

УДК 629.7.378

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ASSESSMENT OF FUTURE AVIATION SPECIALISTS' EDUCATIONAL ACTIVITY AS A FACTOR OF IMPROVEMENT OF PROFESSIONAL TRAINING QUALITY

In the article it was highlighted the problem of quality improvement of future aviation specialists' professional preparation in the context of flight safety. The system of students' educational results assessment was analysed and it was compared to the national grading system, 100-grading system and ECTS rating scale. It was offered rating assessment of students' educational activity at flight educational establishments.

Key words: *assessment; students; future aviation specialist; professional preparation; ECTS rating scale; quality of professional preparation.*

Introduction. In the context of European integration and globalization of Ukrainian educational space, a key challenge is deep and comprehensive modernization of the high school with necessary resources and creating mechanisms for their effective implementation. For

successful implementation of the indicated processes it becomes important ensuring education quality in future specialists' training.

Future specialists' professional training in the aviation industry is an important element of flight safety in the civil aviation, because lives of passengers and crew on board depend on the aviator's professionalism. That is why, future aviation specialists' quality training is an integral part of the high school educational process. One of the important elements of the high flight school educational process is assessment of students' knowledge, abilities and skills during educational activities.

Analysis of recent research and publications. According to the opinion of various national and foreign researchers, such as A. Aleksyuk, B. Bepalko, J. Lerner, J. Pidlasyy, N. Talyzina, E. Shyyanova etc, the assessment can significantly enhance students' quality of knowledge and skills. Such researchers as V. Moskalenko, A. Ostapyuk, L. Ryazanov, V. Cheshuk, O. Yavorovsky etc, were involved in the issues of young student's assessment during the learning activities. In their articles, researchers emphasize that assessment gives ability to create additional conditions for the formation of the necessary qualities of the future specialists.

Taking into consideration the achievements of scientists in the aforementioned problem, we should underline that the issue of future professional training assessment in aviation industry in the context of improving the quality of their training has been insufficiently studied and needs further research.

The purpose of this article is to explore the concept of «assessment» and its role in the educational process. It is also necessary to analyze the assessment system proposed by the Bologna process and compare it with the traditional system.

The main material presentation. Knowledge, abilities and skills that form the basis of professional competence, comprise the system of social targets which qualitative professional education should provide. Education quality is connected with such concepts as «pedagogical control», «test», «mark», «accounting» of the learning activities' results. Pedagogical literature presents different points of view as for the relationship between these two concepts. The conducted theoretical analysis allowed to conclude that the term «verification» means the process of assessment on its certain phase, and «control» is defined as a system of checking activity. «Mark» is considered as the definition and expression in conventional signs, which are points and also teacher assessment judgments as to degree of knowledge and skills' mastering. However, «mark» can be considered in wider sense, as the process of training activities results assessment [1]. In our research we understand the concept «mark» as a system of checking activities aimed to obtain objective and timely information about the degree of formation of necessary professional skills for future aviation professionals.

Traditionally, the quality of knowledge is characterized as a discipline level of content mastering. It can be assumed that according to the results of educational activity qualitative difference or according to qualitative changes in subjects learning that can come out in satisfactory grades. Traditional knowledge assessment is subjective and depends largely on the psychological peculiarities of the teacher (one and the same answer of the student can be assessed in different ways by various teachers). The other reason that effects on the assessment validity is the presence of various control objects. In the one case, the assessment object is factually learned material; in the other case it is a student's ability to apply knowledge to solve practical problems etc. Accordingly, each teacher is developing his own system of the students' assessment and knowledge testing.

Typical drawbacks of the traditional assessment system are [1]:

- the assessment principle – assessment is not only a way of identifying the qualified student achievements, but the way to identify his/her academic imperfections, that means the method of punishment for the failure or activity («punishment» principle of the assessment);
- content of the assessment process is the assessing of knowledge, specifically it is the degree of knowledge learning (in % regardless of the rating scale of 5, 12 or 100 scoring). Meanwhile all participants of the assessment system do not pay attention on the fact that amount of semantic information increases very quickly and that is why the part of learned material is decreasing with time;

- educational technologies – assessment is realized typically, regardless of the abilities of the individual student, educational forms and methods. Meanwhile the principle «technology assessment is identified by the training technology» is violated;
- interaction «teacher-student». It means the subjectivity of the assessment. (No rating on student achievements according to the group of selection).

This paradigm of education is directed on that the object of study is not general student personality, but his indications. However, the quality of future professional starts with the exactly personality, the development of his psychological and creative possibilities. The role of training is reduced to ensuring the formation of personality who is able to create a qualitative change in her professional activities.

Assessment results have a significant impact on the future career of students. That is why it is important that assessment should be always carried out professionally and thus existing knowledge about the processes of testing and examination processes should be taken into the account. The assessment also provides educational institutions with valuable information on the effectiveness of teaching and student support.

The score is the way and the result which conforms with students' knowledge, abilities and skills to the educational goals and objectives. It is important to remember that the rating is not a number that is in the result of measurements and calculations, but the value judgment which is attributed (for example 5 grades correspond to the «excellent» judgment value). While assessment is being provided, the teacher has to justify it, guided by the logic and the existing criteria.

The assessment criteria which are effective today, they have remained since the time of the rule the concept of educational content in high school as a combination of knowledge, abilities and skills, therefore they based mainly on the qualitative indicators of the completeness, depth, strength, consistency, efficiency, consciousness, generalization of students' knowledge and skills [2, p. 27]. Except that it is taken into the account such additional indicators as the ability of future aviation specialists to associate the content of discipline with the content of future professional activity, solve professional tasks reasonably and also the degree of the independence. The assessment is affected not only by the accuracy, but also by the clarity of the student answers and the culture of his speech (oral and written) and others. The development of the assessment criteria and indicators is time-consuming work that is much complicated by the multidisciplinary training of the specialists in different areas and specialties, so we can talk about them only generally.

Integration processes in higher education are under the auspices of the Bologna Declaration which are relating to the creation of the single European educational space, they objectively caused the necessity to combine the efforts of member countries to solve common problem, which is can be generally accepted abroad. The result of the European Commission experts' work during 1988-1995 years has been the ECTS scale, was developed on the basis of statistical data of 80 institutions participating in ECTS. Now we are going to compare the students' assessment according to the national, 100-grade and ECTS scales (Table. 1).

ECTS Scale is an instrument of transferring national scores of mobile students to the other assessment systems within a single European higher education. It is clear that the scale ECTS is more flexible compared to the national. It gives a clearer picture of the students' achievement extent of basic educational goals while studying by expanding the range of value categories. The educational institutions were faced with main difficulty which is establishing relationship between the grading scale: ECTS and the national, and especially the differentiation of national grades «good» in the assessment ECTS – B and C, «satisfactory» according to the – D and E, «unsatisfactory» with – FX and F. In fact, the national 4-grade scale needed harmonization with the European 7-grade, thus we propose the correlation of three scales, which are national 4-point, 100-point scale and ECTS scale (Table. 1) [3, p. 50; 4], which is much easier for high school teachers to assess adequately and objectively the achievements of flight schools' students.

According to the opinions of various national and foreign teachers the assessment can significantly enhance the quality of knowledge, abilities and skills of students, but if there are some drawbacks in didactic and methodological training, even the most advanced assessment methods could not improve its results [5, p. 146]. Moreover, assessment should be integrated into the learning process during its planning phase. In this case, teacher can significantly increase the

effectiveness of the educational process through pre-defined learning outcomes and objective information as for they are achieved by students.

Table 1

Total points for types of training activities	Quality assessment and assessment criteria	Score scale ECTS	The percentage of students who achieves the appropriate score	Score according to the national scale	
				Examination, Pass-fail grading test	Credit, Performance assessment
90–100	«Excellent» – excellent performance with few mistakes	A	10%	Excellent	accomplished
82–89	«Very good» – above average with some mistakes	B	25%	Good	
75–81	«Good» – generally correct work with a certain number of errors	C	30%		
68–74	«Satisfactory» – not bad, but many drawbacks	D	25%	Satisfactory	
60–67	«Sufficiently» – the performance meets the minimum criteria	E	10%		
35–59	«Poor» – performance does not meet the minimum criteria (the possibility of retaking). Work requires further revision	FX	–	Poor	not accomplished
1–34	«Poor» – the work requires full processing	F	–		

Taking into the account the specifics of flight school and forming of important qualities for future professional activities, we have proposed apart from the traditional assessment of students' academic results according to each discipline («excellent», «good», «satisfactory», «unsatisfactory») and ECTS scale, the author's developed rating assessment system. The main purpose is to enhance the quality of learning and also increasing the motivation for continuous systematic work of future aviation specialists during the whole study period; improvement of the multilevel control system of knowledge, abilities and skills; formation of general and professionally important competencies; attracting students to participate in the scientific work and to students' self-government bodies, social work, sport activities, etc. [6; 7].

According to the key components of students' rating assessment it was defined the following assessment methods: the assessment of students' educational results, their participation in scientific work, in student self-government, public and sports-mass work. However, it is based on the need of the objectification of an assessment mechanism, except the bonus scores there are also established demerit scores (for classes skipping without good reason, retaking of final module controls, academic discipline debts and so on.) that deducted from the total points which were accounted by the student during the studying semester.

Rating score gives opportunity to create additional means for the formation of research, moral, social, communicative and professionally important qualities of flight schools' graduates, which increases their competitiveness in modern labor market. This corresponds to the definite global and national higher education system trends as to deepening its fundamentalization, strengthening humanistic orientation, spiritual and general component of education [8], the formation of a systematic approach for the analysis of complex professional and social events, strategic thinking, training of professional responsibility and mobility that is especially important for preparation of a new generation of aviation professionals.

Improving the quality of future aviation specialists training is a today's necessity considering the aviation industry progress. Approaches revision to the assessment of student's educational achievements is enhanced by the European integration process of the higher education in Ukraine. It can be seen a trend of gradual transition to more complex methods of assessment and using of multilevel assessment scales, differential approaches to the assessment of students' educational achievements. Students' training according to ECTS scale provides an opportunity to

issue the Diploma Supplement of European standard, which enhances greatly young aviation specialist employment opportunities on the European labor market.

Further research can be conducted in the way of improvement the professional training of the aviation industry in the context of globalization and European integration processes.

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ASSESSMENT OF FUTURE AVIATION SPECIALISTS' EDUCATIONAL ACTIVITY AS A FACTOR OF IMPROVEMENT OF PROFESSIONAL TRAINING QUALITY

Abstract. *Introduction.* In the article it was highlighted, that providing of quality system of educational services in future specialists' professional preparation plays an important role in successful modernization of high school. It was underlined, that future aviation specialists' professional preparation is an important element of flight safety in civil aviation, since airman's professionalism is a key factor upon which crew's and passengers' lives depend. In this context providing of quality of future aviation specialists' professional preparation is inalienable part of high school educational process. One of the important elements of educational process at flight educational establishments is students' knowledge, abilities and skills assessment of educational activity.

Purpose. The aim of this article is a study of concept «assessment», its role in educational process; to analyze assessment systems which are offered by Bologna process and to compare it to the traditional system.

Methods. In the research the empiric and theoretical methods were used, namely: theoretical analysis and synthesis of psychological and pedagogical scientific sources, observation, comparison, questioning.

Results. In the article it was noted, that educational quality is associated with such concepts as «pedagogical control», «verification», «assessment», «account» of educational results. In pedagogical literature the different points of view are presented concerning definitions of these concepts. The conducted theoretical analysis allowed to come to the conclusion that «verification» is an assessment process of training results on its particular stage; «control» is defined as a verification process system; «grade» is viewed as definition and expression in conventional signs - points, and also as a teacher's assessment judgements of students' level of knowledge, abilities and skills mastering.

It is marked that assessment results have a considerable influence on the future students' careers. It is therefore important, that assessment was always conducted professionally and it should be taken into

account the current knowledge about testing and examination processes. Assessment also provides important information to educational establishments concerning teaching efficiency and students' support.

It was conducted the traditional grading system's analysis, its defects were pointed out; it was conducted the correspondence of three grading scales of future specialists' educational activity: national 4-graded, 100-graded and ECTS rating scale.

Originality. It was offered the educational rating system, the primary objective of which is studies' quality increase and motivation of future aviation specialists' systematic work during studying period; further development of knowledge, abilities and skills multilevel control; forming of general and professional competencies; involvement of students to participating in the advanced study and self-government students' bodies, social work, sports activities, etc.

Conclusion. Improvement of quality of future aviation specialists' professional preparation is the necessity of present time in respect to progressiveness in aviation industry. The review of approaches to assessment of students' educational achievements is intensified by European integration processes of higher education in Ukraine. The tendency of the gradual passing to more complex assessment methods was set; it was introduced multilevel rating scales, differential approaches to the assessment of students' educational achievements. The studying of students according to ECTS rating scale gives possibility to provide a diploma supplement of European standard that considerably extends young aviation specialist's employment opportunities at the European job market.

Key words: *assessment; students; future aviation specialist; professional preparation; ECTS rating scale; quality of professional preparation.*

ОЦІНКА НАВЧАЛЬНОЇ ДІЯЛЬНОСТІ МАЙБУТНІХ ФАХІВЦІВ АВІАЦІЇ ЯК ФАКТОР ВДОСКОНАЛЕННЯ ЯКОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

У статті актуалізується питання удосконалення якості професійної підготовки майбутніх авіаційних фахівців у контексті безпеки польотів. Аналізується система оцінювання результатів навчальної діяльності курсантів та порівнюється оцінювання за національною, стобальною та ECTS шкалами. Запропонована рейтингова оцінка навчальної діяльності курсантів льотних начальних закладів.

Ключові слова: *оцінка; курсанти; майбутній авіаційний фахівець; професійна підготовка; шкала ECTS; якість професійної підготовки.*

*Одержано редакцією 10.04.2017
Прийнято до публікації 16.04.2017*