



# MONITORING OF EDUCATIONAL ATTAINMENT OF STUDENTS AT KHERSON MARITIME EDUCATIONAL INSTITUTIONS FROM THE 1970S TO THE 1990S OF THE 20TH CENTURY

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**Abstract.** The article highlights the characteristics of monitoring students' educational attainment in maritime education institutions during the reorganization of the Soviet system during the 1970s and the 1990s. It analyzes the orders, circulars, reports, protocols of meetings of methodical associations and pedagogical collections and other documents, whose content is related to educational activities of Kherson maritime educational institutions. The analysis of historical literature shows that Kherson maritime education institutions, as well as other educational institutions of that time, were dependent on education reforms and state policy. A significant part of the government's orders, resolutions, instructions, decisions on the issues of monitoring education quality was presented by legislative, officially political and regulatory documents of state authorities and the management of the Soviet Union. It is specified that internal monitoring was conducted based on constant monitoring, which included assessing the implementation of written control tasks, oral answers, etc. As evidenced by the analysis of the protocols of Admiral Ushakov Shipbuilding College, the constant orders for raising educational attainment in educational institutions led to the fact that the process of monitoring educational activities of maritime students in this context was fictitious; all results of educational activities were characterized by student progress, which differed from the existing situation. However, such a policy on monitoring educational attainment of students reflected the constant reforms of the Soviet Union, which were aimed at fictitious increasing of student progress in all sectors of education. It is found that the flow of mostly quantitative indicators did not take into account individual and personal features and abilities of students since the dynamics of their development could have shown the true results of their learning, education and development and the real state of maritime education. It is clarified that the period from the middle 1980s to the early 1990s involved active reforming of professional education. Therefore, the organization of monitoring educational activities significantly improved: the general principles of building a rating system were followed; compulsory monitoring of students' current activities was introduced, which was later reflected in the final assessment; different types of education quality monitoring were singled out.

**Keywords:** *reforms on professional education, maritime education institution, internal monitoring, progress monitoring, rating system.*

**Introduction.** Approaching the European and world integration, the state has focused its efforts on achieving world standards. This explains the relevance of studying general problems of education development in pedagogical theory and practice and its individual components. An analysis of state

educational policy in different historical periods and an objective consideration of the accumulated experience will contribute to further developing the industry, including all branches of maritime education. The precise attention of the pedagogical community is paid to the issues of transforming the

education system in the 20th century, which are characterized by rapid changes in all spheres of life, which, in turn, have affected all branches, including maritime education. Given the education reforms during the 1970s and the 1990s, the issue of monitoring educational attainment in Kherson maritime education institutions remains relevant.

**Materials and methods.** Individual aspects of the problem under study were considered by many Ukrainian and foreign scholars. Thus, the studies on the history of pedagogy were conducted by V. Kuzmenko, A. Savchenko, N. Sliusarenko, O. Sukhomlynska, M. Yevtukh et al. The philosophical concepts of transforming the education systems were elaborated by such Ukrainian scholars as V. Andrushchenko, I. Ziaziun et al. Various aspects of the history of maritime education were explored by O. Chornyi (activities of maritime education institutions in the south of Ukraine), O. Tymofeieva (the history of maritime education in Ukraine in view of social and communicative competencies of future navigators), O. Chahaida (the characteristics of maritime education in Ukraine in the 20th century) et al. It is important to take into account archival documents since these are the primary materials of the State Archive of Kherson Region. The current research studies orders, circulars, official correspondence, relations, reports, protocols of meetings of methodical associations and pedagogical collections, reviews and responses of state qualification commissions for the defense of diplomas and other documents, whose content is related to educational activities of maritime education institutions in general and the monitoring of educational attainment in Kherson educational institutions. Given the education reforms during the early 1970s and 1990s, however, the analysis of scientific works proves that the problem of monitoring educational attainment in Kherson maritime education institutions has not yet been properly investigated.

To achieve the set goal, the following methods were used: analysis, synthesis, generalization – to clarify the concepts of "monitoring", "monitoring educational attainment"; content analysis of archival sources of Kherson maritime education institutions – to characterize the organization of monitoring educational attainment.

**The research aims** to highlight the impact of education reforms on monitoring educational attainment in Kherson maritime education institutions during the early 1970s and 1990s based on the analysis of scientific works, archival and published documents.

**Results and discussions.** The analysis of historical literature shows that maritime education institutions were rather expanded and developed during the

specified period. According to V. Khodakovskiy (2007), Kherson maritime education institutions, including Kherson Naval College of the Ministry of the Navy (1944-1970) and Lieutenant Schmidt Kherson Navy College (1970-1996), underwent 14 major reorganizations. In addition, the following educational institutions were operating in Kherson during this period: a vocational school preparing specialists in water transport; Admiral Ushakov Shipbuilding College.

Kherson maritime education institutions, like others, depended on education reforms and state policy during the specified period. A significant part of the government's orders, resolutions, instructions, decisions on the issues of monitoring education quality was presented by legislative, officially political and regulatory documents of state authorities and the management of the Soviet Union. They formulated an official position of the state on the policy on higher education development, outlined relevant measures for reforming higher education and updating the educational process. The educational process was based on the principle of concurrent teaching of general, special and professional non-related subjects. As a result, graduates were not given the opportunity to use a large part of their knowledge in future professional activities. As evidenced by the analysis of curricula of Lieutenant Schmidt Kherson Navy College, theoretical subjects, namely sociopolitical, military and medical ones, were of top priority, which were not connected with future professional activities. The process of training as a whole was conducted with the help of extensive methods. The amount of information needed to be acquired during the entire period of study steadily increased, as well as the number of classes. Internal monitoring was conducted based on constant monitoring, which included assessing the implementation of written control tasks, oral answers, etc. (Zvit pro navchalno-vykhovnu diialnist Khersonskoho morekhidnoho uchylyshcha im. leitenanta Shmidta, 1971 – 1972).

In this context, the current research pays considerable attention to government documents of the 1970s, which pointed out that research and educational institutions developed and solved important problems of education and professional focus of young people rather too slowly. For one, one should pay specific attention to the Resolution of the Central Committee of the Communist Party of the Soviet Union and the Council of Ministers of the USSR as of July 18, 1972 "On the Means of Improving Higher Education in the Country", which played a significant role in enhancing methods and organizational forms of teaching (Postanovlenie TsK KPSS. Pro sredstva usovershenstvovaniya vysshego obrazovaniya v

strane, 1972). This resolution and similar orders, as evidenced by the analysis of the protocols of Lieutenant Schmidt Kherson Navy College, led to the fact that the process of monitoring educational activities of maritime students in this context was fictitious; all results of educational activities were characterized by student progress, which differed from the existing situation. However, such a policy on monitoring educational attainment of students reflected the constant reforms of the Soviet Union, which were aimed at fictitious increasing of student progress in all sectors of education. The flow of mostly quantitative indicators did not take into account individual and personal features and abilities of students since the dynamics of their development could have shown the true results of their learning, education and development and the real state of maritime education (Protokoly zasidan metodychnykh obiednan Khersonskoho sudnomekhanichnoho tekhnikumy im. admirala F. F. Ushakova, 1972 – 1973).

In the middle 1980s, general and professional education was being reformed. In Ukraine, higher education institutions (hereinafter "HEIs") significantly contributed to this process. The main measures aimed at solving the issues of reforming yielded some positive results: the quality of teaching in maritime education institutions significantly improved both in terms of student research training and monitoring of educational activities.

In this period, educational attainment was monitored through consolidated information on the progress by specialities; records of the hours skipped by students, principal's test papers, current test papers, etc. The first attempts to differentiate students are relevant for the current research, too. Based on transfer exams, all cadets were divided into two categories: the first category included cadets, who received at least 4 points from each subject, whereas all the others belonged to the second category. Based on the final exam, cadets were divided into three categories. The first category included cadets who received 5 points from all subjects; the second category included cadets who received 4 points from all subjects. All other cadets belonged to the third category. The cadets from the first and second categories were considered to have successfully graduated from an educational institution (Zvit pro navchalno-vykhovnu diialnist Khersonskoho morekhidnoho uchylyshcha im. leitenanta Shmidta, 1986 – 1987).

The Resolution of the Central Committee of the Communist Party of the Soviet Union "The Main Areas of Reforming Higher and Secondary Specialized Education in the Country" (1987), placed emphasis not only on the achievements of the Soviet system of higher education but also its problematic issues. For

one, it indicated that, along with the leading universities of the country, there was the significant number of HEIs, which did not provide high-quality theoretical and practical training; the educational process was focused on increasing the amount of educational information rather than on developing independent creative thinking in students; little attention was paid to individual work of students; teachers' working hours exceeded the optimal amount, which led to a decrease in the quality of the educational process; the significant number of HEIs was not connected with production (Postanovlenie TsK KPSS. Osnovnyie napravleniya perestroyki vysshego i srednego spetsialnogo obrazovaniya v strane, 1987).

The radical transformations in the content of higher education are related to designing and introducing new documents between 1988 and 1993, which implement a differentiated approach to training specialists for pedagogical, production and research activities. They have brought higher education closer to the requirements of society and education for a modern specialist, in particular, the adoption of the State National Programme "Education" ("Ukraine in the 21st Century") (1993) and the Law of Ukraine "On Education" (1991).

The process of reforming all educational branches has also affected the process of monitoring educational attainment of maritime students. The historical analysis of the protocols of Kherson Maritime College shows that the first attempts to build a rating system were initiated: compulsory monitoring of students' current activities, which were later reflected in the final assessment; various types of monitoring (tests), namely, initial, current, thematic and final ones, etc.; the results were often monitored at the end of semesters, as well as gradually and necessarily – for the entire period of study; the student educational rankings for a certain period was defined as the average of points from each subject (pass-fail tests or exams); the rankings were based on the accumulated points (Zvit pro navchalno-vykhovnu diialnist Khersonskoho morskoho koledzhu, 1991 – 1992).

**Conclusions.** Kherson maritime education institutions, like others, depended on education reforms and state policy during the 1970s and the 1990s. A significant part of the government's orders, resolutions, instructions, decisions on the issues of monitoring education quality was presented by legislative, officially political and regulatory documents of state authorities and the management of the Soviet Union. During the 1970s, the process of monitoring educational activities of maritime students in this context was fictitious and all results of educational activities were characterized by student progress, which differed from the existing

situation. In the middle 1980s, as a result of the introduced education reforms, the organization of monitoring educational activities significantly improved: the general principles of building a rating system were followed; compulsory monitoring of students' current activities was introduced, which

was later reflected in the final assessment; different types of education quality monitoring were singled out. Further research should be aimed at studying the regulatory and legal basis for monitoring educational attainment of maritime students during the specified period.

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## Моніторинг навчальних досягнень студентів у херсонських морських закладах освіти в 70 – 90 роках ХХ століття

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**Реферат.** У статті висвітлені особливості моніторингу навчальних досягнень студентів морських закладів освіти за часів перебудови радянської системи в 70 – 90 роках ХХ століття. Проаналізовано накази, звіти, протоколи засідань методичних об'єднань і педагогічних зібрань та інші документи, зміст яких пов'язаний із навчальною діяльністю Херсонських морських закладів освіти в цілому та їх моніторингом. Аналіз історичної літератури показав, що в означений період Херсонські морські заклади освіти, як і інші заклади того часу, були залежні від державної політики та освітніх реформ. Значна частина наказів постанов, інструкцій, рішень партії та уряду з питань контролю якості освіти була представлена директивними, офіційно-політичними й нормативно-розпорядчими документами вищих партійних та державних органів влади й управління Радянського Союзу. Внутрішній моніторинг здійснювався на основі постійного контролю, що передбачав оцінювання виконання письмових контрольних завдань, усних відповідей тощо. Як свідчить аналіз протоколів суднобудівного технікуму імені адмірала Ушакова, постійні накази про підвищення рівня навчання в закладах освіти призвели до того, що моніторинг навчальної діяльності студентів морських спеціальностей у такому контексті був фіктивним, усі результати навчальної діяльності характеризувалися високою успішністю студентів, що не відповідало реальній ситуації. Проте така політика щодо моніторингу навчальних досягнень студентів віддзеркалювала постійні реформи Радянського Союзу, спрямовані на фіктивне підвищення успішності студентів усіх галузей освіти. З'ясовано, що в потоці переважно кількісні показники, індивідуально-особистісні особливості та можливості студентів не враховувалися, оскільки динаміка їх розвитку могла б стати свідченням як справжніх результатів їхньої навченості, вихованості та розвиненості, так і реального стану морської освіти. Визначено, що в період із середини 80-х рр. до початку 90-х років ХХ століття активно проводилися реформи професійної школи. Тому помітно покращилась організація моніторингу навчальної діяльності: дотримуються загальні принципи побудови рейтингової системи; введено обов'язковий облік поточної роботи студентів, який потім відображено в підсумковій оцінці; передбачено різні види контролю якості навчання.

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**Ключові слова:** *реформа професійної школи, морський заклад освіти, внутрішній моніторинг, контроль успішності, рейтингова система.*

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