

SCIENTIFIC AND METHODOLOGICAL SUPPORT FOR IMPROVING THE QUALITY OF EDUCATION

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Abstract

The article describes the experience of implementation of the model of scientific and methodological support for improving the quality of education, developed in Bashkir State Pedagogical University named after M. Akmulla, in the educational system of the Republic of Bashkortostan and educational organisations of the Lugansk People's Republic. M. Akmulla", in the educational system of the Republic of Bashkortostan and educational organisations of the Lugansk People's Republic. The results of scientific research on the development of regional management tools for improving the quality of education and its use in the process of continuous professional development of teaching staff are presented.

Keywords: quality of education, scientific and methodological support, model for improving the quality of education, professional development, teaching staff.

Introduction

The most important priority of state policy in the Russian Federation in the field of education today is to ensure its high quality for students of all categories of citizens. In the Decree of the President of the Russian Federation V.V. Putin's Decree "On the national goals and strategic objectives of the development of the Russian Federation for the period until 2024" defines as a target indicator "...ensuring global competitiveness of Russian education, the Russian Federation joining the top 10 leading countries in the world in terms of the quality of general education"¹.

The problem of education quality, introduction of modern approaches and mechanisms of its provision determines the most important direction of regional education policy - support to educational organisations with poor educational results.

According to the Federal Law No. 273-FZ "On Education in the Russian Federation" dated 29.12.2012, ensuring the quality of education is the responsibility of the educational organisation.

¹ Decree of the President of the Russian Federation of 7 May 2018 N 204 "On national goals and strategic objectives of the development of the Russian Federation for the period up to 2024" (with amendments and additions)/ <https://base.garant.ru/71937200/> (date of circulation 20.11.2020).

To date, normative acts and methodological recommendations to improve the quality of education are being actively developed. The tasks of bringing the quality of education in line with the level of development of science and technology, orientation to the current educational doctrine, social norms, requirements of society, the state and the individual remain among the urgent and renewable ones. The problem of improving the quality of education remains the uncertainty of conceptual and methodological basis, the lack of mechanisms, technologies to improve the quality of education, taking into account the specifics of educational organisations of the republic, in theory and in practice not fully defined models of sustainable professional development of teaching staff. The problem of improving the quality of education, introduction of modern approaches and mechanisms for its provision determines the most important direction of regional education policy. **The aim of the article** is to describe the experience of scientific and methodological support for improving the quality of education in the Republic of Bashkortostan through the introduction of a special model of scientific and methodological support for improving the quality of education, developed by Bashkir State Pedagogical University named after M. Akmulla. M. Akmulla".

Review of scientific literature

Familiarity with the main works on the problem of improving the quality of education has shown that the most productive period of work in this area fell on the 2000s. Then a number of fundamental works by scientists and teachers on this problem appeared.

A significant contribution to the development of this question was made by scientist M.M. Potashnik. He understands the quality of education as "the ratio of the goal and the result, as a measure of achieving the goals, while the goals (results) are set only operationally and predicted in the zone of potential development of the student"².

The quality of education, in the works of A.A. Rean is explained as "a mechanism of regulation of the educational system, which conditions its optimal state and is the result of a combination of interests and needs of various stakeholders"³.

V.P. Panasiuk defines the quality of education as "a set of its properties, which determines its adaptability to the realisation of social goals for the formation and development of personality in aspects of its training, education, expression of its social, mental and physical properties"⁴. In the works of V.P. Bespalco, the quality of education is a complex characteristic, where the main indicator is the quality of knowledge, determined by a set of separated and independent parameters. In Russia in recent years the issue of quality is considered through the prism of standardisation of the result. Thus, the Law on Education in the Russian Federation states: the quality of education is "a complex characteristic of educational activity and training of a student, expressing the degree of their compliance with federal state educational standards, federal state

² Potashnik, M.M. Quality of education: problems and technologies of management / M.M. Potashnik. - Moscow: Pedagogical Society of Russia, 2002. - 352 c.

³ Chuprova, L.V. Main approaches to the definition of the concept of "quality of education" in the problem field of pedagogy / L.V. Chuprova, O.V. Ershova // Vector of Science of Togliatti State University. - 2014. - № 3.- C. 336-339.

⁴ Avdashkin A.A., Pass A.A. Approaches to the definition of the concept of "quality of education" / Scientific and methodological support of education quality assessment. - № 2(5) 2018. - C. 21-26.

requirements and the needs of an individual or legal entity in whose interests educational activity is carried out, including the degree of achievement of the planned results of the educational programme"⁵. It is obvious that the requirements of standards, on the one hand, and the needs of students, on the other hand, a priori set the need to create a specific set of organisational and pedagogical, content, scientific and methodological, personnel, material and technical, etc. conditions that will ensure the achievement of a given result.

Human resources policy is fundamental to improving the quality of education. The quality of an education system cannot be higher than the quality of its teachers. The teacher has a special place in the system of education quality. Therefore, training teachers for quality work in a changing world is a priority of modern education.

In our study we consider scientific and methodological support for improving the quality of education. Let us define the content of the concept of "scientific and methodological support".

The word "accompaniment" is an action from the verb "to accompany", which has such meanings as to go together, to follow or be near, to admonish, to send wishes or remarks⁶ [8]. Thus, when analysing this term, we can identify such characteristics as "the activity of accompaniment subjects and the activity character of their interaction" and "the subjectivity of the accompaniment process, expressed in cooperation in relationships"⁷. A. V. Vorontsova and A. G. Samokhvalova supplement the term with such characteristics as intersubjectivity (jointness, unity, community) and dynamism, demonstrating the movement and duration of interaction between the subjects of support⁸ [5]. However, following and guidance do not arise by themselves - these processes are a response to any challenges (problems).

Therefore, accompaniment can also be interpreted as providing help and support when difficulties arise. It is important to note that the definition of "accompany" (humanistic approach) is not identical to the meaning of the word "guide"⁹. E. I. Kazakova and A. P. Tryapitsina also point to the necessary autonomy of the subject of accompaniment¹⁰.

⁵ Federal Law of 29.12.2012 N 273-FZ (ed. of 07.10.2022) "On Education in the Russian Federation" (with amendments and additions, in force since 13.10.2022. Art. 2.

⁶ The meaning of the word "accompany" [Electronic resource] // KARTASLOV. RU - Map of words and expressions of the Russian language. - URL: <https://kartaslov.ru/meaning-words/accompany> (date of reference: 17.09.2023).

⁷ Veidt V. P. Scientific and methodological support of a teacher: content and directions of activity // Scientific and methodological electronic journal "Kaliningrad Vestnik of Education". - 2022. - No. 3 (15) / September. - C. 14-24. - URL: <https://koirojournal.ru/realises/g2022/30sntL2022/kvo302/>

⁸ Vorontsova, A. V. Approaches to the understanding of pedagogical support of the strategy of education development in the Russian Federation / A. V. Vorontsova, A. G. Samokhvalova. // Vestnik of Kostroma State University. Series: Pedagogy. Psychology. Sociokinetics. - 2018. - № 2. - C. 6-11.

⁹ Scientific and methodological support of school personnel: pedagogical counselling and supervision: Monograph / M. N. Pevzner [et al.] / ed. by M. N. Pevzner, O. M. Zaychenko. - Veliky Novgorod: Yaroslav the Wise Novgorod State University; Institute of Educational Marketing and Human Resources, 2002. - 316 c.

¹⁰ Kazakova, E. I. Dialogue on the ladder of success: A book for teachers and parents / E. I. Kazakova, A. P. Tryapitsyna. - SPb.: Petersburg XXI century; Press-Attashe, 1997. - 157 C.

The concept of scientific and methodological support of a teacher is considered to be quite well-established in science; most researchers (for example, E. R. Bobrovnikova¹¹ [2], M. A. Varzanova¹², [3], M. N. Pevzner¹³ [11] and many others) understand a set of measures or a system of actions aimed at assisting a pedagogue for his/her professional development (growth). It is important to note that this type of support - scientific and methodological - involves the synthesis of pedagogical science and practice¹⁴, which can have a significant impact on improving the quality of education [12].

At the current stage of education system development, including the transition to the updated federal state educational standards of general education, scientific and methodological support of a teacher can be implemented in various formats - both classical (e.g., in the form of consultations) and more modern (e.g., in the framework of coaching sessions). At the same time, one of the most important stages of scientific and methodological support should be the reflection of own professional activity¹⁵, carried out by a teacher either with the active facilitating support of a mentor / tutor / methodologist, or independently [6].

In the Concept of creating a unified federal system of scientific and methodological support for teachers and managerial staff¹⁶ scientific and methodological support implies the inclusion of a teacher in the system of formal (professional development, professional retraining), informal (participation in seminars, master classes, trainings, conferences, meetings of public professional associations, etc.) and informal (self-education, carried out by reading educational literature, watching educational programmes, etc.). It is assumed that the creation of a unified scientific and methodological space will ensure continuous and systematic professional development of education system employees.

¹¹ Bobrovnikova, E. R. Scientific and methodological support of teachers' activity on the basis of joint activity of the subjects of educational space / E. R. Bobrovnikova // Innovative projects and programmes in education. - 2012. - № 2. - C. 24-28.

¹² Varzanova, M. A. Scientific and methodological support of innovative activity of teachers of professional educational organisations: Cand. of Ped. sciences: 13.00.01 / Varzanova Maria Aleksandrovna. - Yaroslavl, 2020. - 263 C.

¹³ Scientific and methodological support of school personnel: pedagogical counselling and supervision: Monograph / M. N. Pevzner [et al.] / ed. by M. N. Pevzner, O. M. Zaichenko. - Veliky Novgorod: Yaroslav the Wise Novgorod State University; Institute of Educational Marketing and Human Resources, 2002. - 316 C.

¹⁴ Postnikov, P. G. Scientific and methodological support of teacher's professional behaviour / P. G. Postnikov // Education and Science. - 2005. - № 4 (34). - C. 31.

¹⁵ Galitskikh, E. O. Scientific and methodological support of teachers in modern conditions of school development / E. O. Galitskikh, O. V. Davlyat-shina // Pedagogical IMAGE. - 2016. - № 3 (32). - C. 16-27

¹⁶ Order of the Ministry of Education of the Russian Federation from 16.12.2020 № R-174 "On approval of the Concept of creating a unified federal system of scientific and methodological support of pedagogical workers and management personnel". [Electronic resource] // Document Bank of the Ministry of Education of the Russian Federation. - URL: <https://docs.edu.gov.ru/document/3fc484bc2dcf592bee7e324ca2bfda90/> (date of reference: 17.08.2022).

Scientific and methodological support, being an individualised and targeted process, should be built in accordance with the professional and educational potential that has developed by this stage of a teacher's professional career¹⁷ [12].

Thus, the conducted theoretical study allows us to conclude that:

- The quality of education is a multicomponent characteristic, the system indicator of which is the educational results of students;
- the level of professional competence of teachers directly correlates with the educational results of students;
- scientific and methodological support of educational activity in scientific literature and regulatory documents is defined as a set of interrelated purposeful actions, activities aimed at providing comprehensive assistance to the teacher in solving arising difficulties, contributing to his/her development and self-determination throughout his/her professional activity;
- The quality of education of an educational organisation depends on properly organised scientific and methodological support for improving the quality of education as a whole, on support for the professional development of teachers.

Materials and methods of the study.

In accordance with the purpose of the study used such methods as analysis and systematisation of normative-legal documents, scientific literature representing the current state of the problem; generalisation and modelling of management processes for the effective functioning of the education system.

The methodological basis of the work is the theoretical provisions of psychological and pedagogical research on the problems of improving the quality of education, methodological support for the professional development of teachers: systemic, personal-activity and environmental approaches, the provisions of which were specified in accordance with the context of the study in the concepts of personalised learning, the development of information and communication culture, open education, interaction and cooperation between regional teacher training institutions and rural areas

Results of the study

In order to provide scientific and methodological support for improving the quality of education in the Republic of Bashkortostan, a model for improving the quality of education based on the results of preliminary comprehensive diagnostics was developed and tested for each educational organisation of a separate region, which is a conceptual framework for building the process of obtaining high educational results¹⁸. The model was tested with the participation of 10 rural schools from 6 municipal districts of the Republic of Bashkortostan. Improving the

¹⁷ Postnikov, P. G. Scientific and methodological support of teacher's professional behaviour / P. G. Postnikov // Education and Science. - 2005. - № 4 (34). - c. 32

¹⁸ Gumerova F.F., Amirova L.A., Kalimullina G.I., Mustaev A.F., Gumerova O.V. Determination of conditions for improving the quality of education in rural schools with low educational results // Science for Education Today. - 2023. - T. 13. № 1. - C. 85-107.

quality of education in these schools was based on their specifics - all schools had the status of schools with low educational results of students - and was based on targeted data collection on the risks of low educational results in the format of diagnostics. Based on the results of diagnostics, in which all categories of participants of educational relations (students, teachers, administration and parents) took part, the most characteristic risks were identified for each school and an individual risk profile was built. The process of improving the quality of education included both the elimination of identified risks of low educational results and their prevention at three levels: student, teacher and administrative and management staff [7].

At the pupil level, express courses on elimination of learning failure in Russian language and mathematics were developed and conducted with the participation of 188 8th grade pupils. The programme of the courses was based on the analysis of the results of the school's All-Russian Comprehensive Examination Programmes for the past two years. Educational intensives were conducted at the level of pedagogical staff to correct the risks of low educational results prevailing in the risk profile of the school. Targeted work was also carried out to improve the level of professional competences of Russian language and mathematics teachers, as the results of these subjects are taken into account when forming the list of schools with low educational results. The level of subject-methodological competences of 250 Russian language and mathematics teachers was diagnosed and 16 individual educational routes were built for teachers with a level of competences below the basic level. At the level of administrative and managerial personnel of the school, a professional development programme in the format of management team accelerator was developed and implemented, in which management teams from all 10 schools participated. The effectiveness of the proposed comprehensive quality improvement model is confirmed by the results of approbation, according to the results of which 50% of schools participating in the project, based on the results of the last academic year, left the zone of schools with low educational results. Currently, the developed model of education quality improvement is being implemented in the process of scientific and methodological support of educational organisations of Donetsk and Lugansk People's Republics. The specificity of the activities of educational organisations in these regions is primarily determined by dynamism, which undoubtedly complicates the professional activity of a teacher and makes even higher demands on his/her professional training. Therefore, the first priority here is to improve the level of professional competence of a teacher, not only in the subject-methodological and educational areas, but also in areas that require teacher-specific knowledge, such as mastering mediation technologies for resolving conflict situations and supporting the activities of psychological and pedagogical classes.

In 2023, the model for improving the quality of education in terms of improving the professional competencies of teachers is being implemented in 2 general education organisations of the Luhansk People's Republic (LNR State Educational Institution "Petrovskaya School No. 22 named after Major-General M.M. Shaimuratov" and 2 schools of the Donetsk People's Republic (LNR State Educational Institution "Krasnoluchskaya School No. 29 named after Hero of the Soviet Union S.Kh. Shaimuratov", "Krasnoluchskaya School No. 29 named after Hero of the Soviet Union S.Kh. Khasanov") and two schools of the Donetsk People's Republic (MBOU "N.P. Boyko

Multidisciplinary Lyceum No. 5 of Donetsk city", MBOU "Shakhtersk Secondary School No. 22") within the framework of the state assignment of the Ministry of Education of the Russian Federation.

The construction of the process of improving teacher competences is based on an evidence-based approach, based on objective data on professional difficulties of teaching staff, derived from the results of diagnostics of the level of teacher professional competences.

In order to identify professional deficits, the level of subject and methodological competences of 47 teachers in the LNR and DNR was assessed using the automated platform platforma.bspu.ru of the M. Akmulla State Pedagogical University. The platform provides tools for assessing subject and methodological competences and forming individual educational trajectories of pedagogical staff in 24 academic subjects. Each set consists of a specification, a codifier and 5 variants of the diagnostic work (including a demonstration version). The diagnostic work for the assessment of subject and methodological competences is developed taking into account the requirements of the professional standard "Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (tutor, teacher)"¹⁹. Each task is associated with a certain labour action of the professional standard "Pedagogue" [13], controlled content element and professional deficits identified in case of failure to perform this task.

To assess the results of the diagnostic study, 5 levels of competences are identified according to the total number of points gained by the participant for the whole work. The level of competences is considered low if the participant got less than 30% of the possible number of points, satisfactory - from 30 to 59%, basic - from 60 to 69%, advanced - from 70 to 79%, and high when the final score of the participant is 80% or more of the possible maximum score.

Figure 1 shows the distribution of participants by competence levels according to the overall diagnostic result. Teachers of these schools did not achieve a high level of mastery of the studied competences.

¹⁹ Professional standard "Teacher (pedagogical activity in the sphere of preschool, primary general, basic general, secondary general education) (tutor, teacher)" (approved by Order of the Ministry of Labour and Social Protection of the Russian Federation of 18 October 2013 N 544n) <https://base.garant.ru/70535556/>

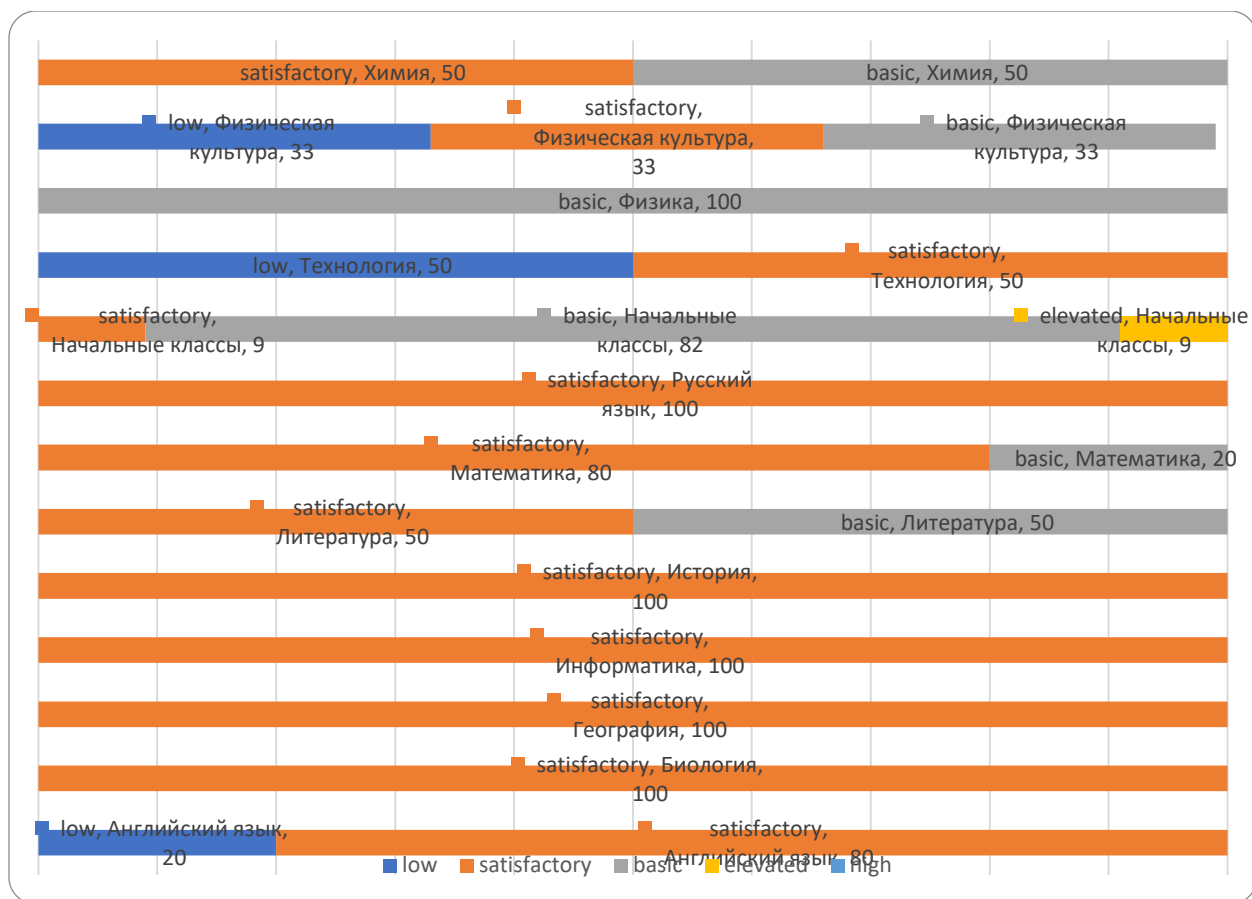


Fig. 1. General level of professional competences possession among the diagnostic participants

The results shown in Figure 1 clearly demonstrate that 93.6% of teachers who took part in the diagnostics demonstrated the availability of subject and methodological competences necessary to ensure the successful implementation of the educational process. At the same time, 6.4% of teachers (the diagnostic result is below 14 points) need support for further development of professional skills. Teachers who achieved only satisfactory and basic level of competences (91.5% of participants) need to expand their general subject outlook, update their knowledge of the basics of the taught sciences, and study modern educational technologies.

It is reasonable to consider the results of diagnostics of professional competences formation not only as a whole, but also separately for each group of diagnosed competences (Fig.2,3): 48.9% of participants showed an advanced and high level of subject competences (these are teachers who scored more than 70% of the possible number of points). At the same time, about 8.5 % of teachers who participated in the diagnostics need assistance for further development of their subject competences (Fig. 2). This situation allows us to believe that the insufficient level of teachers' mastery of subject competences is of a point character and requires an individual approach to eliminate professional deficits in the subject area.

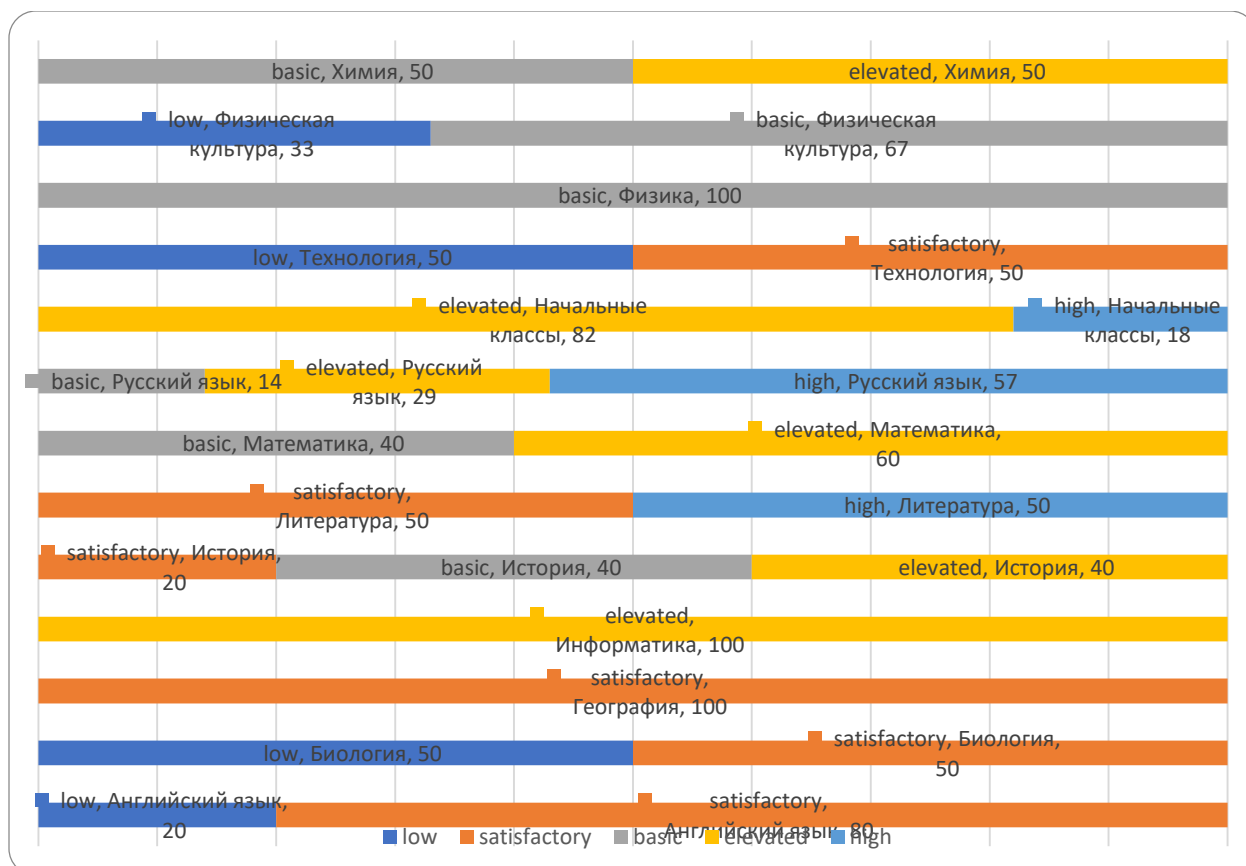


Fig.2. General level of subject competences of the diagnostic participants

The results of the diagnostics revealed significant professional deficits of teachers in terms of their mastery of methodological competences. More than 80% of the diagnostic participants did not reach the basic level of mastery of these competences. Teachers did not reach high and elevated levels of methodological competences (Fig.3). A low level of methodological competences prevails among teachers in 4 subject lines. A detailed analysis shows that 81 to 100% of teachers experience professional deficits in each competence in the methodological area. It should be noted that the lowest indicators are observed in the basic methodological competences. At the same time, these indicators do not correlate in any way with the teachers' qualification category. Thus, the results obtained allow us to judge about the systemic nature of the identified professional deficits and the identified problem of possession of methodological competences, which requires a comprehensive solution.

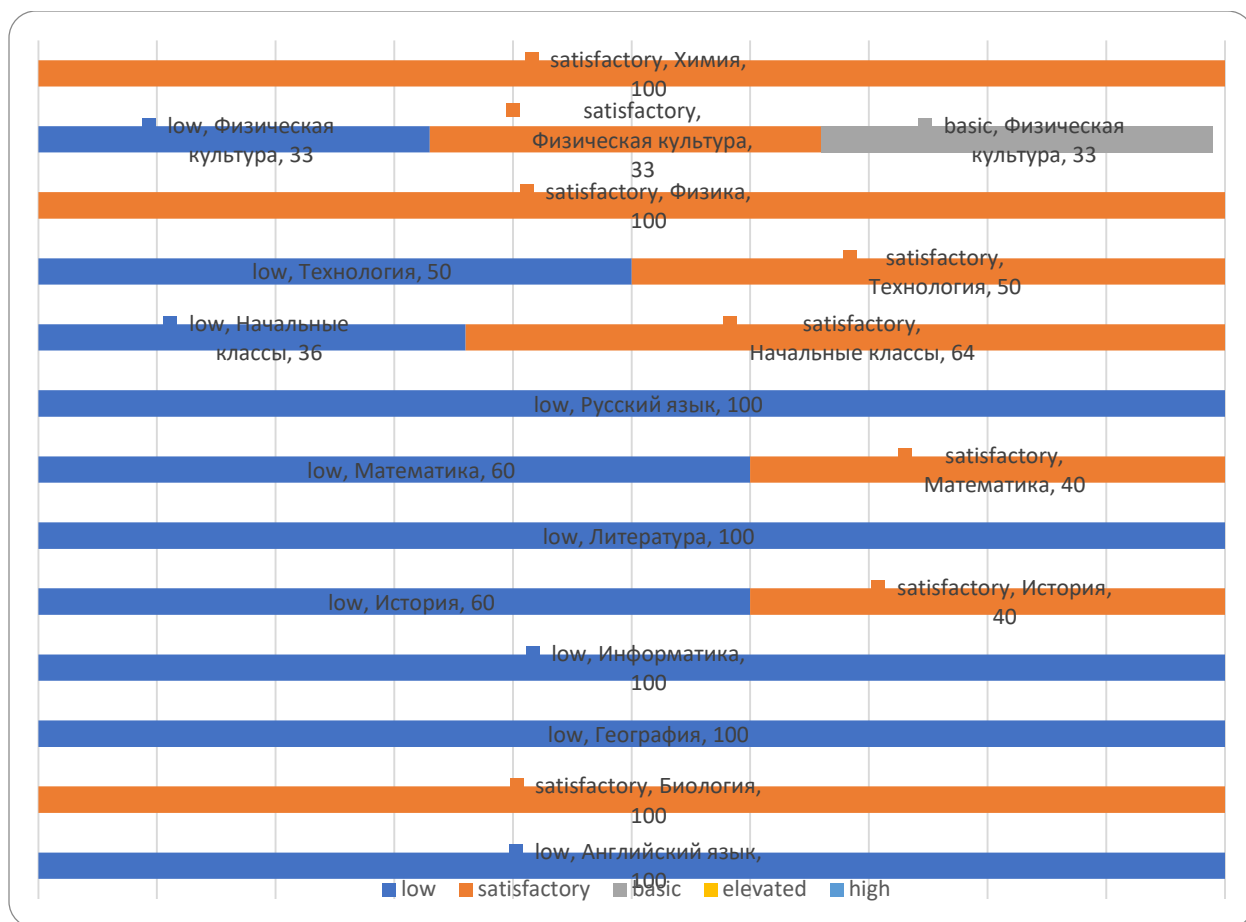


Fig.3. General level of methodological competences of the diagnostic participants

Based on the obtained data on professional difficulties of teachers in the Luhansk and Donetsk People's Republics, the model for improving the quality of education was adjusted to take into account the identified regularities in the mastery of subject and methodological competences. The model includes the development of professional competences at 3 levels: subject, methodological and other competences necessary for professional activity.

The level of improvement of subject competences is based on the principle of personalisation through the implementation of an individual educational route. This process is carried out on an automated platform, where, based on the results of diagnostics, a teacher's competence profile is formed and recommendations for eliminating identified professional deficits are presented. For each identified professional deficit, the system offers the educator point measures for its elimination. Currently, 164 educational activities aimed at eliminating the identified professional deficits have been developed with the involvement of resources of the entire regional education system (partner universities, IRO, CNPPM, etc.), experienced - current teachers. Thus, in order to improve subject competences, a teacher builds an individual educational trajectory that provides compensation or partial adjustment of professional needs based on the identified level of deficit. Such a "mobile" environment is adjusted to the needs of the teacher, taking into account his/her individuality, level and peculiarities of perception and workload, as it is possible to undergo this

training at a convenient time, and the system allows to repeatedly return to the studied material for better assimilation.

The level of improvement of methodological competences is built in accordance with the principle of practice-orientation and includes the study of educational and didactic technologies aimed at the implementation of the requirements of the FSES and the development of these technologies in the context of the subject. This aspect is implemented through a system of mentoring based on the "teacher-teacher" model. Practising teachers with a high level of professional competences according to the results of diagnostics act as mentors.

The level of development of other competences necessary for professional activity is related both to the improvement of "soft" skills (creativity, public speaking, mediation technologies) and to the competences covering a certain area of pedagogical activity, for example, supporting the activity of profile classes.

The proposed multilevel model of professional competences development structures the process of scientific and methodological support and represents a system, the components of which are united by structural and logical links and aimed at achieving a single goal - improving the quality of education through the improvement of teacher's professional competences.

Discussion and conclusion (conclusions, author's contribution)

Thus, the experience of M. Akmulla Bashkir State Pedagogical University obtained in the course of the study, will allow in the future to significantly improve the mechanism of scientific and methodological support of educational organisations at the regional level and improve the effectiveness of management tools to improve the quality of education.

The results of the study can be used:

- органами executive authorities of the constituent entities of the Russian Federation managing in the sphere of education to improve the system of education quality improvement and to develop effective mechanisms for scientific and methodological support of educational organisations;
- общеобразовательными organisations to organise an internal quality assessment system;
- организациями carrying out professional development of pedagogical staff to develop targeted programmes of additional professional education based on the needs and requests of pedagogical staff;
- образовательными professional and higher education organisations to improve the mechanisms and content of basic professional educational programmes at bachelor's and master's level aimed at training future teachers;
- общественными and expert-analytical organisations interacting with the education management system, educational organisations and the expert community to develop recommendations to improve the quality of education;
- mass media in order to form an objective picture of the state of the general education system, key trends, and problems being overcome.

Sources of funding. The work was carried out within the framework of the state assignment of the Ministry of Education of the Russian Federation № NIOCTR 123090500022-6 "Scientific and methodological support of the activities of educational organisations of the Donetsk and Lugansk People's Republics in terms of the development of methodological competencies of teachers".

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