THE SYSTEM OF ASSESSING THE QUALITY OF PRESCHOOL EDUCATION IN RUSSIA

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In the conditions of modernization of preschool education (hereinafter referred PE) much attention is paid to ensuring and reviewing quality of preschool education (hereinafter QPE).

At the present stage of QPE, as a rule, is in the form of licensing, state accreditation, PEO, regulatory activities, qualification of teaching and managerial staff monitoring St. Main users of the results of the system evaluation of QPE are: teachers, pupils and their parents, teachers Council garden expert Commission under the procedures of licensing, certification of teachers, etc. [1; 3].

The objectives of the management system and evaluation of QPE are: 1) the formation of a unified system of diagnosis and monitoring PE ensure the identification of factors and timely detection of changes, affecting its quality; 2) providing participants of the educational process and the public reliable information about QPE; 3) the adoption of differentiated, informed and timely management decisions to improve and raise awareness of consumers of educational services, etc.

The subject of the emerging system of evaluation of QPE are quality of the educational process organization and educational outcomes of preschoolers, the degree of compliance of individual educational achievements and learning outcomes of the students of the basic educational program of state and social standards; professional competence of teachers and their activities to ensure the required quality of educational outcomes; the effectiveness of governance and QE transparency in the activities of the PEO The evaluation system contemporary QE can be carried out at the Federal, regional, municipal and individual level PEO or locally in relation to a particular element of the complex system of PEO or
individual participants of the educational process. It is important to use the monitoring of the development, basic, dynamic, informational, periodic, one-time, systematic, or ongoing monitoring to track the state of an object by means of a continuous or repeated data collection, which is a set of specific key indicators[2, p. 8-10; 3]: and so on[3, p. 133-144].

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QE the actual PEO is regarded as the degree of correspondence between aggregate properties and results of education of children of preschool age in the PEO forecasted development on the basis of the FSES, needs and expectations of participants in the educational process. From this point of view, QPE is seen as a set of quality of educational process in terms of its implementation of educational activities and quality outcomes[1].

At the kindergarten level assessment of QPE is carried out through a system of vnutrisustavnogo control, expert assessments, public examinations QPE, licensing, various types of monitoring, etc. Vnutrimatocny assessment, examination of QPE and interpretation of the obtained results is carried out by the administration of the organization, the pedagogical Council, the Council of the PEO, temporary structures (including commissions, pedagogical consultation, etc.). The expert assessment of QPE based on the judgments of multiple experts using a range of logical and statistical procedures aimed at receiving of information, analysis or generalization, the evaluation of a particular pedagogical phenomena[2, p. 18]. Licensing is a procedure of preparation and issuing of PEO permissions for the right of conducting educational activity on the basis of expert assessment of the compliance of the conditions of the implementation of
educational activities, etc. The structure of the monitoring of the PEO can be represented as the sum of the following elements: monitoring objects; monitoring activities; complex monitoring indicators; instruments and tools of monitoring activities [2, pp. 12-13].

So, QPE is an integral characteristic of the educational system, reflecting the degree of conformity to personal expectations of the subjects of education, with regulations and criteria set by the state standard and social needs. The main functions of the control system and evaluation of QPE are analytical, methodological, informational, and predictive control. QPE should be considered comprehensively in the socio-cultural, pedagogical, criteria and assessment, management and other aspects.

The literature:
1. Melnichenko N. Y. Improving the quality of preschool education through the evaluation system. - URL: raduga-ds/86/-schols.