

## РАЗДЕЛ III. ГУМАНИТАРНЫЕ НАУКИ

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### **ENSURING THE QUALITY OF TEACHING THE DISCIPLINE «PRODUCTION DOCUMENT MANAGEMENT» DURING THE IMPLEMENTATION OF THE MASTER'S PROGRAM IN THE FIELD OF TRAINING 35.04.05 GARDENING**

**Abstract:** *Within the framework of the presented article, the author made an attempt to generalize his pedagogical experience and systematize the main directions of his teaching activities, focused on ensuring the high quality of teaching the academic discipline «Production Document Management» in higher education with an emphasis on such issues as: a general description of this academic discipline and a description of the specifics her teaching; a set of factors that determine the quality of teaching the designated discipline; the possibility of measuring the quality of teaching of the named academic discipline and a set of indicators that make it possible to ensure this measurement; the readiness of the teacher to measure and evaluate the quality of teaching them the mentioned academic discipline by his colleagues and the readiness of the teacher to measure and evaluate the quality of teaching the academic disciplines taught by his colleagues; the need to take into account in an effective teacher contract an external assessment of the quality of teaching of the academic disciplines he reads; expediency of participation of students in assessing the quality of the teaching process, as well as the practice of building feedback with students.*

**Keywords:** *Academic discipline, specifics of mastering, quality of teaching, measurement, evaluation, indicators, external evaluation, feedback.*

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### **ДАЯРДОО БАГЫТЫ БОЮНЧА 35.04.05 БАГБАНЧЫЛЫК БОЮНЧА МАГИСТРДИК ПРОГРАММАНЫ ИШКЕ АШЫРУУДА «ӨНДҮРҮШТҮК ДОКУМЕНТ ЖҮГҮРТҮҮ» ДИСЦИПЛИНАСЫН ОКУТУУНУН САПАТЫН КАМСЫЗ КЫЛУУ**

**Аннотация:** *Берилген макаланын алкагында автор өзүнүн педагогикалык тажрыйбасын жалпылоого жана анын педагогикалык ишмердүүлүгүнүн негизги багыттарын системалаштырууга аракет кылып, жогорку окуу жайларында «Өндүрүш документациясы» окуу дисциплинасын окутуунун жогорку сапатын камсыз кылууга басым жасаган сыяктуу маселелер боюнча: бул академиялык дисциплинанын жалпы мүнөздөмөсү жана аны окутуунун өзгөчөлүктөрүнүн сыпаттамасы; белгиленген дисциплинаны окутуунун сапатын аныктоочу факторлордун жыйындысы; аталган окуу дисциплинасын окутуунун сапатын өлчөө мүмкүнчүлүгү жана бул өлчөөнү камсыз кылууга мүмкүндүк берүүчү көрсөткүчтөрдүн жыйындысы; мугалимдин кесиптештери*

*тарабынан аларга аталган окуу дисциплинасын окутуунун сапатын өлчөөгө жана баалоого даярдыгы жана мугалимдин кесиптештери окуткан академиялык дисциплиналарды окутуунун сапатын өлчөөгө жана баалоого даярдыгы; эффективдүү мугалимдик келишимде ал окуган академиялык дисциплиналарды окутуунун сапатына сырттан баа берүүнү эске алуу зарылчылыгы; окутуу процессинин сапатын баалоого студенттердин катышуусунун максатка ылайыктуулугу, ошондой эле студенттер менен кайра байланыш түзүү практикасы.*

**Ачык сөздөр:** *Окуу дисциплинасы, өздөштүрүүнүн өзгөчөлүктөрү, окутуунун сапаты, өлчөө, баалоо, көрсөткүчтөр, тышкы баалоо, кайтарым байланыш.*

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**ОБЕСПЕЧЕНИЕ КАЧЕСТВА ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ  
«ПРОИЗВОДСТВЕННЫЙ ДОКУМЕНТООБОРОТ» ПРИ РЕАЛИЗАЦИИ  
МАГИСТЕРСКОЙ ПРОГРАММЫ ПО НАПРАВЛЕНИЮ ПОДГОТОВКИ 35.04.05  
САДОВОДСТВО**

**Аннотация:** *В рамках представленной статьи автором предпринята попытка обобщения накопленного им педагогического опыта и систематизации основных направлений его преподавательской деятельности, ориентированных на обеспечение высокого качества преподавания учебной дисциплины «Производственный документооборот» в высшей школе с акцентом на такие вопросы как: общая характеристика данной учебной дисциплины и описание специфики ее преподавания; совокупность факторов, определяющих качество преподавания обозначенной дисциплины; возможность измерения качества преподавания названной учебной дисциплины и совокупность показателей, позволяющих обеспечить данное измерение; готовность преподавателя к измерению и оценке качества преподавания им упомянутой учебной дисциплины со стороны его коллег и готовность преподавателя к измерению и оценке качества преподавания учебных дисциплин, преподаваемых его коллегами; необходимость учета в эффективном контракте преподавателя внешней оценки качества преподавания читаемых им учебных дисциплин; целесообразность участия обучающихся в оценке качества процесса преподавания, а также практика выстраивания обратной связи с обучающимися.*

**Ключевые слова:** *Учебная дисциплина, специфика освоения, качество преподавания, измерение, оценивание, показатели, внешняя оценка, обратная связь.*

**Introduction.** The assessment of the quality of teaching of certain academic disciplines should be an integral part of the educational process, since the degree of mastery of the learning materials of each of the academic disciplines provided for by the curricula ultimately ensures the formation of a set of knowledge, skills and competencies

that allow them to carry out professional activities in the chosen direction. At the same time, one involuntarily recalls the notorious saying of Catherine II, which sounds something like this: «I like to talk about intentions, but I judge by the end result.». In the context of the issue under consideration, the really achieved «quality

of teaching» provides precisely a positive (and not «any») «final result», associated with the mastery of those sets of knowledge, skills or competencies by students at a level that will allow them «to confidently fit» into the professional community and carry out the same-name (that is, «professional») activity at a high level.

At the same time, the relevance of the chosen direction of research «ensuring the quality of teaching the academic discipline» is confirmed by both publications, including those of the author of this report [1], and materials posted on the public information and telecommunications network «Internet» [2; 3] and the focus of discussions [4; 5; 6; 7; 8; 9], held on specialized online platforms.

#### **Materials and research methods.**

In the course of preparing this material, the author made an attempt, based on his experience in carrying out scientific and pedagogical activities, to systematize the main directions of his work, the practical implementation of which is focused on ensuring the quality of teaching a particular academic discipline. At the same time, emphasis was placed on the consideration of the following issues: general characteristics of a particular academic discipline and a description of the specifics of its teaching; a set of factors that determine, in the opinion of the author, the quality of teaching the discipline; the possibility (or lack of it) of measuring the quality of teaching a particular academic discipline and a set of indicators to ensure it; the readiness of the teacher to measure and evaluate the quality of teaching them a particular academic discipline by his colleagues and the readiness of the teacher to measure and evaluate the quality of teaching academic disciplines by his colleagues; the need (or lack thereof) to take into account in an effective teacher contract an external

assessment of the quality of teaching of the academic disciplines he reads; the expediency (or lack thereof) of involving students in assessing the quality of teaching, as well as the practice of working with feedback from students.

**Research results.** We will try to formulate more or less exhaustive answers to each of the questions formulated above.

First of all, we will characterize the specific discipline, the quality of teaching of which will be discussed in this report, and we will also focus on the specifics of its teaching.

We are talking about the academic discipline «Production Document Management», which was taught by the author of this report in 2020 – 2021 and in 2021 – 2022 academic years at the Faculty of Agricultural Technologies and Land Management of the Federal State Educational Institution of Higher Education «Ural State Agrarian University» for undergraduates of full-time and part-time education students in the direction 35.04.05 Gardening [orientation (profile) of the program «Adaptive landscape gardening». The quantitative parameters of this academic discipline are as follows:

total labor intensity – 108 hours (or 3 credits),

including:

contact work – 34,25 hours,

of them:

lecture classes – 14,00 hours;

practical classes – 14,00 hours;

group consultations – 6,00 hours;

intermediate attestation (test) – 0,25 hours;

independent work – 73,75 hours.

This academic discipline is studied in the second year during the third (with "through" numbering) semester.

Both in 2020 – 2021 and in 2021 – 2022 academic year, for well-known

reasons, the teaching of this academic discipline was carried out in a «remote» format using the «Zoom» video conference (for «visual» interaction with undergraduates during the time determined by the schedule of training sessions) and using the distance learning system «Moodle» [to bring to undergraduates educational and methodological (such as the work program of the academic discipline; guidelines for conducting practical classes in the discipline; a fund of assessment tools for the academic discipline; full-text lecture notes on all topics provided for the work program of the discipline; tasks intended to be performed in practical classes on the academic discipline) and control and measuring materials (such as «intermediate», designed to assess the degree of mastering the educational material in the context of each topic provided for by the work program of the academic discipline, and «final», designed to conduct a «test», tests).

Let us try to outline the range of factors on which the quality of teaching depends.

The quality of teaching, according to the author of this report, depends on the following set of factors:

- 1) strict compliance of the volume and content of educational material with the nature and direction of those competencies that must be mastered by students in the course of studying both individual academic disciplines of the curriculum, and their entirety;
- 2) confirmation of the above compliance both by specialized specialists in the field of educational services [moreover, both internal – representatives of this educational organization and external – representatives of another (other) educational organization (educational organizations)], and representatives of the professional

community acting as the customer of educational services (then are representatives of future employers);

- 3) an adequate (maximally complete and comprehensive) system of intermediate and final assessment of knowledge (the degree of mastering the material and the degree of mastering it) obtained by students in the course of the educational process, that is, in the process of studying certain academic disciplines provided for by the curriculum.

The author of this report believes that almost any teacher sooner or later must face the question of whether it is possible to more or less objectively measure the quality of teaching a particular academic discipline; if «possible», then by means of a set of indicators this can be achieved. Below is the author's attempt at reasoning in search of answers to these questions.

The objectivity of measuring the quality of teaching, in the opinion of the author of this report, is quite possible. To do this, it is necessary that, on the one hand, the content of the educational material mastered by students is guaranteed to form the required set of knowledge, skills, abilities or competencies (which must be confirmed by the relevant conclusions of both representatives of the teaching community and representatives of the community of potential employers, and on the other hand, the degree of mastering of the specified content was confirmed by the appropriate assessment system. The specified assessment system can and should be based on conducting «intermediate» and «final» testing, test tasks within which, if possible, would cover absolutely all of the presented educational material. For this, for example, full-text lecture notes should be completely (without any flaws), and not selectively «prepared» for questions of test items. In this case, multiple-choice test items (including on the basis of the «negation

principle») and test items for compliance are universal, and therefore suitable for achieving this goal (the most complete coverage of educational material through its appropriate «preparation») as well as possible.

The mentioned «coverage of educational material» is illustrated in the following table.

Let's move on to more delicate issues, such as the readiness of the teacher (in this case, the author of this report) to measure and evaluate the quality of his pedagogical work (within the teaching of a particular academic discipline) by his colleagues, as well as the readiness of the teacher himself to measure and evaluate the quality of their respective work, and will try to answer them.

*Table – The relationship between the volume of lecture materials and test tasks in the discipline «Production workflow»*

Topic name	The volume of lecture material, pages / printed characters*	Number of test tasks, units
1. Basic provisions and concepts of production workflow	42 / 54679	21
2. Techniques, rules and principles of working with production documentation	28 / 39016	17
3. Search, processing and storage of information	62 / 82265	49
4. Information technology in the documentation of the production management process	17 / 21520	16
Total	149 / 197480	103
including for the final test (≈ 60%)	– / –	62

\* Approximate value shown.

The author of this report believes that his own willingness to measure the quality of his teaching work on the principles described above has now been achieved and, therefore, exists. The problem is that a sufficiently frequent revision of curricula (for example, in comparison with the times of the «specialist»), as well as the «assignment» to the teacher of a significantly larger number of academic disciplines (again, compared to the times of the «specialist») imposes extremely narrow time limits, a framework for the preparation, evaluation and «running» of the relevant educational, methodological and control and measuring support of the taught academic disciplines. In this regard, the author of this

report is not yet ready to start measuring the quality of the work of his colleagues.

Due to the fact that the «effective contract of the teacher» has already firmly entered into our daily turnover and. It can be said that it has become a «talk of the town» and it is legitimate to raise the question of whether, at present or in the foreseeable future, an external assessment of the quality of teaching of academic disciplines assigned to a particular teacher should be reflected in his effective contract.

In this regard, the opinion of the author of this report boils down to the fact that the inclusion of an external assessment of the quality of teaching in an effective teacher contract is currently premature. The

actual fulfillment of the teacher's individual plans (in terms of the «second half of the day»), even if he provides them with «individual», and not «collective» publication activity, significantly exceeds the planned values in the «hourly equivalent». The development of educational and methodological support at the level described above also requires a very significant investment of time and effort, unfortunately not covered by individual plans, which hinders it (this development) from a large number of teachers, often limited to the «necessary minimum».

Finally, since the pedagogical activity of any higher education teacher is aimed at preparing qualified and, what is especially important today, competitive specialists (in the broadest sense of the word), which is impossible without building a constructive dialogue with students, the questions of how expedient it is to involve students to measure and evaluate the quality of teaching activities, including feedback.

Of course, the involvement of students in assessing the quality of teaching seems to the author of this report to be appropriate in terms of taking into account and taking into account their opinions and their wishes when forming the content of individual elements of the material presented to them. Work with feedback from students (undergraduates) is carried out throughout the study of a particular academic discipline. At the same time, the fulfillment by students of «intermediate» test tasks (for each of the topics studied in the academic discipline, provided for by its working program) serves as the main indicator that allows you to identify the «bottlenecks» of both educational and methodological and control and measuring materials, as well as methods and technologies of teaching the academic

discipline, promptly make adjustments and by the time of completion (for example, in a given semester) of studying the academic discipline, have the «product» that at this stage is oriented to the maximum extent both to the high quality of the educational process and to its comprehensive assessment.

**Conclusions.** Thus, within the framework of the study, the author gave a general description of the academic discipline «Production Document Management» taught by him and presented a description of the specifics of its teaching; formulated an exhaustive set of the main factors that determine, in his opinion, the quality of teaching the named discipline; the existence of the possibility of an objective measurement of the quality of teaching the academic discipline «Production Document Management» is argued and a set of indicators is indicated that allow this measurement to be ensured; readiness for measurement and evaluation by the author's colleagues of the quality of teaching them the named academic discipline and the lack of readiness of the author himself to measure and evaluate the quality of teaching academic disciplines read by his colleagues are expressed; the prematureness of taking into account in an effective teacher's contract an external assessment of the quality of teaching of read academic disciplines is proved; the expediency of involving students in assessing the quality of teaching the academic discipline «Production Document Management» is shown and the practice of building feedback with students is described.

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