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ASSESSING THE QUALITY OF PROFESSIONAL TRAINING OF SPECIALISTS IN ECONOMIC COLLEGES: TECHNOLOGICAL ASPECT

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Abstract

Relevance: In the context of globalization and labor market transformation, the demand for highly qualified specialists in the economic field is increasing. This necessitates a rethinking of approaches to students' professional training, particularly in terms of assessing the quality of their knowledge, skills, and competencies. The technologization of the educational process and the implementation of innovative assessment methods are becoming key factors in ensuring training quality.

Aim: To substantiate and design a technology for assessing the quality of professional training of specialists in economic colleges, taking into account modern pedagogical requirements and labor market needs.

Methods: The study employed a set of interrelated methods: theoretical (analysis, synthesis, generalization, systematization); modeling and design; empirical (observation, document analysis, study of teaching practices); and comparative analysis of traditional and innovative assessment methods.

Results: A step-by-step technology for assessing the quality of professional training in economic colleges was developed. It includes: defining benchmark learning outcomes; identifying structural components of professional skills; creating diagnostic tools; organizing the assessment procedure; and analyzing the results.

The technology involves the use of both traditional and interactive assessment methods, which contribute to the development of self-control, self-assessment, and the formation of individual educational trajectories.

Conclusions: The proposed technology is a comprehensive system that ensures objectivity, reliability, and validity of assessment. Its implementation enhances the effectiveness of professional training, supports the development of students' competencies, and contributes to the formation of competitive specialists. Future research should focus on studying the impact of this technology on the quality of professional training of future economists in experimental educational environments.

Keywords: *technology; quality assessment; professional training; economic colleges; competencies; stages.*

Introduction. In the contemporary conditions of economic globalization and labor market transformation, the demand for economics specialists capable of effectively adapting to new challenges is growing. Significant changes have emerged in the professional training of economics specialists today, the most important of which are the formation of new scientific knowledge and the application of skills and practical experience for successful employment. This necessitates a rethinking of approaches to the professional training of students, particularly in assessing the quality of their knowledge, skills, and competencies. The technologization of the educational process, the implementation of innovative teaching and assessment methods, and the personalization of educational trajectories are all becoming key factors in ensuring the high quality of training for future economists. In this context, the development and implementation of an effective assessment technology that not only records the level of

professional skills formation but also promotes their further development becomes particularly relevant.

Consideration of the methodological foundations of modern pedagogy and the analysis of approaches to assessing the quality of professional training have made it possible to construct a theoretical model and move on to designing a technology for assessing the quality of professional training for specialists in economic colleges.

Sources of the study. The research process utilized a wide range of sources, covering both theoretical and practical aspects of assessing the quality of professional training for specialists. The source base was primarily composed of scientific works by domestic and foreign researchers in the fields of pedagogy, vocational education, and pedagogical measurements (I. Bulakh, L. Darling-Hammond, L. Wentworth, L. Dybkova, L. Hrynevych, A. Kalenskyi, O. Lokshyna, P. Luzan, N. Moiseiuk, M. Seifried, P. Polentz, O. Titova, et al.). Their scientific contributions form the basis for understanding the conceptual approaches to assessing the quality of the educational process.

It is widely accepted among scholars that pedagogical assessment serves multiple purposes. It can be used to determine students' learning achievements; establish the effectiveness of teaching methods and forms of organization; analyze the impact of pedagogical strategies on the quality of the educational process; determine the effectiveness of an educational institution's activities; determine the effectiveness of a substantiated teaching method or educational technology; and evaluate the impact of specific pedagogical innovations on the learning process.

In the context of our research, we focus on an assessment that has a developmental and corrective nature, meaning it is aimed at the development, improvement, and enhancement of students' competency-based achievements, particularly their professional training (Luzan et al., 2021b). Such an approach focuses not only on stating the level of competency formation but also on identifying areas for growth and planning further educational actions.

The purpose of the article is to substantiate and design a technology for assessing the quality of professional training for specialists in economic colleges, taking into account modern pedagogical requirements and labor market needs.

Research methods. To achieve the research goal, a complex of interconnected theoretical and empirical methods was used, including: analysis, synthesis, generalization, and systematization – to study and systematize scientific sources, and to define the essence of pedagogical technologies and approaches to assessing the quality of specialist training; modeling – to create an algorithm for assessing the quality of professional training for specialists in economic colleges and to build a corresponding theoretical model; design – to develop the structure and determine the implementation stages of the specified technology; observation, document analysis, and study of teachers' experience – to examine the existing experience of assessing the quality of professional training of students in colleges; comparative analysis – to compare traditional and innovative methods of assessing the quality of professional training for future specialists.

Results and discussion. A necessary condition for achieving high and guaranteed quality of professional training for specialists in economic colleges is the technologization of the process of assessing the level of competency formation (Luzan et al., 2024). In the Dictionary-Reference on Professional Pedagogy, the concept of "technology" is defined as "a set of methods, <…> a way for people to implement a specific complex process by dividing it into a system of interconnected procedures and operations that are performed more or less unambiguously and aim to achieve high efficiency" (Semyonova, ed., 2006, p. 187). However, recently the technologization of human activity has become one of the trends in pedagogical education as well: digitalization, personalization, subjectivization of learning, upbringing, and development of the student based on individual trajectories, etc. (Bykov, Spirin, & Pinchuk, 2020; Zavalna, 2017; Lokarieva, & Bazhmina, 2021). Pedagogical technology is a systematic method of creating, applying, and defining the entire process of teaching and knowledge acquisition, taking into account technical and human resources and their interaction, which aims to optimize forms of education (UNESCO) (UNESCO, 2022).

From a pedagogical perspective, the term "technology" has been examined in the works of O. Antonova (2015), P. Luzan and I. Pechkovska (2015), N. Navolokova (2009), M. Nosko, S. Harkusha, and H. Tsyhura (2020), I. Prokopenko (2018), and others, so there is no need to dwell on its substantive characteristics again. We will only note that despite all the differences in approaches to

explaining the essence and content of pedagogical technology, they are all aimed at creating optimal conditions for solving practical problems. In our research, the definition given by P. Luzan and I. Pechkovska (2015) is taken as a basis, where pedagogical technology is "a purposeful organization of the pedagogical process, which reflects a scientifically substantiated project of a logically structured system of pedagogical interaction for the guaranteed achievement of planned learning outcomes."

For successful application in the educational process, a pedagogical technology must meet a number of methodological requirements that determine its quality and effectiveness. Among the key criteria underlying the construction of pedagogical technologies are conceptual soundness, systematicity, manageability, effectiveness, and reproducibility (Antonova, 2015; Luzan, & Pechkovska, 2015). To the listed main qualitative characteristics of pedagogical technologies, we have added communicativeness in the form of providing feedback between the teacher and the students. The leading feedback mechanisms in the technology for assessing the level of a graduate's competency formation, which ensure the receipt of reliable information about changes that have occurred in the context of education quality at the institution, are pedagogical interaction and systematic monitoring of achievements in all structural components of the educational process according to defined criteria.

Thus, the assessment process, as a component of learning, is manageable and technological. The technological nature of the assessment process is manifested in its goal-setting, planning, design, phasing, and variation of means and methods. The quality of reproducibility is also valuable – the ability to be applied in other similar educational institutions by other educators.

The technology for assessing the quality of professional training for specialists in economic colleges provides for a guaranteed result; its implementation is carried out in a psychologically comfortable environment, taking into account not only the individual and age characteristics of students but also their level of learning. Thus, the most significant provisions for designing the technology for assessing the quality of professional training for economics specialists should be noted:

– the technology for assessing the quality of professional training for specialists is a specific way of achieving the learning goal in an economic college to improve the quality of training for future specialists;

– the essence of this method lies in the step-by-step implementation of activities;

– operations are developed based on the analysis and consideration of the requirements of the educational standard and the EPP for the discipline;

– the development of assessment tools and the determination of the volume of controlled information are carried out taking into account the students' level of learning and the specifics of each of these levels, which allows each student to form an individual learning trajectory;

– the technology for assessing the quality of professional training for specialists is considered as a project for organizing the assessment system and the activities of the teacher and student, built in accordance with this project;

– the specified technology can itself act as an element of any pedagogical technology.

The technology for assessing the quality of professional training for specialists in economic colleges is implemented sequentially through the following stages (Fig. 1):

Stage 1. Identification of program (benchmark) learning outcomes as normative requirements for the training of specialists in an economic college based on the analysis of regulatory documents.

At this stage, the State Classifier of Professions, the specialist's qualification characteristics, professiogram, professional standard, educational standard, and the educational and professional program (EPP) for the training of specialists in specialty 051 "Economics" are analyzed to establish the benchmark results that graduates and students must demonstrate upon mastering certain educational components. In particular, there are 17 such learning outcomes in the EPP profile for these specialists: from "1. To know their rights and obligations as a member of society, the values of a civil society, the rule of law, and the rights and freedoms of man and citizen in Ukraine" to "17. To search, collect, process, and analyze necessary information to develop or improve a strategy for future professional growth."

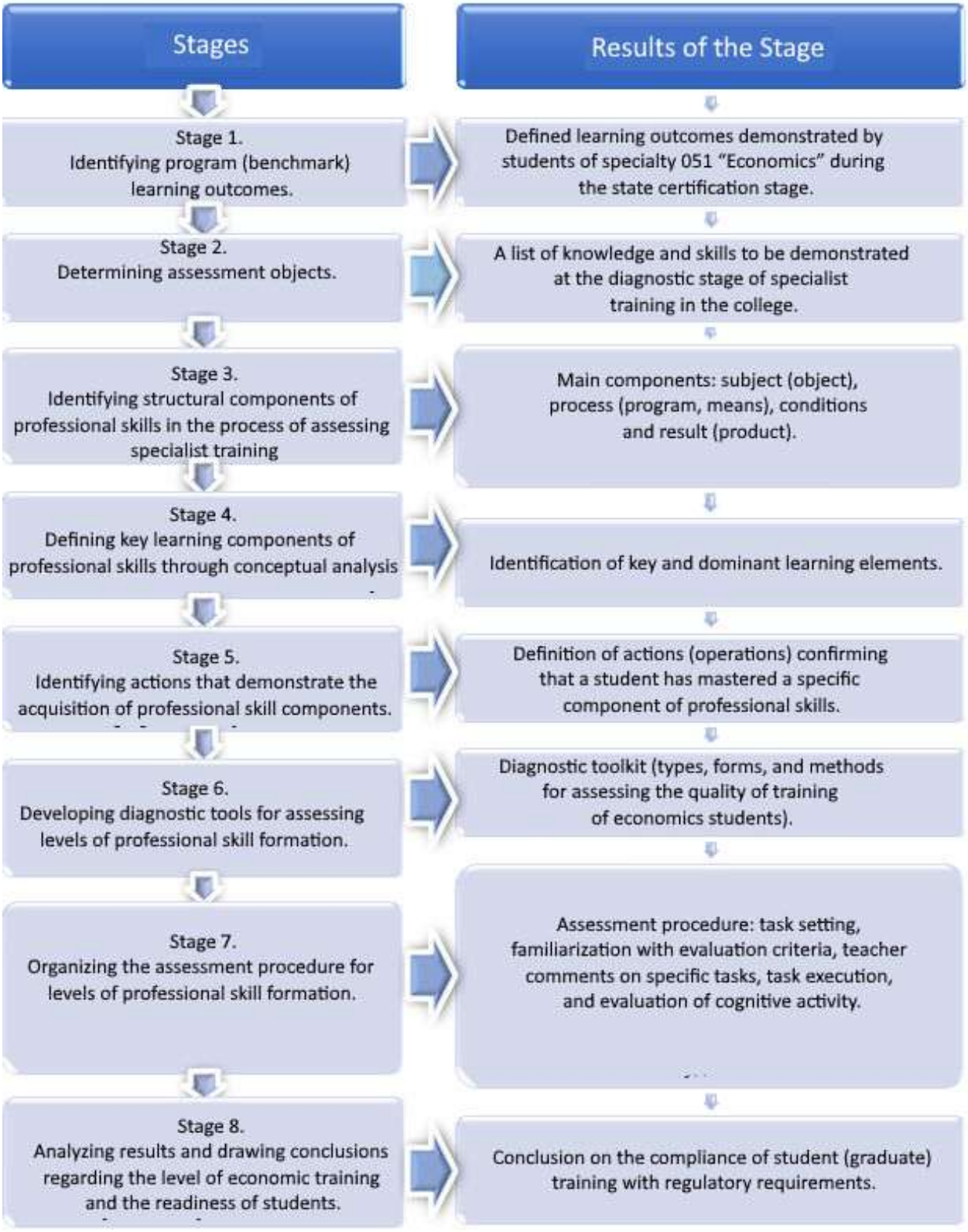

Fig. 1. The structure of the technology for assessing the quality of professional training for specialists in economic fields (developed by the author)

Stage 2. Determining the objects of assessment (a list of knowledge and skills that should be present at a certain stage of diagnosing the quality of specialist training in college).

The content of the controlled information is specified in the assessment objects. For the designed technology, it is important to identify assessment objects that correspond to the goals and objects of learning in general. This will ensure the

effectiveness and efficiency of the technology, as the assessment will correspond directly to the object being checked. At this stage, the benchmark learning outcomes are specified depending on the goals of assessing the quality of specialist training. It is worth emphasizing that learning achievements act as a kind of marker of the gradual formation of a student's competencies. Educators formulate them both for the educational program as a whole and for each individual learning unit (discipline or module) (Luzan et al., 2021a, p. 42).

Stage 3. Identification of the structural components of professional skills in the process of assessing the training of specialists.

In the structure of "professional action," researchers identify five main components, namely: the subject (object), the process (procedure), the means, the conditions, and the result (product) (Luzan et al., 2021a, p. 42). The description of each structural element of a skill should be as detailed as possible to avoid discrepancies in understanding the object of the action, its components, and characteristics; the content and sequence of operations that make up the action; the means, devices, and tools necessary for its execution; the conditions under which the action is performed; and the expected results. The formation of a professional skill is determined by the following criteria: regarding the subject (object of action) – the ability to recognize (select) the necessary object from among others or to name its characteristic features; regarding the process (procedure) – the ability to list the operations provided for by the procedure, determine their sequence, or perform the corresponding practical actions on a given object; regarding the means – the ability to name the necessary devices, tools, equipment, select them, and demonstrate skills in using them; regarding the conditions – the ability to determine the conditions necessary for performing the action and to assess their sufficiency for carrying out the operations; regarding the result (product) – the ability to assess the compliance of the obtained result with the established requirements based on certain signs.

Stage 4. Identification of the main learning components of a professional skill through conceptual and content analysis.

Assessing a student's complete mastery of all components of a professional action is a complex task. To identify the key, dominant learning elements, it is advisable to analyze them from the point of view of their interconnection: to what extent knowledge of one element indicates an understanding of simpler, related elements. Expert assessment can be the most objective in this process. Of course, not all knowledge within a topic is rigidly connected. Sometimes, mastering one concept does not guarantee the assimilation of others. However, the learning material is often structured in such a way that to understand the next part, it is necessary to know the previous one. In other cases, this connection is less obvious: a student may have a deep understanding of some issues of the topic but have gaps in others. At this stage, the following occurs: analysis of the professional skill – its content is revealed through the concepts, processes, and actions that compose it; identification of the main (dominant) learning elements – the key knowledge, skills, and abilities that are most important for the formation of this professional skill are determined; structuring of the skill – the content is divided into separate learning elements for further targeted learning and assessment.

Stage 5. Identification of operations that demonstrate the mastery of a component of a professional skill.

The identification of actions (operations) that indicate a student's mastery of a specific component of a professional skill is a key stage in the development of an effective assessment system. These actions must be clearly formulated, observable, and measurable, as well as simultaneously related to the specific content being assessed. To determine an economics student's mastery of the component of a professional skill for performing calculations, specific actions (operations) that they must demonstrate should be clearly executed. The assessment is based not only on the final result but also on the process of completing the task, which allows for determining the student's understanding of the economic essence of the calculations.

It is important to achieve a certain level of complexity and depth of skill mastery at different stages of learning. In the initial stages, a student may demonstrate the ability to perform individual operations under the guidance of a teacher, while in the later stages, they should be able to integrate these operations into complex tasks and use independent solutions. Therefore, the definition of actions should be dynamic and adapted to the student's progress in learning. A detailed definition of these actions makes it possible to create objective assessment criteria and provide feedback, which improves the quality of professional training.

Stage 6. Creation of a diagnostic toolkit for assessing the levels of formation of a professional skill.

This stage of the technology for assessing the quality of training for future economists consists of creating tools and methods that allow for an objective assessment of how well students have mastered the necessary professional skills. The main goal of this stage is to ensure an accurate and reliable measurement of students' competency levels.

The diagnostic toolkit contains two components – an assessment tool and a scale on which the scores of the measured construct are recorded (points). The assessment tool is understood as a set of standardized tasks that have the necessary system-forming statistical characteristics and ensure the receipt of reliable, valid, and authentic results of the measured construct (Annenkova, 2021). The tasks themselves may include questions, exercises, learning problems, and situations for which statistical estimates of characteristics are determined – difficulty and the ability to differentiate (shows how well the task can distinguish between respondents with high and low levels of preparation). The second component of the diagnostic toolkit is the scale on which the scores of the variable are plotted, which is the goal of the measurement. These scores can relate to both quantitative and qualitative levels of measurement. The scaling procedure is aimed at expanding the possibilities of interpreting and comparing scores.

The defining aspects of the stage of creating a diagnostic toolkit for assessing the levels of formation of a professional skill are: defining clear criteria by which the level of students' mastery of professional skills will be assessed (characteristics of the student's response; quality of knowledge; degree of skill formation; level of mastery of cognitive operations; experience of creative activity); developing assessment tools (creating tests to check students' theoretical knowledge; developing practical tasks that allow for assessing students' ability to apply knowledge in practice; creating projects that include the analysis of real economic data and the development of plans, etc.); applying different assessment methods (formative, summative, and other assessment methods).

The technology for assessing the quality of training for specialists in economic colleges covers various types, forms, and methods of assessment. The use of assessment tools occurs at different control points of the educational process, in particular, at the preliminary, current, thematic, midterm, final, and concluding stages of student assessment. For each control point, a mechanism for applying assessment tools is defined, which includes: assessment goals, planned results, indicators of competency formation, assessment tools, and indicators of their application in the form of achieved results. In the process of comparing the planned and achieved results, the levels of achievement are determined: low, medium, sufficient, or high.

An analysis of works on the problem of pedagogical measurements (Annenkova, 2021; Dybkova, 2016; Kanivets, 2018; Luzan et al., 2022; Luzan et al., 2024) made it possible to conclude that domestic and foreign scientists have created toolkits capable of accurately and objectively measuring the quality of student training. The desire to give an objective quantitative assessment of knowledge is associated with the search for reliable methods and forms – tools for measuring learning outcomes.

Traditional diagnostic methods used by educators to measure the quality of students' learning achievements are aimed at identifying the level of knowledge, skills, and abilities to solve typical tasks. Innovative methods of pedagogical diagnostics, which are becoming more widespread among educators, are focused on identifying and assessing the level of competence, education, and readiness to solve creative and practical tasks.

A properly constructed system (selection) of diagnostic methods for assessing the learning of professional knowledge, skills, and abilities allows for: overcoming the contradiction between the objective need for continuous updating of methods for assessing the quality of training for future specialists and the pedagogical requirements for their stability; improving the quality of training a competitive specialist who is in high demand in society and independently manages their own choice of action and field of application. The modernization of the educational process is aimed at forming students' responsibility for their own learning and developing self-control through self-educational and self-assessment activities while performing various tasks.

In the study, special attention is paid to the implementation of traditional and innovative methods of teaching and assessing the quality of training for future specialists, which include components for conducting self-assessment of results by students of economic specialties. Self-assessment of completed work is important for the development of the personal qualities of future

specialists, the ability to analyze, make generalizations, etc. (Dybkova, 2016, p. 341).

The analysis of publications conducted in the context of the study showed that domestic and foreign scientists understand the concept of "assessment tools for diagnosing competencies and their components" not only as a fund (base) of existing control tasks but also as a "detailed description of the procedures necessary to determine the quality of students' mastery of the learning material" (Luzan et al., 2022), a description of criteria, indicators, and an assessment scale. The assessment tools include: an interview (individual or group oral questioning); a colloquium; tests (entrance, current, thematic, mid-term and final certification tests; homogeneous, heterogeneous, standardized with a creative task); multi-level tasks and assignments; case tasks; a control work; a laboratory work; an essay and other creative works; a report, a summary, an annotation; a portfolio (a set of individual learning achievements of the student); a workbook; a glossary; a round table, a discussion, a polemic, a dispute, a debate; business, role-playing games, and other game technologies; a research project (a presentation, a report, a communication); technical means of control (computer testing programs, educational tasks, complex situational tasks, simulators, virtual laboratory works); a course work; a report (on internships, laboratory works, student research work, etc.); an exam (in a discipline, a module), a final state exam; a final qualifying work.

In the conditions of the dynamic development of the economy and the growing demands on specialists in the economic sphere, traditional methods of assessing the knowledge and skills of future economists often prove to be insufficiently effective, as they do not always allow for a full assessment of the level of formation of professional competencies, analytical abilities, the ability to work in a team, and to apply theoretical knowledge in practice. That is why the use of interactive assessment methods is becoming increasingly relevant, which can provide a deeper and more comprehensive assessment of the quality of training for future economists, as they create conditions for demonstrating not only theoretical knowledge but also practical skills, the ability to think critically, to argue one's position, and to solve problems jointly. The use of such methods makes it possible to assess the readiness of future economists to perform professional tasks. According to experts, in the context of a competency-based approach, the most promising interactive assessment methods are: the case method, business, role-playing games, and other game technologies, the assessment method in "flipped learning," etc.

Thus, the full implementation of the technology for assessing the quality of professional training for specialists in economic colleges involves the creation of a bank of didactic assessment tools that ensure the statement of the level of learning achievements and are aimed at improving the quality of training.

Stage 7. Organization of the procedure for assessing the levels of formation of the components of a professional skill.

The assessment procedure is understood as the direct implementation of the assessment using certain tools to perform operational tasks, taking into account specific assessment objects. The procedure for assessing the levels of formation of the components of a professional skill of future economists includes a systematic process of collecting, analyzing, and interpreting data to determine the quality, effectiveness, or compliance with certain standards or criteria. This involves adhering to the principle of optimality, which means the sufficiency of control procedures to obtain quality information. In the process of assessing students' learning achievements, it is necessary to adhere to certain rules based on the provisions of the theory of knowledge control. The organization of the assessment procedure includes the following stages: setting the task (the teacher determines the task and familiarizes the students with the content of the assessment); presenting the didactic tool that will be used at this stage; familiarization with the assessment method; the teacher's comments on the specifics of the work at each level of learning; completing the tasks; checking the tasks (the teacher checks the correctness of the tasks and presents a sample of their completion); assessing the students' educational and cognitive activities. The sequence of operations of the proposed algorithm for performing the assessment procedure was determined taking into account the general logic of conducting the assessment as a component of the integral pedagogical process based on the analysis of pedagogical literature and the data of the conducted pedagogical experiment.

Stage 8. Analysis of the results and conclusions about the quality of training for future economists at a certain stage of students' mastery of the EPP.

This stage of the technology includes the activities of the teacher and the student in analyzing the results of assessing the quality of professional training. The teacher primarily pays attention to the level of task completion and, based on this, makes a judgment about the level of mastery of the learning material by the group as a whole. In addition, the educator analyzes the most typical mistakes and difficulties in the course of completing the control tasks. Students also analyze their own activities, taking into account not only the mistakes made but also the difficulties that arise in the process of conducting the assessment procedures in the learning material.

We support the opinion of P. Luzan, who states that "based on the results of checking students' competency-based achievements by applying several methods and assessment tools, a conclusion is made about the compliance of the students' (graduates') preparedness with the normative requirements" (Luzan, 2021).

The designed technology makes it possible to organize a phased and stimulating adoption of a well-considered decision on the state of the quality of training and its improvement based on the received, processed, and comprehended information aimed at ensuring the effectiveness of the educational process, to correct the educational process, to identify "gaps," and to make appropriate changes.

Conclusions. The proposed technology for assessing the quality of professional training for specialists in economic colleges is integral, phased, and systemic, covering all key components of the educational process – from determining the benchmark learning outcomes to analyzing the achieved results and correcting the educational trajectory. Its implementation makes it possible to ensure the objectivity, reliability, and validity of the assessment, promotes the development of self-control and self-assessment in students, and also increases the overall effectiveness of professional training. Taking into account the individual characteristics of students, the use of modern diagnostic tools, and interactive assessment methods creates conditions for the formation of a competitive specialist capable of independent decision-making and professional growth.

Prospects for further research lie in studying the impact of the implemented technology on learning outcomes in an experimental educational environment.

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ОЦІНЮВАННЯ ЯКОСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ В ЕКОНОМІЧНИХ КОЛЕДЖАХ: ТЕХНОЛОГІЧНИЙ АСПЕКТ

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Реферат:

Актуальність у сучасних умовах глобалізації економіки та трансформації ринку праці зростає потреба у висококваліфікованих фахівцях економічного профілю; це зумовлює необхідність переосмислення підходів до професійної підготовки студентів, зокрема в частині оцінювання якості їхніх знань, умінь і компетентностей; технологізація освітнього процесу та впровадження інноваційних методів оцінювання стають ключовими чинниками забезпечення якості підготовки.

Мета: обґрунтувати та спроєктувати технологію оцінювання якості професійної підготовки фахівців економічних коледжів із урахуванням сучасних педагогічних вимог і потреб ринку праці.

Методи: аналіз, синтез, узагальнення, систематизація – для вивчення й систематизації наукових джерел, визначення сутності педагогічних технологій і підходів до оцінювання якості підготовки фахівців; моделювання – для створення алгоритму оцінювання якості професійної підготовки фахівців економічних коледжів, побудови відповідної теоретичної моделі; проєктування – для розроблення структури й визначення етапів реалізації зазначеної технології; спостереження, аналіз документації, вивчення досвіду викладачів – для вивчення наявного досвіду оцінювання якості професійної підготовки здобувачів освіти в коледжах; порівняльний аналіз – для зіставлення традиційних та інноваційних методів оцінювання якості професійної підготовки майбутніх фахівців.

Результати: розроблено поетапну технологію оцінювання якості професійної підготовки фахівців в економічних коледжах, яка містить: визначення еталонних результатів навчання; ідентифікацію структурних компонентів професійних умінь; створення діагностичного інструментарію; організацію процедури оцінювання; аналіз результатів.

Висновки: запропонована технологія є цілісною системою, що забезпечує об'єктивність, надійність та валідність оцінювання. Її впровадження сприяє підвищенню ефективності професійної підготовки, розвитку компетентностей студентів та формуванню конкурентоспроможного фахівця. Перспективи подальших досліджень полягають у вивченні впливу цієї технології на якість професійної підготовки майбутніх фахівців-економістів в умовах експериментального освітнього середовища.

Ключові слова: *професійна підготовка; фахова передвища освіта; економічні коледжі; технологія оцінювання якості професійної підготовки фахівців економічних коледжів.*

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