

ANNOTATION

on the dissertation work for degree of Doctor of Philosophy(PhD) in specialty 6D010300 - Pedagogy and Psychology of Ibragimova Gulnara Kayirzhanovna on a topic: «A quality assessment of preschool education(on example of preschool organizations in Karaganda region)»

Relevance of study: UNESCO's international initiative to measure the quality of education is specified in Chapter 8, Article 54 of the Law of the Republic of Kazakhstan on Education, where regulation of achieving high quality of educational services provided by educational organizations, as well as their standardization and monitoring is taken to the State level. Regulation is achieved through the implementation of performance assessment systems.

The National Report on the Status and Development of Education System of the Republic of Kazakhstan “Implementation of State Educational Policy: Preschool Education and Training” (Astana, 2015) indicates that the state as a customer has the right to evaluate the effectiveness of investing funds in support and development of preschool education, as well as analyze its quality. In recent years, Kazakhstan through «Balapan» program has allocated significant resources to improve the access to and quality of preschool education. At the same time, authors of report believe that it is not possible to fully evaluate the quality of services and the cost effectiveness of preschool education and training, due to the reason that the normative, legal and infrastructural framework for monitoring has not been created at the national level. That is why, in a country review of preschool education and training prepared by international experts, the following recommendation were given to Kazakhstan: "...ensure the implementation of relevant studies of preschool education and training, including long-term studies on child development and the quality of preschool education ...".

Legal normative documents of the preschool education and training in Kazakhstan targeting at formation of knowledge, abilities and skills necessary for studying at school, as well as formation of value, moral orientations based on folk customs, traditions and implementation of principles of succession and continuity and interaction with the family to ensure full and complete child's development.

At the present stage, there are various approaches to the development of education quality assessment. The quality of education is interpreted as a set of indicators characterizing education system and reflecting the degree of compliance of the real educational results achieved, conditions of functioning of the education system with regulatory requirements, social and personal expectations.

Renovation of secondary education in the Republic of Kazakhstan sets the task of revising approaches to assessing the contribution of the system of preschool education and training in the development of children and preparing them for school. A national system is being developed for assessing children's knowledge, skills and abilities in accordance with indicators that determine their level of development; methods and forms of monitoring child development are being applied based on domestic and foreign innovative technologies.

In studies on the development of Kazakhstan national system for education quality evaluation, objects of assessment include the implementation of the content of education, state of the methodological support of educational process, use of pedagogical technologies, level of professional competence of pedagogical staff, state of the material and technical and scientific information base of the learning process and effectiveness of administrative management.

The quality of pre-school education is estimated based on formal criteria effectiveness of organization and effectiveness of ongoing programs, the diagnostic results of development level of children in accordance with skills that were formed in the course of mastering the content of educational areas, using a set of indicators to monitor children's achievements. However, the proposed systems for assessing the quality of education are not sufficiently consistent with modern scientific concepts and are based mainly on traditional approaches.

To reduce the assessment of education quality to the results evaluation, in my opinion, is an inappropriate. No doubts, in the system of the preschool education quality evaluation there should be a measurement of personal and mental indicators of children's development considering the recognition by experts of the limitations of traditional testing of young children, and the diagnosis of professional competencies of teachers, and the assessment of the material and technical base.

Held every five years, an external evaluation of activities quality held by preschool organizations aimed at maintaining a proper level functionality of educational organizations, and often does not allow to allocate the existing problems and difficulties.

Qualitative changes in the Kazakhstan system of preschool education depend significantly on how accurately and reliably it is possible to identify weaknesses in the widespread practice of preschool organizations. The main task of assessing the quality of preschool education in Kazakhstan is precisely the identification of problem points that require the efforts of all existing agents of change (departments, city, district departments of education, educational organizations themselves, parents), influencing on which is possible to achieve systemic shifts in relation to quality of educational services.

In the context of the strategic objectives of education development in Kazakhstan, creation of a system for preschool education quality evaluation and search for authentic diagnostic tools are of particular importance.

Despite the fact that various models of quality management are being developed as part of the research, up to now there has not been a single conceptual and methodological idea of the quality of preschool education, the criteria and mechanisms for its assessment, which is a specific problem and requires special research.

Some theoretical prerequisites associated with ideas about the essence of the category "quality of education" are disclosed in the theoretical and philosophical works of V.L. Abushenko, A.A. Ivina, M.A. Tuulik, I.V. Timofeev, E.A. Klimov and others.

The psychological and pedagogical, organizational and technological foundations of assessment were studied and reflected in the works of scientists such as A.V. Zaporozhets, B.G. Ananyev, A.A. Bodaleva, N.V. Kuzmina, B.C. Avanesova, Yu.P. Adler, K.Yu. Beloy, A.K. Kusainova, T.O. Balykbaeva, A.A. Zhaitapova, G.A. Esenbayeva, E.T. Bayarystanovoi, N.A. Vinogradova, I.A. Winter, E.S. Komarova, N.V. Miklyaeva, A.I. Subetto, N.N. Avdeeva, G. B. Stepanova, G. B. Skok, P.I. Tretyakova, L.I. Falyushina, T.I. Shamovoi, S.E. Shishova, A.N. Starkova, M.V. Krulekht, I.N. Telnyuk, I.F. Sleptsova, E.G. Yudina, A.G. Shmis, A.G. Gogoberidze, S.A. Ezopova, T.N. Boguslavskaya, and foreign authors V. Titze, S. Sheridan, E. Park, E. Shin, S. Park, L. Biersteker, P. L. Slot and others.

For all the undoubted value of the conducted research, it should be noted that the issues of quality evaluation of preschool education remain poorly understood. Assessing the quality of preschool education is weakly coupled with the study of reliable complexes of assessment indicators and the search for an appropriate diagnostic tool that makes it possible to identify educational environment factors that affect the socio-psychological development of children.

Therefore, it gives reasons to assume that the creation of system for assessing the quality of preschool education constitutes a certain theoretical problem and requires a special research. The system for evaluation of preschool education should act as a set of interrelated functions, objects, subjects, criteria, indicators, procedure and assessment result.

According to the results of theoretical review of studies of L.S. Vygotsky, B.D. Elkonin, J. Gibson, V.A. Yasvina, V.I. Slobodchikova it was concluded that the quality assessment of preschool education should be carried out in a systematic analysis of developing educational environment capabilities. It was assumed that, at the present time, the conditions of educational environment, which has a potential, are not interpreted as factors of education quality and, therefore, as an object of evaluation.

Thus, comprehensive study of this problem revealed **a number of contradictions** between:

- the need to ensure the development of preschool education and the lack of an authentic system for assessing its quality, initiating the development of the educational environment;
- the need to take into account the possibilities of the educational environment for the enriched development of the child and the predominant use of traditional criteria for the effectiveness of preschool organizations (the effectiveness of the programs being implemented, the level of Knowledge, Skills and Abilities, and etc.) are not sufficiently informative to assess the quality of education;
- the need for strategic planning to improve the quality of preschool education and the leveling of assessment results, the stimulating assessment function as the basis for determining strategies that affect quality

These contradictions have identified the problem of research, which consists in studying the environmental approach and identifying its capabilities in assessing the quality of preschool education.

This led to the choice of the research **topic**: "A quality assessment of preschool education (on example of preschool organizations in Karaganda region»"

Object of study is preschool education.

Subject of study is evaluation of the quality of preschool education.

Goal of study is to substantiate theoretically, develop and test a system for quality evaluation of preschool education, stimulating the developing conditions and opportunities of the preschool educational environment.

The hypothesis of the study is **if** consider the quality of preschool education from the perspective of the environmental approach methodology, define a set of integrated assessment criteria that are authentic to the conditions and possibilities of preschool educational environment **then** a system will be created to assess the quality of preschool education as a set of structural and functional mechanisms that stimulate quality improvement education, **because** it will identify opportunities for the development and enrichment of the educational environment.

In accordance with contradictions, goal, object, subject and hypothesis of study, there were formulated the following **research objectives**:

1. analyze the philosophical, methodological, psychological and pedagogical approaches to the problem of assessing the quality of preschool education;
2. analyze domestic and foreign experience in assessing the quality of preschool education;
3. develop a model of a system for evaluation of quality of preschool education, which includes a set of integrated criteria that are authentic to the conditions and developing opportunities of the preschool educational environment
4. test the system for assessing the quality of preschool education and to determine its effectiveness in identifying opportunities for the development and enrichment of the educational environment.

The goals and objectives were achieved in accordance with the methodology of the environmental approach to assessing the quality of preschool education.

The following works serve as **theoretical and methodological prerequisites** for assessing the quality of preschool education:

1. Methodology for designing forms of child development (L. S. Vygotsky, B. D. Elkonin, V. I. Slobodchikov).
2. The theory of opportunities (J. Gibson) and ideas about the structure and content of the educational environment (V. A. Yasvin).
3. The theory of amplification of a child's development as an expansion of opportunities for his enriched development (A.V. Zaporozhets).

Following **research methods** were used to achieve goal:

– theoretical: analysis of philosophical, psychological and pedagogical literature on the topic of study, as well as regulatory documents analysis (state standards of preschool education, a model program, and etc.); modeling of a quality assessment system (generalization, systematization, comparison);

– empirical: review of empirical observation results, high-quality data processing and interpretation, diagnostic methods (“Scale for comprehensive assessment of quality of education in the ECERS-R preschool educational institutions” methodology, the “Unfinished sentences” methodology, questionnaires and design);

– mathematical and statistical data processing: analysis of rank correlation (Spearman, Kendall), calculation of the criterion (Chi-squared method) to identify significant correlation relationships of variables. The calculations were performed using the computer program Statistica 10.0.

Organization and stages of the study. The study was conducted during 2016 to 2019 in three stages:

The first stage is 2016-2017. Identification of contradictions, determining the relevance of the study. Theoretical study of the current state of the problem, analysis and generalization of philosophical, psychological and pedagogical literature on the topic of research. Development of categorical research apparatus. Theoretical and methodological substantiation of a system for assessing the quality of preschool education. Pilot testing of diagnostic tools.

The second stage is 2017-2018. Designing a model for assessing the quality of education, which includes a set of criteria that are authentic to the conditions and developing opportunities of the preschool educational environment. Testing the system of evaluation of quality of preschool education. Generalization and interpretation of results.

The third stage is 2018-2019. The control stage of the study. Mathematical and statistical data processing. Designing strategies for the development of educational environments of preschool organizations. Summarizing the results of the study, the formulation of conclusions.

Research base: 31 (362 groups) preschool education organizations of Karaganda region.

The reliability and credibility of the study was ensured by the theoretical and methodological validity of the starting points used to build a quality assessment system, using a set of methods and techniques adequate to the goals and objectives of the study, including methods of mathematical and statistical analysis and a computer program for processing empirical data.

The scientific novelty and theoretical significance of the study lies in the fact that the starting points are defined that reveal the essence of the quality assessment system presented in the structural-functional model and aimed at studying the educational conditions and possibilities of the preschool environment in order to enrich the development of the child:

– the essence of the concepts of “quality of preschool education” as a set of conditions authentic to the child’s development opportunities in the educational environment of the preschool organization, and “assessment of the quality of preschool education” as the establishment of the degree of conformity of the object (educational environment of the preschool organization) with the values of the environmental and humanistic approaches, carriers of which are environmental actors. In this semantic key, the criterial basis for assessing the educational

environment of the preschool organization is highlighted - as the authenticity of the complex conditions of the preschool organization for the development of the child in the educational environment;

- the theoretical and methodological basis for assessing the quality of preschool education has been determined - these are the provisions of the system and environmental approaches that explain the mechanisms of influence of environmental conditions, the quality of preschool education and stimulating the enrichment of the educational environment;

- a set of integrated criteria for assessing the quality of preschool education has been determined, which provides a reliable analysis of authentic environmental conditions and opportunities in their interdependence and complementarity;

- targeted forms of advanced training of teachers have been developed that facilitate the transition of personnel of the Preschool Educational Organization to the level of awareness of the need for changes in the educational environment and the adoption of strategic decisions;

- structural and functional model of the system for assessing the quality of preschool education was tested, the organizational basis of which is the interaction of the triad “expert - staff - leader” in assessing, forecasting, stimulating the transition of conditions into feasible environmental opportunities;

- the system-forming function of the international methodology ECERS-R was implemented as the core of the model of a system for assessing the quality of preschool education, initiating qualitative changes in preschool education.

As a result, mechanisms have been put in place to improve the quality of education on the basis of assessing the characteristics of the environment and, conversely, designing the development of the environment on the basis of assessing the results has been carried out.

The practical significance of the thesis research is:

- approved system for assessing the quality of preschool education is used to organize the assessment of the quality of preschool education in preschool organizations in the Karaganda region;

- computer program was developed for the automated collection and processing of data on the ECERS-R Scale (Certificate on entering information into the state register of rights to objects protected by copyright No. 3128 of 05/03/19).

- The research materials became the basis for the development and implementation of the educational process of JSC «NCPD «Orleu» training programs for teachers to develop expert and design competencies in the field of quality assessment (Certificate on entering information into the state register of rights to objects protected by copyright No. 3150 dated 03.05 .19 g.);

- developed and implemented targeted application project "Children's implementation of space" that stimulates improvement of quality object-spatial developmental environment of preschool education organization (certificate of entry of information into the state register of rights to copyrighted No. 4663 by 25.07.19).

Arguments of a dissertation to be defended:

1) clarified essence of the concepts of “quality of preschool education” as a set of conditions authentic to the child’s development opportunities in the educational environment of pre-school education, and “assessment of the quality of preschool education”, understood by us as establishing the degree of conformity of an object (educational environment of Preschool Educational Organization) with the principles of environmental and humanistic approaches. In this semantic key, the criterial basis for assessing the preschool educational environment is highlighted: the authenticity of the complex of conditions for early childhood education for the development of the child in the educational environment;

2) a set of integrated criteria for assessing the quality of preschool education, providing a reliable analysis of environmental conditions and opportunities in their interdependence and complementarity, and the international methodology “ECERS-R Scales” as the core model of a system for assessing the quality of preschool education, initiating qualitative changes in preschool education;

3) The model of the system for assessing the quality of preschool education as a set of structural and functional mechanisms stimulating the improvement of the quality of education;

4) the results of testing the model of the system for assessing the quality of preschool education, confirming the effectiveness of its structural and functional mechanisms:

- the consistent implementation of the assessment stages: from expert training to the implementation of strategies for enriching the educational environment and predicting the best educational practices of early childhood education;

- the transition of the staff of early childhood education to the level of awareness of the need for changes in the educational environment and the adoption of strategic decisions due to the totality of successively implemented addressable forms of advanced training;

- informativeness of the ECERS-R methodology in terms of identifying the specific characteristics of many educational environments for making strategic decisions in order to improve the quality of education;

- designing the implementation of strategic decisions based on the assessment of educational environments and predicting their development.

Approbation and implementation of results. The main provisions and ideas of the dissertation research are reflected in 12 publications of the author, including in scientific publications included in the Scopus - 1 database, in publications recommended by the Committee for Control in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan - 4, in materials international scientific conferences - 3, other publications - 4.