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## Methodological Approaches to The Development Strategy of Educational Quality

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### Abstract

This article reveals the issues of education quality management system of higher education. A feature of this work is the development strategy of a methodological evaluation of the quality of education of universities in terms of the process approach, as well as quality criteria for educational activities (quality of staff of the university, the quality of training of students, the quality of infrastructure and "physical learning environment" of higher education institutions).

Keywords: the quality of education; the system of external evaluation of the university; the university self-assessment; accreditation; university ranking; the ranking of universities; accreditation agencies; quality management education;

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## 1. Introduction

The quality of educational services - socio-economic category, which characterizes the degree of satisfaction of consumer expectations set of properties of the resulting services and the extent to which the objectives that society puts in front of all participants in the educational process.

Studies have shown that the quality of professional training in a university must be seen as the ability to meet the educational system, on the one hand, the needs of the labor market by qualified personnel, on the other - the needs of the individual in obtaining competitive knowledge (Kurilchenko, 2012). However, in practice, quality management education at the institutional level allows you to select a number of contradictions:

1) Between the modern requirements of the labor market to the quality of higher education and limited opportunities to meet them on the basis of traditional approaches to the management of the educational process.

2) Between the innovation process in vocational education and the lack of a mechanism to ensure a coherent and positive impact on the quality of educational services.

3) Between the needs of the individual in intellectual, cultural and professional development, professional identity, and ensuring its competitive position in the labor market, and the opportunity to meet them in the conditions of high school.

4) The need to guarantee the quality of university education services of methodological apparatus to achieve it.

5) The level of development of the theory and practice of the implementation of quality assurance systems in the various social systems and the degree of development of this direction in the educational practice of higher education.

Taking place in the national and world economy processes lead to the dominance of the role of the quality of education in ensuring the competitiveness of the university. Consider a number of key processes.

1. Increasing the supply of educational services on demand. This is a natural process associated with increased competition. The number of universities as producers of educational services is large enough, and they are forced to compete for their customers. In such circumstances, quality assurance, satisfying customers becomes a strategic priority.

2. The need for the fullest satisfaction of existing and potential customers' needs. The quality of education - a relative term, it assesses the consumer, the requirements and expectations that it should be related. This requires new approaches to planning and development of the quality requirements for educational services. At the core of such planning market research and consumer interests considered as priorities should be increasingly used.

3. Dominate the quality of educational services in the competitive performance of the university. If the school is unable to provide graduates with the requested level of quality, it's business as a rule, is doomed to fail, because the low price of today's market is increasingly losing its role in the competition.

4. The introduction of innovative educational technologies. The introduction of innovative education, integrated with the world's educational systems, will begin the training of a new type, open-minded in the natural - scientific and humanitarian terms, professionally trained to work on the chosen specialty. The young person must be psychologically prepared to that in a rapidly changing labor market that quickly changes specialization within basic education, anticipate and assess the social and environmental consequences of their activities.

There are three criteria for the quality of educational activities:

a) The quality of personnel, which is determined by the degree of academic qualifications of teachers and researchers of the university. The quality of the staff and the quality of educational programs combined teaching and research, subject to the condition they meet public demand, determine the academic quality of the content of training.

c) The quality of the students - provided the diversification of educational programs to overcome the multidimensional gap existing between secondary and higher education, and the role of the mechanisms of educational and vocational guidance and motivation of young people.

c) The quality of infrastructure and "physical learning environment" of higher education institutions, covering "the entire set of conditions" of their operation, including computer networks, modern library, which can be achieved through adequate funding.

Accreditation of higher education institutions and training programs as a tool for monitoring the quality of higher education is widely used in the United States, Austria, Germany, the Netherlands, the Czech Republic, the Nordic countries, the Baltic countries and many others. Accreditation involves inspection of institutions and programs to meet certain criteria; as a result of the accreditation of the institution may be either accredited or not. With its help, provided the minimum guarantees the quality of education. In different countries, accreditation is carried out by public authorities or independent agencies.

Evaluation, unlike accreditation, allows not only verify compliance with certain criteria of the university, but also to assess its degree of competitiveness, to compare different universities together. On a regular basis assessment is carried out in more than half of the EU countries, including the UK, Netherlands, France, the Scandinavian countries. It is this instrument most closely meets the needs of both the higher education system as a whole, and individual universities. Evaluation requires a comparison and ranking of higher education institutions among themselves, as well as self-esteem high schools in speaker (selected indicators, progress in achieving university goals).

A variety of evaluation systems of higher education in the 90s and early 2000s can be divided into two types:

1. The evaluation system of higher education in those countries where the relevant state structures that regulate development of higher education, such as the Ministry of Education, Ministry of Education, etc. In these cases, evaluation system based on the primacy of the state bodies or agencies funded by the government. This self-assessment is attached to the nominal value, and the main effort has been made to conduct an external evaluation of effective public authorities or public organizations. These evaluation systems are often associated with government control, licensing, state accreditation, comparing the various institutions of higher education, allocation of financial resources and influence on universities.

2. The evaluation system of higher education, adopted in those countries where the government higher education (in the European sense) are absent or play a lesser role. In this case, the process is dominated by self-assessment of higher education institutions, or professional or social assessment aimed at internal review, to improve the performance of universities.

External evaluation involves both the assessment of the university academic community (national or international), as well as other stakeholders (e.g., employers). Separately, you can select an assessment of high school education authorities, in which, as a rule, are used and the results of self-evaluation, and the evaluation of the academic community and employers to include an external evaluation of the ranking system, and various universities. Rating is a tool to generate information and evaluate the quality of universities, individual programs, research and teaching activities. Foreign ratings are based on the definition of quality developed by the international academic community and enshrined in the regulations of UNESCO. Thus, the results of the external evaluation of universities can

take many forms; reports by public authorities or independent agencies, reviews, ratings and rankings of universities and others. Self-evaluation is necessary, first of all, to the university to assess its dynamics according to different parameters.

However, it is also a key element in the evaluation of the university as a whole. For example, in the EU it is used in the self-esteem of 68% for accreditation and 94% at actual evaluation (Solonin, 2003).

In general, the scientific community and in the management of education being a long discussion about the relative advantages and disadvantages of internal and external evaluations. The main problems of the strategy of internal assessment is the fact that higher education institutions are not always interested in the complete and comprehensive description and analysis of the problems, as it may adversely affect their external image. The external evaluation is not only an objective picture, but also can serve as a "catalyst" for internal changes.

On the other hand, it is noted that the external evaluation in the case of poorly defined criteria cannot stimulate, but on the contrary, hinder the development of universities.

In addition, the external evaluation involves substantial costs, and such costs are not always justified, especially if the evaluation is funded from the budget. It can be assumed that, ideally, these two methods should complement each other, although the cost and universities, and the state to control the quality of education will then be even greater.

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