

го себя частью человеческого рода и умеющего считаться с ним, формирующего у себя терпимость к людям, оригинальным мыслям, суждениям. Тем самым станет возможным возвращение к традиционным для белорусской культуры принципам гуманистической морали.

Иначе встает вопрос о личности преподавателя и его профессиональной компетентности. На первое место выходит понятие конкурентоспособности педагога, его готовности противостоять «авторитетам» от псевдонауки, массовой культуры, политическим демагогам, нейтрализуя их нравственно-разрушающее воздействие на умы сердца молодых людей. Это требует от педагога не только высокого уровня знаний по своему предмету, но и постоянного совершенствования своих личностных качеств, которые обеспечивают его моральный авторитет среди студентов.

<http://edoc.bseu.by/>

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QUALITY ASSURANCE SYSTEMS IN HIGHER EDUCATION AS A TOOL OF IMPROVEMENT OF THE EDUCATION PROCESSES

Fast changes are typical for the present days. Education services need to develop in order to fit the new learning environment. One of the most significant challenges of universities in Poland is to reach the European standards of education.

At the beginning of XXI century higher education sector must answer the following questions:

How to educate a young person to allow his/her to find a place in the labour market after graduation?

What kind of study program/content curriculum/should be provided for students to make them attractive on the labour market?

What forms of education should be put into practice to give students the knowledge and skills, which let them be competitive in the present surrounding.

Answers for these questions might be included in the following motto: *effectiv and efficient management to assure the proper level of education.* To assure the proper – what means – expected by a client – level of education quality is a very difficult and complex process. We made it clear during our mutual work within the Tempus JEP Project *Team Approaches to Developing, Imple -*

menting and Disseminating Internal Quality Assurance Systems (SQUADDIES).

The project was accepted by the European Training Foundation Tempus Department in Turin to be worked on from December 1998 to March 2001 as a co-operation between the Silesian International Business School, University of Silesia and the University of Economics in Katowice.

The purposes of the projects were as follow:

To project complete and documented quality assurance system

To promote a routine of systematic analysis and evaluation of the education process quality as well as to inform all parties interested in the process about the conditions of education. This aims build the trust of University offered programme.

To make people aware about a possibility to use quality assurance system as a mechanism to improve performance excellence.

To make an education management process perfect.

The project allowed Universities to understand that the system can help graduates to win a placement, get a better job, as well helping the university to confirm its position and credibility in the education market.

There are several tasks that must be put into practice:

To reinforce the pro-market disposition of a University by:

reinforcement of education programmes promoting the use of marketing measures;

collecting data about the labour market to identify the demands and requirements of employers;

ensuring that graduate profiles meet the expectations of economic and social communities;

To ensure that existing selection criteria ensure the best candidates for a university.

To make curricula (programmes) and methods of studying more attractive.

To conduct continual monitoring and evaluation of the education process.

To invest in University human resources in such a way that encourages Academics to continuously improve their knowledge and competence.

To develop equipment and learning materials base (e.g. library) as well as to invest in the new specialist equipment and infrastructure. This goal is closely connected with fund raising (searching for funds).

To research systematically levels of satisfaction of academic staff, students, graduates, employers.

To introduce training on education quality assurance for different groups working in the University.

This list of tasks will be developing during the Conference.

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ХІБЫ ЗАТРАТНАГА НАВУЧАННЯ

Кадровая канструкцыя вышэйшай адукацыі абстрагіруецца ад сутнасці працэсаў, якія не залежаць ад эканомікі (рэлігія), альбо дрэнна матэрыялізуецца (Internet, інтэлект, творчасць). У табл. 1 добра бачна разыходжанне ў інтэрпрэтацыі працэсаў, ініцыяраваных прыродай (Богам) і эканомікай (народамі і ўладай). Гэта разыходжанне з'яўляецца прынцыповым. Прырода кіруе працэсам самаідэнтыфікацыі чалавека. Эканоміка, наадварот, адштурхоўваецца ад колькасных імператываў, якія стасуюцца з кадровай (вузкафункцыянальнай) сутнасцю чалавека. Маніпуляцыі тэрміновай занятасцю кадрў робяць студэнцтва чыннікам фальсіфікаваных іерархічных адносін. Студэнцтву адводзіцца роля паўфабрыката, здольнага ў найлепшым выпадку, заняць месца эфектыўнага кадра. Сімвалізм эканамічнага парадку патрабуе затратных тэхналогій навучання.

Табліца 1

Параўнальная ацэнка энтрапійных працэсаў у прыродзе і эканоміцы

Катэгорыі і працэсы, ідэнтыфікаваныя прыродай			Катэгорыі і працэсы, ідэнтыфікаваныя эканомікай		
1	2	3	4	5	6
Параўнальныя катэгорыі і паняцці	Апісанне	Паказчык адноснай энтрапіі (H)	Параўнальныя катэгорыі і паняцці	Апісанне	Паказчык адноснай энтрапіі (H)
Працэс нараджэння чалавека	стан характарызуецца максімальнай неабароненасцю і нізкім геаместазам	энтрапія дасягае максімальнага ўзроўню	не ідэнтыфікаваная да моманту нараджэння	адсутнічае	Энтрапія, роўная адзінцы