QUALITY OF EDUCATION AND PROBLEMS OF ITS ASSESSMENT: TEORETIKO-PRAKTICHESKIY ANALYSIS

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The paper presents and summarizes the current views and approaches to the understanding of «education» and the assessment of the «quality of education. The opinion about the necessity of interdisciplinary research, a layered approach in the study of the pedagogical phenomenon of education. The possible reasons in difficulties of development of criteria and indicators of quality of education, «leaving» towards an assessment of quality of training are considered. The proposals aim at positioning at the appropriate level of upbringing component of education for students in-depth understanding of the social values of the society in the context of the policy of humane education.It is expedient to carry out an assessment of quality of professional education from a position of the social importance and individual value of education on a scientific basis, requirements of competence-based approach, considering not only as process or conditions of quality education, but as result.

AN EXPERIMENTAL STUDY OF THE DYNAMICS OF THE VIRTUAL PROJECTION OF SCHOOL LIFESTYLE IN INFORMATION AND COMMUNICATION ENVIRONMENT

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As the main purpose of the research, the results of which are presented in this article, is chosen the study of the dynamics of the reflection of the way of school lifestyle in the information and communications environment (ICE), and identifying some opportunities for purposeful control of the formation and development of the structure in this environment. On the first stage (establishing one) of the investigation it was found out that the way the school is mainly reflected in the content and in communications nationwide and global social networks. Both a low importance of school sites as sources of information and their low value in terms of reflecting the unique «face» of the school was revealed. As a part of the formative experiment schools were provided with special psycho-pedagogical conditions: the involvement of schools in the ICE, the development of specific teachers’ competencies, removal of some dysfunctions that occur during the formation of the communications infrastructure supporting management in the ICE. The main results of the formative experiment are: a significant increase in the extent of the virtual projection of the school to its way of life, a fundamental change in direction of the impact of the projection of virtual schools on the way itself, an increase of the representation of information events of school life at the school site for their objective significance.