

Prospects For Improving Educational Efficiency In Higher Education Institutions

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Abstract:

The study was conducted with analysis of scientific sources, the practical pedagogical activities and conduction of questionnaire among students, including such sections as: Social-demographical, motivation for getting Higher Education, organization of an educational process. Was conducted the analysis of the study, were drawn conclusions and given recommendations on the enhancing of effectiveness of the educational process in a HEI, which will promote a preparation of students with high professional qualities and in full measure answer to current requirements for it. The most related prospects for improving educational efficiency in higher educational institutions were described.

Keywords: boosting efficiency, quality, higher educational institutions, economics

Introduction. In the current era of rapid economic growth, the demands placed on specialists—particularly with regard to their professional development—are constantly evolving. Experts in a variety of scientific domains, particularly medicine, benefit from solving challenging work-related problems since it fosters ongoing personal growth. In addition to being compelled to change, higher education also needed to do study on the variables affecting its efficacy.

Belief in the values of higher education is universal in our time, which is why a specific typology of its consumers has emerged. The first group is determined by people for whom a diploma is the foundation for creating a career. The second group consists of those for whom the university is a brand of prestigious education in general. The third group consists of those who strive to gain knowledge and a certain practical application of it, the “average”, who does not show any particularly high aspirations. The fourth, constantly growing group, is formed by those who are aimed at obtaining decent qualifications, i.e. is able to project a complex of knowledge, skills and abilities. This group is able to influence the “market” of educational services, obliging universities to increase the quality of education.

Methods and methodology. The problem of the quality of higher education is not determined by any one circumstance, but arises from a combination of factors characteristic of almost all universities. Modern universities in Russia are located both in megacities and in relatively small cities. It has been established that a resident of a metropolis is more prepared to use new forms and methods of activity and cognition, is better aware of the meaning of time, is ready for surprises in everyday contacts, and is better oriented in the surrounding reality. He is prone to risks and non-standard responses to life's challenges, and more consciously evaluates the alternatives available to him. Among the internal factors



influencing the quality of the educational process is the image of the educational institution. High requirements for the university at the same time give rise to high expectations from it.

Discussion. The level of equipment of the material and technical base of any university, of course, significantly influences the quality of the educational process as a whole. This is an axiom that does not require proof. Classrooms that are unsuitable for classes, poorly equipped with furniture, educational equipment, and with a lack of textbooks and methodological literature are closely related to the efficiency and quality of the educational process. Working on modern equipment subsequently helps students become more competitive at job fairs and subsequently become highly qualified specialists.

Recognition of the key role of the teacher as a necessary factor in the effectiveness of the educational process is also undeniable today. Teaching at a university requires maximum personal interest from the employee. The teacher's ideas about quality education are stable. It is believed that their main task, no matter what, remains the task of providing knowledge in the profession, teaching the ability to learn throughout life, and solving new problems. In addition, the teacher must use verbal and non-verbal means of communication, competently conduct a discussion with students, arousing in them a desire for joint activities, perceive and take into account criticism.

Educational activity is the directed activity of students to obtain target achievements in knowledge. The educational process of all students in higher educational institutions is determined by professional orientation, which is associated with an increase in assigned tasks that interact with the self-education and self-education of the students themselves. This, in turn, is a complex dynamic system, framed by the levels of relationships, behavior, intellectual activity, mental states and physiological capabilities.

The quality of the educational process in universities is also influenced by the age of the student. As people age, their attitudes about evaluation and drive to learn new things also shift along with their cognitive capacity. The shift in learning motivation is the most important. It has been shown that the primary motivations at a younger age are those for gaining knowledge, whereas the primary motivations at a later age are those for gaining prestige via learning. The effectiveness of the system as a whole may be impacted by a breakdown caused by harm to any one of these levels because they are all intricately connected. There is a direct relationship between the factors that effect efficiency and define the quality of the educational process in institutions.

The effectiveness of knowledge acquisition is directly correlated with its focus. This is demonstrated by the fact that students who want to develop professional traits must have a strong will, tenacity, dedication, determination, and a high level of attendance in order to succeed. Practice, however, demonstrates that some students are picky about which classes to attend and categorize subjects as "necessary" or "unnecessary," which has an impact on their academic performance. Pupils who study merely to get "crust" frequently resort to methods like taking sporadic classes, using cheat sheets, etc., and as a result, they acquire little knowledge for their future careers. The knowledge, abilities, and skills that a student acquires while studying at a university do not exist as something isolated from his personality. The effectiveness of the educational process also depends on the student's interests in the subject and topic being studied. A general pattern is the dependence of the interests of students on the level and quality of their knowledge, mental activity and on their attitude towards the teacher. To increase the effectiveness of the educational process, each teacher is required to formulate educational activities in such a way that, under all conditions, they achieve the required level both in educational work and in the general development of the individual. It is also necessary to guide students to a higher level of personal growth in acquiring new knowledge and skills. For a real teacher, it will not be difficult to answer any questions.

The main part of the study, the organization of the educational process, reflected all the factors influencing its effectiveness. It made it possible to reflect the students' attitude to the educational



process. The survey found that 63% of students entered the university to obtain a profession and quality knowledge. Most likely, 35% of respondents entered to obtain a diploma (otherwise how to explain the predominance of grades 2 and 3), and the reasons for entering a university for 2% of students are completely unclear. It should be noted that in such a situation it will be difficult for the teacher to arouse their interest in acquiring knowledge and skills. The paradox is that 82% of students are satisfied with the quality of education at the university, 15% do not know the answer to this question, and only 3% are not satisfied.

Among the factors that significantly influence the effectiveness of the educational process is the level of equipment of the university with educational material. Students' responses to the survey allow us to conclude that the library is well supplied with literary sources. However, the fact that 22% of students do not use library services is alarming. The answer to the question: "Are you satisfied with the provision of literary sources to the library?" - not given by them

The quality of the educational process is negatively affected by students working in the library for less than one hour. 74% of students do exactly this. Using only lectures and Internet resources is not enough if a student has a desire to obtain high-quality knowledge to master a future profession.

When surveying students, the question: "How much time do you work with Internet resources to obtain additional information?" - the answer was received: up to 2 hours - 22%; 3-5 hours - 37%; more than 5 hours - 37%. That is, almost 74% of students use only Internet resources when preparing for classes. 4% of respondents used other sources to obtain additional information. Meanwhile, the general global trend in the field of educational technologies is to strengthen the role of independent and creative work of students. Thus, the survey showed that in the field of obtaining new technological factors of learning, the problem is not with teachers who do not want to introduce innovative teaching methods, but with the quality of information that students and teachers can use to constantly improve the level of knowledge. Research results. The initial stage of the study included an analysis of socio-demographic factors. It was revealed that according to the gender of the students surveyed in the 3rd year of the Faculty of Dentistry, the proportions are approximately equal: girls - 43%, boys - 57%.

Since at each age stage of development a new integrity is defined, which can subsequently create conditions for further personality development, age parameters were studied. In the 3rd year they study: up to 20 years old - 70% of students; up to 23 years old - 28%; over 23 - 2%. That is, the bulk of students (70%) are at an age when the level of attention is not yet high enough, and this is compensated by the development of memory and thinking. This allows us to draw a conclusion about the possibility of their comprehensive development and successful perception of the educational process. It has also been established that the maximum influx of students at the Faculty of Dentistry occurs in other regions. Nonresident students rent apartments in Kursk - 63%; live in a university dormitory - 20%; among relatives - 6%. Of the total number of respondents, 64% of students live in two-parent families. The average monthly income in a family per person is over 15,000 rubles for 92%.

Thus, the analysis of the first part of the study (socio-demographic factors) allows us to conclude that students have sufficient material security and normal living conditions. This makes it possible for almost everyone to receive a full-fledged education, without being distracted by the material aspects of resolving issues, provided that they are all motivated to receive higher education.

The second part of the study, the organization of the educational process, reflected all the factors influencing its effectiveness. It made it possible to reflect the students' attitude to the educational process. The survey found that 63% of students entered the university to obtain a profession and quality knowledge. Most likely, 35% of respondents entered to obtain a diploma (otherwise how to explain the predominance of grades 2 and 3), and the reasons for entering a university for 2% of students are completely unclear. It should be noted that in such a situation it will be difficult for the teacher to arouse



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Conclusion. The restoration of the university educational process system to a new status in order to boost its efficiency is a necessary part of the search for solutions to the higher education crisis and the creation of a new educational system. The most significant is the change in motivation to learn. It has been established that at an earlier age, motives for acquiring knowledge predominate, and at a later age, motives for acquiring status through learning predominate. All these levels are closely intertwined, so a failure in the form of damage to any element can affect the efficiency of the entire system.

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