11 INNOVATION OF MARKERS FOR ASSESSMENT OF THE QUALITY OF EDUCATIONAL AND SCIENTIFIC RESEARCH ACTIVITIES OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS WITH SPECIAL LEARNING CONDITIONS

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ABSTRACT

Chapter 11 specifies the essence and features of innovative markers for assessing the quality of educational and research activities of applicants in higher education institutions with special study conditions. Modern approaches to the development of effective educational materials with a rethinking of their psychological-pedagogical, didactic functions, content, forms and stages of creating effective modern educational content in the aspect of evaluating the quality of the educational process from the points of view of: "acquirer", "mentor", "quality expert" are defined – a specialist in the field of educational measurements, quality monitoring". on the example of the educational component "Methodology of scientific knowledge" for the third level of education, it is proved that the evaluation of the effectiveness of the educational process based on learning outcomes is a complex procedure within which the mentor must be clearly aware of the connection between the predicted learning outcomes and the methods of setting goals for their achievement even at the time of development course Thus, the technological cycle from the conception, development, implementation and evaluation of the educational component is closed, noting that the integrated goals of the educational component – the course, which must be clearly formulated by the teacher-mentor, combine 3 approaches (content, internal and external processes of learning – learning, outcome) it is they who become the basis of the didactic complex of the course markers for evaluating the quality of educational and research activities of applicants in higher education institutions with special conditions of study.

KEYWORDS

National Police of Ukraine, professional training of a police officer, law and order, official training, education seeker.

INTRODUCTION

The search for an answer to the question: what are or should be the objective criteria for evaluating the quality of the educational process of a higher school in modern realities, which will help to determine and ensure high educational results and demand among stakeholders-employers, are relevant today both for the methodological services of higher education institutions, teachers, methodologists-scientists and developers of educational standards, experts in the field of state

education policy. In current approaches to the quality of higher education, the question is traditionally asked: *Who teaches? Who is taught? How do they teach?* And the main question — *What are the results?* In these questions, the key aspects of scientific reflections determine the most important challenges of higher education: flexibility, the ability to readjust it in rapidly changing, transforming conditions. This applies to both the educational system and its *product* — a specialist — a qualified specialist, with professional *standardized* competencies formed at a sufficiently high level and a "set" of soft-skills in the form of learning outcomes. Therefore, usually, when it comes to the *quality* of higher education or the improvement of the qualifications of scientific and pedagogical workers, the focus of attention is concentrated precisely on *the results of training*.

On the basis of the results of systematic studies of the problems of educational quality in Ukraine and the world, strategically important proposals for ensuring and improving the quality of higher education were formulated — "Development of a system for monitoring and evaluating the quality of education" for the project of the Strategy for the Development of Higher Education in Ukraine for 2021–2031 [1]. The document identifies the causes of insufficient educational quality — the imperfection of the system of quality monitoring and evaluation mechanisms; the necessity in practical provision and improvement of the quality of higher education to distinguish and take into account the duality of the category of quality — minimally sufficient and maximally perfect, and appropriate monitoring and evaluation mechanisms, as well as motivations for quality educational activity — obligations and encouragement to achieve quality, because in practice there are no ideal rating systems, and each of those used has its own strengths and weaknesses.

Against the background of traditional means of measuring learning outcomes, new types of measurements have appeared, focused on modern approaches to the assessment of the quality of education. The development of these types and their use in the management of the quality of education are important conditions for the effective performance of all functions of pedagogical control and improvement of the quality of education. Thus, at the *quantitative* level of measurement, standardized tests of educational achievements of education seekers, containing tasks with a choice of answers, are used. At the *qualitative* level, portfolios, tests of practical skills, cases, questionnaire surveys and interviews, which meet the requirements of the theory of educational measurements, in particular the requirements of reliability and validity, have been widely distributed. In the modern educational process of measurement at both levels, tests that combine quantitative and qualitative characteristics (experiential learning, general disciplinary skills, competency tests) are widely used [2]. Therefore, there is a need not to search for ideal models, but to design those that have a greater number of productive advantages.

The specifics of police training are determined by the specifics of the police profession itself. In particular, an effective police officer must be physically developed, possess tactical skills and military discipline, be able to perform tasks under conditions of mental and physical stress. Accordingly, police officers are trained under conditions of military discipline. It is legislated that the training of police officers is carried out in institutions of higher education with specific training conditions. The specific conditions of study include the peculiarities of living and daily life. In particular, cadets

receive uniforms, live in barracks (at least in the first years of training), are regularly monitored by course officers and tutors.

At the very beginning of the first academic year, cadets pass a camp assembly, then take an oath and receive their first special rank. From this moment on, they implement the status of a police officer 24/7, that is, they are obliged to provide emergency assistance to persons, who have suffered as a result of offenses, accidents, as well as persons, who have found themselves in a helpless state or a state dangerous to their life or health and are obliged to immediately take the necessary measures in case of detection of crimes or appeals to them by citizens with a notification of events threatening personal or public safety.

In general, the departmental education of police officers is currently in the center of attention of the public, government officials and scientists. This is due to the need for the gradual development of a new law enforcement body, which is realistically, not declaratively, focused on cooperation with society and territorial communities [3]. As a rule, in Western countries, a police officer needs a higher education for promotion, while an ordinary police officer may not have a higher education. However, the trend is such that higher police education is introduced even in those countries where ordinary police officers did not receive it at first. In particular, this is due to the fact that police officers who have obtained a higher education are more inclined to positive communication, conflict de-escalation, cooperation with the population, and are also more resistant to professional burnout and professional deformation, including manifestations of cynicism [4].

At the current stage of reforming the system of the Ministry of Internal Affairs (hereinafter – MIA), including the system of departmental education, which reflects the state of development of society and related socio-economic changes, a necessary component is the high-quality training of specialists for law enforcement agencies. The main link of such training is the system of departmental higher educational institutions of the MIA of Ukraine, which, in turn, require constant updating of the material and technical base, improvement of methodological support, increased funding and the involvement of highly qualified scientific and pedagogical workers to improve the quality of police officer education. Among other things, no matter how perfect the laws are in the state, the technical equipment of the police, *the human factor*, the personal culture and worldview of the police officer, the motives of actions and its real social actions determine the degree of success of police activity [5]. In this regard, it is worth emphasizing three main components: *motivation of official activity, acquisition of practical skills* and *culture of behavior*.

Internal motivation, together with *the hierarchy* of personal *values*, is a decisive factor that turns a person into a professional, in particular a police officer, while it is necessary to encourage and develop such "spiritual" parameters of a person as a professional vocation, a sense of self-respect and professional pride, patriotism, honesty [6].

The list of higher education institutions with specific study conditions that belong to the sphere of administration of the Ministry of Internal Affairs of Ukraine, as evidenced by the "Educational and scientific portal of the Ministry of Internal Affairs of Ukraine" [7], includes: National Academy of Internal Affairs; Kharkiv National University of Internal Affairs; Odesa State University of Internal Affairs;

Dnipro State University of Internal Affairs; Lviv State University of Internal Affairs; Luhansk State University of Internal Affairs named after E. O. Didorenko; Donetsk State University of Internal Affairs. These institutions train both lawyers (a higher legal education is not necessary for all categories of police officers, but, say, it is mandatory for an investigator), and psychologists, as well as training graduate students and doctoral students. Let's note that the "Educational and Scientific Portal of the Ministry of Internal Affairs of Ukraine" is designed to ensure the unification and integration of information systems of higher education institutions and research institutions, as well as to provide the possibility of conducting knowledge control in Online mode for various categories of students, regardless of the institution of higher education system of the Ministry of Internal Affairs, in which they study. Only persons who are employees of the Ministry of Internal Affairs of Ukraine, institutions of higher education with specific study conditions of the Ministry of Internal Affairs of Ukraine or students of the specified institutions have access to the functional part of the Portal. Registered users can:

— view your own data and create (update) personal contact information that will be available within your own environment;

— get contact information about your surroundings (teachers, classmates, useful contacts);

— get acquainted with information from the bulletin board and the list of disciplines of one's work curriculum and the schedule of classes;

— use the methodical provision of disciplines/courses that are provided for in the working curriculum according to which one is studying;

— check own performance indicators;

— participate in interactive online training sessions (webinars), take tests and review their results.

A striking trend in the development of modern police education is the dominance of the practical component of training. An important role in the training of a police officer is played by case studies — training based on real cases that took place in the work of police officers. Computer simulators and virtual simulators are being developed and implemented, in particular, for shooting training. Trainings are actively implemented, during which cadets practice practical skills, for example, during the implementation of situational scenarios with the involvement of extras or actors.

The patrol police in Ukraine are currently on duty with so-called body cameras — video recorders attached to the police officer's clothing. The use of filmed video materials in the educational process becomes an effective means of reflection, analysis and learning. Cadets have the opportunity to watch videos together or individually as part of studying educational components, analyze and discuss videos of critical incidents with police officers. An important trend in police education is the involvement of representatives of other professions: doctors, psychotherapists, psychologists, judges, lawyers, etc., as well as activists of social movements and volunteers.

Finally, modern police education is aimed at the formation of general and integral competencies (soft skills), in particular: communicative competence, decision-making skills, teamwork, creativity, flexibility, problem solving and time management [8]. This is facilitated by a student-centered approach, within which problem-based, interactive, constructive learning methods are

implemented. Along with this, any higher legal education obtained at any higher educational institution is suitable for working in the police force in the broadest sense of the word. And in order to give a capable candidate for the position of a police officer, who previously successfully passed the competitive selection, certain specific knowledge in the field of its future activity, it is enough for it to undergo a special intensive training course at an institution of the Ministry of Internal Affairs from six months to one year. According to the adopted Laws of Ukraine "On Higher Education" dated July 01, 2014 No. 1556-VII, "On the National Police" dated July 02, 2015 No. 580-VIII, educational institutions of the Ministry of Internal Affairs, which have their place in the national legal system, play a significant role [9]. So, in particular, the Law of Ukraine "On the National Police" does not say anything about the system of psychological training of police officers. Article 72 of the Law of Ukraine "On the National Police" defines the system of professional training of police officers, which consists of four areas:

1. Primary professional training.
2. Training in higher educational institutions with specific study conditions.
3. Postgraduate education.
4. Service training.

The experience of advanced foreign countries shows that effective professional training of law enforcement officers necessarily involves a psychological and pedagogical component [10]. An effective police officer must not only possess special professional knowledge and skills, be psychologically ready to act in special and extreme conditions, as well as be prepared for communication with different categories of citizens, quick response to events in conditions of time shortage and risk, etc. Therefore, an important direction of increasing the efficiency of the functioning of the law enforcement body is to ensure both legal and psychological and pedagogical training of future police officers for the conditions of professional activity [11]. Thus, the studies of many authors show that a police officer needs to have professionally important individual and psychological qualities, among which the strength and lability of the nervous system, courage, stress resistance, sociability, leadership qualities, sufficiently high intelligence and creativity, the ability to learn and teach.

It should also be noted that Ukrainian scientists attach great importance to the development of the problems of psychological training of police officers and the problems of psychological support for the activities of the Ministry of Internal Affairs [12]. A lot of scientific research has been conducted and educational and methodological, practical manuals and recommendations have been developed for police officers, heads of police units, psychologists and personnel staff, which are aimed at providing psychological support for the activities of the National Police. However, the current legislative and regulatory framework of the National Police of Ukraine does not allow to fully realize the actual tasks of professional psychological and pedagogical training of police officers. The analysis of the legal framework and the latest researches devoted to the issues of professional training of police officers and psychological work in the National Police of Ukraine shows that the main documents regulating the organization and conduct of professional and official training of

police officers are the Law of Ukraine "On the National Police" dated July 02, 2015, Resolution of the Cabinet of Ministers of Ukraine "On the approval of the Regulation on the National Police" dated October 28, 2015 No. 877 [13], as well as the Order of the Ministry of Internal Affairs of Ukraine "On the approval of the Regulation on the Organization of Service Training of the National Police of Ukraine" dated January 26, 2016.

It is generally recognized that nowadays in police activity, an employee with a high level of education, upbringing, and professional training is in demand, the totality of which forms professionalism. By order of the Ministry of Internal Affairs of Ukraine dated January 26, 2016 No. 50, the Regulation on the Organization of Service Training for Employees of the National Police of Ukraine was approved [14]. The latter defines the types of professional training, which include:

1) *functional training* – a set of measures aimed at the acquisition and improvement of police officers' knowledge, abilities and skills in the field of regulatory and legal support of official activities, necessary for the successful performance of official duties;

2) *general training* – a set of measures aimed at the acquisition and improvement of police skills and skills in the practical application of theoretical knowledge regarding the formation of readiness to act in situations of various degrees of risk, as well as the provision of medical assistance in the process of performing official tasks;

3) *tactical training* – a set of measures aimed at the acquisition and improvement of police skills in the practical application of theoretical knowledge regarding the correct assessment of specific events followed by the adoption of legitimate decisions and psychological readiness to act in situations of various degrees of risk;

4) *fire training* – a set of activities aimed at the police studying the basics of shooting with a firearm, its legal use and improving the skills of safe handling of it, high-speed and accurate shooting at stationary and moving targets, from different positions, in a limited time, in motion, etc.;

5) *physical training* – a set of measures aimed at the formation and improvement of motor abilities and skills, the development of the physical qualities and abilities of a police officer, taking into account the peculiarities of its professional activity.

Some types, for example, fire and tactical training, involve a psychological component. Thus, in the Regulation under consideration, it is recorded that "fire training classes are organized and conducted in training groups at the place of service, at training meetings with mandatory consideration of the level of training and psychological qualities of police officers". Tactical training involves "acquiring and improving the psychological readiness of police officers to act in situations of various degrees of risk"; "acquisition and improvement of police skills regarding the formation of moral and psychological resistance to the performance of official tasks in special conditions". However, the specified Regulation does not define the forms, methods, technologies and means of solving tasks related to the psychological component of police officer training.

In our opinion, in order to fundamentally improve the quality of the professional training of police officers for official and professional activities, an *interdisciplinary* study on the introduction of *innovative markers for evaluating the quality of educational and research activities in*

higher education institutions with special learning conditions is necessary. The above determined **the purpose** of the work: to specify the essence and features of *innovative markers for evaluating the quality of educational and research activities of applicants in higher education institutions with special conditions of study. The full achievement of the goal of the specified process outlined the research* **tasks**: to determine modern approaches to the development of effective educational materials with a rethinking of their psychological-pedagogical, didactic functions, content, forms and stages of creating effective modern educational content in the aspect of evaluating the quality of the educational process from the point of view of: "acquirer", "mentor", "quality expert – a specialist in the field of educational measurements, quality monitoring".

The study was based on the philosophical propositions of the theory of scientific knowledge as a social, multidimensional, dynamic phenomenon defined by a unified format in the form of a standard of educational competence; scientific works of researchers and practitioners regarding innovative transformations in the system of higher education:

– *person-oriented approach* – didactic basis: the educational process is based on the age-related and cognitive features of human development (everyone who studies even at the same age has different abilities, interests, experience, motivations for learning, aspirations, etc.);

– *activity approach* – psychological basis: training is organized on a constructive basis as an active activity of students to find solutions to problems and make decisions;

– *competence approach* – epistemological basis: acquisition of key and subject competences takes place thanks to personal experience of life activities in various forms (gaming, educational, research, creative self-expression, communication, work, etc.).

The methodological basis of the research was a multidisciplinary, multi-aspect characterization, content analysis and evaluation of the main approaches in educational policy, ideas, positions and conclusions in the scientific literature, the study of educational phenomena in connection with the social and cultural context, in terms of national and world transformations; modeling of educational systems and pedagogical design in higher education institutions with special conditions of study.

MARKERS FOR EVALUATING THE QUALITY OF THE EDUCATIONAL AND RESEARCH ACTIVITIES OF THE APPLICANTS

In order to attract educated people to the police service, the policy of creating a positive image of the police and increasing its prestige is implemented in European countries. This turns out to be an important factor that not only contributes to the success of solving tasks by the police, but also to the improvement of the quality of its composition [15]. The number of those wishing to enter police educational institutions, to become highly qualified professionals, is increasing, the quality of applicants is improving (their personal moral qualities, level of education, intelligence, etc.), there is an opportunity to really select the best of the best, which subsequently ensures the success of the educational process.

By the beginning of the 21st century, almost 100 % of those joining the police in Greece, Turkey, Belgium, Slovakia, Slovenia, and Poland had a secondary education. Practice has shown that police officers who have a higher education are more effective in their work, have better contact with colleagues, citizens, representatives of different cultures, races, and religions. They adapt more easily to the social needs of society, and do not focus only on police activities. Such employees act more professionally and are more dedicated to their work. The educational qualification for applicants is now established depending on the type of future work, position and, accordingly, place in the police hierarchy. Thus, the FBI hires only those with a higher education diploma [16]. The clearest system of criteria for diagnosing physical, mental, intellectual and other personality qualities was formed in Germany and the USA.

The educational and cultural level of police officers in European countries is now considered the main factor that ensures the progressive development of the police. One of the features of the European tradition of professional police education, in contrast to the American one, is that the police of European countries from the very beginning sought to create educational departmental systems (that is, they provide full-fledged higher education) [17]. The essence of the American tradition of professional police education lies in the fact that there people are hired into the police force already with an educational degree, while departmental educational institutions: police academies, colleges, training centers – offer only training of the appropriate professional and position level. Both police education and police training, both in America and in Europe, have a three-level structure. The three-level system of professional departmental education assumes a gradual increase and complication of knowledge, abilities, and skills as one progresses through the service and the need to respond to changing conditions of official activity [18]. In parallel with the main levels of professional education, there is a wide multidisciplinary network of additional education or, as it is called around the world, postgraduate education – professional development, improvement and re-training of police personnel, which functions both on the basis of educational institutions and in the form of on-the-job training. In addition to the opportunity to receive departmental education, more and more police officers are seconded or independently enroll in classical universities or colleges. There have been more cases of people being hired by the police who already have one or even two higher educations [19].

Under the auspices of various police organizations and educational institutions, international and national conferences, seminars, short-term (1–3 days) courses on various scientific and practical problems of police activity are held, after which participants are issued certificates certifying completion of training. Thus, virtually all employees of police departments and practical police bodies are covered by one or another form of training. This is a necessary reaction to the constant change in legislation, the appearance of new types and methods of committing crimes, the variability of the social roles of the police officer, the need to adjust the professional activities of police officers, their adaptation to emerging life realities and conditions of official activity. In this sense, it is possible to talk about the system of continuous professional police education, which developed before the beginning of the XXI century [20].

Under the influence of a combination of various political, historical, socio-pedagogical and other factors, different pedagogical models [19] of police education systems were developed in different countries (in Europe, these are French, German, British and russian). In various European countries, there is also a symbiosis of different models, including the American one (Slovenia, Croatia, Hungary, Turkey). Pedagogical systems of police education differ in the originality of their constituent elements: goals, tasks, content, forms, methods, etc. [21]. The organization and construction of the entire educational process are characterized by: clear educational goals; emphasis on understanding in the learning process; moderate load of acquirers; the procedure for evaluating learning outcomes according to clear measurement criteria; emphasis on independence. Currently, there are general development trends in the systems of professional education of police personnel abroad. Namely: democratization of the police selection process; departure from military traditions and creation of own; humanization of the learning process; intellectualization of education; the desire of the department of higher education to meet the standards of general university education; formation of creative thinking and development of personal abilities of specialists in various areas of police activity; use of remote technologies, continuous education; aspiration of police education systems of different countries to integration and cooperation. The educational process of training police officers in European countries is characterized by [19]:

– clear regulation of all actions of subjects of the pedagogical process (administration, teachers, instructors, cadets, etc.);

– powerful methodical support, manifested in the form of numerous instructions, monuments, training manuals, methodical materials;

– pragmatism, rationality, concreteness in education, which presuppose a clear understanding by both teachers and learners of the range of necessary knowledge and skills (accomplishments and skills) that should be mastered. Each graduate knows in advance the place of its future service and position;

– activity and professional orientation of training, achieved by the wide distribution of experiential learning in professional police education (role-playing games, practical classes, discussions, simulation, joint problem solving, mutual learning);

– psychological comfort as a principle of learning ("feeling of safety in the group"), which implies optimism of learning, strengthening of an adult learner, who can often suffer from various complexes, self-belief, abilities;

– high intensity of classes while creating the necessary conditions for study and recreation;

– trust in applicants in combination with a strict system of control over the formation and development of their knowledge, skills, and abilities;

– education of recruiters, which permeates the entire pedagogical process of American and European departmental police educational institutions. A special emphasis is placed on patriotic education;

– application of effective pedagogical technologies in educational and practical activities (distance, computer, open learning technologies, etc.);

– modification of the modern behavioral role of the teacher, who must be "an effective manager in the classroom, giving students the opportunity to actively participate in the learning process (participatory style). The teacher and students jointly choose and plan the curriculum or, at least, participate in choosing the content of the subject, determine the learning goals;

– special requirements for the teaching staff, which is usually formed on a competitive basis and undergoes additional pedagogical training for the development of teaching skills;

– constant "feedback" between applicants, teachers, administration at all levels of education, as well as graduates, practical workers (using questionnaires, surveys, reviews, etc.).

Innovation in *the standardization* of education *at all levels* is specified in the thesis that: the transformation of the content of education, first of all, is determined by a fundamentally different approach to *its selection* and *structuring*, which must be subordinated to the final result of the educational process – the mastery of *competencies* determined by the individual [22]. *The difference* between learning outcomes and competencies lies in the fact that the former are *formulated by teachers* at the level of an educational program, as well as at the level of a separate discipline, and competencies are *acquired by individuals – acquirers* who study. Another feature of learning outcomes is that, unlike competencies, outcomes should be *clearly measurable* [23]. Thus, Oleksandr Liashenko, the Academician-Secretary of the National Academy of Sciences of Ukraine, analyzing the problems of transforming the content of education in the conditions of different paradigms, emphasizes the existence of the "ideological triad of the modern paradigm of education" as the integration of three approaches known in pedagogy and tested in educational practice – personal-oriented, activity-oriented and competence [24]. Let's note that the existing approaches are directly related to the assessment of the quality of education, which are represented by 3 models, but they *consider the mechanisms of determining its effectiveness in different ways*.

According to the methodology of the international project "Harmonization of educational structures in Europe", TUNING (Tuning educational structures in Europe, TUNING), which was initiated back in 2000 by European universities with the active support of the European Commission in order to combine the political goals of the Bologna process and the Lisbon reform strategy of the European educational space: predicting *learning outcomes* is the process of formulating what the learner is expected to know, understand, and be able to demonstrate after completing education; the results can refer to a separate module or also to a period of study (first, second or third level educational program) [25]. The Law of Ukraine "On Higher Education" states that **learning outcomes** *are a set of knowledge, abilities, skills, and other competencies acquired by a person in the process of learning a certain educational-professional, educational-scientific program, which can be identified, quantified and measured* [26]. The National Educational and Scientific Glossary contains the following interpretation: **learning outcomes** *are a set of competencies that express knowledge, understanding, skills, values, and other personal qualities acquired by a student after completing an educational program or its individual component* [27]. The given definitions are very close, they do not contradict the classical European interpretation, but they do not emphasize the element of *expectation* (learning outcomes are planned by teachers) and the need for *demonstration* (the

obligation of a full and comprehensive assessment of the fact and quality of their achievement by the student), do not reveal the essence of the educational process itself their formation.

For an approach from the point of view of **CONTENT**, the main question is **"What is planned to be taught?"** within the framework of the educational component — the educational discipline of the educational program: what educational topics, tasks and criteria for their evaluation outline the list of competencies declared in the standard and, accordingly, in the educational program of the appropriate level.

The approach from the point of view of **RESULTS** is directed to the procedure of diagnosis and evaluation of declared *competences* — a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values, other personal qualities, which determines a person's ability to successfully socialize, conduct professional and/or further educational activities [26], which are already formed in higher education seekers who have finished studying the course — the educational component of the program. This approach should provide an answer to the question: **"What is obtained?"**.

The approach from the point of view of the **EDUCATIONAL PROCESS** — *the direct process of teaching — learning* should provide an answer to another question: **What really happens** *during pedagogical interaction?* Here, the "actual" cognitive-psychological, physiological phenomena and processes that take place during communication, when those who study, together with the teacher, carry out cognitive activities in the audience (real or virtual) or outside it are subject to analysis. Although let's note that the "additional effects" of the process of direct acquisition of higher education, the organization of effective pedagogical action, and its consequences are not always directly related to the diagnostic criteria of the declared predicted learning outcomes. Therefore, it is the approach from the point of view of the **PROCESS** that seems to us to be the least obvious, but quite significant in terms of markers for *evaluating the quality of educational and research activities in higher education institutions with special learning conditions.*

Formulating an exhaustive list of questions within the framework of such an approach is considered quite a difficult task even for a specialist in the field of educational measurements. Here, for example, let's cite only a few questions: *"Did the student feel comfortable while studying the course?"*, *"Did the student feel insights?"*, *"Was a new valuable life experience formed?"*, *"Was it aware of behavior patterns that were not directly related to the educational program and not provided for in the planned individual educational trajectory?"*, *"Has an active community been created in the academic group?"*. Incidentally, let's note that the study of the methodology, theory and practice of the organization of pedagogical interaction was thoroughly investigated by teacher-researchers, representatives of the Ukrainian Scientific School, Ivan Ziaziun, the founder of pedagogical mastery, Academician (1930–2014) [28]. Within this concept, the manifestation of pedagogical mastery in the organization of pedagogical action depends on the extent to which the *didactic*, *psychological*, *communicative* support of the educational process chosen by the teacher contributes to the solution of the relevant tasks.

Let's note that now *digital* support has been added to the traditional components of providing *educational and research activities* (*didactic*, *psychological*, *communicative*): mandatory

Internet-communication, appropriate gadgets and practical skills of participants to interact in remote conditions. As a result of methodological-theoretical scientific research, professional-methodical work with teachers, practical teaching experience "remotely" and in "mixed format", pedagogical self-reflection, it became possible to determine and specify *the markers of the quality of the educational process* of a higher school in modern realities. Thus, at the beginning of the research and work with teachers, we first of all tried to justify the answers to a number of such questions: "*Should we specify and evaluate the markers of the quality of the educational process from the standpoint of interaction, and not only the result, and how to do it?*", "*Why is intensification necessary?*" *of feedback in the dyads "teacher-teacher", "learner-teacher", "learner-learner", "Which aspects of a teacher's professional experience in the new conditions of the educational process are the most important?*", "*Should we even strive to measure quality pedagogical interaction and teaching teachers about it?*"

The first step in the direction of the research was a creative rethinking of the components of the ideal model of pedagogical interaction in the aspect of assessing the quality of the educational process from the points of view: "acquirer", "teacher", "quality expert – specialist in the field of educational measurements, quality monitoring". For the convenience of analysis and further work, established lists of markers were combined into groups.

1. Acquirer markers:

1) high level of motivation;

2) mutual understanding between the mentor and the acquirer. Trust in the supervisor as a scientist-specialist and mentor;

3) high level of cognitive activity of applicants;

4) mutual satisfaction of the mentor and students with joint educational and research activities.

2. Mentor-teacher markers:

1) subject and sphere of scientific and professional interests of the mentor – teacher;

2) didactic and communicative support of the course – educational component;

3) personal focus on the acquirer;

4) personal component of the teacher-mentor.

3. Expert markers:

1) purpose and tasks of the course/class, target orientation;

2) professional position of the teacher;

3) technologies of pedagogical management of the educational process (teaching and learning), scientific search of the acquirer;

4) evaluation of the educational process based on learning outcomes.

Organizing and conducting classes with third-level PhD higher education graduates of all specialties of the Odesa State University of Internal Affairs within the educational component "Methodology of Scientific Knowledge"; classes with students of advanced training courses with further reflection and systematic feedback made it possible to rethink and specify these markers for evaluating the quality of pedagogical interaction from the positions of the subjects "acquirer", "mentor-teacher", "quality expert".

It is generally recognized that *scientific activity* is an intellectual creative activity aimed at obtaining objectively new knowledge and (or) finding ways to apply it, the main types of which are fundamental and applied scientific research. The general organization, coordination and control of scientific research activities at the Higher Education Institution are entrusted to the departments of the organization of scientific work. The regulatory document regulating the department's activities is the "Regulations on the Department of Organization of Scientific Work of the Higher Education Institution". One of the leading types of work of the department is the organization of rating evaluation of the results of the scientific activity of scientific and pedagogical workers and structural divisions of higher education institutions. We tried to carry out this procedure experimentally within the framework of the training of those who obtained the third level of education. Let's note that in the process of such work, the research participants changed roles. So, for example, graduate students and adjuncts conducted "mini-lectures" [29] with the preparation of abstract presentations and the development of practical tasks for evaluating learning outcomes – competencies; acted as "quality experts", "teachers" and "acquirers". This form of work made it possible to calibrate the expectations of the participants of the educational and scientific process and the actual results obtained in comparison with traditional results.

Let's explain the essential content of these quality assessment **markers** from the perspective of subjects **in their manifestations in the modern realities of the educational process**:

1. *Acquirer markers.* In *the reflective surveys* that we conducted after each class, the students claimed that:

1) the applicant will have a high level of motivation when "it is interesting to learn, when you feel that the teacher is equally interesting and important to teach. Our classes, even in Zoom, are a time of joint work, a creative atmosphere of learning and joint search, joint life activities";

2) mutual understanding between the mentor and the acquirer, a high level of trust in the manager as a scientist-specialist and mentor arises when "the mentor is a competent specialist, an outstanding personality who understands and respects the acquirer, "sees a person"; when the mentor's requirements are fair, then there is a desire to work together";

3) high level of cognitive activity of the students is due to the fact that "The teacher is really interested in the answers of the students, their thoughts, conclusions, when the mentor quickly responds to questions in the chat, explains";

4) mutual satisfaction of the mentor and students with joint educational and research activities was determined after each class by formulating two reflective sentences in the chat by each participant: "Today it was useful for me to learn/learn/do, etc.", "I was interested today...". If the acquirers were enriched with new important information, discovered and demonstrated their abilities, received recognition in the audience (or a virtual remote discussion), the mentor is also satisfied with the cooperation; satisfied that it had given them a share of its professional experience, convinced that its work had yielded positive results. The views of the applicants regarding their self-confidence at work and comfort in communication have practically not changed.

Apart from those objective cases when it was technically not possible to contact the teacher. A modern acquirer feels confident in the class when:

— "my teacher is a mentor, an advisor for me, I trust it, I accept its help";

— "I feel my personal equality in communication with the teacher, I show activity, initiative, realize the need for self-expression";

— "I believe in myself, I look for reserves in myself to achieve success, I overcome difficulties in education";

— "I feel the teacher's interest in me as a person, its interest in the results of my studies, I go to contact the teacher";

— "I find personal meaning in my studies, I feel involved in a collective cause, I have the opportunity to experience the joy of success".

The components/"markers" of the construction of educational classes in remote pedagogical interaction, as a general social creativity of the teacher and learners, which takes place in the form of a "meeting through the screen" in the course of a real dialogue and prevents the formalization of relations, forced teachers to somewhat change their attitude to their own professional and pedagogical activities. Such features are also reflected in the markers.

2. *Mentor-teacher markers:*

1) the subject and sphere of the scientific and professional interests of the manager-teacher are determined by the fact that if the teacher sees in the course that it teaches not a set of information and tasks for the formation and verification of competencies defined by the standard and predicted tasks for their diagnosis and evaluation, but a means of harmonious development of the personality of the future professional — then before meeting with those whom you teach, it is important not just to "know the content of the topic", but to understand its practical essence, to determine one's own personal attitude to what will be discussed, to look at an ordinary topic as a subject of future problematic discussion. It was not uncommon to meet teachers who felt confused precisely because they were forced to change the structure of their classes from monotonous mentor reading to dialogue and discussion. They had to rethink the answers to the question again and again: *What attracts me to this topic? What can I do to make the next session meaningful for the students? What will the dialogue be about — about "rules", "laws", "concepts" or about what stimulates certain thoughts, emotions, attitudes, forms skills, encourages independent scientific research?*

2) didactic and communicative support of the educational component — course/discipline. *Communicative provision of the educational component* is a system of ways and means of organizing productive interaction between the teacher and students of the appropriate level of education, which becomes possible thanks to professional and pedagogical communicative training [30], which includes:

— determination of communicative tasks for each type/form of occupation;

— application of relevant methods of emotional influence on the acquirer's personality;

— achieving emotional unity of all subjects of the educational and scientific process, mutual understanding between them thanks to the definition of the cooper's own psychological position (*I am the Informant? Supervisor? Assistant? Administrator? Psychotherapist? Counselor?*);

– ensuring the emotional security of the student (the student feels psychological comfort, is not afraid to make a mistake in the answer, trusts the teacher) by demonstrating "wise strength", confidence, openness in communication, aesthetic taste;

– selection of the appearance model as an element of non-verbal influence (clothes, hairstyle, facial expressions, pantomime) has changed somewhat: in front of the video camera, it is necessary to take into account the glare on the face from the effect of additional lighting. Just like on television, purple colors in clothes are not recommended (they mostly change depending on the image settings in gadgets), small patterns in clothes (especially cells) on screens, as a rule, "flicker" and negatively affect visual perception;

– directing the organization of the space of the "virtual" audience will consist in the placement of the screen and the blackboard – in the background of which the teacher will be. It is desirable not to "blend" with the background color. It is equally important for applicants to see the teacher's facial expression, because facial expressions, looking (directly into the video camera) as a channel of communication become more significant than during "live" communication in the audience. It is advisable to check the design of presentations in the screen demonstration mode in advance. The possibility of video recording of classes with subsequent viewing by the teacher will allow to quickly correct the identified errors;

3) personal focus on the learner is due to the fact that the teacher's satisfaction of the needs of the learners in their personalization, public recognition of their successes is achieved by helping those who are taught by the teacher to find personal meaning in the lesson, to feel the need for self-development, to see the perspective of individual educational and scientific trajectories of personal self-development of the achievers. Their efforts should be encouraged, positively approved, which will allow those who study more comfortably to express their own individuality;

4) personal component of the teacher-mentor manifests itself through the attention of the teacher as the leader of the cognitive activity of the students, through the prism of its own practice, which allows the teacher to transfer/share its own *valuable professional experience*. Defining valuable experience, let's interpret this concept as a dynamic change in the relationship between Man and the World, the transition from the social-normative ("adult") level to the level of spiritual-value relations, as a higher form of the subject's activity, a manifestation of the individual's ability to rise above the level of normative requirements; it is a process of conscious, creative, value-transforming activity [31].

Constant reliance on the experience of the acquirers, which they can already relay independently as their own value, and a real dialogue becomes possible only when its organizer is a strong, creative, active personality and a competent professional, a person who is able to lead, "infect/capture" with its subject, scientific views, to stimulate by its own example to active actions and search for those whom it teaches. A modern teacher must teach not only discipline by profession – it teaches professional communication, both in the real world and in the virtual world: it teaches understanding and perception of itself as a future professional specialist and other people's perceptions [32]. Productive pedagogical interaction is the result of the work of thought, heart, mobilization of will, skillful use of pedagogical techniques by the teacher.

The assessment of teaching quality has always been one of the most difficult and controversial issues in the assessment of teaching skills. In the conditions of a commercial educational service (training programs, seminars, courses, etc.), when the consumer pays for it, this assessment is quite simple – the students "do not go" to a "bad" teacher; distance, virtual courses are not paid. In the conditions of the state education system, the situation is more complicated: on the one hand, the student in the audience does not feel like it is in control of the situation ("If I leave the lecture, nothing will change anyway"), and on the other hand, it may not be interested in the information, which receives In this case, the requirements for the toolkit for assessment and self-assessment of teachers' skills regarding the organization of pedagogical interaction by its main subjects increase, because they can easily become a tool of abuse, both by those who are being taught (empty flattery or shame for the student's own sense of powerlessness in front of the teacher), as well as the teachers themselves.

Volodymyr Zynchenko [33], Ivan Ziaziun [30], Edgar Stouns [34] and others emphasized the importance of emotional awareness as recognition of one's own emotions and their impact on pedagogical activity. David Goulman [35] quite clearly characterized specialists who possess the skills of emotional awareness as people who know what emotions they feel and why; imagine connections between their own feelings and what they think, do, and say; use a guiding emotional awareness of their own values and goals. Such awareness supports motivation for one's own actions, aligning them with the feelings of others and promotes the development of useful social skills, which are very significant for leadership and collective work.

3. *Expert markers:*

These innovative quality markers for *evaluating the quality of educational and scientific research activities in higher education institutions* should not be compared with the criteria for evaluating educational programs in the NAQA accreditation procedure. After all, the purpose of such procedures is different, although they have points of contact:

1) purpose and tasks of the course/classes, target orientation. The goals and objectives of the educational component, its focus on achieving the general goal of the educational program, compliance with training standards are supplemented by provisions: on the applicant as a subject of education, equal to the leader-mentor of the participant in the educational and scientific process; about the development of the acquirer's personality in integrity (and not only through the formation of specific competencies of the researcher), the development of its creative potential;

2) professional position of the teacher and teaching skill correlates with the provisions of the Professional Standard for the group of professions "Teachers of higher education institutions", which was approved by the Ministry of Economic Development, Trade and Agriculture of Ukraine by Order No. 610 of March 23, 2021. On aspects of *the development of the emotional and volitional sphere education seekers* in the list of criteria for evaluating educational programs by experts BY NAME in the accreditation procedure is not paid attention to separately. After all, it is logical that such questions are not the task of accreditation of the EP;

3) technologies of pedagogical management of the educational process (teaching and learning), scientific search of the acquirer. The main *mechanism of pedagogical management* of the educa-

tional process (teaching and learning) should determine the nature of cognitive activity and the position of learners in classes when studying the educational component — course/discipline. Note that even experienced teachers with many years of scientific and pedagogical experience and the author's "worked-out" teaching methods, in new conditions, realizing that established approaches do not work, found it quite difficult to answer the question *"What and how do I need to change in organization of the educational process under new circumstances?"*. The choice of the teacher's leading methodical system, *mechanisms of pedagogical management* of the educational process is very individual and variable [2]. In addition, this choice is due to technical possibilities. The general characteristic of the complex of modern educational i*nformation and communication technologies (ICT)* is based on an individual approach to learning. From this position, ICTs are classified, in particular, as follows: functionally oriented technologies; subject-oriented technologies; problem-oriented technologies. However, even knowledge and understanding of these classifications on the part of the teacher is not a guarantee of building a quality technology of pedagogical management of the educational process (teaching and learning). This issue is especially acute when developing new courses, new educational programs, new components in their structure;

4) evaluation of the educational process based on learning outcomes. Here let's note that assessment, as a component of the education quality assurance system, aims to: support in providing the student with the opportunity to achieve the desired learning outcomes (*Support learning*); quantitative assessment of the degree of achievement of desired learning outcomes by the applicant (*Generate grades*); development of students' self-assessment skills — to ensure their effective further education (*Future judgments*).

Summarizing the above, let's emphasize that evaluating the effectiveness of the educational process based on learning outcomes is a complex procedure within which the teacher must be clearly aware of the connection between the predicted learning outcomes and ways of setting goals for their achievement even at the time of course development. Thus, the technological cycle from conception, *development, implementation and evaluation of the educational component is closed*.

Asking questions "*What should be the educational experience in the new reality? How do these circumstances affect the educational experience of teachers and students, and what can the administration and methodological services of higher education institutions do to improve the situation?*" teachers-developers of educational components, together with technical support for on-line courses, sought to make learning useful and exciting. But "*How to understand that the desired result has been achieved?*". It is not always obvious, and without specific markers it is impossible to make an informed decision. "*Should we leave everything as it is, work on improving the course, or close it altogether and not waste resources?*". Moreover, the fate of both the course and the entire educational program will often depend on the answer to these questions. It turns out that it is impossible to do without the assessment of efficiency, analysis and research of markers. Thus, the authors continued their practical search for specifying markers of the quality of the educational process of the higher school in modern realities, their structural characteristics, which can be evaluated and which mistakes should be avoided. The result of such work was an understanding of

the need to conduct *a methodical audit of educational components*. A questionnaire was compiled on issues that help to verify specific data for analysis and further evaluation, providing recommendations. The questionnaire is structured in blocks:

1. Understanding of the target audience of the course by the training organizers.
2. Methodical concept of the course and the logic of training.
3. Educational environment of the course.
4. Quality of educational content.
5. Quality of practical classes.
6. Data obtained during training of previous flows.
7. Training support.
8. Distribution of roles in accompanying the course.
9. Sufficient resources for launching new streams, simultaneous training of several streams of students.

Summarizing the above, let's emphasize that evaluating the effectiveness of the educational process based on learning outcomes is a complex procedure within which the teacher must be clearly aware of the connection between the predicted learning outcomes and ways of setting goals for their achievement even at the time of course development. Thus, the technological cycle from conception, development, implementation and evaluation of the educational component is closed. Noting that the integrated goals of the educational component – the course, which must be clearly formulated by the teacher, combine 3 approaches (content, internal and external learning processes – learning, result), they become the basis of the didactic complex of the course.

CONCLUSIONS TO THE CHAPTER 11

The results of a scientific study of theoretical specification and methodological and practical implementation of markers for evaluating the quality of the educational process of higher schools in modern realities proved that a methodical audit can reveal shortcomings that will be quite simple to eliminate, but can reveal errors that require a lot of time and other resources to correct. After the expert in teaching skills makes its recommendations, the teacher, together with the group of educational program support, the administration of the institution of higher education usually makes a decision about modernization in the teaching of the course. If the finalization of the educational product is chosen, the teacher can make changes on its own or involve an expert again. It is important to note that work on improving the course is a separate task that should not be "mixed" with an audit of the quality of the educational process.

Summing up, it should be noted that the objective is the coexistence of police training, police education and research activities. In the conditions of reform, it is unjustified to lose attention to at least one of the components of the formation of the professional competence of a modern police officer. On the contrary, both professional education and professional training need to be improved

on the basis of today's challenges and relevant scientific achievements of scientists, teachers and practitioners. The requirement of transparency and professional and effective law enforcement activities, the reduction of corruption risks require radical changes in the process of educational and scientific research activities in higher education institutions with special conditions of study, starting with the stage of selection for studies and ending with distribution. The need for practice involves the transition from the formal theoretical educational process to the introduction of training technologies, especially in the last year of study, the formation of permanent and professional skills, the training of scientific and pedagogical personnel, the development of their pedagogical skills.

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