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Social-pedagogic result in a modern school.

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ABSTRACT

Many works of Russian and foreign authors are dedicated to the issues of education quality evaluation. But only in some of them the meanings of the educational results themselves are analyzed. The currently widespread "quantitative" approach to pedagogic measurements should be complemented by the "qualitative" approach. The aim of the conducted research was the search for the ways of integration of measuring and evaluation approaches in determining the quality of the educational process. The leading methods of the research were the methods of the expert survey and expert analysis. The methods of the expert survey of all participants in the educational activity allowed to determine the criteria and indicators of efficiency of the fulfillment by the school as a social institute of three main functions (transfer of the social cultural experience, social supervising and creative development of a child). The usage of the methods of the expert survey and the expert analysis allowed evaluating the efficiency of the fulfillment by the school of the mission of the creative development of a student. The uniqueness and the value of the obtained results is in the large-scale usage in work practice of a mass school of the city educational potential, not only the achievement of the diagnostic aims in the evaluating of the educational system quality, but also the implementation of the feedback, appearing of the correcting the activity effect of interaction of the school with its social partners. A special role in the achievement of a social pedagogic result plays the given to a teacher freedom to choose the ways of self-realization via the mastering of different pedagogic roles. The development of the school infrastructure according to the cluster concept contributes to this self-realization, and the participation of the educational activity entities in the long-term large-scale projects together with the social school partners increases the pedagogic practice effectiveness by filling it with new senses. The acquirement by students of such qualities as the aspiration for independent activity, practice orientation, ability to interact, including the usage of modern informational technical means, makes a teacher to search for non-standard forms of education. The data obtained during the research may be used in the work practice both of the status educational institutions (lyceums, gymnasiums) and of usual secondary schools. The uniqueness and success will allow preparing the present generation of students for the life in the conditions of the dynamically changing reality, the reaction to various challenges, the solution of unexpected problems.

Keywords: Education quality, social pedagogic result, modern school.

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INTRODUCTION

There are continuous discussions around the pedagogic result concept (Quality Control and the Evaluation in Education, 1998). Accordingly, this issue remains open to discussion. On the one hand, the Federal State Educational Standard (FSES) declared the creative approach in education and upbringing. These requirements can be regarded as certain open horizons. On the other hand, the modern pedagogic lexicon is updated by such concepts as "service", "technology", "expertise" (Donina, 2014).

The contradiction appears between the creative character of pedagogic process and the attempts to algorithmize, make a step by step instruction, measure what is difficult to measure. We can state that the discussion in views of the researches of this issue is in two basic approaches. The first approach we will call conditionally "quantitative". Its supporters offer different ways of quantitative dimensions of a pedagogic result. The followers of this direction use such dimensional procedures as texts, control works, tests, and external expert checks of the social pedagogic result and the process of its achievement. The advantage of such approach is the obtainment of a possibility of comfortable and quick comparison of the obtained data, processability of the dimension procedure. We can consider as problematic aspects of such opinion over-organization, bureaucratization of measurements, definite loss of pedagogic senses, as the pedagogic result, first of all, is in a person and thus the main efficiency measure of his achievement is a person him/herself. That's what discuss the followers of the second approach that conditionally can be called "qualitative". They try to evaluate the pedagogic result not from the quantitative side (points, coefficients, grades), but from the qualitative (better-worse, more-less, quicker-slower). In their research arsenal there are such methods as activity self-estimation, interview, and survey. The weak point of this approach is a special difficulty of the fulfillment of the comparison estimation of the data received from different respondents. The strong point of this view becomes deep individualization of the educational process. The most expedient is to orient in the issues of estimation of the social pedagogic result of the school activity to both research directions, combining "quantitative" and "qualitative" approaches.

METHOD

Methods of obtaining the social pedagogic result

The existing scheme of the traditional management of the educational system doesn't allow to quickly obtain the information about the system condition, to monitor the forming of a development tendency and to quickly influence the situation. In this regard appeared the necessity of the development and implementation of own system of monitoring of the evaluation of the social pedagogic result quality in the dynamics of fulfillment of the stated aims both in comparison with own last activity and in comparison with the activity of other education institutes that have gymnasium and secondary status.

Obtaining of the data about the results of educational activity during the experiment has been fulfilled via different methods, such as analysis of reporting, survey of the participants of the educational process, control assessments of knowledge in various formats, interviewing, supervision of the execution of creative contests, competitions, Olympiads, self-estimation and self-analysis of the training and extracurricular activity. These methods besides the feedback function played the correction role. Receiving the corresponding data about the pedagogic activity quality the educational institution team immediately determined the measures aimed at the correction of errors, omissions liquidation, filling of gaps of research activity. The correction became an important element of the experimental work, without which unjustified risks and periodic fails could inevitably appear.

During the experiment we used the logic of constructing of the collective research activity, and as a result of the expert survey of the educational activity persons: teachers, parents, lyceum students, directors, the basic criteria of the efficiency of the carried out research was determined, the effectiveness indicators were identified, their importance was ranged, the different approaches to the set tasks were determined.

Via the discussions during the problem offsite seminars we determined the ways of the measuring of the defined criteria and indicators both by the subjective ways (self-estimation, self-observation, etc.) and objective ways (analysis of the educational activity results, graduates employment data and their continuing of education, etc.). During the experiment it was necessary to widen its base by bringing the research out of the

limits of the basic platform of the lyceum No. 590 of St. Petersburg because of the awareness of the aggregate importance of all education area.

As the starting point we chose the method of expertise of the education area of V.A. Yasvin. The technique of the formal description of corresponding parameters is detailed enough in it. Five "basic" parameters are distinguished: wideness, intensity, modality, level of awareness and stability. Also six parameters of "the second category" are marked: emotionality, generality, dominance, coherence, integrity, activeness. The parameters are evaluated by a determined scheme, when for every block the points are summed and are written to the line "Total". Then, using the indicators of the modality coefficient, the corresponding coefficient for every parameter is determined.

Using the method logic of V.A. Yasvin, we offered our own criteria and indicators of the observed issue. The experts had to choose from the given row the most important parameters and range them by the importance level for the evaluation of the feasibility level condition of the open informational humanitarian school system. In this way, four basic criteria were chosen: school humanities, informational communication competitiveness, openness and image of an educational institution.

Criteria of the social pedagogic result evaluation

For the purpose of our research the most expedient we see the view of the humanities of the lyceum education system as its orientation to a human development, good atmosphere of the educational upbringing activity, awareness by the participants of the educational process of the unique school community.

We look at *the informational communicative competence* as a holistic personally colored human striving for the culture world that supposes not only the examples mastering but also the transformation of the surrounding world and oneself in it on the base of the formed value-motivational, communicative, cognitive, reflexive, technological literacy, orientation to the permanent knowledge renovation.

The openness of a school manifests itself in socially conditioned wholeness of the interacting on the base of collaboration with each other and with the environment of the participants in the education process, directed to the development of their individuality in the atmosphere of sincerity, cordiality, with the variety of the choice of goals, forms, conditions, rates of education, oriented to the effective use of informational communicative technologies.

The image of an educational institution reflects the success of its work, the originality of internal and external relationship, the demand in the surrounding educational community.

In addition to the four basic criteria the respondents from the base educational institution (lyceum No. 590) and the partners from other schools (search and summative stage) determined the integrative criteria of the availability of the open informational humanitarian system: the individuality development of the educational process participants.

A special unit of our research was dedicated to the measurement and evaluation of these criteria, in which the experts determined the total index of development of the individuality of the participants in educational process taking into account the determination of the rating according to the applied parameters.

The individuality development of the education activity persons manifests itself in their educational and work activeness, focus on the positive self-realization and continuous internal reserves of self-development search, entailing the diversity of life interests.

Indicators of the evaluation of the activity of educational institutions

After the determination of the criteria areas, the experts began the work for determining the indicators of the educational institutions activity evaluation that indicated the level of the achievement by the school of the chosen criteria. Among a big quantity of indicators, thanks to the maximum rating, given by the experts, the leading indicators were determined.

In the area of humanities of the school educational system the leading indicator becomes the positive *dynamics of the motions and values* of the educational activity participants, that manifests itself in adequate self-estimation of self-development, the increase of consistency of joint educational activities, tolerance, respect to the views and the senses of others, striving for the mutual assistance and mutual help, mindset to the positive activity (Verbitsky, 2009).

As the main indicator of the information-oriented criteria row the experts highlighted the *readiness for continuous education* that focused a student on the continuing of the studies, involving him/her to different extracurricular forms of educational activity.

The leading indicator of the educational system openness sphere is *the widening of the social partnership* of the school, involving in the educational activity of "non-school" specialists via their participation in the realization of the large-scale long-term projects, oriented to the development of the educational abilities of a child.

The criteria of a lyceum image consists of various indicators, the most important of which is *an increase of an educational institution infrastructure* that happens not spontaneously, but with a support of possibilities and needs of the educational activity persons; it reflects their creative activeness and helps to the enforcement of the demand of an educational institution in the surrounding education space.

Self-realization of the education activity persons is a system producing indicator of the integral criteria of their individuality development. It is based on the ideas of the pedagogics of success, shared with friends, the search of personal and collective acme, awareness and increase of common and personal creative potential, ability to overcome challenges, analyze and correct one's own activity.

RESULTS

Development of the personality of a lyceum student

The multidimensional category of the quality of a social pedagogic result was observed by us both in basic criteria and indicators and from the point of view of the intrinsic integral criteria – individuality development. The integrity of the highlighted criteria is determined both by the pedagogic activity humanitarian character itself and by the focus of the open information-humanitarian system of the school on a Human, his/her individuality. Accordingly, without the development of the participants in the education process it is impossible to call effective any pedagogic activity in an educational institution, regardless the type, kind, status of this establishment and highlighted by it as the main priorities for any period and in any stage of its development.

If in the first research stages the teachers highlighted such leading characteristics of a lyceum student as diligence, industriousness, self-discipline, high intellect, good health. Only some teachers called as important qualities such as creativity, ability to the self-educational and researching activity, striving for success.

In the final stage of the experiment more than 70% of teachers called the last three qualities as very important in the lyceum student personality development.

The comparison of the previous answers with the present answers, offered by the psychological-acmeological service of the lyceum, made the respondents to think over the reasons of the changes that had place. The respondents called the following as these reasons:

- requirements of new FSES (federal state education standard), necessity of education throughout one's life;
- acquirement of the experience of the fulfillment of various pedagogic roles (tutor, consultant, facilitator and so on);
- experience of non-formal communication with students within limits of the immersion method, project activity;

- change of social situation and, at the same time, the image of a human success.

The given data shows that positive changes happen in the school, in the entire pedagogic system. Teachers begin to see in a lyceum student not a passive object of pedagogic influence that is necessary to fill with knowledge, abilities and skills according to the requirements of the marked standard, but an active person of the education activity, a creative, independent, thinking person, ready for the fulfillment of non-standard life tasks.

Peculiarities of the education process

The reasons of the changes happening around are determined not only by the general character of the changes, but also by all the peculiarities of the organization of the educational process that has a complex character. The conditions of the educational activity are linked with each other inseparably. So the choice of the individual itinerary cannot be made without the positive psychological atmosphere, and its occurrence is provided also by the interrelatedness and interdependence of the curricular and extracurricular work, the diversity of forms of the educational-cognitive activity, the use of the modern pedagogical and technological education possibilities, including the realization of the modern digital school potential. The result of the educational activity is also complex. The widening of out-program knowledge is not possible without good learning of program knowledge, the positive focus on the education – without the communicative skills development, friendly relations – without openness and trust of all educational system.

The forming of the educational system of domestic secondary schools happens in the context of the occurring in the country common changes in education. Its main peculiarity is the achievement of the nominated level via the student preparing for independent cognitive activity, the motivation to which is formed as a result of the providing of the participants in the educational process of a free, wide and aware choice of aims, forms, methods, conditions, types of realization of independent educational activity. This activity is formed during lessons via the mechanism of mastering the technologies of self-education, supported by the nonlinearity of the school schedule, not during lessons via the alternative education forms, common school long-term role games and the participation in the socially-oriented projects in commonwealth with social partners, including the members of different creative unions. The organizational form that provides the relationship of the curricular and extracurricular work is a school educational cluster, allowing to differentiate a teacher workload while fulfilling various pedagogic roles.

The instrument of the achievement of the choice awareness for the educational process participants is their learning of the informational-communicative competencies, allowing to develop effectively their own individuality, showing of which is provided by the openness of the educational space and its humanitarian orientation.

Development of a teacher's personality

A student's personality is developed together with the personality of a teacher, whose self-realization sphere is linked with the activity both within an educational institution and out of it. Self-development of a teacher takes place via the internal advanced training, net interaction, including by the meanings of the video conference (VCC), as a practice of organization of the offsite seminars, via the teacher's participation in contests, festivals, other forms of display of the professional creative activity.

Psychological regulation of the individual development is implemented by the school psychological-pedagogical service, the activity of which is based on the creation of a system of the consideration and stimulation of objective and subjective achievements of the educational process participants. The management of the school educational system is based on the ideas of pedagogic pluralism, meaning during the continuous self-estimation activity the feedback obtainment and the implementation on its base of a strategically oriented program of development, forming image of teachers and the school team. The total rating, obtained as a research result, confirms the common situation of the changes that took place. The positive change by all researched criteria and indicators in experimental schools is significantly higher than that of the control group, which displays the correctness of the chosen way of solving of the marked tasks and the correct way of the experiment in general. In practical activity of the lyceum No. 590 of St. Petersburg were used first of all active pedagogics, both in the organization of the educational activity itself and in the

estimation of social pedagogic result that was obtained. The main stress in the transformation that took place was made on the creation of children and adults communities, oriented not only to the educational process but to the common social cultural development of all community members in the process of the positive creative activity useful for the community.

Joint pedagogic practices with social partners

In the lyceum No. 590, pedagogic practices implemented together with the social school partners are actively introduced into the educational process. So, for example, the project "Gallery" exists in the lyceum more than twenty years. The partners are the Union of the St. Petersburg Artists, Arts Academy, Exhibition Hall of the Union of Artists, several city museums. During the academic year the school gallery holds more than twenty professional exhibitions. The artists meet the students, give master-classes, TV representatives are invited, students write virtual book reviews, which are highly estimated even by professional art critics. The teachers give in the school gallery separate classes of history, literature, speech development. The students formed the museum active team. The creative intellectuals let the students fulfil such difficult functions as transportation, making, expositions of works. Lyceum students themselves without teachers' participation discuss one or another work, bring their friends from other schools, their neighbors. Just this educational quality, with the "germination" to the environment, with a student bringing out to the independent, conscious activity, in our opinion, is relevant in the conditions of the quickly changing world.

The project "School patent" is dedicated to the children inventiveness development. For already six years, the winners of this international contest are identified, including the students of our lyceum, seminars and inventiveness trainings are held, children works exhibitions are organized in the central halls of Lenexpo. The teachers of TSIT (theory of solution of inventive tasks), physics, chemistry, technologies prepare lyceum students' teams for the participation in different contest nominations. The distinctive features of the contest are its democracy, focus on the various auditory. The very different contest nominations from purely technically directed (robot techniques, programming) to humanitarian (composition, drawing) and application (bookmark, advertisement) allow to participate to the children from seven to seventeen years old with different interests. An exceptional feature of the "School patent", its distinction from analogical projects is the post contest period. Rospatent helps the students to implement hard and long-term work on their inventions certificates obtainment. And the University department – Institute of International Business and Law accompanies a student at the stage of implementation and commercial use of an invention (bookmarks, invented by students, are sold in city stationary shops, the multifunctional flask draw interest of the Defense Ministry).

It is important now to provide not only a child's knowledge gaining, but forming the ability to find the area of demand. Being a school student, a child begins to understand what useful he/she can do for the others. It is this view of education quality problem that we consider to be relevant for the modern school.

In the project "Cultural-pedagogic park" the school partners are the botanical nursery "Miristema", garden-park district farm, ecology union of the district Youth Art Center. The project concept is in the school territory arrangement by the lyceum students themselves. Things that took their own efforts are evaluated by students more than those that they get free. The students grew up a garden in the former wasteland site, made paths themselves, grew up maple, elm, apple alleys. In the school territory more than one hundred and fifty pines were planted. A certain class cares about every tree. The selection of plants, including exotic ones, is implemented with help of the specialists-biologists. According to the antic traditions spirit ("There is healthy spirit in a healthy body!") the lyceum students offered to divide the park into three basic zones. So around the lyceum appeared territories of development of body (stadium, sport trainers), mind (chess tables, pavilion for book crossing) and soul (stones garden, flowerbeds and flower gardens). During this multiyear project, the students learn to use the obtained knowledge in practice. They see what specific advantage they can give to the people if they start work with mind and soul. The lyceum territory is open for free visiting. Young mothers walk with strollers along the alleys, fathers use fitness equipment. Grandmothers and grandfathers have a rest on school benches. All that is carefully guarded by children themselves and by their parents, who live in the neighboring houses.

Videoconferences

In the project "Gymnasium Union of Russia", organized by the Fund for the Support of Education (Gazprom), videoconference connection of good quality is used. The cycles of lectures on history, philology, physics with studios from different country regions make it possible to feel the diversity and the wealth of the modern pedagogic arsenal.

The fund created around five hundred of studios in different country regions. The connection to the videoconference on the chosen topic is made on tender base. Any studio from the "Gymnasium Union of Russia" forms an application on the chosen topic. It is possible to make up to twelve connections in the video area. If there are more people who want to participate in the conversation, than the equipment can provide, then a school-applicant defines partners itself, usually favoring those who was active before. Lastly these virtual meetings had not only narrowly educational or methodical character, but also a cultural-developing. For example, via the means of the videoconference connection the bard song concert was held. Fires were lighted throughout the country and the young people with guitars were discussing the place of poetry and romantics in the life of a modern person. After that evening the meeting on the topic "Classical music and the young" took place. School students surprisingly warmly discussed favorite classical works, professional high-class musicians played in their studios both popular and not popular classical music.

Ability to communicate, ability to interact, listen and hear an interlocutor, to discuss, including using modern technical means, – all that is an essential attribute of the quality education in a modern school. As the participation in the project activity is implemented on voluntary base both for teachers and for students, the common atmosphere at school becomes warm, trusty, nice (Brykova, 2006).

Such democratic tonality must be the main characteristic feature of quality management. Children that grew up in love and trust become different. Only true freedom opens real creative human abilities. To build a new world, the new people are needed. They are near us already; it is only necessary to help them to become strong.

Directors' press-conferences

The tradition of directors' press-conferences already exists in the lyceum No. 590 for a long time. In the beginning of an academic year the psychologists take from senior students the notes with questions for the school director. The comparative analysis of this year questions with the questions that were asked ten years ago shows that even during last ten years the children became different. In 2005 most of all they were concerned about the problems of the Unified State Examination, school uniform, meals in the school canteen and relations with teachers. And the most popular question in 2015 unexpectedly became the question about the sense of life.

Of course, modern children have youth fads, but in general they are more friendly, non-conflict than the previous generation. The pragmatism and romanticism merge in them surprisingly. Besides the questions about the profession choice and business-ideas, a very big amount of notes had questions about love.

The era of mass education began to transform step by step into an era of mass informatization. We still don't understand exactly what future we'll have and what people appear nowadays. A thinking, feeling generation is growing up. A very important thing for the modern pedagogic community is the task not to lose the given chance, with the new generation to catch the train that goes to the future.

DISCUSSIONS

Leading functions of the school as a social institute

The basic function is the transfer of the experience of previous generations to the next ones. The collateral is the function of social control. While parents do work useful for community, a child must be in safety and comfort. This function in the modern education becomes more and more important. At last the third part of the mass school is the function of creative development of a student, his ability to rework and rethink the obtained knowledge. Without that the civilization will disappear inevitably, as the social-cultural

experience accumulated by generations, due to the natural environment resistance can never be transferred to the next generations in a whole volume. In the modern world because of the exponential increase of the changes speed, this third function becomes more and more important, beginning to play the main role (Asiyai, 2015; Garwe, 2015; Raines, 2003).

A peculiar instrument of measurement of the translational function realization is the Unified State Examination (USE). The implementation of the school function of the social control can be estimated via the procedure of the state accreditation. The most difficult thing is to estimate the efficiency of fulfillment of the school function of the creative child development. The elements of such estimation are parts of separate USE tasks. But the nature of a pedagogic result itself is dual and doesn't allow to make a definitely objective measurement.

When and how to measure the quality of a child readiness for an adult life?

If we discuss a child readiness for the future adult life, then it is more correct to make measurements not immediately after graduation, but in twenty years, when the majority of people achieve life maturity. Such measurements haven't been made yet, at least on a large scale (Ciobanica, 2013; Takala, 2015; Saunders, 1999). It is necessary also to admit that the pedagogic process is polyphonic and supposes an active participation in it of many educational subjects. So the result of this process depends not only on the school work efficiency, but also on the motivation, abilities of a student himself, according environment, say so, on the human capital quality. Let's indicate an existing now dangerous tendency, when schools, especially with a status, focus more their activity not to the pedagogic process transformation, but to the fulfillment of a focused students' selection ("if you don't cope with the program, so look for another school"). It is impossible to say definitely what they measure during the USE and other state procedures – efforts of a school or of a student parents. In spite of the fact, that the pedagogic result quality is difficult to measure, one can feel it very well. In the surrounding community they quickly decide which schools are good and which are bad. Usually in future measurement procedures only confirm this common opinion (Kamensky, 2014; Donina and Sherayzina, 2015; Kroslid, 1999).

Quality as a process

Because of the humanitarian nature of any pedagogic activity, during a conversation about quality it's necessary to pay attention not only to the result, but also to the process. It is easier and quicker to implement the estimation of process quality via the estimation of self-feeling of its participants that is displayed in an easy and very popular wording: "Good school is where students like to study, the teachers like to teach".

Usually, if teachers like to teach, students study with pleasure. School students appreciate and love keen teachers. Usually love to a teacher becomes love to a subject also. So what is necessary to do to make teachers teach with pleasure?

Children selection is unacceptable. Analogically it is unacceptable and pointless to make some special teachers' selection, much less, it is unreal to make such selection while the deficit of pedagogic stuff still exists.

The recipe of an effective personnel politics is easy: "A teacher must create comfortable conditions for work; then he begins to work more effectively". There is no school where a child feels good and a teacher feels bad.

A fashionable now concept of management is often used without taking into account the original sense tones of this word (Ushakov, 2011; Ross, 1990; Madsen, 2015). In the English language the concept of the traditional management is denoted as "government". Management is control that takes into account the motives and peculiarities of each employee.

The present pedagogics is an exceptionally creative activity. Lessons differ from each other so as children differ from each other. That's why it is necessary to apply an approach to a teacher taking into account the special features of a creative person.

Pedagogic roles of a teacher and free time.

In a modern school a teacher can fulfill many different pedagogic roles: a teacher, educator, tutor, consultant, educational process manager. If we differentiate accordingly the pedagogic workload, taking into account the needs of a teacher himself, then the efficiency of the creative return will increase drastically (Kamensky, 2009; Alexandrova *et al.*, 2014; Roe, 2015). Let us explain it using a specific example. A physics teacher desired to take only six hours of the classes workload (three days per two classes!). The third part of the rate he gets as a tutor for the classes of the remote technologies development (during three last years, our team under management of this teacher takes the first place in the city). One third of the rate he is loaded with the subject meetings and the additional hours of FSES (Federal State Educational Standard), which he spends for a very interesting project of the all-Russian level. Of course, in order to avoid losses in salary, the teacher had to be certified additionally both as a tutor and an additional education teacher. But the result was worth the efforts. The free time that he got the teacher spends for his personal growth. The teacher is interesting both to a child and to himself; he is always on the crest of the newest in the subject and the pedagogic specialty in a whole. Giving a teacher the possibility to choose what he wants to do at school ensures his successful work.

Educational cluster.

One more fashionable concept in the modern pedagogics is cluster. Mostly it is used regarding external school interactions (links with universities, manufactures and so on), but can be applied in reference to the internal school order. Cluster is a system of a special kind with high elements independence level. Developing the school infrastructure and taking into account the interests and abilities of teachers themselves working in it, we a priori provide more efficiency than in case of using the "order" variant. If a teacher is keen on diving, then nobody prevents to create at school a club of diving aficionados. A teacher who is keen on theatre is able to start production of school performances.

Such approach provides the creation of inter-school educational cluster, every element of which enriches school life, makes it more bright and individual. The richer the school infrastructure, the more "the margin of safety" of such an educational institution.

For implementing of creative activity in a modern school appeared possibilities that didn't exist earlier: additional hours of FSES, additional education departments at schools, sport constructions (courts, pools and stadiums), software and internet. At last the teachers' salary became middle in the region.

An additional school development resource is the social partnership. Almost any structural and infrastructural school department is able to make its activity taking into account external interaction. It is the social partnership of a school that can become an integrating principle of curricular and extracurricular work (Kazarinkov, 2003). A child shouldn't stay within school walls till nine p.m. But the use by school of the possibilities of a metropolitan city doubles its work effectiveness, especially if the interconnection with social partners is implemented in the long-term scale educational projects.

CONCLUSION

In the modern society the result quality problems are discussed in very different areas of human activity – environment, consumer goods, health care, education and so forth. In many developed countries the premiums in the quality area are awarded. In Japan, the Premium of U.E. Deming is established from 1951. In USA the Boldridge Premium is awarded from 1987. The European Fund of Quality Management (EFQM), EU Commission and European Quality Organization (EQO) from 1991 nominate the best companies, organizations, unions for the European Quality Award.

The quality of education, especially of school education, is a specific area of quality, as it depends very much on specific people, with which a student interacts. In the process of its assessment, both the conditions of educational activity and the end result should be considered. This result is determined by the ability of an educational establishment to create within its walls the educational trajectories, corresponding to the inclinations and interests of students, implementing necessarily the common educational standard. Both usual

schools and the establishments of higher educational level show the measure of the result corresponding to the aims declared in the obligatory and variative parts of the educational standard.

The modern state of the society demands a shift of the educational priorities from the achievement of a certain level of knowledge, abilities, and skills to the ability of the graduates to use knowledge in a specific situation, sometimes non-typical, the ability to interact, the readiness for group activity. Today, these features are defined as a set of competencies, which should be mastered by a lyceum graduate with the aim of a successful adaptation in the dynamically changing world. Competitive approach is not completely new for a Russian school; the content of this concept from old times is a part of a block of common study abilities and skills of school programs. But the readiness level of the students of this area was not corresponding to the common organizational pedagogic mechanism of a traditional school and was not relevant for the majority of the educational system workers. Only with the obligatory introduction of new educational standards began the plan pedagogues' teaching in the corresponding format.

This way, the education reform changes priorities when it shifts to the estimation of a student readiness for the social adaption in the quickly changing conditions of the environment, and also focuses the activity of the educational establishment on the training of such graduates. As a result of the made analysis we can make the following conclusions:

- A social-pedagogic result is a consequence of the fulfillment by school of its social functions. The most difficult is to measure the effectiveness of the functions of creative development of a child. An increasingly important role in implementing and estimating this function is played by the so called "atmosphere education effects".
- In the achievement of the "atmosphere effects" (friendliness of a school environment, positive self-feelings of the subjects of the educational process, positive emotional spirit) the key role belongs to a teacher, whose pedagogic workload should be differentiated taking into account his interests and keens.
- Educational space of a school is built by the cluster principle, with high level of independency of the separate elements of the school infrastructure.
- Various infrastructure school departments build their activity on the project base, attracting social partners to the projects realization.
- Modern education focuses a student on the acquisition of such qualities as independency in taking decisions, striving for a widening of the area of self demand, ability to interact with other people, including using new informational technologies. The pedagogic community needs as soon as possible to reorient its activity to the preparation of the students for mastering these qualities.

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