

Monitoring of Students' Quality in the Context of Economic Education

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Abstract

The article deals with the monitoring as the way of measuring students' quality in learning the socio-humanities disciplines in the context of economic education. It is proved that it can become a way of measuring and evaluation of the efficiency of educational process, gathering practical information concerning improvement of the quality of learning. The monitoring helps to find defects and weak points in educational process. The theoretical fundamentals of the investigated problem give an opportunity to the authors to present their own interpretation of the monitoring of the quality of learning as permanent, systematic supervision, control and diagnostics of the quality of future specialists' educational achievements. The analysis of pedagogical scientific studios gave an opportunity to define the following indexes of quality of learning: quality of educational process; a motivational sphere; creation of comfort educationally-emotional climate. The quality of educational process by means of the system of mutual visits of lessons of the social-humanities disciplines according to the detailed indicators of quality of learning has been analyzed. Special attention has been paid to the motivational sphere to the learning by the students of economic specialties as one of the main sphere that influences the quality of knowledge of future economic experts. The existence of emotionally favorable climate has been investigated at the lessons of the social-humanities disciplines. The author's methodical recommendations for improvement defects according to the indicators of quality of learning have been offered. The research results show the urgent necessity to find the efficient ways of reorganization and updating the existing mechanism of evaluating the quality of learning the social-humanities disciplines by students of economic specialties. The efficiency of the received results is confirmed with the help of pedagogical experiment data.

Keywords: Monitoring; Quality of learning; Social-humanities disciplines; Motivation; Pedagogical educational environment.



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1. Introduction

Interdisciplinarity, integration, focus on the European quality of education, etc., produces a revision of the modern educational system, which reveals an insufficient level of taking into account the topical changes in the social and economic situation in the country, as well as an innovative educational paradigm. The topicality of the latter is associated with the growing weight of information not just in the knowledge society, but in a society based on the recognition of the individual being the cornerstone, that is, the paradigm aimed not so much at the emasculated figures of graduates, but the quality of their education.

It is natural that the social, economic, psychological and moral changes occurred in our country in the last decade have provoked fierce competition prevailing in the labour market: the requirements for young specialists are increasing, which leads to the problem of their knowledge (the question arises the formation of an environment within which only a highly qualified specialist can be updated). In turn, the mentioned issue touches upon the problem of the responsibility of educational institutions for the quality of their graduates' preparation: not only exclusively for the country, but also directly for the students themselves, for which the question of manifesting their competence in the labour market becomes especially urgent.

Complicated processes taking place in modern society, the increase of education role in its further transformation are based on innovative principles which are related to the solution of the problem of monitoring the quality of modern economic specialists' training. Nowadays new specialists with new points of views, new requirements to the level of future specialists' professionalism in economic sphere are required. As the result, the requirements to the quality of learning in economic institutions are increasing, this influence future specialists' attitude to their profession, mastering not only necessary knowledge, knacks and skills for them, but also get practical experience, awareness of the necessity of selected profession in the future. The monitoring gives an opportunity to find out the efficiency of educational process as a set of its important characteristics such as quantitative and qualitative levels of students' educational achievements, factors providing favorable pedagogical conditions, that will satisfy interests of future specialists when they master economic knowledge and skills. In this case, the analysis of monitoring the quality of learning in the conditions of reformation of education is necessary, and its scientific determination is topical.

The problems of the quality of learning and monitoring have been studied by a great number of domestic and foreign scientific scholars. The works of Babanskiy (1982), Bespalko (2007), Gutter and Copur (2011), Karamanos

et al. (2018), Lerner (1981), Slastenin *et al.* (2002) are dedicated to the quality of learning process. The various aspects of monitoring the quality of education are studied in the works of domestic and foreign scholars: Aparicio *et al.* (2018), Goebel and Maistry (2018), Gueraud and Cagnat (2006), Hrynevych (2011), Ilyashenko (2018), Ivanyuk (2006), Kachalova (1999), Lokshyna (2004), Lukina and Lyashenko (2003), Makarenko (2010), Mayorov (1998), Tang (2018), and others. Great attention is paid to the problem of the quality of learning in researches of Arcaro (1995), Cheng (2016), Cole and Snider (2019), Nuninger and Châtelet (2016), Scherman *et al.* (2017) and others. The problems of monitoring the quality of the learning process are distinguished in the works of Chapman and Doris (2018), Kondrashova (2007), Krutiyenko (2003), Liu (2018), Maksymov (2006), Melnyk (2006), Mykhaylov (2004) and others. Without taking into account given significant scientific and practical developments concerning the presented problem, it is necessary to note that insufficient attention is paid to monitoring the quality of learning in new socio-economic and cultural conditions of society development.

The aim of the article is to outline the monitoring as the way of measuring students' quality in learning the socio-humanities disciplines in the context of economic education.

The following tasks have been set:

- to give a definition to the notion "monitoring the quality of learning";
- to define the indexes of the quality of learning and experimental check their position in the educational process;
- to work out methodological recommendations for the elimination of the defects found during the summative experiment.

2. Methods and Materials

As a rule, monitoring research actualizes the various ways and methods of obtaining information used for the process of assessing and diagnosing the quality of educational services. In particular, they are:

- analysis of statistical data;
- questioning;
- expert evaluation;
- qualimetric methods and procedures;
- conclusions, decisions and assessments of management structures at various levels.

In our article, in order to achieve the aim and implement the given tasks the following research methods were used, including theoretical and empirical. The theoretical ones – synthesis and systematization of pedagogical, sociological, psychological, scientific literature – have been used for the theoretical investigation of the problem of monitoring the quality of learning the socio-humanities disciplines by the students of economic specialties. The empirical ones – observation, discussions, questionnaires, psychological testing, pedagogical experiment – have been used to check the efficiency of the realization of monitoring the quality of learning the socio-humanities disciplines by the students of economic specialties.

3. Results and Discussion

Monitoring of the educational environment is a milestone in complex monitoring, as it provides the quality management system with the necessary information on the state of the teacher's psychological and pedagogical competence, the features of interpersonal relations in the student group and so on. Based on the analysis of topical problems of monitoring the quality of education (Glushak *et al.*, 2015; Palali *et al.*, 2018; Shin, 2018), the following stages of the development of quality monitoring of the educational process can be identified:

- a) creation of a monitoring model;
- b) formation of the criteria base;
- c) development of algorithms and methods for monitoring.

The above-mentioned allows us to postulate that the aim of monitoring is the diagnosis of the dynamics of professional development of students, the correction of this process.

The monitoring of the quality of education includes quality control of education and upbringing, control of scientific and methodological activities. The existing monitoring system covers the main tasks facing the educational institution, as well as the adoption of management decisions on regulation and correction, allows monitoring, assessment and forecasting of changes in its condition, it is built based on the didactic principles of the orientation of the learning process for the comprehensive development of students.

Thus, monitoring is a milestone of updated requirements for the quality component, the volume, as well as the timing of submitting information for making managerial decisions that correspond to the real state of affairs. Thus, the study of monitoring data, correlated with the indicators that have been planned, provides an opportunity to correct them by changing the "on to go" plan of action, ways and methods of work, or to establish themselves in them.

Therefore, it is necessary to focus on the process of quality management of education and its monitoring, in particular, the introduction of a system of integrated monitoring of the quality of the provision of educational services seems productive. The main task of this system is to assess the quality, i.e. the value aspect of the education provided: the quality of key competencies of students, the competence of the pedagogical staff, the material and technical base and other.

The theoretical analysis of the investigated problem shows that there is no definite scientific position in relation to the interpretation of the meaning of the notions "quality of learning" and "monitoring" in scientific sources. From

the point of [Kondrashova \(2007\)](#) view, the quality of learning depends on the level of the teacher's professionalism, content of the used methodology and technology of studying and education obtained at higher school. According to scientist,

Quality learning is learning that fosters the individual's ability to acquire, knowledge and understanding which is then utilized within real situations to make valid, informed decisions, and also enhances the individual's ability to be positively involved in the sharing of ideas, understanding and opinions (Bond, 2001).

Paying attention to the fact, that the determination of notion "quality of learning" is closely connected with notion "knowledge". [Belokur \(1976\)](#) has found out that the quality of knowledge depends on the system of indications such as depth, systematic character, durability, rightness, plenitude, consciousness and awareness.

To our opinion, the quality of learning is the systematic assimilation of knowledge, knacks and skills, that provides the use of various ways of theory and practice relation.

[Lokshyna \(2004\)](#) suggests to name monitoring as the system of gathering, analyzing and distributing the information about the efficiency of the educational system, that provides the continuous observation for its condition and predictions of its development. [Bondar \(2005\)](#) believes that monitoring is a mechanism of evaluation of certain object, process or phenomenon. But, [Kasianova \(2002\)](#) outlines the meaning of monitoring in the synchronicity of processes of supervision, measuring and acquiring on this basis new knowledge about the condition of object with a further modelling, predictioning and making a corresponding administrative decision.

In our scientific research we consider monitoring as a permanent and systematic supervision, control and diagnostics on the condition of the process or object (quality of learning of social-humanities disciplines).

Thus, the theoretical bases of the investigated problem give an opportunity to interpret monitoring of the quality of learning as permanent, systematic supervision, control and diagnostics of the quality of future specialists' educational achievements.

The analysis of pedagogical scientific studios gave an opportunity to define the following indexes of quality of learning:

- quality of educational process;
- a motivational sphere;
- creation of comfort educationally-emotional climate.

The summative experiment is carried out from 2015 to 2017 and involves 375 students of I–IV courses and 55 teachers of social-humanities disciplines. The aim is to get true information about the quality of learning of social-humanities disciplines by students of economic specialties. Teachers and students of two higher educational institutions of Kryvyi Rih take part in the experiment. It is conducted according to our indexes of the quality of learning with the use of authorial methodological recommendations for improving the quality of learning. The experiment is conducted in three phases.

During the first phase of the experiment the quality of educational process is evaluated by means of the system of mutual attendance of lessons on the social-humanities disciplines. The analysis of the efficiency of organizing the lessons is also conducted. Defects are discovered in students' training. The efficiency of methods and technique of learning is determined and even attention is paid to the teachers' qualifications.

The following facts are gathered during the attendance lessons in social-humanities disciplines in higher educational institutions of Kryvyi Rih. 39 % of students have formal knowledge and can't use it in unusual situations. 70 % teachers use out-of-date methods and forms of learning. 65 % of teachers are not interested in the use of personality orientated approach and do not take into consideration students' interests and mental abilities. 78 % of teachers do not adequately use methods of stimulating and motivating the students' quality of learning and do not develop their cognitive capabilities. 48 % of them underestimate every day control over the quality of future specialists' knowledge. It also is stated that 37 % of the relations between teachers and students are not based on pedagogical cooperation, collaboration and coauthorship. 45 % of teachers give preference to reproductive methods of learning rather than to creative methods. 30 % of them underestimate the procedure of the educational process. It is important to point out that 60 % of teachers do not bring a variety in the studies. The obtained data of the first phase of the experiment is indicated in [Table 1](#).

Table-1. The Analysis of the Efficiency of Organizing the Lessons by Teachers (%)

Defects	Per cent of teachers (%)
1. use out-of-date methods and forms of learning	70
2. do not use of personality orientated approach	65
3. do not adequately use methods of stimulating and motivating and do not develop students' cognitive capabilities	78
4. underestimate every day control	48
5. prefer reproductive methods of learning	45
6. underestimate the procedure of the educational process	30
7. do not bring a variety in the studies	60

Therefore, the obtained data testify that teachers pay little attention to enhancement of their own pedagogical mastery. They are not interested in the latest pedagogical technologies and do not analyze the quality of learning in academic groups. Teachers are only restricted by enhancing their own knowledge in disciplines that leads to decreasing of quality and loss of students' interest to learning.

Methodological work is organized with the aim of removing existed defects and increasing teachers' pedagogical mastery by means of interactive forms of methodological work such as business games, pedagogical consultations, methodological talk shows, "the Brain attacks" et al. The unusual forms and methods of conducting lessons are proposed such as, heuristic conversation, discussions, presentations, "the Brain attacks", "the Round tables", business games, competitions of creative work with their discussion, role-games, learning in collaboration, group solution of creative tasks, case-methods, practical, group and individual exercises et al. The majority of methodological work is devoted to the mutually attending lessons and further analysis of their defects and accent on their strong points during methodological seminars.

Students' individual needs and their educational motives are studied during the second phase of the summative experiment. Special attention is paid to the way teachers are oriented in the student's motivational sphere, how they apply various forms, methods and technique for forming positive motivation of future specialists.

According to the tasks of the second phase of the summative experiment the questionnaire is conducted. As a result, it is found that in the system of students' educational motives there are internal and external motives of learning. 31 % of students have as internal motive interest to the educational subjects. For 60 % of the respondents it is important to get new knowledge. Self-education for self-development and self-perfection is necessary for 40 % of them. 70 % of students would like to have more free time. 65 % of students are interested in the use of innovative methods and technique of learning by the teachers as external motive. Relation between theory and practice is important for 54 % of respondents. The first year students pay attention to the motives of communication (100 %) and prefer acquire new knowledge for 40 % of them. 80 % of the second and the third year students think about getting the diploma as their main motive to study. The fourth year students (100 %) consider employment as the most important motive. The obtained data of the second phase of the experiment is indicated in [Table 2](#).

Table-2. System of Students' Educational Motives (%)

	Educational motives	Percentage of students (%)			
		the first year students	the second year students	the third year students	the fourth year students
1.	interest to the educational subjects	31	31	31	31
2.	get new knowledge	60	60	60	60
3.	self-education for self-development and self-perfection	40	40	40	40
4.	have more free time	70	70	70	70
5.	use of innovative methods and techniques of learning by the teachers	65	65	65	65
6.	relation between theory and practice	54	54	54	54
7.	motives of communication	100	—	—	—
8.	acquiring new knowledge	40	—	—	—
9.	getting the diploma as their main motive to study	—	80	80	—
10.	employment as the most important motive	—	—	—	100

The questionnaire shows that students are not enough motivated to the process of learning, acquiring knowledge and skills, they do not have responsible attitude toward the selected profession. The received results show that teachers do not have the ability of interesting the students in the information component. They do not draw student's attention to the important aspects of theoretical material; do not divide theoretical material on small informative blocks, enabling students to understand better the nature of future profession. Summing up all said above, positive educational motivation does not arise up spontaneously, and its formation requires systematic and purposeful work of the teachers. On the second phase of research we suggest to accomplish educational activity with the help of the following forms, methods and technique such as questionnaires, individual conversations, pedagogical situations for early detection low level of motivation to learning and correction of educational process. Thus, we are convinced, that collected data will help teachers choose textbooks, make the training programs and prepare to practical trainings which positively influence on the students' motivational sphere.

Motivation depends on the climate and atmosphere that prevail at the lessons of the social-humanities disciplines. For this reason, the third phase of the summative experiment is oriented on the availability finding of emotionally favorable climate. Different diagnostic methods are used during the process of monitoring research such as questionnaires, supervision, conversations, interviews. Scientist notes that,

Openness to experience means that the individual is aware of this existential moment as it is, thus being alive to many experiences which fall outside. It means a tolerance for the vagueness. When an individual is able to hear ideas of others, but not concerned by reactions of others, he establishes not by the praise or criticism of others, but by himself an internal locus of evaluation.

As to the person it has the "feel" of being "me in action," of being an actualization of potentialities in himself, capabilities develop in personality sense of the self-esteem (Rogers, 1961).

Therefore, during the experiment the nature of climate is studied according to the basic descriptions of educationally-emotional environment. It is stated that 85 % of students of the I-IV courses are satisfied with ecologically-hygienically descriptions of educationally-emotional environment, 15 % of them consider that it is necessary to up-to-date the material and technical conditions of learning. 45 % of the students are satisfied with educational and methodological characteristics and 60 % give the detailed answer and note that for comfort learning they need the use of interactive methods of learning and freedom of choice during implementation of educational tasks. Most first year students (80 %) answer that pedagogical influence prevails in their relations with teacher, and only 20 % of them note the availability of pedagogical cooperation. 85 % of second and third year students point out to the pedagogical influence and 15 % of them indicate the pedagogical cooperation with a teacher. 70 % of students note positive emotions and psychological comfort during the educational process, for 30 % of them psychological climate is unfavorable, but, in our opinion, this is explained by psychological and physiology features of students. The obtained data of the third phase of the experiment is indicated in [Table 3](#).

Table-3. Relevant Nature of Climate at Lessons

	Fundamental descriptions of educationally-emotional environment	Percentage of students (%)			
		the first year students	the second year students	the third year students	the fourth year students
1.	satisfaction with ecologically-hygienically descriptions of educationally-emotional environment	85	85	85	85
2.	necessity to update the material and technical conditions of learning	15	15	15	15
3.	satisfaction with educational and methodological characteristics	45	45	45	45
4.	necessity to use of interactive methods of learning and freedom of choice during implementation of educational tasks	60	60	60	60
5.	relevant pedagogical influence in relations with teacher	80	85	85	—
6.	pedagogical cooperation prevails in relations with a teacher	20	15	15	—
7.	positive emotions and psychological comfort during the educational process	70	70	70	70
8.	unfavorable psychological climate	30	30	30	30

The obtained results are as follows: students are satisfied with ecologically-hygienically and social psychological characteristics of educationally-emotional environment, but environmental material and technical characteristics need to be updated during the third phase of the summative experiment.

In fact, the emotionally favorable climate in the process of learning is the important condition of upgrading the quality of learning of the socio-humanities disciplines, that is why we offer to create the comfort atmosphere based on pedagogical cooperation, coauthorship and collaboration of teachers and students taking into account age, cultural, psychological features of students and to establish friendly relationship. The refuse from the formalism in "teacher-student" relations for organizing positive, creative, productive educational process will encourage future economic specialists to make own opinions, awake creative capabilities, reveal their own originality and iniquity by means of creation situations for the students' personal development.

4. Conclusions

To sum up, the monitoring is an efficient instrument of measuring and evaluating the efficiency of educational process, operative information gathering for the purpose of upgrading learning. It helps to find defects and weak points in educational process. The summative experiment gives an opportunity to observe that teachers do not have complete and objective information about the level of the quality of future economic specialists' learning. The

existing mechanism of evaluating the quality of learning the socio-humanities disciplines by students of economic specialties needs reorganization and updating because it does not let or make it difficult to get timely objective information about the results of different objects of higher educational system. In its turn, this does not allow to form a complete representation of the existed condition for the quality of learning, to determine its efficiency.

The use of monitoring technologies makes it possible to increase the efficiency of control, to consider the indicators of training in dynamics, to compare the ranking indicators for different students, different groups, at different times. Students have the opportunity to conduct self-diagnostics, and the teacher is provided with an effective feedback, which allows timely correction of the educational process.

The summative experiment shows that in order to increase the quality of learning of the socio-humanities disciplines by the students of economic specialties it is necessary:

- to improve the quality of learning of the social-humanities disciplines by the students of economic specialties by means of implementing innovative technologies of students' personally oriented training, strengthening control functions, testing, improving the ways of quality assessment;
- to assist in strengthening student's motivation to learning and creating conditions for productive and creative work;
- to study constantly and predict requirements of the interested parties to the quality of learning of the social-humanities disciplines in the system of economic education.

We see the conducting of the formative experiment as the prospects of further researches.

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