

# Features of the Law Enforcement and Regulation of the Activities of Education Management Bodies in the Sphere of Assessment of the Quality of General Education

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**Abstract:** The novelty of the proposed article lies in the fact that it discusses methodological approaches to assessing the activities of educational authorities in the field of assessing the quality of general education. The main components of the structural-logical model, which relies on social and legal mechanisms in assessing the functioning of educational organizations in the process of ensuring the quality of general education, are shown. Within the framework of the structural-logical model, all levels of regulation: federal, regional, municipal, as well as local levels of regulatory impact on the process of assessing the quality of general education are analyzed. The authors identify the most relevant legal issues of the existing system of assessing the quality of general education in educational organizations at various levels of the state authority of the Russian Federation. From the point of view of the research results, some problems and consequences of the implementation of the system for assessing the quality of general education when evaluating the effectiveness of the functioning of educational organizations in modern Russia are considered. It should be particularly noted that the whole spectrum of the analyzed problems is viewed through the prism of some conceptual approaches to the formation of the law enforcement process and the regulation of the activities of education authorities in the field of general education quality assessment. As a result, considering the features of law enforcement and regulation of education authorities in the field of general education quality assessment as an objective necessity, the authors focus mainly on its preventive role in solving the problems of innovative education formation in modern Russia.

## 1. Introduction

The issues of assessing the quality indicators of education are currently one of the most pressing problems for the entire Russian education system. According to international studies, namely to the Education Index and the Global Index of Cognitive Skills and Educational Attainment, Russia occupies 34th place in the adult literacy rate, the total share of students receiving education, as well as the effectiveness of the national education system [11].

According to the monitoring program for the quality of general education by the Program for International Student Assessment (PISA), Russia is ranked 6th in terms of reading literacy, 3rd in mathematical literacy, and 32nd in terms of natural science [12].

At the same time, the most important factor in the application of law enforcement tools and the regulation of the activities of educational authorities in the field of assessing the quality of general education is the entry of the Russian Federation into the Bologna Agreement, which implies mandatory assessment of educational institutions. In turn, this led to the all-Russian tendency to increase the efficiency of the functioning of public authorities in solving this problem [1].

Improving the quality of education, introducing new teaching methods, technologies that can increase the involvement of children in the educational process and motivate them to study will solve existing problems of the effectiveness of the education system.

This approach ensures stable dynamics and development of Russian education in modern conditions and in the future. However, it seems contradictory that in a number of scientific publications and regulatory literature, the speeches of the leaders of Russian education, the discrepancy between the potential for improving the quality of education and the increasing requirements of the modern period of Russia's development is constantly emphasized [6].

Practice shows that the specifics of law enforcement and the regulation of education authorities in the field of general education quality assessment determine a whole range of scientific studies aimed at implementing directions for combining the efforts of the state and society in order to create conditions for improving the quality of general education in the Russian Federation. Analysis of modern scientific research shows that this is possible only under the condition of law enforcement and regulation of the activities of educational authorities in the field of assessing the quality of general education, as its main mechanism [1].

This served as a determinant for the emergence of an understanding of the role and importance of the law enforcement process and the regulation of education authorities in the field of general education quality assessment, which later acquired a special meaning and reflected in a number of regulatory acts of the Russian Federation. The most important direction in solving this problem lies in improving the enforcement mechanisms and regulating the activities of education authorities in assessing the quality of general education, which is an innovation in the development of the educational environment of educational institutions at all levels in the Russian Federation [3].

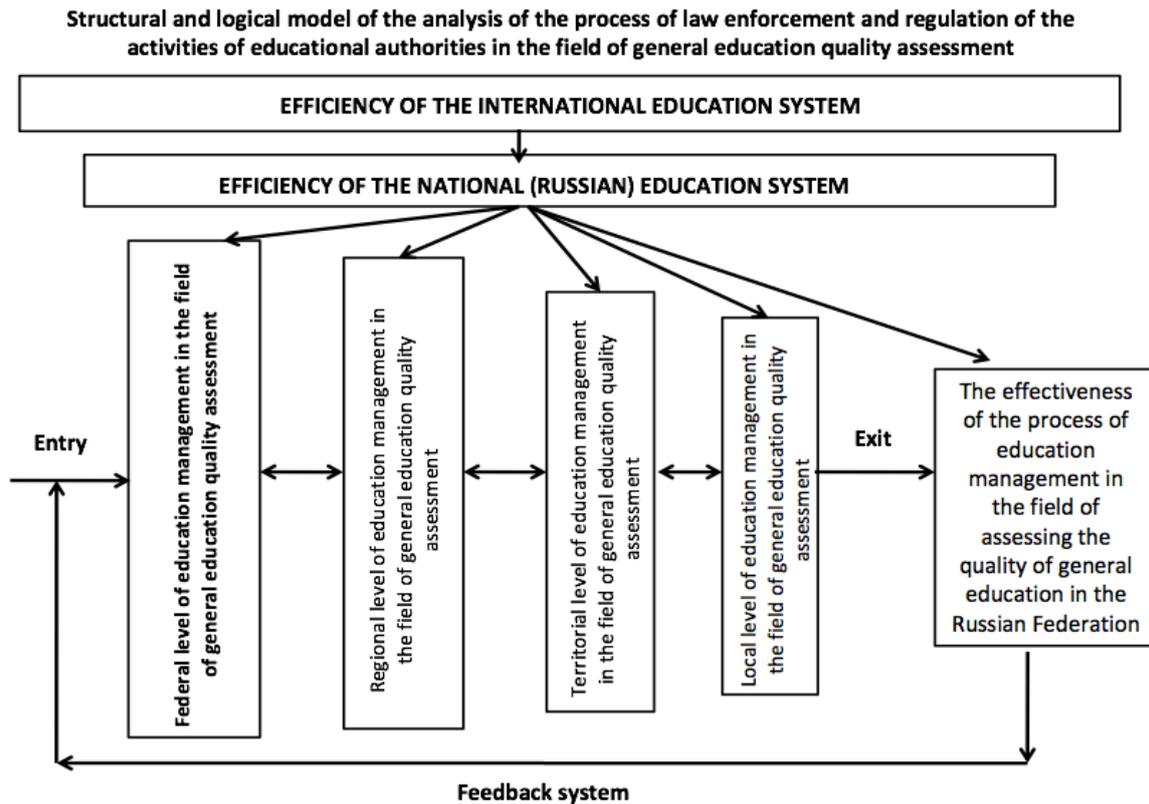
## **2. Materials and Methods**

The process of scientific research and objective analysis of educational organizations depends on the quality of its theoretical and methodological soundness, which allows one to evaluate the activities of educational organizations through its streamlining and becoming an integral system characterized by a clear structural and logical structure that reflects the process of its implementation. The object, subject, forms, methods of activity, its result are components of the structural and logical analysis of the process of enforcement and regulation of the activities of educational authorities in the field of general education quality assessment. The mechanism for assessing the quality of education is central to this process. This mechanism implements the concept of a number of Russian scientists that it is the process of law enforcement and regulation of the activities of education authorities is the cornerstone [3].

Studies show that the category of "law enforcement and regulation of the activities of education authorities in the field of assessing the quality of general education" in the modern scientific community evokes a wide palette of points of view of scientists specializing in the study of this problem. Within the scope of our research, we reviewed the following aspects: (1) the current state of the system for assessing the quality of general education (Narikbaeva, N. R., Shamigulova, O. A.); (2) the experience of the constituent entities of the Russian Federation in building a regional system for assessing the quality of general education, analyzing the state of regional, municipal, and school educational systems (Firsova, A. V., Kuzmina, P. V., Ryabinina, L. A., Semenova, S. V., Chaban, T. Yu., etc.); (3) features of the development of a regional model for assessing the quality of general education on the example of a number of subjects of the Russian Federation (works by Tyurina, E. A., Solodkova, M. I., Danelchenko, T. A., Borchenko, I. D., etc.) [7].

The positions of these authors allow us to consider the mechanisms of law enforcement and regulation of the activities of educational authorities in the field of assessing the quality of general education as a system with its specific goals and specific areas of its development. In addition, the point of view of these authors allows us to develop the principles, categories, methods and forms of education of modern students, as well as methods for monitoring their results [5].

The structural-logical model of the analysis of the process of law enforcement and regulation of the activities of educational authorities in the field of general education quality assessment is presented in Figure 1.



**Fig. 1.** Structural-logical model of the analysis of the process of law enforcement and regulation of the activities of educational authorities in the field of general education quality assessment.

As follows from the figure, the structural-logical model in the analysis of the enforcement process and the regulation of education authorities in the field of general education quality assessment is a complex, multifaceted, multi-level, cyclically closed, interdependent socio-economic, and legal process. The educational authorities of various levels, educational organizations and programs of students, as well as teaching, research, and administrative staff are its constituent elements. It is these elements that are subject to evaluation in educational organizations through the evaluation of their activities, mediated by the results of education in the form of the category “education,” as well as the educational process itself, which allows to achieve the required level (quality) of education [8].

Subject-object relations in the system are formed from consumers of educational services provided, within which we distinguish the individual, society, state, production as a technological process. It is the individual, society and the state, carrying out the assessment of the activities of educational organizations, are both consumers and subjects of this process that affect its effectiveness [4].

As part of our study, the legal aspect of the process of evaluating the functioning of educational organizations takes priority. As a result, the need to clarify the category of “legal methodology” for evaluating the activities of educational organizations arises.

The methodological foundations of the law enforcement process and the regulation of the activities of educational authorities in the field of assessing the quality of general education were laid down in Federal Law No. 73-FZ of December 9, 2012 “On Education in the Russian Federation” (hereinafter referred to as Federal Law No. 73-FZ). He reinforced the concept of “quality of education”, pointing out that it is mandatory to evaluate it by determining the level of achievement of the planned results of the educational program and included organizations that evaluate the quality of education in the education system [10].

Based on this Law, acts were developed that regulate the process of independent assessment of the quality of work of educational organizations. Among them, documents stand out defining the organization of the monitoring of the quality of education and the regulation of the process of self-examination of educational

organizations. The important place here is occupied by the acts defining the criteria for the effectiveness of the functioning of educational organizations, as well as the work of teachers and heads of educational institutions.

Within the framework of the structural-logical model that we built, it should be noted that the Federal Law N 73-FZ clearly defined the procedure for the legal regulation of the educational process both at the federal level and at the level of the regions (subjects) of the Russian Federation. It laid down the main provisions of the legal regulation of the educational process, both at the municipal level and at the local level. The framework of our article does not allow us to characterize the legal regulation of each public level of government on the issues being analyzed. Therefore, they will be partially considered below in the results of our study [9].

Thus, as a methodological approach to analyzing the process of law enforcement and regulating the activities of educational authorities in the field of assessing the quality of general education, the use of theoretical research methods is assumed. Methods of analysis and synthesis, classifications and comparisons, generalizations and systematization, which are complemented by methods of modeling and designing socio-legal processes stand out among them.

### **3. Results**

The presence of problems in the process of law enforcement and regulation of the activities of education authorities in the field of assessing the quality of general education requires constant updating of educational technologies, accelerated development of a stream of various kinds of innovations, generating needs for research of innovative mechanisms in the educational system of the Russian Federation [14, 17].

It should be particularly noted that the range of innovations of the modern educational system in Russia is often borrowed from foreign, mainly Western, educational systems. Their innovative mechanisms may not always be organically incorporated into the system of Russian education [9].

The authors of the article carried out an analysis, which allows to conclude that in the Russian and foreign educational system, there are several main areas of the enforcement process and the regulation of the activities of education authorities in the field of assessing the quality of general education, which are priority. Let's consider some of them [2].

Legal regulation of an independent assessment of the quality of education in the Russian Federation has been studied.

In the works of several domestic scientists, various approaches and rating mechanisms in Russian education are presented, possible risks and problems, ways to solve them. We identified the main aspects of regional strategies for the development of independent rating, as the main element of improving the education system.

The study of the current state of the system for assessing the quality of general education is reflected in such scientific areas as: [7]

- A characteristic of the current state of the system for assessing the quality of general education in Russia and abroad, methodological approaches and principles in assessing the quality of modern education, modern models for assessing the quality of education;
- Features of legal regulation and state control in the field of education, including the normative regulation of an independent assessment of the quality of education in the Russian Federation in order to determine compliance education provided.
- An analysis of the state of the regional, municipal system of education quality assessment, including the example of a number of subjects of the Russian Federation.
- Description and analysis of scientific and methodological tools for assessing the quality of education and the principles of its application, analyzed and presented cluster models as a tool for assessing the state of educational systems.

- Features and principles of education rating in the Russian Federation, including the example of educational systems and organizations of preschool, general and additional education of children.

Complying with the requirements of the Russian legislation, the process of law enforcement and regulation of education authorities in the field of assessing the quality of general education is combined with the task of implementing its modernization, taking into account existing strategies of socio-economic development of the Russian Federation, laying down and determining the main directions of the country's leadership policy in improving education as a social institution [4].

#### **4. Discussion**

As follows from the presented structural-logical model of analyzing the process of law enforcement and regulation of the activities of educational authorities in the field of general education quality assessment, the results of its implementation can be viewed as a complex, multifaceted, multi-level, cyclically closed, interdependent socio-economic, and legal process. This determines the essence, structure, and content of the activities of its main subjects to achieve goals in the field of assessing the quality of general education. We will consider this process only within the framework of the federal level of legal regulation. Research shows that the development of an independent education quality assessment system over the course of several years has been the task of many program documents of the Russian Federation.

Typically, they include a process to develop a research program. The organization of monitoring the use by regional authorities and the management of general education of program-regulatory documents in the sphere of regulation of the quality assessment of general education is the next step. The preparation of quarterly reviews of regional regulatory practices on the assessment of the quality of general education takes an important place in the process under study. Considering that within the framework of our structural-logical model, the international education system occupies an important place, it is advisable to pay special attention to the analysis of international practice in the sphere of regulating the system of assessing the quality of general education. The complexity and versatility of the educational process as a socio-legal system necessitates the development of model acts regulating the activities of educational authorities in the field of general education quality assessment [1].

#### **5. Conclusion**

Our research in the field of law enforcement and regulation of the activities of educational authorities in the field of assessing the quality of general education show that they are objectively caused by the existence of contradictions resulting from the problematic development of our society and state. At the same time, we must consider the fact that the main mechanisms contributing to the disclosure of the law enforcement process and the regulation of educational authorities in the field of assessing the quality of general education at the present time, is the improvement of the socio-legal infrastructure in the education system, above all. They should be at all levels of the Russian education system.

Studies of both foreign and Russian scientists should occupy an important place in this process. Scientists note in their research that it is the legal regulation of the activities of education authorities in the field of general education quality assessment to take a leading position in the spectrum of social problems of modern society, affecting its sustainable development, as well as the individualization of the educational process with the mandatory use of distance technologies [1].

There is no doubt that within the framework of the studies of these foreign and Russian scientists, the questions of the scientific formation of a model of the educational environment with reference to the specifics of a region of the Russian Federation take on importance. Features and nature of its creation and functioning are due to the level of economic, social, psychological, anthropological, and natural factors of its environment.

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