

**Modern Approaches to Teaching and Assessment of Higher Education
Seekers: A Conceptual Vision**

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The purpose of the academic paper lies in analysing the viewpoints of various scientists regarding the selection and features of the application of modern approaches to the organization of the educational process, teaching and assessment of the effectiveness of the educational activities of higher education seekers, as well as in practical investigating the main aspects of assessment and educational practice in higher education.

In the process of conducting the research, an analytical and bibliographic method has been used in order to study the scientific literature on learning, teaching and assessment issues, as well as a questionnaire survey for the practical clarification of certain aspects of the evaluation and educational process in higher education.

Based on the results of the research, the existing works of scholars on the use of modern approaches to the organization of educational activities in higher education and the latest trends in the assessment of the educational process have been analysed.

Keywords: higher education, the latest learning technologies, criteria for the quality of education, effective teaching activity, modern approaches to learning, teaching, assessment of the effectiveness of universities

INTRODUCTION

In the modern world, which has entered the third millennium, the development of the country is determined in the general context of European and world integration with a focus on the fundamental values of Western culture, one of the components of which is the right to receive quality education at all levels, which is an integral feature of a civil democratic society.

The system of higher education is the most important link in cultivating the consciousness of citizens, the formation of an educated creative personality. In this regard, the development of the higher education system requires the solution of a number of modern issues arising in connection with its reformation and the establishment of statehood, cultural and spiritual development of the community in accordance with global requirements towards higher education (Marey & Magd, 2022).

The theoretical part of the present research represents the standpoints of scientists on the purpose of introducing innovative teaching aids, the prerequisites for the emergence of new approaches to the learning process in higher education, the signs of modern approaches to learning in higher educational institutions; the characteristics of the principal new approaches to assessing the quality of education in higher education and important directions for the introduction of new information technologies in the activities of modern universities.

The practical part of the research includes as follows: an assessment of the application level and the degree of effectiveness in the educational institution where the survey participants study or work; the evaluation of particular modern approaches to the organization of the educational process; an overview of the tools used to assess the quality of higher education in universities; identification of the participants' preferences of the educational process regarding the stepped-up use of modern approaches to teaching in higher educational institutions and a comparative assessment of the effectiveness of using interactive teaching methods in institutions of higher education.

According to the results of the research, it has been established that an important direction for the improvement of modern higher education is its computerization, which ensures the effective implementation of the psychological and pedagogical goals and tasks of education and training. At the same time, from among all modern approaches used in the process of teaching in higher education, the most effective ones are competence-based, student-oriented and innovative approaches. The research has shown that the analysis of the knowledge of education seekers by the university management and the independent assessment of the learning outcomes are the tools most often used to evaluate the quality of higher education. As the research has demonstrated, the survey participants expressed a desire to more widely use

professional and business, game, training and information and computer technologies in the educational process.

LITERATURE REVIEW

Nowadays, there are many new approaches to the organization of the educational process and assessment of higher education seekers. The final purpose of the introduction of innovative teaching tools lies in significant increasing the responsibility of the institution for the quality of education, developing effective interaction between students and teachers, and professional assessing the learning outcomes.

In addition, in contrast to the classical paradigms of the organization of the educational process according to traditional didactic methods, when the control of the teacher prevails and the goal of the student's educational activity is only the assimilation of the content of information, nowadays, thanks to the increased activity and responsibility of students for the quality of the acquired knowledge, as a rule, the influence of the higher education seekers themselves on the formation of the learning process also increases. Such a fundamental shift of approaches to obtaining education contributes to a certain independence of students, while the development of new modern teaching approaches is aimed at optimizing the volume of training information, choosing the most effective forms of assimilation and types of control of acquired knowledge (Helmy, Khourshed, Wahba & Bary, 2020), (Alan, Teodora & Seda, 2020).

Modern educational tendencies form the relevant educational environment. The objective prerequisites for the emergence of the latest approaches to the learning process are a number of social aspects, in particular, as follows: the expansion of the population's opportunity to obtain higher education, increased competition between universities in the market of educational services, the dependence of the results of higher education, especially acquired skills, on the needs of the labour market, the amount of practical skills for their using in future work, increasing the rate of informatization of the society, expanding access to information, the possibility of its remote learning and analysis, development of electronic means of education. In recent years, there has been a deepening of the connection between scientific studies and education, the rapid development of pedagogy and the widespread use of the achievements of modern pedagogical science in the practical activities of a teacher. There is a steady tendency towards creating an inextricable link between the theoretical education of the student and practice, in connection with which dual education is being popularized, as a result of which the practical component of the educational sphere is increasing (Jin, Mikeska, Hokayem & Mavronikolas, 2019),

One of the most important features of modern approaches to learning in institutions of higher education is the formation of a student-centred educational environment, which involves a change in roles and responsibilities between the student and the teacher. And if the role of the student as an active participant in his own learning, responsible for making decisions and developing a learning strategy, has already been defined quite specifically, then the pedagogical role of the teacher, changing the paradigm of his standpoint in the separately defined system "teacher – education seeker" requires a thorough study (Adekola & Cai, 2021).

Analysing modern methods of assessing higher education seekers, three components of the quality of education in higher education are distinguished, namely:

- the quality of the information obtained by the higher education seeker (quality of knowledge, methods of solving tasks);
- the quality of teaching and training methods (level of effectiveness of the process of organizing cognitive activity, motivation of the learning process, management of the pedagogical process);
- the quality of education of the student's personality (consolidation of general knowledge, abilities and skills, assimilation of moral standards) (Rawashdeh, Mohammed, Arab, Alara & Butheyra Al-Rawashdeh, 2021), (Singh, Steele & Singh, 2021).

As A. Bates points out, the following principal approaches to assessing the quality of education in higher education are currently used, namely: reputational (according to experts' assessments), effective (according to objective indicators) and general (Bates, 2019).

According to the viewpoint of S. Bouffard, the number of approaches can involve the other ones, namely: traditional (while taking into account the prestige of the sphere of higher education), scientific (assessment is carried out in accordance with established standards), business (the degree of satisfaction of business needs as one of the consumers of educational services is taken into account), consumer (students and business representatives as consumers of the process of acquiring knowledge determine the quality of education), social (the benefit of the higher education received by the student for society is evaluated) (Bouffard, 2019).

Aims

The purpose of the research lies in determining the standpoint of students of higher educational institutions, methodologists and heads of departments of higher educational institutions regarding certain aspects of the application of the latest systems of learning, teaching and assessment in higher educational institutions.

MATERIALS AND METHODS

The practical study of modern approaches to the process of teaching and assessing higher education seekers was conducted by interviewing 62 students, 22 methodologists and 19 heads of departments in 14 institutions of higher education in the Cherkasy, Lviv, Zhytomyr and Ternopil regions of Ukraine. The survey was conducted through an online questionnaire using the LimeSurvey service.

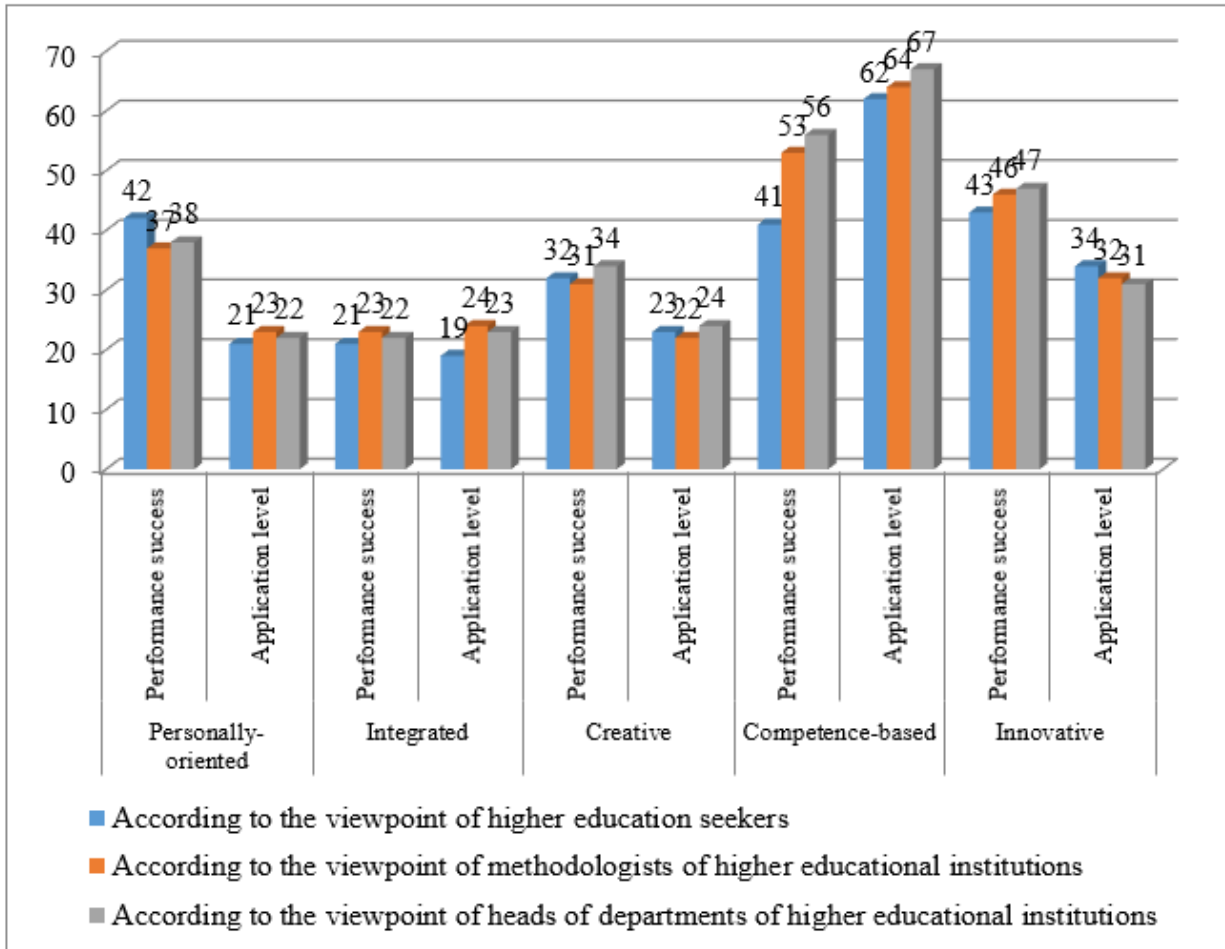
RESULTS AND DISCUSSION

In the course of the research, the respondents were asked to express their viewpoint regarding the degree of effectiveness and to assess the level of application of certain modern approaches to the organization of the educational process in the educational institution where the survey participants study or work (Figure 1).

As is seen from Figure 1, according to the survey participants' viewpoint, the most effective are competence-based, personality-oriented and innovative approaches, while innovative and competence-based approaches are the most common.

Exploring the standpoint of survey participants regarding the effectiveness of approaches to assessing the quality of higher education, respondents were asked to evaluate the level of the most commonly used assessment tools and their effectiveness.

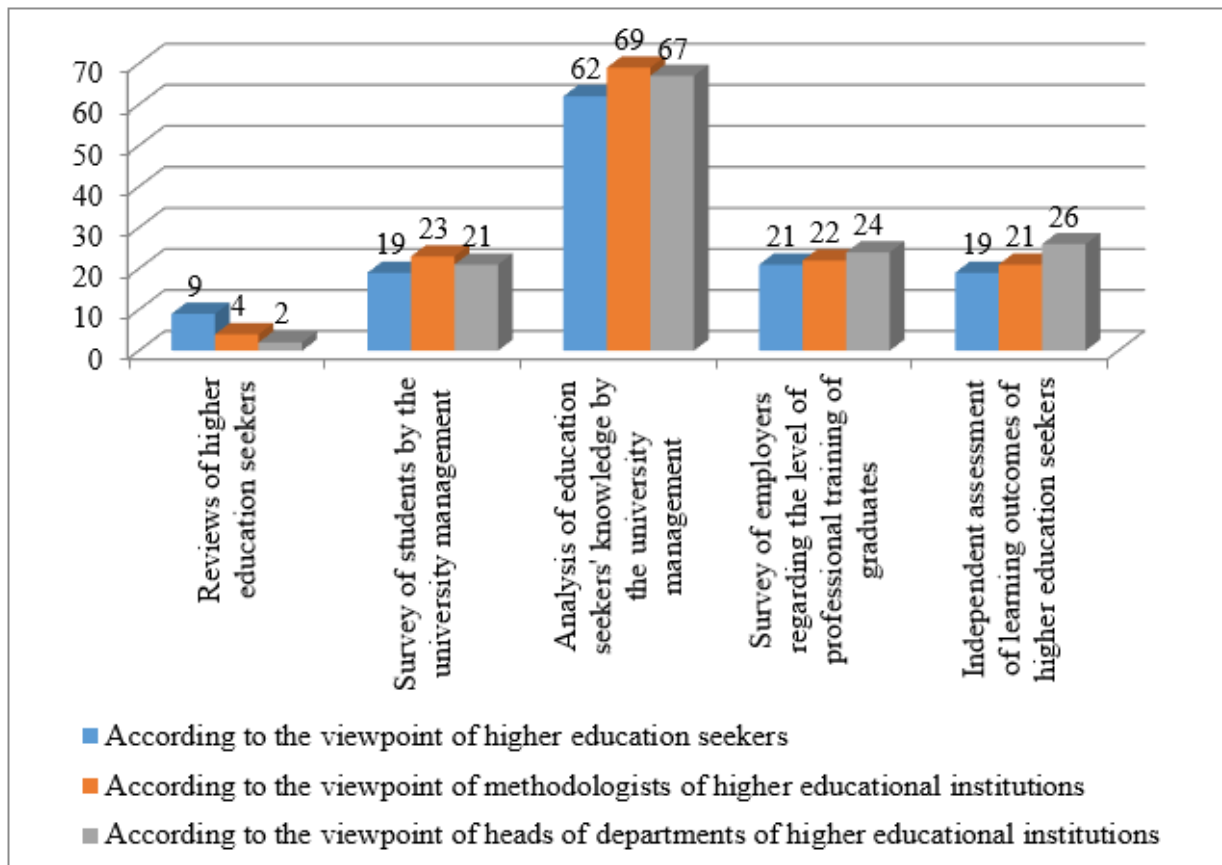
FIGURE 1
THE LEVEL OF APPLICATION AND THE DEGREE OF EFFECTIVENESS OF CERTAIN
MODERN APPROACHES TO THE ORGANIZATION OF THE EDUCATIONAL
PROCESS IN THE EDUCATIONAL INSTITUTION WHERE THE SURVEY
PARTICIPANTS STUDY OR WORK, %



Source: It has been compiled by the authors.

According to the results of the survey, the most frequently used tools for assessing the quality of education in universities are as follows (Figure 2):

FIGURE 2
THE USE OF TOOLS FOR ASSESSING THE QUALITY OF HIGHER EDUCATION IN
UNIVERSITIES AND THEIR EFFECTIVENESS, %

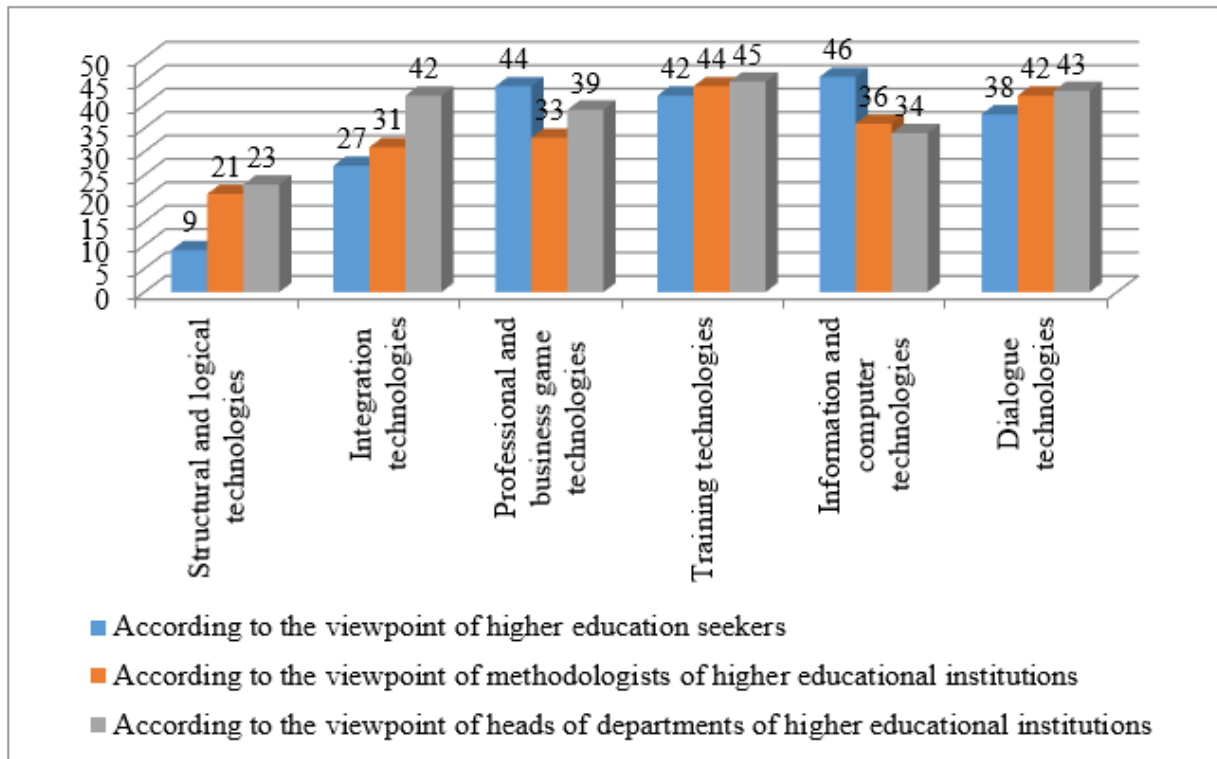


Source: It has been compiled by the authors.

According to the results of the survey, the most frequently used tools for assessing the quality of higher education are the analysis of the knowledge of higher education seekers by the university management and the independent assessment of learning outcomes. Along with this, based on the standpoint of the survey participants, the most effective are, in addition to the analysis of knowledge, the survey of students by the university management and the survey of employers regarding the level of professional training of graduates.

In the pedagogical practice of higher educational institutions, there are certain pedagogical technologies that are most commonly used. When conducting the survey, the respondents were asked to evaluate those of them that the survey participants would like to use and apply during training more often than they are currently used (Figure 3):

FIGURE 3
THE PREFERENCES OF THE PARTICIPANTS OF THE EDUCATIONAL PROCESS
REGARDING THE MORE ACTIVE USE OF MODERN APPROACHES TO
LEARNING AND TEACHING IN HIGHER EDUCATIONAL
INSTITUTIONS, %

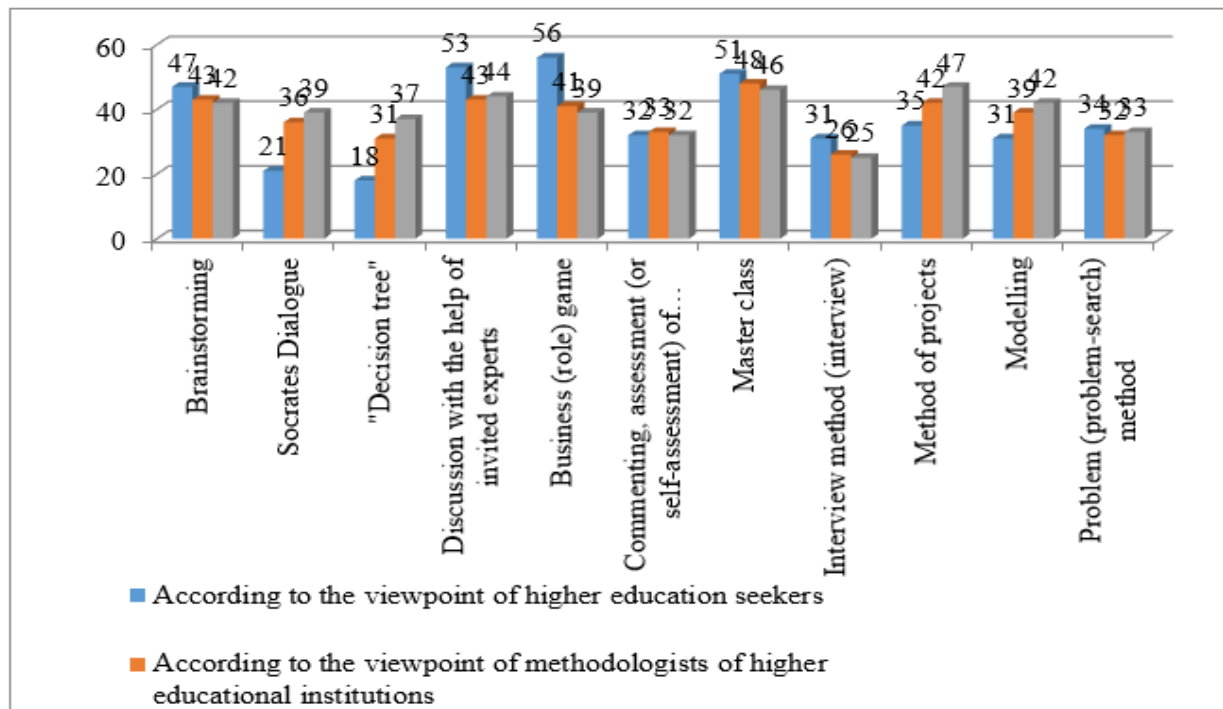


Source: It has been compiled by the authors.

The most common tools for assessing the quality of higher education are an analysis of the knowledge of higher education seekers by the university management and an independent assessment of the learning outcomes. According to the results of the research, the survey participants expressed a desire to more widely use professional and business game technologies in the educational process (didactic systems of using various “games”, during which problem-solving skills are formed based on compromise solutions), trainings (a system of activities aimed at working out certain algorithms for solving typical practical tasks, and information and computer technologies).

Exploring the latest approaches to teaching and organizing the educational process, during the survey, special attention has been paid to interactive methods, forms and techniques that are most often used in the university education. In particular, the respondents were asked to identify such techniques that are most effective (Figure 4):

FIGURE 4
COMPARATIVE ASSESSMENT OF THE EFFECTIVENESS OF USING INTERACTIVE
TEACHING METHODS IN HIGHER EDUCATIONAL INSTITUTIONS, %



Source: It has been compiled by the authors.

As is seen from Figure 4, according to the research participants, brainstorming, and discussion with the help of invited experts, a business (role-playing) game and a master class are the most effective teaching methods.

The requirement of the modern society lies in the fact that young specialists should possess general skills, focused not only on the ability to perform specific types of work, but also on satisfying the interests of employers (Khan, Sivasubramaniam, Anand & Hysaj, 2021).

Modern technologies in education are characterized by the introduction and use of such tools as online platforms, special services, digital tools, separate educational media products, distance education, online courses, etc. (Bretag, Harper, Burton & Ellis, et al., 2018).

An important direction of improvement of modern higher education is its computerization, which ensures the implementation of psychological and pedagogical goals and tasks of education and training and personality development. Thanks to the latest approaches to the organization of the educational process, for instance, the development of pedagogical and methodological complexes for students in certain subjects, the relevant conditions are created for solving numerous issues in the organization of pedagogical and cognitive activities.

One of the important areas of introduction of new information technologies in the work of a modern higher educational institution is the creation of electronic manuals and textbooks.

As noted by D. Woldeab and T. Brothen, an electronic textbook nowadays usually has a modern design and meets the requirements set for computer-based learning tools. Electronic textbooks are increasingly becoming not a supplementary, but a key learning tool at many stages of the educational process, relieving the teacher from mechanical reproduction work, while changing the educational process taking into account the requirements of a particular subject and providing the teacher with new opportunities for creative searches in content, methods, and means of work with students (Woldeab & Brothen, 2019).

In the last decade, the concepts of “electronic course”, “electronic edition”, “educational product”, “pedagogical software”, “electronic textbook”, etc. have been widely used in the theory and practice of pedagogical education. The use of multimedia tools in classes makes it possible to increase not only interest in the future speciality, but also the performance success of mastering knowledge in the discipline. Pedagogical computer programs and electronic textbooks allow each student, regardless of the level of previous education, to actively participate in the educational process, individualize the learning process and exercise self-control, while not being a passive observer during classes, but actively acquiring knowledge and assessing one’s own abilities (Eaton, Chibry, Toye & Rossi, 2019), (Green & Harrington, 2020).

The existing new methodological approaches to assessing the effectiveness of the provision of educational services and development trends of universities deserve particular attention. The vast majority of existing approaches to this issue are based on the use of the evaluation tools as follows: the method of expert assessment (summarization of experts’ opinions), the method of interviewing respondents (collection of information from various groups of users of educational services, graduates of higher educational institutions, interested parties), methods of statistical and business mathematical analysis (identification and assessment of the most important factors affecting the development and performance of higher educational institutions), the profile method (assessment based on an integral indicator), the method of comparative assessments (identification and comparison of indicators of a higher educational institution with competitors), etc. (Dabbagh, 2017), (Adel & Dayan, 2021).

Considering modern approaches to the organization of the educational process, special attention should be paid to distance online learning (D-Learning), which is not a completely new product, but quite a successful and verified by the practice of using information and computer technologies in the educational process of the higher educational establishment (Zhao, 2021).

Most educational institutions in the world have been already organizing distance learning or are planning to implement it. It should be noted that the most famous universities in the world have their own distance learning units and provide educational services to students from the most remote corners of our planet (Broadbent, 2017).

Evaluating the application of new approaches to teaching and organizing the educational process, S. Londar notes that currently the process of obtaining higher education fundamentally differs with its new role of knowledge and methods of obtaining and processing information. At the previous stages of the development of social relations, the possession of knowledge and information led to the almost automatic entry of an individual into the political, economic, and cultural elite (due to significantly limited access of broad classes of citizens to knowledge); it was the main prerequisite for participation in the production of goods and services. As a result of the progress of human development, the role of information in the educational process has changed significantly. However, on the one hand, the information society offers the opportunity to receive large amounts of data without spatial and temporal restrictions here and now, and on the other hand, it turns out that in the conditions of a large volume of dynamically changing information, even an outstanding personality is not able to handle information flows, competently manage them without the help of information and computing equipment, as well as relevant software. Thus, if previously the key issue being solved by educational institutions was the lack of mass knowledge, then in current conditions, the problem that should be solved in the process of higher education is the lack of information processing skills and computer skills (Londar, 2021).

It is no coincidence that the recommendations of international structures controlling the development of the educational system regarding the key competencies for lifelong learning necessary for self-fulfillment and development, active citizenship, participation in public life and employment, are focused, in particular, on competencies related to the mastering of information and computer technologies as a tool of acquiring all other competencies. This means that for the successful development of the personality, each person should possess such knowledge as the ability to work with a computer and other devices connected to it, to understand software, to work with operating systems, the ability to navigate the Internet, the ability to search for information, etc. (Debych, 2019).

Therefore, the establishment of an information society involves the formation of a creative, innovative personality capable of making decisions on the basis of contradictory, heterogeneous data in rapidly

changing circumstances. Under these conditions, the goal of education lies in developing the personality, teaching him ways of acquiring existing knowledge and generating new ones.

The concept of “lifelong learning” has become a globally recognized tool of the new educational paradigm, in which basic education is not final or complete, but only serves as a basis for continuous professional growth through the use of additional educational programs (curricula) (Londar, 2021).

CONCLUSIONS

The introduction of effective learning and teaching in the higher educational institutions using the latest technologies is a complex and controversial process that requires the activation of all its structural components. It is possible to achieve the maximum efficiency of higher education through the intensification and improvement of the quality of using the latest learning tools, which will allow adapting to innovations in the current stage of the development of the modern society. Overcoming certain contradictions of the educational process will contribute to the creation of an effective educational system capable of ensuring the formation of competent, creative and initiative personalities that meet the needs and requirements of our times.

The results of the practical research on the features of applying the latest tools of teaching and assessment of higher education seekers have revealed that various participants of the educational process take part in the process of assessing the quality of higher education, namely: higher education seekers, teachers and researchers, administrative staff of educational institutions that use various tools for assessing the quality of higher education, which contributes to its subsequent development and improvement.

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