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EDUCATION MONITORING QUALITY SYSTEM IN THE HIGHER EDUCATION INSTITUTION

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Abstract
One of the most significant goals of education during the post-industrial society period, i.e. during the period of innovations and technologies development, is the transition from the paradigm of teaching (information sharing) to the paradigm of learning (sharing competences – stimuli towards actions). The aims of the present-day system of higher education are governed by the degree of influence it has over the development of each student. The main challenge faced by many universities today is disproportion between the constantly increasing demand of specialists and supply in the labor market, and disbalance between the system of vocational education and modern business. The article is dedicated to the problem of quality in education, the necessity of appreciation of the educational process quality by the way of

conducting the monitoring of Higher educational establishment effective activity according to the particular data. Specifically, the analysis of notions "quality of Higher educational" and "monitoring of Higher educational" was done.
***Keywords*:** educational process in a higher educational institution, quality management of educational process, quality criteria, monitoring the quality of the educational process, algorithm, expert evaluation, monitoring subjects.

Introduction

Practice-oriented learning is the process of students mastering an educational program in order to develop their practical skills through the implementation of real practical tasks (Abykanova, Sariyeva, Bekalay, Syrbayeva, Rustemova&Maatkerimov, 2019). The basis of practice-oriented learning is the optimal combination of education with applied training (Tashkeyeva, Sadirbekova, Zulbukharova, Abykanova&Sariyeva, 2019).

According to Orlov A.N. (1989), in a broad sense, education has quite conflicting target installations, and it is not only a social order that is difficult to identify and formalize, but also the contradictory nature of the underlying basic goals, the need to find a balance between which constantly puts the education system under the fire of various parties.

In a broad sense, education is defined as the process of assimilating a person's social experience, a general and specific culture. In a narrow sense, education is a pedagogically organized process in the educational institutions of a society with the aim of achieving certain results in the development, education of a person, his preparation for various types of professional activity (Mayorov, 2005).

Article 30 of the Constitution of the Republic of Kazakhstan defines: “The state establishes universally binding standards of education. The activities of any educational establishments are corresponded with these standards” (The Constitution of the Republic of Kazakhstan, 1995).

Nowadays everybody wants to get the higher education and universities providing it, probably, more than ever, should be interested in quality of the provided educational services, i.e. quality of education and competitiveness of graduates. To cope with this problem, the higher education institution can approve the positions in education market, fully improve the image and as a result increase the income (Damitov&Melnikov, 2001).

The quality of education, according to V.A. Kalney and to S.E. Shishov, is a social category defining the status and effectiveness of education in society, its compliance to requirements and expectations of the society (various social groups) in development and formation of civil, residential and professional competencies of the personality. Quality of education is a set of indicators, aspects of educational activity of educational institution: contents of education, forms and methods of training, material and technical base, personnel structure (Shishov&Kalney, 1998).

In-depth studies of the problem of monitoring, which prerequisites for the establishment have been formed since the beginning of the twentieth century, appeared in the domestic pedagogy in 1990th years (V. I. Andreev, V. P. Bespalko, V. A. Kalney, A. N. Mayorov, S. E. Shishov and others).

According to Lukina T., the concept of "quality of higher education" and "monitoring the quality of education" has not yet found its final definition in pedagogical theory and practice.

As the results of our theoretical analysis of scientific, pedagogical, methodical, journalistic and informational sources show, there is no consensus among theorists and practitioners regarding the definition of "monitoring the quality of education." To clarify the nature of such definition, as "monitoring the quality of education," in our opinion, it is useful to clarify the concept of "quality of education," in particular, the higher one, which will allow us to trace the interrelationship of the above concepts, and also to develop a rational and complete system of indicators and criteria for determining the quality of the higher education as an object of evaluation, as they must reflect its various aspects and components (Hizhnyak, Fedeneva&Ryndak, 2001).

As you know, quality is a set of characteristics of a product or service, according its ability to satisfy the established and perceived needs of the consumer. The quality of the higher education is a set of qualities of a person with a higher education, which reflects her professional competence, value orientation, social orientation and determines the ability to satisfy both personal spiritual and material needs and the needs of society (Kamenskaya, 2001). The quality of educational activity is called the totality of characteristics of the system of the higher education and its components, which determines its ability to satisfy the established and envisaged needs of an individual or (and) society (Kamenskaya, 2001).

According to the analysis of scientific, pedagogical, normative and publicity sources of information, we have found that recently the quality of education has been viewed as one of the most important strategic resources, and specific competition for the achievements of national the higher education systems of the highest quality has developed. As T. Lukina notes in her work, changes in the political, economic and social character in the developed countries are related to the need to provide states with a high quality of education, without which the development of the country as a whole is, generally, impossible. The emphasis is shifted to raising the educational level of young people, training experienced, functionally competent specialists capable of ensuring the state's competitiveness, its sustainable economic development and political independence (Selevko, 1998).

The author comes to the conclusion that the quality of education, broadly speaking, is the basis of the quality of life of both individual and the whole society. The researcher notes that the quality of education as a philosophical category and the pedagogical problem is viewed from the standpoint of qualitology, which is the triune science, encompassing the theory of quality, the theory of assessment of quality (qualimetry) and the theory of quality management (Nekrasov, 2003).

The issues of the quality of the higher education have acquired relevance in connection with the creation and expansion of the European educational space. However, as noted by some researchers, the text of the Bologna Declaration (Ensuring the quality of the higher education in the framework of the Bologna process, n.d.) does not clearly define the positions of the European educational space to ensure the quality of higher education. However, the subsequent joint documents of the Ministers of Education of the European countries have set a specific goal for the participating countries - to develop effective quality assurance systems. At the same time, the levels at which they should be created are clearly defined.

It should be noted that in international practice the following basic approaches to the assessment of the quality of the higher education can be singled out: traditional, scientific, managerial, consumer, democratic (Kachalova&Kachalov, 2016).

Let's consider the main characteristics of the selected international approaches to the quality of higher education.

The traditional approach means that the quality of education is identified with the prestige of the institution. If education is qualitative, it contributes to the prestige of the university, and a graduate of such a university takes advantageous positions in the labor market.

The scientific approach to the quality of education, first of all, is based on the compliance of the level of education received with the standards (Pidkasisty&Demina, 1988).

Managerial approach assumes that qualitative can be considered only such an education, which is makes the client, who receives educational services, satisfied.

The consumer approach to the quality of education is somewhat close to managerial. The main characteristic feature of this approach, according to Potashnik M.M. (2011), is the definition of the quality of education by the consumer himself, the fulfillment of the consumer's desires by a higher educational institution. Under these conditions, the institution receives appropriate money for the provision of educational services and seeks to study the interests and requests of their consumers.

A democratic approach to the quality of education means that the activity of the institution is aimed at the benefit of society, the region where it is located (Kasyanov, 2004; Kachalov, 2001). The institution is focused, first of all, on the study of the labor market, the needs of employers.

What is the quality of education? In our opinion it is the goal and result of higher education. The goal which the higher education institution establishes is to produce the highly trained specialist, with enough knowledge and skills which are determined in standards of various specialties. The result which the higher education institution wants to achieve is not always achievable because, there are many factors influencing it in the course of student's training in the higher education institution (Skatkin, 1979; Oleshkov, 2005).

The main quality indicators, in our opinion, are: academic progress, since it is capable to give statistical data on advanced and weak students ratio in the higher education institution, and also diagnostics of good manners, because an educated person can be only that person who has reached a certain education level expressed in behavior, in attitude to other people, to himself/herself, to health, and who continuously self-educates (Gribova, 2003).

According to Bespalko V.P. (1989), it should be taken into account that we still do not have a clear concept of general secondary or higher education, and this, makes it difficult to exclude the theoretical and practical development of the problems of restructuring school education and upbringing.

This assertion, according to Chernov A.S. (2009), is only partially true: the point is that if there is a certain system of education, then, its creation and functioning are subject to some completely definite concept, which so far cannot be clearly realized by its creators and cannot be formulated externally in the form of an unambiguously structured set of ideas and statements that generalize the existing practice or predict the future.

Dictionary of the Russian language (S.I. Ozhegov) gives the following concept of academic progress: "It is the degree of success of the training sessions". Therefore, we can say that the progress will depend not only on the student and on his ability to learn, but also on the level of conducted activities, on the level of teachers'qualification, the condition of the technical equipment, etc. We could allocate all this from one definition, but it is not the complete list and

in order to fill it up, to see dynamics, it is necessary to use the methods of educational monitoring.

To show the need of introduction of monitoring system and to show the efficiency of the allocated stages, we approved the work on research of academic progress and level of students' behavior from various specialties.

The purpose of our experiment was to show the efficiency of the allocated stages, to approve the existing monitoring systems in the higher education institution, to reveal regularities of academic progress in groups of various specialties on the block of social and humanitarian disciplines, and also to diagnose the level of good behavior of the first-year students of different specialties.

The object of research is the activity of the first- and second-year students of the Innovative Eurasian University and level of good behavior of the first- and second-year students of the Pavlodar State Pedagogical Institute. Sociological tools served as motive mechanisms which were used in the research (questionnaires, tables, schedules, etc.).

Materials and Methods

To begin research and to make the analysis of progress, the administrative decision was made, where the administration acted as a "customer". The research was conducted irrespective of structural divisions of the higher education institution, i.e. the received results are the valid reflection of examination sheets. Not-statistical type of monitoring was chosen, which allowed the researcher to define time frames, the object and the subject of the research.

The following structure was developed for carrying out research of academic progress:

1. The analysis of progress on each group of particular departments, construction of tables, schedules;
2. Compilation of a summary table and schedule for the entire study period, the formulation of the conclusions;
3. The analysis and comparison of the obtained data on the higher education institution.

To monitor the quality of education (on the example of progress and good behavior), we chose such methods, as an analysis of documentary sources and a method of the diagnostic questionnaire. The research of progress was conducted on the basis of examination sheets of three departments: Economics Department, Humanities Departments and Engineering and Technology Department. The analysis was carried out on each group separately and on the subjects chosen by the researcher, and then the GPA was calculated, tables and schedules were constructed. The dynamics on each particular department was investigated, and then the summary schedule was formed.

The analysis of academic progress of students of Economics department on disciplines: History of Kazakhstan, Kazakh language and Philosophy showed the following results:

- Analyzing students' progress on Kazakh language, it was revealed that during the studied period, progress was stable and made 4,4 points at this department. This rate is high enough to draw conclusions about the stability of the progress on the subject. However, to establish the reasons of this result it is necessary to carry out the additional analysis.

- The data obtained during the analysis of Philosophy showed that progress was the lowest in 2013 and made 3,9 points, and good results were achieved in 2014 – 4,2 points. It should be noted that progress on this discipline is not stable and is characterized by ups and downs. More detailed analysis of the reasons that have both direct and indirect effects on academic progress on this discipline is necessary for definition of the reasons and dependence of these changes.
- The analysis of progress on History of Kazakhstan for the studied period allowed to note that the GPA on department, during the studied period, did not change and made – 4,1 points.

It should be noted that this department is characterized by a large reserve to improve academic progress on the studied disciplines.

Dynamics of academic progress on disciplines: Philosophy, Kazakh language and History of Kazakhstan according to GPA for the department, is based on calculations of GPA for each group.

According to the same scheme the analysis of academic progress at the Humanities Department was carried out, i.e. the same algorithm and technique was used and the analysis of the same objects was carried out. The following results were obtained:

- The analysis of academic progress on Kazakh language at this department showed that the best result was achieved in 2013 and made – 4,7 points, and in 2014 the progress was only 4,3 points. Analyzing basically, it is possible to note, that the progress is quite high and stable in general, minor changes can be connected with a number of the remote causes, which can be temporary.
- There is an interesting situation with the History of Kazakhstan, in spite of the fact that the analysis was carried out at the Humanities Department, the academic progress in this subject in 2013 made 4 points, and in 2014-2015 remained unchanged and made – 3,7 points. It should be noted that there is a huge potential to improve the progress. It is worth paying attention to the fact that the control in the discipline is a state examination that can be indirect cause.
- The analysis of academic progress on Philosophy showed stable results and absolutely insignificant deviations (0,1 points) and the GPA was – 4,5points in 2013 and 4,4points in 2014-2015.

Basically, students' academic progress at the department is rather high and stable.

The analysis of academic progress at the Engineering and Technology department showed the following results:

- Students' academic progress on Kazakh language, only in 2015 was 4,6 points, and in 2013 it was 4,1 points. The growth of progress and the available potential on the studied discipline can be noted in this situation.
- Students' academic progress on Philosophy in 2014 reached 4,3 points, and in 2013 – 3,6 points. We can note the growth and at the same time instability of progress. It can be connected with specifics of department and abilities of students (mathematical mind, etc.), which can significantly affect the performance, so it is recommended to carry out a deeper analysis.
- The analysis of academic progress on History of Kazakhstan showed that the GPA on department for 2013-2014 made 3,4 points and only in 2015 reached 3,7 points.

Summing up the results, we can conclude that in general, there is a reserve for increasing students' academic progress on the studied disciplines in the university. It should be noted that low progress on the social and humanitarian disciplines at Engineering and Technology Department is observed and for identification of the reasons influencing this indicator it is necessary to conduct additional research. At the same time at the Humanities and Economics Departments a stable progress and its tendency to increase is observed.

The conducted monitoring research allowed considering such indicator as progress in dynamic, to compare indicators of various faculties, to construct tables and to draw conclusions. This research can form base for other monitoring researches.

In the course of work and as additional material to monitoring research we prepared a questionnaire for students and conducted a survey. In questioning took part 54 fourth-year students of different specialties. The aim of the survey was to determine the attitude of graduate students to training in the higher education institution, and also to the gained knowledge.

The following results were obtained to the question: "What are your learning purposes?" (Table 1):

Table 1. Results of the survey of graduate students. "What are your learning purposes?"

Categories	**Percentage (%)**
1. Obtaining a diploma	24,1
2. Preparing for career	64,8
3. Preparing for postgraduate study	7,4
4. Getting prestigious profession	31,5
5. Getting higher education	46,3
6. Parents' desire	3,7

Note: each respondent could indicate several possible answers.

It is possible to draw a conclusion that most of the interviewed students study in the higher education institution for preparation for future career (64,8%), 31,5% of students study in order to get a prestigious profession. In our opinion it should be noted that 46,3% of respondents want to get a higher education.

The data show that very few (7.4%) of the respondents are willing to continue their education in a postgraduate study i.e. to devote themselves to research work.

Grouping of data and analyzing the question: "Does training at the university correspond to implementation of further plans?" the following data, grouped in three groups were obtained (Table 2)

Table 2. Survey data on question: "Does training at the university correspond to implementation of further plans?"

Main categories	Percentage (%)
corresponds	38,9
does not fully correspond	51,8
Does not correspond	9,3

According to the obtained data it is possible to draw a conclusion that more than a half of the interviewed students are not fully sure that the higher education will help with implementation of plans. At the same time only 9,3% do not see the higher education as a means to achieve their goals.

The analysis of satisfaction with quality of the provided educational services showed that 44,4% of respondents are satisfied with quality of educational services, not fully – 48,2% and only 7,4% of respondents at all are not satisfied by quality of educational services. It is necessary to conduct an additional survey with clearly defined indicators that do not suit students in the higher education institution.

During questioning the following most difficult disciplines were revealed (for the interviewed category):

1. Statistics – 15,4%;
2. Accounting and Advanced Math – 9,6%;
3. Foreign Language – 7,7%;

Other students, to the question: "What of the studied disciplines were the most difficult?", answered "no one", i.e. it is possible to draw a conclusion that all disciplines are well absorbed.

As a result of the conducted surveys, the following least useful disciplines, according to the interviewed students, was identified:

1. Philosophy – 38%;
2. Sociology – 25%;
3. Psychology, Pedagogics – 11,5%;
4. Statistics, History of Culture, Fundamentals of Health and Safety, Advanced Math – 7,7%.

These results concern not only technical and economic specialties, but also humanitarian. To identify the reasons of such choice it is necessary to conduct additional anonymous research, which would help to interest students in studying of these disciplines.

And, the most useful disciplines are the followings:

1. Informatics – 28,8%;
2. Civil Law, Theory of State and Law– 23,1%;
3. Foreign Language – 21,2%;
4. Physical Education – 13,6%.

Other specified disciplines were highly specialized and occupied insignificant specific weight in results of the survey.

The following answers were obtained to the question: "What would you change, if you were a high school graduate now?":

- 36.5% of interviewed students answered that they would try to get a state-financed education;
- 5.8% would enroll in other specialties;
- 57.7% would not change anything.

To improve the quality of education 28.8% of the respondents offered to increase the teachers' professional competence, 7.7% think that for this purpose it is necessary to increase the book stock, 3.8% spoke for implementation of the rating system and increasing of benefits, as a means of motivation to learn.

Participants made several suggestions about providing more interesting and active life of the students (both public and scientific) and about the graduate employability as well.

For the solution of the arisen issues and improvement of the obtained results the administration of the higher education institution has to make decisions which would cope with the arisen problems within a short time.

As the quality of education in the higher education institutions comes down not only to the assessment of student progress in disciplines, but also to the level of students' behavior in the learning process. The concept "an educated person" includes the results of the interrelated processes of training and education, therefore, diagnostics of level of good behavior of students at the moment is quite an urgent problem.

Good manners is the integrated indicator of the student's developed attitude towards study, nature, society, people and himself/herself. Good manners involve the culture of behavior, etiquette and culture of communication. Assessment of results of education is defined by the fact that person's creative development and career is not possible without the appropriate personal qualities and that during student days the formation of the personality is practically completed.

The study and analysis of the level of good manners made it possible:

- to define the purposes of educational work through the formation and the development of certain qualities;
- to approach individually to students with the different level of good manners for formation of a strong civic position.

To study the level of formation of personality qualities and civic maturity of students there is a diagnostic program, where students were evaluated according to the levels of formed qualities (from high level to an unacceptable).

A stable positive independence in activities and behavior, along with manifestation of an active social, civic position is the characteristic of high level of students' good manners.

An average level of good manners is characterized by independency, self-control and self-organization, though the active social position is still absent.

Low level of good manners is represented by weak, unsteady experience of positive behavior, which is regulated generally by requirements of adults and other external motivations. At the same time, self-control and self-organization are situational in this case.

Unacceptable level of manners of students is characterized by negative experience of behavior which is hardly improved under the influence of pedagogical influences.

A survey was carried out in Pavlodar State Pedagogical Institute for the purpose of

determination of good behavior level of the first-year-students. The survey was carried out with students of different specialties as the purpose of the study was not to identify the level of good manners, depending on the chosen specialty.

Diagnostics showed that most students have formed their self-esteem (57% of respondents classified themselves as people with a high level of development of this quality), efficiency and self-discipline (54%), communicativeness, tactfulness and culture of behavior (52%). At the same time, students have assess their success in self-education as low (only 8% of respondents classified themselves as people with a high level of self-education development). It can be connected with drastic change in conditions of training, change of forms and methods of educational material presentation, and also with the fact that unlike schools, higher education institutions require more independence and self-control. The observed low level of awareness (11,3%) and readiness to help (12,7%) is connected with the fact that the orientation of today's youth is obtaining individual results, not a team work.

Besides, the students have a low level of formation of the following qualities:

- Thriftiness regarding the personal property (33,4%of the respondents noted the low or unacceptable level of good behavior);
- Success in learning and self-education (32.5%);
- Healthy lifestyle (28%);
- Purposefulness and self-determination (25.4%);

Some students captured their own opinions in questionnaires. Students expressed their special opinion on a problem of "Healthy Lifestyle" (2%). For example:

- I have bad habits, but I cannot get rid of them.
- I consider it necessary to take care of my health, but sometimes we can have fun.
- I keep to a healthy lifestyle and try to strengthen my health, I am conscious about my friends' health, but I do not poach on their preserves.
- I try to keep to a healthy life, but I have a bad habit, I smoke.

Also a special opinion was expressed on a problem of "Self-education" (1,5%). For example:

- I learn the necessary for me subjects, beyond the higher education institution;
- I know that it is necessary to study in the higher education institution, but the knowledge, which is necessary for me, I have already gained, or could gain at the workplace.

The shown mechanism of a monitoring research is not a sample for other researches, but it shows how in a short period this system will provide the necessary information and also will offer the ways of decision for appeared matters.

Accomplished research and pedagogical work allowed allocating the following conditions of carrying out the effective monitoring:

1. High level of theoretical knowledge of students and teachers on the issue of monitoring;
2. Development of the necessary scientific and methodical documentation for implementation of monitoring services (tests, quizzes, questionnaires, summary tables, etc.);
3. Continuous professional development of higher-education teaching personnel, and their knowledge of rules of research monitoring;

4. Consideration of age and individual peculiarities of students, because it is the special age group having specific features: intemperate youth speaking, thirst for new experience, high level of adaptability and working capacity, etc.;

5. Consideration of peculiarities of the region and specific features of the higher education institution, where the monitoring research is conducted.

Results and Discussion

Today there are two mutually complementary approaches to the quality of education in Europe: the first is a practical approach, which consists in determining the quality as the degree of compliance with the goals (different consumer goals - different quality, which dictates the need for quality management). The second approach organically continues the first and deals with internal processes that take place within the educational process (Kuptsov, 2001).

As Nekrasov S.D. (2003) notes, in the process of assessing the quality of education, a number of contradictions are manifested:

- firstly, this is due to the lack of a thesaurus. Despite the diversity of approaches and the multifaceted use, the general notion-categorical apparatus of the problem of "assessment of the quality of education" is not sufficiently developed.
- stability and variability of education. The quality of education refers to one of the basic properties of human being, which, on the one hand, is a system of stable, unchanging, static in the siblings, and on the other - a system of variables of the dynamic personality traits.
- the quality of vocational education (the quality of vocational education as a whole consists, on the one hand, of certain qualitative indicators, and on the other hand it is a system designed to solve specific professional tasks).
- contradictions between the theoretical and practical aspects of education. Thus, the result of the study of state standards indicates that the purpose of studying the discipline is not the formation of the needs and skills of future specialists in the future to use their scientific content, but only the factual assimilation of scientific information, most often at the level of memorization.
- standards for teacher assessment and qualification requirements for a specialist. Pedagogical skill and creativity of university teachers depends on the nature of the interaction of pedagogical activity with the scientific, as well as with the professional activity of the future specialist. However, in modern universities this interaction is often lacking.
- the training of professional disciplines and the practice of solving standard professional problems (the student is slightly provided with general information on the connection between training and the main professional tasks that s/he will have to solve in his\her professional activities and personal, which is about the content and forms of self-preparation, the organization of the educational process, etc.).
- the declared humanistic and actually technological approaches to assessing the quality of student education. Within the framework of the humanistic approach, the level of personal self-realization in activity, including professional, labor activity, is a criterion of the quality of education. Assessment of the quality of education is designed

to objectively fix the result of training a specialist who needs both a student and a teacher. Supporters of the technological approach consider external indicators as the main quality criteria in the world: academic performance, the conditions for the organization of the educational process, the number of scientific studies, etc. The overall for each of these approaches is that the evaluation of the quality of education (result and process) and personally significant for the student, teacher, administrator criteria.

- the knowledge of the graduate is fundamental knowledge and a weak willingness to perform professional duties. A graduate of a university has sufficient fundamental knowledge in the profession and the ability to conduct research, but is not ready to perform professional duties, is not capable of effective action in a specific professional situation (Lukina).

Speaking about the quality of education, one should pay attention to the fact that this property really satisfies the consumer. However, the needs and expectations of the consumer can change, so the quality of education is a variable (Epple, 2001; Seytzhanov, 2000).

Therefore, considering the university as a kind of enterprise providing educational services, one should pay attention to the fact that the quality of services depends on the requests of consumers (society, applicants, employer, parents). As the development of modern society is characterized by the rapid changes in economic, political development, the increase in the information flow, the needs of educational services consumers are also changing. The important question for today is how quickly the university will react to these changes. However, to date, there is a certain gap between the demands of the labor market and the educational services provided by universities (Matrosov, 2000).

Conclusion

The research connected with studying of educational monitoring is considered as the beginning of scientific and practical work on the matter of quality of education in the higher education institution, which in future would allow providing the level of the international standard to the higher education institution.

The purpose of the research, scientific and pedagogical justification of the content, separation of stages and the definition of conditions for the effective monitoring of education quality of future specialists was reached.

In the course of work, we drew the following conclusions, which allow estimating relevance of the solution of this problem:

1. Quality of education is a set of the consumer properties of educational service providing a possibility of satisfaction of complex requirements of full development of the student's personality. Therefore, in the course of research work we marked out criteria of the quality of education – higher-education teaching personnel, methodological support, material and technical resources, intellectual (scientific) potential, students and graduates of educational institution (Vyatkin, Mikhaylov& Schaefer, 2003).

2. Higher education institution, which main objective is improvement of quality of education of students andgraduates, is in need of constant monitoring of the educational process in general (Imandosova, 2000; Mamyrov, 2001). The analysis of the causes influencing the changes in the system is also necessary. Defining the functional elements and main stages of

implementation of monitoring in the higher education institution will allow to identify within a short time the purposes and tasks of this structure and also to obtain the information, necessary for the analysis.

3. During the monitoring research of students' academic progress in the higher education institution, a high level of results on studied disciplines was revealed, and it was also defined that the higher education institution has a considerable reserve for increasing the level of this indicator in all faculties.

4. The social researches conducted among students (404 respondents) revealed that the most important criteria of quality of training for students in the higher education institution are the followings: computer resources support of educational process, providing library stock, scientific methodological support, positive psychic atmosphere, teachers' high professional qualification. We also identified strengths and weaknesses of the level of first-year students' good manners.

5. The higher education institution, as the complete system, which is in dynamics and getting under influence of various factors, is in need of creation of a special service that would provide collection, analysis and storage of the data. The high school monitoring service, which would deal with problems of a particular higher educational institution, in our opinion, can be such service that would study its specificities, mechanism of development, and also focus all educational process on receiving a final result - an educated, multifaceted specialist.

6. Educational monitoring performs function necessary for effective management of the higher educational institution and helps to improve educational management (in the context of collection, analysis, storage and provision of data for management decision), and also to estimate the results of marketing service of the higher education institution (Akchurin&Isaev, 1999).

The education system, in general, is inseparably connected with that social and economic situation within which it was formed and exists. The initiated reforming is aimed at changing the structural principles of the education system, and its internal, substantial sides. It cannot be carried out quickly due to the lack of necessary legal and regulatory framework, sufficient financing, and trained personnel. The problem is to determine the measures and means providing radical transformations in structure, content, education system economy, methods of its management and transformation, corresponding to the economic, political and social changes in society.

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