutions among themselves.

The teacher evaluates the universal action of the student through the organization and performing of various activities. As a result, the proposed methodology for evaluation of educational activities is applicable at various levels of the education system: the teacher can evaluate the effectiveness of the educational event of the pupil, the lecturer can assess the student.

One of the necessary conditions for the successful vocational guidance of the student is to ensure continuity between the school and higher educational institution in the process of training and education of the youth. The authors of the work are sure, that the study of the criteria and indicators of educational activity, as well as the methodology for its evaluation is an ongoing process, which involves a wide range of specialists.

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DATA OF THE AUTHORS.

1. Ernst R. Safargaliev. Kazan Federal University. Email: 927242@mail.ru

2. Alexandra A. Nikolaeva. Assistant Professor of Naberezhnye Chelny Institute. Russian Federation.

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