

# THE ROLE OF METHODS IN THE EVALUATION OF THE QUALITY OF EDUCATION

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**Abstract:** *This article describes in detail the methods used to determine the level of educational quality. It gives information about the use of methods and their practical importance.*

**Key words:** *method, education, quality, development, research, observation, questionnaire method, test method, survey.*

**Introduction:** The used methods play an important, sometimes decisive role in the organization of work on the assessment of the quality of education. Method (greek - research way) - a way to achieve a goal, to solve a specific problem; a set of methods or operations of practical or theoretical development (perception) of reality.

**Main part:** Research methods in pedagogy - techniques, processes, practices of empirical and theoretical knowledge, study of real phenomena. Diagnostic methods used in pedagogical research should ensure the selection of a system of effective methods of problem solving in operational management and allow determining the dynamics of the development of certain quality characteristics.

To date, there are different approaches to the assessment of the quality of education at each level and the methods that implement these approaches.

The observation method occupies a leading position in the system of pedagogical research on obtaining scientific information. In the encyclopedic dictionary, it is defined as “relatively distant, purposeful and systematic perception of objects and events of the surrounding reality”.

There are two main types of tracking - self-tracking and other-object tracking. According to the role and position of the researcher in relation to the process being studied, observation is divided into such things as observation from the inside, observation without participation, observation of the process from the side, when the researcher is in the process being studied.

In the process of observation, the questionnaire method is widely used, because it allows to obtain a large amount of necessary information about the studied object in a very short period of time. The survey method is fully characterized as the main method of obtaining data in pedagogical and sociological research. It is presented as a specially directed process of socio-psychological communication of the persons conducting the survey with the respondents, and the system of questions or questionnaire indicators should represent the problem being studied at the empirical level.



In the questionnaire method, there should be a specially prepared questionnaire in which the questions are put in an orderly manner in terms of form and content. The reliability of the information obtained during the survey depends on the structure of the questions. The advantages of the written survey are that the questions are prepared in advance, it is cheap and does not require a lot of time, it also covers a large number of respondents and provides the collection of a large amount of data necessary for statistical analysis.

The main difficulties of the questionnaire survey are usually related to ensuring the return of the questionnaires, the completeness of the answers to the questionnaire questions and the independence of the respondents' answers, which in general calls into question the accuracy of the research, the reliability and completeness of the obtained data. To overcome these difficulties, it is possible to combine a written survey with an interview to a certain extent.

The forms of such a combination are mainly the following:

- the possibility for the respondent to fill out the questionnaire individually in a special room and to consult with the researcher at any time, to control the submission of the completed questionnaire;
- individual filling of the questionnaire at home;
- control the completeness and quality of filling in the application form;
- gather all respondents in a special room, fill out the questionnaire individually during a group consultation before filling it in, and monitor it by the researcher when it is received.

The test method is widely used in the modern pedagogical practice of evaluating the quality of education. With the help of tests, it is possible to evaluate the child's initial readiness for studying, the level of learning, the student's intellectual abilities and other psychological and pedagogical characteristics. Tests are standardized tasks designed to compare individual psychological characteristics of a person, as well as knowledge, skills and abilities.

The certification test, together with tests, expands the rights of students to an objective assessment of acquired knowledge, skills and qualifications and serves as a source of support for the graduate's intellectual powers and stimulation of learning mechanisms in the educational sense. It is a means of self-awareness, self-development, adaptation and self-regulation, implementation of the principle of continuity.

Thus, the tests are considered as a standardized procedure for measuring the quantitative and qualitative analysis of results aimed at objectively determining the level and quality of students' training and indirectly other characteristics of the quality of the educational process.

As in all educational systems, it is important to have a high level of professional competence, knowledge, skills and qualifications of educators-pedagogues in preschool education. Evaluation of the quality of education in the educational system



is not only a process related to students, but also mainly teachers'. S.N.Shirobokov in his article substantiates the system of methods for evaluating the quality of competitive pedagogical specialist training. The scientist chose the following for testing and experimenting in Russian and American universities: presentation, interview, professional career portfolio, essay, discussion, as the main methods that allow evaluating all components of the competitive professional model. The author emphasized professional knowledge, communicative culture, the desire for professional growth, and the ability to reflect.

**Conclusion:** Building a comprehensive set of methods for assessing the competitiveness of a specialist in research begins with a review of the Professional Career Methodology portfolio, which defines experimental work and gives results. Professional career portfolio shows in an organized form what professional and academic knowledge, skills and qualifications students have acquired during studies, work practice and extra-professional activities.

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