Theoretical and practical aspects of monitoring the quality of future foreign language teachers' training

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Abstract. The article substantiates the relevance of the problem of the quality of the training of future teachers of foreign languages (FL), the need for its monitoring in universities. It provides characteristics of the notion of "quality of education", "quality of higher education", "educational monitoring", "monitoring the quality of education", "monitoring the quality of education in a higher educational institution"; studies its varieties, functions, tasks, objects, stages of carrying out. The author emphasizes the importance of monitoring the methodological training of the future teacher of FL, shares the mechanisms of internal and external monitoring, which are implemented within the framework of the joint project of the British Council Ukraine and the Ministry of Education and Science Ukraine "New Generation School Teacher."
Key words: *quality of education, monitoring, methodological competence, teacher training.*

Introduction. The reform of language education involves ensuring the qualitative preparation of the future teacher of a foreign language, in the first place – the formation of their methodological competence. An important role in this process is played by monitoring the quality of the professional training of students at a special university faculty.

Literature review. The question of monitoring the quality of training specialists, in particular in the field of pedagogical education, is the subject of research by many domestic and foreign scientists (V. Avanesov, I. Annenkova, I. Bulakh, M. Honcharenko, I. Ivanyuk, V. Landsman, O. Lyashenko, O. Lokshyna, T. Lukina, O. Mayorov, O. Ovcharuk, V. Ponomarenko, O. Sydorenko, S. Silina, V. Temnenkov, E. Khrykov, J. Chernyakova, O. Charkina and others). The necessity of providing and improving the mechanisms of external and internal evaluation of the quality of students' training is emphasised by the state in the normative documents, such as the Law of Ukraine "On Higher Education" (2014), decrees of the President of Ukraine, resolutions of the Cabinet of Ministers of Ukraine, orders of the Ministry of Education and, also, the President of Ukraine's initiative: 2016 – the year of English; Initiative of the Verkhovna Rada Committee on Education and Science – Ukraine Speaking under the Go Global project; Program of the Cabinet of Ministers – On the plan of measures to strengthen the study of English until 2020. However, the issue of internal monitoring of the quality of methodological training for future foreign language teachers is still underdeveloped.

Purpose. To generalise theoretical aspects of monitoring the quality of training of specialists in the field of education, to share the experience of monitoring the methodological preparation of future teachers of English in the framework of the joint project of the British Council Ukraine and the Ministry of Education and Science Ukraine "School Teacher of a New Generation."

Material and methods. For the research purposes the author used specialised scientific literature from printed and Internet resources, official documents and the material of the New Generation School Teacher project. In addition, such research methods as generalisation, synthesis, induction, deduction and observation were used.

Results and discussion. In the pedagogical literature, the quality of education, in particular higher education, is well studied. In particular, according to V. Maksimova the quality of education depends on the quality of the goal and the quality of the teaching process, which is determined by the quality of management, the quality of the teacher and their pedagogical activity and the quality of the student. In the World Declaration on Higher Education, adopted at the International Conference on Higher Education in November 1998, the quality of higher education is considered as a balanced alignment of the process, the result and the educational system itself with the purpose, needs and social norms of education, as well as the list of requirements for the personality, educational environment and education system, which implements them at certain stages of training a person to which a certain set of indicators corresponds [8]. In the context of our research, we are guided by the definition of the quality of higher education as contained in the Law of Ukraine "On Higher Education" (2014): the level of knowledge, skills, sub skills and other competences acquired by a person that reflects his/her competency in accordance with higher education standards. Moreover, the quality of educational activities of a higher educational institution is determined by the level of ensuring the acquisition of qualitative higher education by individuals and promoting the creation of new knowledge, which is possible with the proper organisation of the educational process [3].

Monitoring (from English *monitoring* – monitoring, tracking) the quality of education as a means of studying educational systems has become at the same time subject of theoretical research and the field of pedagogical activity. It is interpreted as continuous control, thorough study, specially organised observation of any process in order to find out its correspondence to the desired result or initial predictions [9, p. 11]. O. Mayorov

considers educational monitoring as a system for collecting, preserving, processing and disseminating information about the activities of the pedagogical system, which ensures continuous monitoring of its condition and predicting its development. He defines the basic concepts of educational monitoring: *the goals* (determining the competitiveness of national educational systems, the formation of educational policy of the state, determining the effectiveness of the use of funds and resources, etc.), *principles* (systematic, objectivity, continuity, perspective, etc.), *functions* (informational, diagnostic, corrective, predictive, etc.). The author generalises types of monitoring on the basis of certain features: the scale of the goal – strategic, tactical, operational; stages – incoming, outcoming, final; time dependence – retrospective, current, preventive; frequency of procedures – periodic, systematic; organizational forms – individual, frontal, group; the nature of relations – external, self-analysis, mutual control; accumulation of information – informational: collection, accumulation, systematisation, dissemination of information; managerial: collecting and summarising information on certain indicators for studying a particular educational problem and developing appropriate recommendations for the formation of strategy and tactics of management activity or management decisions) [6; 7]. Based on the peculiarities of educational monitoring, its place in management E. Khrykov identified its main directions: 1) monitoring the context of the educational process; 2) monitoring the resources of the educational process; 3) monitoring the progress of the educational process; 4) monitoring the results of the educational process [13].

In the context of our study, it is important to consider the principles of monitoring the quality of education in a higher educational institution. By the latter I. Annenkova understands information system that is constantly updated and replenished based on continuous tracking of the condition and dynamics of the main components of quality education on set specific criteria in order to develop management solutions for unwanted distortions adjustment based on analysis of the collected information and predicting future development of investigated processes. According to the researcher, the main tasks of monitoring the quality of education in universities are: the development of a set of indicators that provide a coherent picture of the state of the educational process, the qualitative and quantitative changes in it; the systematisation of information on the condition and development of the educational process in higher education; the insurance of regular and visual presentation of information on the processes taking place in universities; information support analysis and forecasting of the educational process and development, the production of management solutions [1].

The monitoring used in education has several types: pedagogical, educational, professional. Therefore, O. Kasyanova determines pedagogical monitoring as an accompanying control and the current adjustment of the interaction of the teacher and the student in the organisation and implementation of the educational process (as quoted in S. Silina). It enables the analysis, diagnosis, forecasting and design of didactic processes, the interaction of its subjects. In the same work the features of professional-psychological monitoring are described – the process of continuous scientifically grounded, diagnostic and prognostic, planned monitoring of the state and development of the pedagogical process of training a specialist with the aim of the most optimal choice of educational tasks, as well as tools and methods for their solution [11].

In the process of monitoring the quality of higher education, the following levels are distinguished: local (internally university), regional, state, continental and world [1; 12]. Practical implementation of the monitoring tasks of the higher educational institution, according to I. Annenkova, is carried out at the local level – at the departmental, faculty (institute), university level. At the departmental level, it is expedient to use pedagogical and professional-level monitoring, at the faculty level, professional and educational monitoring, at the university level, educational monitoring. Thus indicators of monitoring the results of the educational process at the university level can be: a rating of a higher educational institution among others; the percentage of graduates employed in specialties; evaluation of graduates' readiness for professional activity by the head (high, average, low level); self-assessment of readiness of graduates for professional activity (high, average, low level); graduate wages. The indicators of the faculty level include: the correspondence of the personal qualities of graduates to the requirements of the profession; compliance of professional knowledge, skills, sub skills and competences with the requirements of the profession; the ability of graduates to innovate; alumni rating among employees of the organisation; personal accomplishments of graduates. Among the indicators of the department level we find: professional orientation of graduates; professional competence of graduates; positive features in the work of graduates; shortcomings in the work of graduates; the attitude of subordinates or students to graduates; the attitude of managers to graduates [1].

We agree with other researchers that the main tasks of monitoring in an educational institution should be: to identify and assess the quality indicators of pedagogical actions; to provide feedback on the correspondence of actual results to its final results; to identify the causes and factors of the plan's discrepancy with the actual results. It also aims at studying the results of educational activity – a set of knowledge, skills, sub skills, other competencies acquired by a person in the process of training in a certain educational-professional, educational-

scientific program that can be identified, quantified and measured; educational, methodological, material and technical, normative-legal, personnel provision of the educational process [4; 12; 14]. It is also necessary to determine the methods of monitoring, which, according to M. Honcharenko, may be a survey of different groups of respondents; testing; collection of statistical data on the state of the education system in accordance with the established form of execution; studying documents of educational institutions, educational management bodies, etc. [2]. The success of monitoring depends on observance of the algorithm of the research, elimination of the weak link (the revealed problem) in the educational process. Thus, monitoring is a systematic implementation of a number of strategic and operational actions aimed at the diagnosis, control, evaluation, predicting and improvement of higher education.

Monitoring of the quality of the training of future teachers of foreign languages should be conducted taking into account international standards, which is due to recognition of professional qualifications in the international labor market. Internal monitoring of the quality of education is carried out by the specialists of the educational institution itself in order to increase the efficiency of administration, activisation of educational activities, conducting research work, etc. [14]. According to the the Law of Ukraine "On Higher Education" (2014), universities are autonomous and therefore they are responsible for maintaining educational standards and the quality of education provided. Therefore, a body responsible for monitoring the quality of education should be created in each educational institution. Taking into account the experience of Great Britain, the structure of internal monitoring of the quality of education at the institutional level consists of the following elements: educational policy of the educational institution; review and approval of the monitoring program of education; rules and mechanisms for monitoring education; monitoring and feedback processes; selection of personnel for monitoring; staff assessment; internal check; external examiners for monitoring [15]. As we can see, UK universities are turning to external examiners who are independent and help to monitor the quality of education and define international educational standards in the context of the internationalisation of the European educational space. These external bodies in Ukraine defined by the law are Ukrainian Centre for Evaluation the Quality of Education, the National Agency for the Quality Assurance of Higher Education.

An important element of monitoring the quality of the future teacher's training is the assessment of the level of formation of the student's methodological competence as an integral part of vocational training. The system of monitoring the quality of foreign language education is realised at the local level of its functioning – assessment by the educational institution (faculty) of the achievement by students of the goal in mastering the requirements of the state standard of the corresponding level of education [5, p. 21-27]. The objects of such monitoring are the results of training – the knowledge, skills, sub skills and competences that the student has at each stage of studying the discipline "Methodology of teaching English in general education institutions", guided observation, teacher assistantship and observed teaching practices in general education institutions. The results of the training and the specification of their assessment are written in the experimental English Language Teaching Program. They are consistent with the indicators of professional activity for monitoring the quality of training developed by participants of the working group of the joint project of the British Council Ukraine and the Ministry of Education and Science Ukraine "School Teacher of the New Generation". An important condition for the qualitative monitoring of the learning activities of the future FL teacher is the monitoring of learning by the student themselves – student monitoring. It includes preparation for acquiring knowledge; knowledge acquisition activities; changes occurring in the process of knowledge acquisition. Using student monitoring in the learning process, the teacher establishes feedback with the student in the transition from one level of mastering the training material to another and trusts the student on the ongoing control over the process of acquiring knowledge within each level. Thus, the source of information for monitoring is the statistical data obtained from methodology teachers and students of this course. They are: studying the current progress (continuous assessment) and level of academic achievement of students on the methodology course (mid-term and final assessments), summative pedagogical testing (by using *Open Book Quiz* at the end of the third semester), alternative assessment (self-assessment by using the *Self-Assessment Checklist* or the *scales* given in the European Portfolio of the Future Teacher of Foreign Languages), the materials obtained with such tools as the *Student Feedback Slip on the Unit*, *Learner Journal, Guided Observation Practice Feedback*, *On-line Questionnaire for University Teachers, Focus Group Questions for University Teachers, Observation Form for Methodology Classes*, etc. So monitoring is complex in nature and subject of evaluation. It involves obtaining the results of students' learning outcomes on the "Methodology of teaching English in general education institutions" at the end of each semester, identifying the factors that influenced the results obtained (for example, the conditions for teaching the subject, its teaching and methodological support, the level of professional-methodological competency of teachers) and, most importantly, the development of constructive recommendations for making changes in the educational process [10]. Monitoring the level of professional skills of the methodology teachers participating in the Piloting of

the Program will help to identify the best pedagogical experience and organise its dissemination in other universities that will join the project in the 2017/18 academic year. High professionalism, pedagogical skill of the methodology teacher is achieved not only in the process of systematic, thoughtful, creative preparation for his/her classes, but also by analysing and generalising their own work experience and that of colleagues, enriching on this basis his/her practice with effective methods and techniques of training. A good basis for improving the professional skills of methodology and English language teachers was their participation in study visits to the Uzbek State University of Modern Languages, Tashkent, Uzbekistan and Norwich Institute for Language Education, Norwich, United Kingdom, practical seminars, master classes, webinars, all-Ukrainian and international conferences, online courses, professional development schools run by the British Council Ukraine, internships at leading universities of Ukraine and abroad (for more information on the New Generation School Teacher project go to http: /ngschoolteacher.wixsite.com/ngscht). In addition to internal mechanisms of monitoring the quality of methodical preparation of the future teacher of English defined by the Program, university or faculty administration, in our opinion, may resort to an independent body that will conduct an evaluation using a criterion test, e.g. Teaching Knowledge Test (TKT). Reliable evidence of the students' good methodical preparation will be received by them international certificates CELTYL, CELTA, DELTA and British Council certificates on the completion of face-to-face and online courses for professional development, such as Steps to Success, Primary Essentials, CiSELT, Learning Technologies for the Classroom and others.

Conclusions. A higher education institution should regularly monitor students' learning outcomes, using both traditional internal control mechanisms and innovative external mechanisms. Data from such monitoring will not only allow us to collect, process information on the effectiveness of the system of methodical training of future FL teachers, but will also enable quality management of the educational process. However, further development require the technology and tools of the internal (for example, faculty/department) monitoring of the quality of education, taking into account the indicators of professional activity (see above) and involvement in the quality management of all subjects of the educational process.

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Теоретико-практические аспекты мониторинга качества подготовки будущих учителей иностранных языков

И. М. Романишин

Аннотация. В статье обосновывается актуальность проблемы качества подготовки будущих учителей иностранных языков (ИЯ), необходимости проведения ее мониторинга в вузе. Характеризуются понятия «качество образования», «качество высшего образования», «образовательный мониторинг», «мониторинг качества образования», «мониторинг качества образования в высшем учебном заведении»; рассматриваются его разновидности, функции, задачи, объекты, этапы проведения. Автор подчеркивает важность мониторинга методической подготовки будущего учителя ИЯ, делится механизмами внутреннего и внешнего мониторинга, которые реализуются в рамках совместного проекта Британского Совета в Украине и Министерства образования и науки Украины "Школьный учитель нового поколения."

Ключевые слова: *качество образования, мониторинг, методическая компетентность, профессиональная подготовка учителя ИМ.*