



IN THE QUALITY OF EDUCATION - THE IMPORTANCE OF DETERMINING THE RATING OF HIGHER EDUCATION INSTITUTIONS

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Abstract. In the research work, the problem of creating a system adapted to the assessment of the quality of education of higher educational institutions is considered and the models for determining the assessment indicators are described. The conditions for rating higher educational institutions based on world standards are determined.

Key word: model, rating, complex model, rating evaluation components

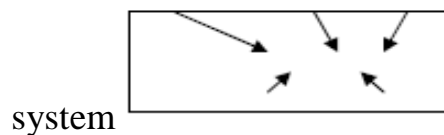
The most important issue of the education policy is to maintain its fundamentality and to provide modern quality education to the individual, society and the state based on the current and prospective requirements as a necessary condition for the modernization of the state education system. Higher education is the main and most valuable part of the educational system, the quality and efficiency of the work of higher educational institutions directly depends on the success of educational activities and the development of the educational system. Because of this, rating and evaluation of the quality of activity of HEIs (Higher Education Institution) is one of the necessary issues. The obtained results serve as a basis for solving the problems of quality management of education in higher educational institutions and ensuring the professional training of future specialists. Many agencies in the world have collected practical experience in evaluating the quality of higher education institutions. Nevertheless, the complete development of the general methodology for evaluating the quality of higher education



institutions that meet world standards in our country is still waiting for its solution. The main goal of the research work is to determine the conditions for the effective implementation of the system of quality assessment of HEIs. Due to the specific characteristics of the higher education institution as an educational institution and a social organization, it is objectively implemented in different fields at the same time. It should be noted that in each of these areas, HEI activity has a different quality, which should be taken into account when evaluating the quality of its activity. For example, higher education institutions should not only fulfill the task of imparting knowledge to students, but also create necessary conditions for students to learn. The rating evaluation allows to evaluate the activity of higher education institutions taking into account all the features.

Various evaluation models are currently used to evaluate the rating of higher education institutions. The most commonly used models are:

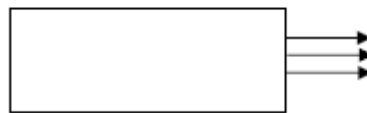
1. Assessment within the framework of internal indicators in the educational



2. Assessment through resource indicators or potential



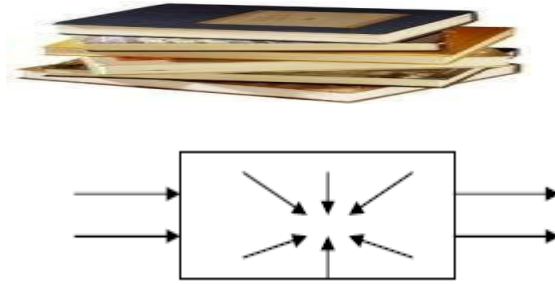
3. Model of performance evaluation



4. Free evaluation model



5. Complex or complex assessment model



The model of evaluation of the educational system within the framework of internal indicators. Sometimes this model is called a directed model, because it is an evaluation system that prioritizes value-oriented parameters (depending on the priorities in the evaluation). The essence of this model can be explained as an educational process. It is the process, not the result. Because it is possible to standardize the process when the results of pedagogical activity cannot be standardized. As an example of such a model, we can cite Robert Glazer's "teaching-learning-evaluation model".

Resource assessment through indicators or potential. This model can be called standards-based model. The basis of this model is the principles. Adherence to established norms and standards ensures the efficiency and results expected from the quality of education. The evaluation functions in the model are as follows:

- Determination of regulatory requirements;
- Regular compliance monitoring;
- Collect reports of educational institutions on compliance with standards;

The advantage of this model is to focus on quality personnel. The disadvantage is that the indicators are not systematized and analyzed, but the information consists only of the evaluation results.

Model of performance evaluation. This model is an achievement evaluation system, that is, it is characterized by the selection of target parameters and the level of achievement of goals. For this reason, it is also called goal-oriented. As an example of this model, we can cite the "Eight stage evaluation process " model presented by Metfessel and Mikhail .

Free evaluation model. Here we are talking about an unspecified evaluation



model, which is not defined by a specific residual p. This model is characterized by the absence of certain evaluation indicators and methods for making a final decision. Usually all of them serve as a basis for evaluating highly qualified specialists. The free evaluation model has many different applications and has a wide variety of uses. As a rule, it applies to the introduction of new forms of evaluation (system formation) or a sufficiently large evaluation experience (sustainable operation of the system).

Complex or complex assessment model. In this case, we are talking about a combination of goal-oriented, norm-oriented and value-oriented approaches. The model is based on the "input-process-output" paradigm. This includes the evaluation of the results of the process and the indicators of the single indicator. That is, this model has the features of the previous 3 models: evaluation based on internal indicators, evaluation based on resource indicators, evaluation of activity results. The CIPP (the context-input-process product evaluation) model, developed by a group of experts led by Daniel Stafflebima, is a vivid example of the model we are talking about.

A complex assessment model was used to create the system under study. This model has several advantages over other models and incorporates the most basic features of the other models reviewed.

The main assessment steps in this model have a strict algorithm:

- issue;
- describe the possibilities of achieving the goal;
- creating a mechanism for achieving the expected result;

Identifiable indicators in this model are process indicators. These indicators are evaluated by efficiency and quality. It encourages the development of monitoring of the educational system.

This model incorporates 4 types of assessment:

- Evaluation of the content of the activity (content, essence);



- Production indicators (potential, conditions)
- The process itself is evaluated
- The results of the educational process are evaluated

The result can be in the following 3 forms:

- The result provides a normal balance in the education system;
- Qualitative growth, innovative ideas aimed at the development of the educational system
- Innovative changes aimed at solving important problems

An important aspect of this model is that it views the educational system as a whole as a system of single structural elements and connections, as well as a meaningful and reoriented communication system.

Based on the comprehensive evaluation model, the main components and elements of the quality rating system of the higher education institution were determined:

Rating assessment components	Parts of components
Subject-object component	Evaluation subjects: <ul style="list-style-type: none"> - Administration of the educational institution - Teachers, Specialists - Students Evaluation objects: <ul style="list-style-type: none"> Quality of OTM content - Processes and events aimed at evaluating changes (educational process, quality of specialist training)
Functional target components	1. Objectives of assessing the quality of the activity of the structure of higher



	<p>education institutions</p> <ol style="list-style-type: none"> 2. The main tasks of the evaluation system 3. Principles of evaluation of the quality of the activity of professor-teachers 4. Principles of creating a system of quality assessment of the activity of professor-teachers 5. The regularity of the development of the system of evaluation of the quality of the activity of the structure of higher education institutions
Technological components	<ol style="list-style-type: none"> 1. Scope of assessment 2. Types of assessment 3. Assessment forms 4. Evaluation methods 5. Evaluation tools 6. Evaluation results 7. Management of the assessment system
Diagnostic component	<ol style="list-style-type: none"> 1. Criteria and indicators of the effectiveness of the rating evaluation system 2. Methods of studying, analyzing and evaluating the performance of the evaluation system,

Table 1



In conclusion, it can be said that the analysis of the qualitative and quantitative indicators of the potential of the higher educational institution through various models, having the rating points obtained with the results of the analysis, and using them in practice to determine the rating of the higher educational institutions is the scientific significance of the work. earns. The solution to the problem of educational quality management indicates the need to create automated rating evaluation systems to analyze and predict the quality of the educational process in higher educational institutions. These systems allow full control of the educational process not only in one or two subjects, but also include quality monitoring of HEIs in the country during one academic year at the level of departments, faculties, and universities . takes

Referances:

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