

## **FORMATION OF CRITERIA FOR ASSESSING THE QUALITY OF EDUCATIONAL PROGRAMMES**

**Turlakova Natalya, Sergeyeva Tetyana**

*National Technical University "Kharkiv Polytechnic Institute", Kharkiv*

The issues of quality of education have always been in demand and have caused heated discussions regarding the choice of evaluation criteria. It should be noted that the quality of education is primarily determined by the quality of educational programs, on the basis of which discipline syllabuses are then formed. The current discourse on quality control has too many general requirements but there is still a lack of system approach that could set the coordinates by which objective quality measurement would be possible.

Developers of educational programs, most of whom are not experts in the field of living dynamic systems (humans and environment), need specific tools. Such tools should be easy to use but contain implicitly the complex patterns of educational activity taking into account internal and external conditions as well as the needs of students in the educational process. The professional and personal development of a student occurs through activity. It is educational activity that determines the quality of development, and therefore education as a whole. This activity has its own patterns that determine the effectiveness of personal development. They should be taken into consideration when it comes to the quality of education.

Effective high-quality educational process is possible on the basis of psychological and pedagogical laws and principles of the student's purposeful development within HEIs. It is necessary: 1) to exert a developmental influence through mental and practical actions rather than the traditional reading of lecture texts; 2) to motivate such actions it is necessary to ensure that the student is aware of the imbalance between his/her personal senses - internal resources - external conditions/requirements, and then provide the opportunity to choose developmental strategies that meet student's needs; 3) to ensure efficiency and optimize the development of the student it is necessary to form a strategic sense-cognitive orientation within educational activities.

Subject teachers should frame their discipline in terms of action to help their students understand their personal senses, personal resources and current professional demands in their interconnection and interdependence. Thus, the personal strategic orientation will be given from the very beginning of the training process. It gives opportunity to organize all subsequent actions of students within optimal, understandable system.

Unfortunately, an analysis of the quality of most educational programs created by "subject specialists" suggests the opposite. Educational programmes are narrowly focused on the subject. To build an effective, truly developmental educational program it is advisable to involve experts in educational activities who understand the pattern of "student-teacher-learning environment" interaction.