

**Levchenko A.A.**

Procedure of the correlation of pedagogical objects with the qualimetric characteristics

The purpose of contemporary educational process is training socially adapted, mobile specialist, capable of making a critical decision on the basis of the methodology of scientific research and of solving problematic situation in the process of the accomplishment of the realized selection from several possible versions of the development of the process being investigated. The competent authority must approach critically any circumstances of professional activity, formulating hypothesis about the result of various actions, analyzing possible trends in development of the process interesting us, erecting the theoretical model, in which are considered possible tactical and strategic consequences, and only after this from the diagnostic positions to evaluate empirical *dannye* []. The pedagogical and psychological basis of this approach are the transactions Of *abakumovoy I.V., Yermakova P.N., Rudakovoy I.A.*, according to which, the process of making a critical decision is the mini- study, which is capable to conduct the thoroughly developed, professionally qualified person, preparation of which was accomplished under the conditions for the *kompetentnostno-* oriented educational process [1]. Since the *kompetentnostny* approach to the organization of educational process assumes the integrated standardization of the pedagogical objects, which make it possible to ensure the high level of the necessary qualimetric characteristics, there is a possibility in principle of the guaranteed mastery of the training scopes, indicated in the state educational standards. In order To attain This, *Safontsev S. A.* proposes to ensure the correlation of different pedagogical objects with the fundamental qualimetric characteristics of the procedure of the standardization of educational *sistemy* [4].

The essence of the standardization of pedagogical objects is expressed in the following stages, as author of which he appears *s. A. Safontsev*. 1. Procedure of the standardization of didactic tests is projected to the pedagogical objects of educational system with the aid of the theory of educational quality measurement. The procedure of standardization makes it possible to transfer the properties of standard to the tool of empirical of experiments, which provides the comparability of the object of measurements with the standard and the possibility of obtaining the numerical result in the standard units. Meaningful validation assumes the selection of the criteria, to a sufficient degree which reflect the essence of latent variable. However, the results of pedagogical measurements depend not only on the procedure of the selection of criteria, but also on correctness and refinement of the criterial indices, which are used in the process of measurements as the test tasks. 2. Meaningful validity of educational system is ensured in the process of the formation of training and educational programs on the basis of the examination of state educational standards. In order to quantitatively estimate the meaningful validity of educational system, it is necessary



to conduct the examination of the meaningful significance of the training elements of all educational programs of the directions (specialties) of preparation by the forces of the instructors of corresponding disciplines. By the exponent of correspondence of working programs to the requirements of state educational standards is the validity of priorities, selection the instructors of the most important key training elements, on basis of which will be developed training modules and achieved the kompetentnostno- oriented formation. The more complete description of this formation can be found in the work Of n. yu. safontsevoy [3]. 3. Konstruktnaya validity of educational system is ensured in the process of development of the systematic system of teaching on the basis of training modules.

Key qualimetric characteristic under the conditions of orienting the educational process to the multifactor latent variable is konstruktnaya validity. To answer for this qualimetric characteristic of educational system is capable the object, which operates with criterial indices and which makes it possible to determine the numerical values of indicator variable. However, from the point of view of the theory of educational quality measurement it is not enough to establish the certain degree of the correspondence of the object being investigated to standard. In the opinion Of abakumovoy I.V., Yermakova P.N., Rudakovoy I.A. in the process of the development of the criterial indices of competence it is necessary to consider the factors of influence on the motivation of trainers, and it means - to examine questions of the didactic guarantee of an educational process [1]. Examining the konstruktnye properties of the didactic guarantee of an educational process, we a priori assume the content of the studied material at the level of the previously established meaningful validity. This approach derives to the foreground the problematic account of program material in the dialogue regime, when the permission of the situation proposed becomes the matter of the majority of trainers, but not instructor himself or elite group [2]. The most effective didactic guarantee of an educational process is achieved by the modular construction of the curricula, proposed in the works Safontsevoy n. Yu., when instructor thinks above the complex purpose, which can contribute to mastering structural element or unite several structural elements of curriculum [3]. 4. Reliability of educational system is ensured by the complex representation of pedagogical objects in the process of the realization of the individual educational trajectories of trainers. With the development of didactic tests the stratified sampling of the structural elements of curriculum and representative is formed the sample of approval. In order to be convinced of the reliability of the functioning of educational system, i.e., the possibility of the reproduction of the desired result on the representative sample of trainers, it is necessary to repeatedly use entire complex of pedagogical objects. In this case it is possible to leave without the change training and educational programs and their modular structure 5. Criterial validity of educational system is determined with the aid of the sociological inspections of the results of samorealizatsii of graduates. S.A. Safontsev asserts that in contrast to the meaningful and konstruktnoy validity, and also the reliability of educational system, the criterial validity is not the necessary qualimetric characteristic of the



procedure of standardization. If principally it is not possible to accomplish the requirements of state educational standards without the guarantee of meaningful validity of training and educational programs, without the necessary level of the konstruktnoy validity of the didactic and diagnostics- qualimetric guarantee of a process of instruction, and also without the confirmation of the representativeness of entire complex of pedagogical objects in the process of molding of the competence of trainers, then the comparability of the results of instruction with the future achievements of specialists although is assumed, the original measure of the effectiveness of the standardization of educational system be cannot [4]. The observance of all enumerated principles is the necessary and second-order condition of creating the effective and competitive educational system, which makes it possible to prepare professionally competent, socially adapted, mobile specialists in different the fields of activity, which satisfy the basic requirements of the labor market and are capable of continuing instructions in the course of the entire life.

The Literature

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