

CONCEPTUALISM OF THE ORGANIZATION OF EDUCATIONAL AND METHODOLOGICAL ACTIVITY AS A KEY MODEL FOR ENSURING THE QUALITY OF EDUCATION*

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Abstract. The main *purpose* of the paper is to analyze the process of the organization of educational and methodical activity of educational institutions as a key model for ensuring the quality of education. *Methodology.* This study combines the analysis of organizational and methodical activity in different Ukrainian educational institutions and the analysis of their organizational tools. The method of qualimetric scales for measuring organizational and methodical activity proposed in this study can be used in organizing quality control of methodical support and support of educational programs at various levels. The background for this analysis is the data of Odessa National Medical University, Kyiv National Economic University named after Vadym Hetman, Yuriy Fedkovych Chernivtsi National University. *Findings.* In the article the problem of assessment of quality of education in general was considered. The authors have analyzed the problem of assessment of quality of educational and methodical support. In the paper the basic principles of formation of educational and methodical complex and defined levels of assimilation of educational material were revealed. The authors have considered the criteria of assessment of quality of educational and methodical complex. The frequency of their use is determined. On the basis of the frequency of use the criteria for evaluation of the pedagogical and methodical complex in educational institutions are identified and described. *Practical implications.* The results of the research are a methodological and practical basis for improvement of the organizational mechanism of educational and methodical activity of educational institutions. The results of the conducted research could be a framework for formation of effective educational system in Ukraine, providing constant development of the system of ensuring the quality of education. The main proposals could be used by the Ministry of Education and Science of Ukraine, also they should be taken into consideration by educational institutions.

Key words: education, educational institution, educational and methodical activity, educational and methodical complex, quality of education.

JEL Classification: I20, I23

1. Introduction

The effectiveness of professional training of future specialists trained in various educational fields depends largely on the level of pedagogical and methodical work of an educational institution, which is the key area of activity of any educational institution.

The transformation of the Ukrainian society, its informational progress, integration into

the European and world educational space, changes in the educational paradigm of education, rethinking of the value orientations in psychological and pedagogical science, search and implementation of innovative educational technologies determine the main directions of pedagogical and methodical work of an educational institution.

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Educational and methodical work as one of the key elements of ensuring the quality of education must be organized and carried out as a holistic system of actions and measures aimed at ensuring the quality of professional training of students, improving the qualifications and professionalism of each educational staff, activating the creative potential of educators and students.

The modern system of elementary and methodical work should be based on the achievements of pedagogical science, advanced pedagogical experience, quantitative and qualitative analysis of the educational process and include analytical, diagnostic, research, scientific, practical and informational activities.

Educational and methodical work is a tool to organize and support the educational process, it gives a fairly complete picture of both the amount of learning content to be mastered, and the most appropriate ways and means of building the educational process. A modern student should receive not only a "storage medium", but a guide that helps to understand the huge flow of information.

Such work in universities is carried out in accordance with the following regulatory documents: the Law of Ukraine "On Education", the Decree of the Ministry of Education of Ukraine dated 02.06.1993 No. 161 "On approval of the Regulation on the organization of the educational process in higher educational institutions", the Resolutions of the Cabinet of Ministers of Ukraine dated 09.05.1996 No. 1074 "On approval of regulations on state higher education institutions", the Resolutions of the Cabinet of Ministers of Ukraine dated 07.08.1998 No. 1247 "On the development of state standards of higher education", the Resolutions of the Cabinet of Ministers of 20.01.1998 No. 65 "On approval of the Regulation on educational and qualification levels (degree education)" and other internal regulatory acts.

In accordance with the main ideas of the Bologna Process, the educational and methodological work is aimed at the implementation of the European Credit Transfer System, which in turn ensures the formation of competitive graduates in accordance with the directions of professional training.

Therefore, the study of the organization of pedagogical and methodical work in educational institutions is extremely important for ensuring the quality of education at the national and international levels.

2. Methods and materials used

This study combines the analysis of organizational and methodical activity in different Ukrainian educational institutions and the analysis of their

organizational tools. The method of qualimetric scales for measuring organizational and methodical activity proposed in this study can be used in organizing quality control of methodical support and support of educational programs at various levels. The background for this analysis is the data of Odessa National Medical University, Kyiv National Economic University named after Vadym Hetman, Yuriy Fedkovych Chernivtsi National University.

3. Discussion and research results

The problem of the quality of education has been one of the central issues for many years. However, its relevance and interest in its positive solution is manifested especially in connection with the development of such large-scale educational projects as accreditation and the formation of educational standards. For this study, a dual approach to the problem of organizing teaching and methodological work as an element of the quality of education through a combination of quality assurance and its evaluation seems relevant.

The quality of education depends on two levels of relations: internal (intra-systemic) and external (supra-systemic). The first level provides a structural analysis of the content of the standard, the second one provides the relationship of the subjects of the educational process, such as the state, society, social partners, interested in the quality of education of students.

Hence the following basic principles for the design of educational and methodological support:

- 1) the principle of determining the mechanism of interaction between the system and the environment requires creation of educational and methodical complex for implementation of the educational standard;
- 2) the principle of hierarchy provides for the implementation of continuity of educational material;
- 3) the principle of dynamics provides for the expansion of the developmental space, the creation of conditions for the integration of the student's personality into the modern educational space.

The source for identification of criteria of quality of educational and methodical complex is the idea of representation of quality of education in the form of levels of mastering of knowledge and skills.

Thus, there is the following characteristic of levels of assimilation as a sequence of mastering experiences and a measure of progress in mastering the content of the subject. Based on this characteristic, four levels of assimilation of the material can be distinguished. At the first level, a person's ability to recognize, recall, and reacquaint with previously studied material is manifested. At the second level, the student must be able to

reproduce the material, or individual aspects of it, independently and without external prompting. At the third level, the student must solve specific problems, transforming the material in familiar and unfamiliar situations within the framework of the material studied. The transfer of knowledge is limited by the age characteristics of the student and does not apply to the entire academic subject. At the fourth level, the student must independently construct and transform the material, transfer the information received to the solution of a wide class of problems in new situations.

Different authors distinguish such characteristics of the quality of knowledge assimilation as correctness, accuracy, completeness, generalization, depth, consistency, systematicity, strength, effectiveness of knowledge, etc. On the basis of these levels and the quality of assimilation of the material it is possible to identify the criteria which the educational and methodical complex should have.

The educational and methodical complex of the educational process should be diverse, correspond to the variable educational programs, be developed for all types of educational activities of students and, above all, be distinguished by its complexity.

The requirements to the content of individual components of the educational and methodical complex depend on the type of educational and methodical material, but an integrated approach should be common.

When choosing the main educational and methodological complex, one should be guided by various criteria, but the authors believe that the following should be the leading ones:

- Is this course a complete educational and methodical complex or is it necessary to select/compile the missing components?
- Does the educational and methodical complex meet the requirements of national regulations?
- Does this complex correspond to the age of the students, the possible context of their activities, their real interests, needs and possibilities?
- Does the complex sufficiently develop the necessary professional skills and abilities?

In the didactic aspect, attention is drawn to 4 main groups of requirements related to the leading functions that the educational and methodological complex should perform:

1. Compliance with the requirements of the educational process (taking into account the requirements of the educational program, patterns of assimilation, interaction of all components of the educational program).

2. Purposefulness (goal orientation, allocation of threshold levels of skills, integrity of the elements of the educational and methodological complex).

3. Focus on the student (taking into account individual and age characteristics, relying on the

intellectual abilities and learning level of the student, creating optimal conditions for independent work, a variety of work methods and types of educational activities).

4. Motivation (stimulation of cognitive activity, presentation of problems, personal significance of educational material and consideration of communicative needs of students, extensive use of means of designing educational and methodological complex).

These characteristics should be considered as invariable, i.e., characteristic for all types of educational and methodical complexes.

In accordance with the analyzed literature, the following criteria have been identified for the optimal evaluation of the educational and methodological complex:

- 1) scientific nature – validity and reliability of the content of educational and methodical support;
- 2) accessibility – the possibility of easy access to all components of educational and methodological support, as well as the clarity of their content for all participants of the educational process;
- 3) visibility – the presence in the educational and methodical support of tables, diagrams, multimedia materials that develop figurative thinking and influence visual, auditory perception of the material;
- 4) a systematic approach to content – all elements of educational and methodological support should be interconnected;
- 5) implementation of the principle of continuity of the studied material – the study of new material must be justified by the previous one;
- 6) completeness – the number of components of educational and methodical support, whether it is worth expanding it or not;
- 7) the possibility of providing differentiation and individualization of education – the possibility of taking into account the individual characteristics of the student and the possibility of implementing separate (group) education;
- 8) achievement of personal, subject and meta-subject results (orientation to program learning outcomes) – educational and methodical support should design the educational process in such a way that the results required by the educational standard are achieved;
- 9) the implementation of problematic and student-centered approaches in education – educational and methodical support should be aimed at the comprehensive development of the individual and include problematic creative tasks that would contribute to such development;
- 10) purposefulness – orientation toward a specific goal.

The intra-university quality management system of educational and methodical activity should include the development of qualimetric scales for measuring certain types of activities and for measuring the quality of activities of individual management

objects. Assuming that it is necessary to evaluate the quality of the educational and methodical complex of the educational program as a whole and each discipline separately, then it becomes necessary to develop objective indicators and criteria for measuring the quality of this complex of academic disciplines and educational programs. For indicators of the subprocess of educational and methodical complex of educational programs, indicators are taken, which, first, can be objectively evaluated each separately, and, secondly, they must be managed, i.e., purposefully changed by improvement. Each university can independently determine and form the set of indicators. The method proposed in this study can be used in the organization of quality control of methodological support and support of educational programs at various levels.

Each object of methodological work must have its own qualimetric scale, which is formed taking into account the requirements of the Academic Council of the university, the Ministry of Education and Science, licensing and accreditation indicators. The indicators characterizing the objects of management of the subprocesses of methodological work are largely incommensurable with each other, since they reflect different types of methodological work and have different meanings. To resolve this conflict, the following indicator is proposed to be introduced:

Methodical support of the educational discipline (MS):

$$MS = \text{Work Program} + \text{Books' Provision} + \\ + \text{Educational \& Methodical Complex} + \\ + \text{Educational \& Control Methods}$$

The Work Program contains 4 components: the structure of the discipline, the time norms, the work intensity of the discipline, the content of the discipline.

Books' Provision contains 4 components: coefficient of books' provision of the main content of the discipline, books' supply of independent work, additional literature, novelty.

Educational & Methodical Complex contains 6 components: structure, intermediate control, knowledge assessment tools, recommendations, methodological documentation, work design samples.

Educational & Control Methods contains 3 components: teaching methods and technology, methods for organizing independent work, methods for monitoring learning outcomes.

For each of the components, weighting coefficients must be formed by an expert method. They allow to estimate the importance of each component, the value of various activities and to take into account the requirements of regulatory documents. Then the method of ranking should be applied to each educational and methodological complex of the academic discipline.

Using the proposed method of assessing the quality of methodical support of academic disciplines, it is possible to easily assess the quality of the educational and methodical complex of the educational program as a whole and, accordingly, to determine its place in the ranking of educational programs of the university.

As the indicators of licensing and accreditation of activities of educational institutions change, it becomes necessary to make adjustments to the system of evaluation of educational and methodological complexes and other sub-processes of methodological work. For this purpose in the algorithm for evaluation of objects of subprocesses of methodical work "regulation points" of the assessment system with weight coefficients are provided, which allow the educational institution to flexibly change the estimation of qualitative characteristics in order to focus on one or another type of methodical activity.

The data of the monitoring of the indicators of educational and methodological activities are the information base for the management decisions of the university administration for the optimization of the internal quality assurance of education, as well as for the system of implementation of the educational process for individual educational programs. If the monitoring is carried out systematically, including the constant measurement of the proposed indicator of educational and methodical activities, then the point of control should be the comparison of the actually achieved results with the planned ones. Control is carried out not only by evaluating indicators, but also in the form of questionnaires, tests, observations, interviews, verification of documentation, reports, focus groups.

4. Conclusions

Methodical work is carried out in accordance with the approved current plan of educational institution, in which such a form of assessment should be included. Implementation of the above proposed method of quality assessment of educational and methodological complex of educational programs on the basis of monitoring of subprocesses of methodological work of educational institution with administrative support allows to obtain information quickly. This method is one of the stages of the process approach to management of educational and methodological work within the internal system of quality assurance of education.

This method solves the problems of assessing the quality of education, conducting the educational process as a whole in the educational institution and in its structural divisions, the level of scientific, organizational and educational work performed and development of uniform pedagogical requirements, in the absence of which it is impossible to count on achieving high rates of the educational process.

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