
The Importance Of Coaching In Improving Quality Of Teaching Process In A High Education

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Annotation. In the context of existing competition in the market of educational services every institution of higher education should strive for its products, i.e., Graduates, was competitive in the labor market, enjoyed stable demand and met the requirements and standards, and thus was high-quality. In turn, the university needs to achieve and constantly support its competitiveness in the educational services market. These principles of activity universities are priority in the current conditions. High quality education implies maximum compliance with that task, which must be solved in the course of graduate training. And the main task of the highest the school consists of training with a high level of professionalism as well as in meeting the needs of employers who are the main buyers of labor market forces. In the article, the author emphasized that because quality is not a static phenomenon, but a constantly evolving dynamic process, as long as the administration of the university and each participant of the educational process should be coordinated work to ensure the high quality of their work and their product. Author it is noted that increased attention should be paid by the administration of the university such an important management function as quality control of the educational process. At this emphasizes that the realization of this function is a multi-faceted, dynamic phenomenon, affecting various aspects of the activities of all participants in the educational process. The author devoted his research interest predominantly to two important aspects: Approaches to assessing the teacher 's level of professionalism through the eyes of the student and peer-to-peer evaluation of the quality of their work by teachers themselves.

Keywords: educational process; quality of educational services; the highest educational institution; teacher; pedagogical skill.

In the light of the ongoing and forthcoming reforms in the system of the Russian highest professional education one of the most important tasks is to raise the level of professionalism of produced specialists, which is also due to the fact that with The demands on the level and to quality of training of graduates. These requirements can be seen as social an order of the society in the field of education. Globalization of education also has an impact, changing the key characteristics of the university, imposing new requirements on it [1]. The educational process in a modern university is complex, many-sided activity. The society assigned to scientific and pedagogical workers important tasks such as the preservation and enhancement of the cultural heritage of the nation, targeted education of the younger generation, positive socialization and correct personality orientation at the responsible stage of its formation, related to obtaining higher vocational education [4]. Certainly, for this purpose the teacher of the university must have the abilities of an organizer, speaker, analyst, psychologist; has to possess strict logic of pedagogical process and education, literary oral and written speech, and at the same time, the teacher should be able to speak to young people "on one language". The working conditions of the university teacher are such that he should have abilities organizer, speaker, analyst, psychologist; Must possess strict logic pedagogical process and education, literary oral and written speech. A modern teacher should be a highly qualified specialist in his/her scientific field as well as erudite in other fields of knowledge. No other profession has such a multi-dimensional, expanded qualification characteristic. Teacher is not only a profession of broadcasting knowledge, but also a high mission creation and education of student 's personality, assertions of person in person.

A high-quality approach to training high-end professionals provided that the teacher has the necessary knowledge in pedagogy, andragogic, psychology, information communication technologies, educology, which helps to facilitate the process of communication with the audience, improve quality of education while building positive relationships with audiences the role of the teacher is a priority. Therefore, to improve the quality of education in analysis of the educational process and organization of effective interaction of teachers and students. This is only possible provided that relations are organized on a psycho-pedagogical basis according to pedagogical laws and regulations [2, p. 99].

There is substantial assistance in meeting the objectives set by the interactive communication with students. For example, regular surveys, testing, questionnaires Student students help to determine the performance of the teacher, his/her professional qualities and communication abilities, degree of ability to find common language with the audience.

Analysis of student responses allows to identify gaps, shortcomings in work teacher, identify "weaknesses" in the educational process, and on the basis of this develop measures to eliminate shortcomings, to improve the methodology teaching disciplines, develop measures to improve the relationship of the learner and trainee. When conducting anonymous surveys, students express themselves more sincerely

Opinion and wishes regarding the activities of the teacher and the educational process in whole. The professional activity of the university teacher is multifaceted:

the official reporting, it covers educational, educational and methodical, organizational and methodical and educational work. These types the teacher's activities are comprehensively reviewed and evaluated during the course of the

Periodic certification and during competitions. However, in our view, the assessment

The teacher's activity is incomplete without taking into account the student's opinion, which can be detected by means of a questionnaire. Therefore, the relevance of the student questionnaire is undoubted.

Performance can be measured through regular sociological surveys and questionnaires in two key areas [3]:

- 1) teacher through the eyes of students;
- 2) educational process through the eyes of students.

List of characteristics by which students' opinions about teachers are determined, can, in our view, be divided into the following groups: criteria and characteristics of teacher performance evaluation

1. Evaluation criteria : Professional Competence

Characteristics: Having the necessary knowledge of the subject being taught

2. Evaluation criteria : Pedagogical qualification

Characteristics: The desire to arouse students' active interest in the subject; level of interest of students; availability (comprehension) of statement of material; clearness and clarity material statements; literacy of the speech; diction clearness; Communicability (contact with the audience); accounting of reaction audiences; Ability to relieve the stress and fatigue of the audience

3. Evaluation criteria : Personal qualities

Characteristics: Good faith in the work; insistence; goodwill; tactfulness; appearance; respect to to students; The ability to listen and understand the student; objectivity in to assessment of knowledge of students; erudition width; flatness of character; punctuality; honesty; existence of sense of humor. The importance plays having students desire to continue working with this teacher of course, the list given is not exhaustive - depending on the the objectives and objectives of the survey it can expand. Teacher performance and quality of teaching can be measured by integrated assessment. In practice, different evaluation systems are used, each of which is formal and covers only part of certain professional qualities of the teacher. Thus, the following approaches are known:

1. Point system where each measure is assigned certain point. The integral index is obtained by simple summation of points.
2. A system for assessing the quality of teaching, which is an average weighted average estimate by the combination of factors. At the same time it is considered "Objective" expert assessment and subjective self-evaluation. Are accepted in attention also academic degree, academic title, position, seniority, volume lecture load, etc.
3. Evaluation of bottom indicators by five-point scales with positive and negative expression of qualities: "2" - "very good"; "1" - "good"; "0" – it is satisfactory; "-1" – it is "bad"; "-2" - "very bad." Similarly the indicator is evaluated and summarized.
4. Evaluation of quality indicators in unit fractions or as a percentage of ideal (or selected) key figure values
5. Traditional "five-point" system with four gradations: 5 - 4 - 3 - 2. To Advantages of this system include:

A) these grades are understandable to all: both students and teachers;

B) they can be evaluated almost any quality, both as a teacher and as a teacher And the educational process at the university;

C) according to this system, during the survey students evaluate teachers in the same way, how teachers evaluate students 'knowledge in classes;

D) estimates are easy to process and generalize.

6. Assessment of indicators by students with the help of words, for example, "yes," no, "I do not know". The generalized indicator is the proportion of students determined by Answering a question in a manner.

The main questions that can be included in the questionnaire are: How clear and was the presentation of the material by the teacher understandable to you? How interesting to you Have you been in training? How do you assess the degree of labour discipline teacher? How do you assess the level of pedagogical tactics of the teacher? As Do you assess the level of pedagogical skills of the teacher? As far as Professionally, in your opinion, the teacher owns educational material?

How fair, in your opinion, is the teacher in the assessments of your knowledge and skills? As you evaluate the appearance of the teacher? How highly you appreciate culture Teacher 's behavior and speech? Based on the set tasks, the questionnaire can contain Other issues included Of course, any quantification system is formal and covers only part of the teacher 's qualities. There is currently no such methodology,

Which would make all multifaceted work fully comparable teacher. However, as part of the solution identified development and implementation of formalized models can serve problems the pedagogical process proposed by some researchers who believe use of information technology to optimize the model pedagogical activity [5]. In our view, these models can be used if necessary adapt for use in the quality metric of the educational process.

Processing and analyzing the information obtained during the questionnaire is useful as for the teacher himself, and for the department, the dean, the rector. Students easily can answer the question of how satisfied they are with the work of this teacher, how they feel comfortable with him, to what extent their academic performance is formed.

However, student concerns should not be fully shifted to students with analysis of the quality of education and improvement of the educational process. In particular, from students cannot be expected to fully analyse factors associated with high or low

A teacher rating, and an analysis of his successes or reasons for failures. These tasks

experts have to solve.

Using student feedback allows you to identify positive and negative aspects of pedagogical work in the university, as well as take measures to improvement of teaching activity. The manager of departments on results of the questionnaire it is advisable to conduct a personal conversation with each teacher and provide practical recommendations for improving pedagogical work.

In our opinion, to improve the quality of the educational process of feedback measures should be applied in each training unit, and systematically, forming a certain methodology that takes into account the specifics of educational disciplines Faculty/institute, and creating and accumulating information base and history. It Will significantly help to improve the quality of the educational process as a whole, eliminate impact of negative factors, mobilize unused reserves, establish

Constructive dialogue, and even polilogue, with students, and as a result - achievements of the ultimate goals - training of highly qualified specialist, competitive on a modern labour market that meets the current and future needs of society. Next, let 's look at the main, in our opinion, approaches to the organization of peer-to-peer mutual evaluation of their work by teachers themselves.

From the numerous arsenal of tools and methods of pedagogical work by one from the methods of control and improvement of the quality of activities of educational entities the exchange of teaching skills 1 , carried out by means of conducting public, i.e. public, training sessions. At that check is performed through evaluation of the quality of training sessions and improvement of the quality of activities subjects of the educational process are provided by means of pedagogical communication teaching skills play a significant role in the process of providing high quality of training of specialists, as it is from knowledge, skills and experience the teacher, i.e. the instructor, directly depends on the level of preparation trainees, i.e., students. And the meaning of the statement of the famous teacher K.D. is great.

Ushinsky:... "the success of the teaching always and most of all depends on the dignity of the teacher..."

Dignity here should be understood not so much as a sense of honour and conscience as quality content of teacher 's professional training.

The teacher of higher education should realize that teaching is a type of scientific and medical work aimed at managing cognitive, i.e. cognitive, and to continuously improve the quality of training specialists the teacher needs to be highly skilled in management this activity. Formation of teacher 's pedagogical skill implies constant

Progressive development of scientific content and training methods. It is provided both through the independent efforts of the teacher and through the exchange of experience with colleagues at the same time, the exchange of experience can be carried out locally, at the level of the department or faculty, as well as organized, at the level of the whole university, which allows to ensure control quality of introducing innovative educational technologies into the educational process. It in significantly contributes to improving the quality of graduate training.

For this purpose, it is advisable to organize and hold events in the university, aimed at improving the quality of the educational process by exchanging pedagogical experience. These can be "quality weeks," master classes, "etc.

The main objectives of these measures are to assess the quality of implementation studies; Identification of positive and negative aspects of pedagogical work, Exchange of experience of teaching and methodical work, enrichment of professional knowledge and skills of teachers; Possibility of comparative analysis of training methodology occupations.

The most common type of such activities are open training classes as in traditional forms (lecture, seminar, practice, laboratory and practice, business game, round table), and in innovative forms (interactive lecture, debate review, discussion, master class, author's seminar visit and discussion of all events by departments and methodological commissions faculties can show that the application of modern teaching methods, in particular, interactive, interactive lectures contribute to increased attention students, stimulating their thinking activities directly during occupations. Round tables and business games develop students skills discussion, public speaking, in also provides an opportunity to simulate anticipated production situations arising during the course of the professional activity of the expert. Using these training methods increases the effectiveness of the educational process, which, in turn, contributes to the improvement of qualities of the higher education.

In general, activities of this kind allow to identify "strong" and "weak" places in the training process, quickly solve the emerging tasks of organizing the training the process and methodology for conducting training sessions.

Thus, full implementation by faculty composition of the university of scientific and pedagogical activity, all kinds of assistance to increase the quality of educational services implies the use of the full range of methods and techniques, both to solve current pedagogical problems and to achieve the ultimate goals - training of highly qualified personnel competitive on the modern labour market that meets the current and future needs of society.

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