

## ON MONITORING THE TEACHER PROFESSIONAL ACTIVITY EFFICIENCY IN HIGHER EDUCATION INSTITUTION

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### ABSTRACT

in article the efficiency of teacher's professional activity in the higher school is considered as object of monitoring. The original interpretation of this type of monitoring which is understood by authors as the process of selection, processing, storage and distribution of information on educational, scientific, innovative and other results of teacher's activity focused on information, organizational-and-scientific and methodical support of teacher's profession-creating management and education quality process in higher education institution, at any moment, as well as the forecast of development and effectiveness is offered and is proved. Authors defined the purpose and tasks, an object and a subject, and the principles of monitoring, such as: openness, objectivity, continuity and recurrence; scientific character; diagnostic-and-predictive orientation, sufficient completeness, relevance on the basis of which monitoring of teacher's professional activity efficiency in higher education institution has to be carried out.

**Keywords:** *monitoring, efficiency, professional activity, higher education institution teacher.*

### INTRODUCTION

The educational system (pedagogical system, pedagogical process) in higher education institution includes the teacher, and efficiency of this system is defined by professional and personal qualities of the teacher. And, the main criterion for efficiency evaluation of the higher education is the highest level of education quality which depends, first of all, from professionalism (readiness and ability to work effectively) the scientific and pedagogical employees in higher education institution occupied in this public and economic and important field of activity [15, page 53-57]. It is important to note that competence-based approach in the organization of the higher education considers, first of all, paradigm course on student-oriented model of expert training. In this attitudinal processes of humanization and humanitarization of the higher education are reflected. The author's position is that these processes are possible with the assistance of subjects of educational process in all of them [21].

In particular, we see *humanization* of the higher education in its highlighting the development of the student identity and the teacher identity as two major elements defining effectiveness of the educational process directed to training of the student in higher education institution to performance in the future of a wide range of the professional and social functions promoting formation of the developing economy.

We consider process of humanitarization of the higher education as resisting to process of technocratization and as the process defining an orientation of teacher's activity on forming in the student of the special, "actually human" forms of the attitude towards the surrounding world, professional activity which resists the technocratization.

Let us add that in the phenomena (and processes) of humanization and humanitarization of the higher education, the student is considered as the subject of life, as the free and spiritual personality having a need for self-development. Therefore teacher's activity has to be focused on studying, understanding and development of inner world of the student identity, on a subject - subject interpersonal communication, on constructive dialogue, to the aid in personal growth. The point of view of the researcher [6] who tracing logic of valuable orientation of *humanistic* model of the higher education, the center it is close to us considers not the student acquiring ready knowledge, and the person learning the truth.

In our opinion, underlining of a role of the teacher in the organization of functioning of pedagogical system does not contradict student-oriented model of the higher education at all, and only indicates a source of formation of theory-and-methodological, methodology-and-subject and psychology and pedagogical bases of pedagogical process, and a key condition of quality professional education.

The analysis of literature showed that the directed and systematic researches of problems of monitoring were outlined in domestic pedagogics in the 80-90th years of the 20th century when works appeared [2, 18, 19, etc.] which were based on theoretical base of developments on management of education [7, 8, 18, etc.]. In publications of these authors the basic principles and functions of management, content of administrative activity which laid the foundation for monitoring researches were defined and disclosed.

Now scientists continue a research of questions of quality management of education [3, 4, etc.], approaches and mechanisms of management by it on the basis of monitoring [1, 7, 10, 13]. Scientists [11, 16, 18, 19, etc.] offered productive models of monitoring.

In a number of researches technological aspects of realization of monitoring in education reveal [1, 9, 17, etc.]. Results of researches about the system and systematic nature of monitoring, a role of subjects of educational activity in its organization, allow to consider teacher's professional activity in higher education institution as object of monitoring and to prove use of technology of monitoring in relation to assessment of efficiency of teacher's activity of the higher school.

One more preliminary remark. In the analysis of primary sources the fact that the general context of problems and the offered changes are borders of formal education and formal educational (professional and educational) programs attracts attention. But, very small number of researchers [5] to which we carry also ourselves [14] is seen by a solution of the problem of design of educational systems and programs, as well as assessment of their efficiency, by means of use of results not only formal, but also informal and informal types of education where subjectivity and the humanistic beginning prevail.

#### **TECHNIQUE.**

The maintenance of the questions discussed within this article is received by authors from diverse sources and are processed with use of the content analysis which was carried out in the following logic: 1) studying of the scientific literature containing data on a condition of the studied problem; 2) interviewing teachers and managers - experts in assessment of results of activity of employees in higher education institution; 3) a self-reflection and introspection of subjective professional experience of authors - teachers in higher education institution; 4) the analysis of results of poll of teachers by means of specially made questionnaire allowing to reveal their readiness for changes and for assessment of their activity; 5) statistical processing of the obtained data; 6) transition from variety of text, cogitative and empirical material to model of contents of the text of article.

#### **THE EXISTING TECHNOLOGIES ASSESSMENT FOR HIGH SCHOOL TEACHERS' ACTIVITY MONITORING.**

The content analysis of various sources of information [1, 9, 13] which is carried out by group of authors, allowed to reveal some contradictions and shortcomings offered (used in an education system) technologies of monitoring. So, for example:

- in the existing approaches education quality and, therefore, quality of work of the teacher, is estimated mainly by results in which the main place is allocated to their cognitive aspects; not always undertake in attention of a condition, contents and the organization of educational process in which these results were received;
- information on teacher's activity collected on the basis of monitoring in the majority of works is mainly quantitative, truncated and insufficient for the objective analysis and assessment of a condition of education quality and quality of work of the teacher;
- and, therefore, such information lacks the predictive value and therefore on its basis acceptance adequate (and effective) administrative decisions concerning staffing of quality education is impossible;
- established practices of functioning of intra high school control systems of quality of training of experts and, often, evaluation of the work of teachers, based on the analysis of the current and intermediate control of educational achievements of students in higher education institution in the form of offsets and examinations, do not meet requirements to measurement, do not cover all (educational, scientific, innovative and so forth) results of activity and, in general, are insufficiently objective [1, 3, 11].

In general, the problem of selection of content of education, and the least studied - management of pedagogical system, in particular, quality management of training at a basis of monitoring of components of pedagogical system is the most developed in pedagogical science now. In this case quality of all components entering pedagogical system is estimated: quality of a goal-setting, quality of contents and technologies (forms, methods, means) of training, quality of activity of subjects of education - the teacher and students, quality of results.

#### **MONITORING AND COMMON FEATURES OF TEACHER'S PROFESSIONAL ACTIVITY EFFICIENCY.**

The revealed shortcomings and contradictions show the need to develop the monitoring model of teacher's professional activity efficiency in higher education institution. Introduction of monitoring would allow to monitor, on one hand, process of each teacher professional growth, the condition and criterion for evaluation of professional education quality, as well as would provide the teacher's inclusiveness in management (co-managing and self-government) of own professional growth. On the other hand, would allow teachers to use and develop reflexive experience of assessment of own professional achievements for definition of a zone of the next professional development, and design on the basis of the received results, individual routes of professional growth, contents of programs of professional development and self-education.

In a research which results are presented in article we understand the process of selection, processing, storage and distribution of information on educational, scientific and innovative results of teacher's activity focused on information, organizational and scientific and methodical support of teacher's profession-creating management and education quality process in higher education institution at any moment as well as the forecast of their development and effectiveness as monitoring of teacher's professional activity efficiency in the higher school.

Proceeding from the above and the given definition, authors defined the purpose of monitoring of teacher's professional activity efficiency in the higher school which consists in teacher's profession-creating management and, as a result, quality of the higher education and quality of training of highly qualified personnel in higher education institution.

According to the purpose of monitoring tasks and algorithms of the organization and carrying out monitoring, in particular it were defined, there can be following actions:

- selection of objective methods of monitoring and criteria for evaluation of results of teacher's professional activity and its efficiency (to assessment not only results pedagogical, but also social, innovative, economic and other activities have to be subject);
- development of local (intra high school) normative legal acts and scientific and methodical providing on start and maintenance of monitoring;
- acquaintance of all participants of monitoring (teachers, students, graduates of last years, employers, specialists of monitoring service) with technology of carrying out monitoring;
- approbation in operation the mechanism of the advancing control and informing subjects of monitoring on results of professional activity and its efficiency;
- creation of the software product for the automated processing of results of monitoring;
- obtaining objective data on results of teacher's professional activity and its efficiency for a certain period;
- the following stage - obtaining objective data on results of educational, scientific and innovative activity of departments, scientific laboratories, the centers and higher education institution in general;
- creation of the database of results of teacher's professional activity (department, higher education institution) and their dynamics, determination of their rating;
- definition and working off of a technique of moral encouragement and charge of the stimulating extra charges to the salary of teachers of results of monitoring of efficiency of professional activity;
- identification of positive experience and problem areas in professional activity of teachers and studying of the reasons of its high or low efficiency;
- planning the actions directed to increasing efficiency of professional activity and the rating of teachers.

In the model offered by authors as subjects of monitoring of efficiency of professional activity of teachers besides teachers, present students and university graduates of last years have to act, specialists of monitoring service, managers of the average level are managers of departments, employees of dean's offices and managements.

Object of monitoring is professional activity of teachers, its results and efficiency. Possibly and use of rating at assessment of activity of research and educational personnel, but studying of the international and Russian experience, the analysis of own scientific and pedagogical and administrative experience of authors on use of rating in management of social and pedagogical systems, indicates that it results in dissociation of scientific and pedagogical collectives, but does not lead to formation of uniform creative team.

In our opinion, in the course of realization of rating individual efficiency of each teacher, i.e. dynamic indicators of his own growth (effects of its activity) as a result of own efforts and work on itself has to be estimated.

It is also necessary to note that results of observations show that with more objective and evaluation of the work of department, faculty, institute especially as teachers are unequally active and effective in various directions of many-sided professional activity [12] works for formation of team. Besides, quite strongly, activity and, according to its results, humanitarian, public, natural-science, technical faculties, departments and laboratories differs.

In too time, introduction of monitoring of efficiency of activity of high school teachers psychologically and organizationally delicate process therefore it is very important that the principles allowing avoiding misunderstanding and excesses were its basis. It especially is important if the individual income of teachers is connected with results of monitoring.

In number of the principles on the basis of which monitoring of professional activity of teachers has to be carried out according to authors, the following has to be used: openness, objectivity, continuity and recurrence; scientific character; diagnostic-and-predictive orientation, sufficient completeness, relevance.

## CONCLUSION.

Thus, having considered some theory-and-methodological and technological approaches to assessment of teacher's professional activity efficiency in higher education institution on the basis of monitoring, it is possible to draw the following conclusions.

1) Teacher's activity is multidimensional and includes such types of works as educational, educational and scientific and methodical, research, innovative (innovative and commercial) [13, page 144-148; 16], educational and organizational. Despite it, it can be object of monitoring as these types of works have measurable quantitative parameters which if necessary (and their enough) can be transferred to quality indicators. Besides, teacher's activity has cyclic character (academic or calendar year) with the fixed duration of cycles that in a certain measure allows systematizing and regulating the monitoring procedure.

2) Monitoring has to include two main types of monitoring procedures - statistical and dynamic. The first allows to analyze statistics on one of the directions, for example, the number of publications of the teacher on the basis of whom it is possible to determine average level by department, to compare it to an average on higher education institution and with standard (standard level can be defined by scientific and pedagogical community in higher education institution, and then, be fixed by the labor contract, or the contract of efficiency). The second procedure assumes tracking of dynamic changes in a certain direction (for example, printing teacher's activity) in comparison by years, definition of efficiency or lack of efficiency of the taken measures for realization of the revealed shortcomings.

3) There is also some complexity in definition of teacher's professional activity efficiency in higher education institution which is connected with the fact that not always the results directed to achievement of personal, social, pedagogical and economic targets can be measured, and besides these results are not always achievable in the limited to time frames, established periods as results of teacher's professional activity can be shown during all life of the university graduate and the teacher.

4) Systematic and system use of monitoring at assessment of teacher's professional activity efficiency in the higher school allows to pass to the civilized forms of government to administrative culture of new type [17, page 93-98; 20, 21]. For example, to replace administrative methods of management on social and psychological in which increase in productivity and efficiency of work of the teacher contacts his participation in adoption of administrative decisions and, therefore, qualitatively other labor motivation.

**Conflict of Interests.** Authors confirm that the submitted data do not contain the conflict of interests.

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