

EVALUATION SYSTEM OF TEACHERS BY STUDENTS: MANAGEMENT INNOVATION IN RUSSIAN UNIVERSITIES

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Abstract: The aim of this article is studying of the use of assessment systems of teachers by students in Russia. Interest in this subject stems from the fact that in Russian higher education institutions there is necessary to develop tools to monitor the quality of education. Increased competition between universities makes them pay attention to the quality of educational and other services, such as college preparation programs, training programs, and actively engage in marketing.

Keywords: Evaluation system of teachers, evaluation of the quality of services, incentive contracts, individual curriculum, teaching rating, validity of results.

Evaluation of the quality of services provided by institutions of higher education is a key element of state educational policy. Empirical research shows that the quality of education is a key determinant of economic growth. Systems for evaluation of teachers by students (student evaluation of faculty) are widespread in Western universities. In the U.S. they appeared in the 1920s and they are used now in American universities almost everywhere. In recent years, a great interest in systems evaluation teachers by students observed in Europe and South East Asia. The implementation of this tool is, on the one hand, as part of the phenomenon of the "new managerialism" in university management, and on the other hand - against a centralized evaluation of the quality of education.

The existing system indicators of the services and activities of higher education teachers, inherited from the USSR planning system. The main attention was paid to ensure that the educational sector production factors: amount of computers per student, the size of the library collection, floor area, the ratio of the sum of teachers and students, the proportion of candidates and doctors of science in the teaching staff, etc. This system can not create incentives for improve the quality of educational services, as it is simply not relevant principles laid. This raises the need to modernize the system for evaluation of university services. To the introduction of such instruments, this, along with the security of the university resources would measure its performance. System for evaluation of teachers by students can be considered as one of the most important instruments of such a measurement. Appropriate systems in Russia can be considered an innovation management: According to "Monitoring the Economics of Education", students' comments are taken into account in setting surcharges teachers only 8.3% of high schools.

To characterize the universities of Russia, where applicable incentive contracts based on evaluation of (if students rate high the courses that read these teachers, the teachers are appointed special allowances), the data is compared with those universities, where this contract system is not used. It is about 8.3% of Russian universities. The share of private educational institutions in this group is more in 3 times than the corresponding figure for universities in which contracts are not available.

Table 1. The income educational establishments

	incentive contracts	
	exist	no exist
Total (thousand rubles)	122446	269619
of which (%):		
budgetary funds	54,5	48,0
paid educational services	35,7	28,5
research and development	2,2	13,4
production activity	2,7	4,4
lease of premises	1,1	2,2
means of sponsors	3,9	3,5

Note that in the private education major revenue sources are funds from the sale of paid services, so there is much focus on the preferences of the students. Incorporating their views about the quality of courses is one of the most important conditions for the effectiveness of educational policy.

Russia's experience in the context of Western research of teacher assessment systems students

In the foreign literature, there are three areas of research assessment systems student teachers associated with the discussions on the functions of these systems, the study of the reliability (validity) was obtained with the help of their information, and also an analysis of their role in the assessment and control of quality educational services.

Function of assessment systems faculty by students

Western authors allocate three functions of the system evaluation of teachers: informational, motivational and inspiring. Information function is collecting and processing of data that characterize the quality of teaching courses. These data is used for feedback between consumers and producers of educational services. Such information is considerable interest not only for the administration and teachers, but also for students. It helps them make decisions about the choice of specialization courses. Motivational function is related to the influence of information on evaluation of teaching students of various courses directly to the teachers. It is believed that estimates of the students pose for the course, motivate teachers to better prepare for classes, more fully set out training material, etc. The catalytic function is associated with the use of the results of evaluations of teachers in contracts, concluded that teachers with higher education institutions. It is a system of special allowances to the salary of teachers and their progress through the ranks.

In Russian universities are not implemented all of these functions, due to the specific organization of the educational process. In American universities, students form their own individual learning plans, establish a set and sequence of studying most courses. As for the required courses, they are not as much as in the Russian universities, where students study to rigidly fixed curriculum, in which the proportion of elective courses is extremely small. Therefore, the information function of the local high schools teacher assessment systems is reduced solely to inform the authorities about the quality of training courses of different teachers. In Russian schools, as in the America, students choose a supervisors and specialty. Results of the evaluation of teachers by students could greatly help in this choice. However, this is clearly that the rating of teachers should be open to students.

Constraints in the implementation of information systems functions evaluation of teachers by students - is not the only problem that could face Russian universities. Difficulties also arise in connection with the motivational function. Formal access to information on the results of evaluation does not mean that teachers will use it in any way. Usually on average less than half of faculty teachers know how students evaluate their courses, although the relevant information is not closed for them. About a third of teachers note that the results of the evaluation does not matter to them no value. Using this instrument for incentive teachers associated with significant limitations because there may be doubts about the validity of the results, due to different reasons, such as lack of a sufficient amount of "evaluators". Many students refuse to fill out the appropriate form, it takes a long time because during the semester they are dealing with a large number of teachers. However, the most important reason that students do not want to evaluate teachers is doubt that the information in any way affect the quality of teaching. Since the information on the results of evaluation is closed, students do not want to spend time on the form, which is quite rational.

Validity of results of teacher's evaluations by students

The problem of validity mentioned in Western publications mainly in connection with the use of the results of evaluations of teachers by students in incentive contracts. It is, first of all, that is really the estimates show that students attend a course characterized. There are many questions about the potential measuring the quality of teaching, the possibility of such evaluation by the students, the criteria according to which the relevant assessments are set. For example, many teachers believe that students are not capable of assessing their work. Also noted «revanchist» character count, they are highly dependent on how loyal teachers assess student's knowledge. The desire to "annoy" demanding teacher outweighs objectivity.

It is logical that the information on estimates allows one to accurately identify cases of poor quality of teaching, and track professional development of teachers, changes in the relationship between students and the concrete teacher. In this regard, evaluation should not be counted in determining premiums (or "fines") to the salary of the faculty, but they are a signal, whereby the administration departments should be treated with great attention to the quality of teaching specific courses.

Evaluation of teachers by students and the education system

Serious discussions are associated with the problems of validity assessments teaching. In particular, the widely discussed issue of teaching opportunism, when professors "buy" good reviews, exposing high marks to students. There is "inflation estimates", lower educational standards. The research of distortions in the evaluation of teachers in U.S. universities has shown that this effect is negligible. However, this inference can not be extended to all other countries. Fundamental role played by the specific behavior of participants in the educational process.

The majority - 70% of teachers in Russian universities have several sources of income. Therefore, the teacher will try to minimize the costs (especially time) the preparation and holding of lectures and seminars, as well as testing the knowledge of students for high alternative income. This can cause opportunism teachers: they start too loyal to assess students' knowledge, to allow cheating, plagiarism. In such situation is likely to teacher evaluation system of students would be ineffective. Also, the current situation is not conducive to students' interest in acquiring new knowledge and skills. As a result, university tuition is reduced to a diploma. Uninterested students in this case are likely to be encouraged opportunism teachers. Consequently, the evaluation system again would be ineffective.

Evaluation system of teachers by students is one of the most common tools to monitor and promote the quality of teaching in Western universities. Russian curriculum significantly limit the ability of students to determine a set of courses that will help them to become good professionals after graduation. Results of the evaluation of teachers have no role in the lives of students. They could use the results when making decisions about the choice of specialization, academic advisor in the undergraduate (or through training) or dissertation project in the magistracy. But the closing of this information for students does not give them that opportunity. Change this situation can only be, if we can recover the interest of students to the evaluation of teachers. It is necessary to provide more flexible curriculum, to do more open assessment results of teachers for student. It requires tremendous preparatory work - the creation experts and academic standards, which would have been resistant to those, described in the present study the negative effects of education reforms.

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