



**Viktor Ogneviuk**

<https://orcid.org/0000-0002-8671-3348>

Borys Grinchenko Kyiv University  
rector@kubg.edu.ua

**Svitlana Sysoieva**

<https://orcid.org/0000-0003-2499-732X>

National Academy of Educational Sciences of Ukraine  
2099823@gmail.com

**Olena Protsenko**

<https://orcid.org/0000-0001-5046-854X>

Borys Grinchenko Kyiv University  
o.protsenko@kubg.edu.ua

**Olha Melnychenko**

<https://orcid.org/0000-0002-5297-9551>

Borys Grinchenko Kyiv University  
o.melnychenko@kubg.edu.ua  
DOI: 10.35765/hw.2119

## ***Educological Principles of Training Experts for the Education System of Ukraine: Achievements and Prospects***

### **ABSTRACT**

---

**RESEARCH OBJECTIVE:** The problem of introducing expert examination of education management is relevant and pressing for Ukraine in the context of assessment of education quality at all levels. The purpose of the article is to substantiate the effectiveness of the model of training experts in the field of education on the basis of educology at Borys Grinchenko Kyiv University.

---

**THE RESEARCH PROBLEM AND METHODS:** When processing the obtained empirical data, statistical methods were used to compare the indicators of the Master's student survey before and after the course of educology according to Pearson's criteria, Fisher's test, and the Mann-Whitney-U test Venn diagram.

---

**THE PROCESS OF ARGUMENTATION:** Training experts in the field of education is based on the model: 1) mastering the basics of educology and its components; 2) mastering the methodology of the examination and the ethical standards of its implementation; and 3) mastering the specifics of the educational segment which is subject to expert examination.

---

**RESEARCH RESULTS:** The study confirms the efficiency of the developed model of experts' training in the field of education. Educology provides the system, purposefulness and effectiveness for such training.

---

**CONCLUSIONS, INNOVATIONS, AND RECOMMENDATIONS:** The results of the study provide an opportunity to see the feasibility of the first level of the model, which involves mastering the basics of educology; the second level, which is aimed at mastering the components of the

educational program, which reveal the methodology and specifics of expert activities; and the third level, which makes it possible to differentiate the suggested directions of such training, namely: measuring and monitoring the quality of education, education management, educational economics, and educational law.

---

---

→ **KEYWORDS:** **EDUCATION, EDUCOLOGY, EXPERTS IN THE FIELD OF EDUCATION, INTERDISCIPLINARY**

## **STRESZCZENIE**

---

*Edukologiczne zasady szkolenia ekspertów dla systemu edukacji Ukrainy: osiągnięcia i perspektywy*

**CEL NAUKOWY:** Problem wprowadzenia eksperckiego egzaminu z zarządzania oświatą jest dla Ukrainy aktualny i naglący w kontekście oceny jakości edukacji na wszystkich poziomach. Celem artykułu jest uzasadnienie skuteczności modelu kształcenia ekspertów w dziedzinie edukacji na podstawie edukacji na Uniwersytecie Kijowskim im. Borysa Hrinchenki.

---

---

**PROBLEM I METODY BADAWCZE:** Przy przetwarzaniu uzyskanych danych empirycznych wykorzystano metody statystyczne do porównania wskaźników ankiety magisterskiej studentów przed i po kursie edukacyjnym według kryteriów Pearsona, testu Fishera oraz diagramu Venna testu Manna-Whitneya-U.

---

---

**PROCES WYWODU:** Kształcenie ekspertów w zakresie edukacji opiera się na modelu: 1) opanowanie podstaw edukologii i jej komponentów; 2) opanowanie metodyki badania i standardów etycznych jego realizacji; oraz 3) opanowanie specyfiki segmentu edukacyjnego podlegającego ekspertyzie.

---

---

**WNIKI ANALIZY NAUKOWEJ:** Badanie potwierdza skuteczność opracowanego modelu szkolenia ekspertów w zakresie edukacji. Edukologia zapewnia system, celowość i skuteczność takiego szkolenia.

---

---

**WNIOSKI, INNOWACJE, REKOMENDACJE:** Wyniki badania dają możliwość zobaczenia wykonalności pierwszego poziomu modelu, który obejmuje opanowanie podstaw edukacji; drugi poziom, który ma na celu opanowanie elementów programu edukacyjnego, które ujawniają metodologię i specyfikę działań eksperckich; oraz trzeci poziom, który pozwala wyróżnić proponowane kierunki takiego szkolenia, a mianowicie: pomiar i monitorowanie jakości edukacji, zarządzanie oświatą, ekonomikę oświaty i prawo oświatowe.

---

---

→ **SŁOWA KLUCZOWE:** **EDUKACJA, EDUKOLOGIA, EKSPERCI W DZIEDZINIE EDUKACJI, INTERDYSCYPLINARNY**

## Introduction

The problem of introducing expert examination as a public and state institution of education management is relevant and pressing for Ukraine. In this regard, the training of specialists capable of expert activity in the field of education at the interdisciplinary level is of particular importance. In 2009, the Educology Research Laboratory was established at Borys Grinchenko Kyiv University, which has been conducting interdisciplinary research in the field of education over recent years. Such studies serve as the basis for updating the content of educational-professional and educational programs for the training of Master's students and future doctors of philosophy (Ph-Ds); and for the development of the university as a research institution. One of the directions of the research and development of educational programs based on them is to ensure the quality of education and its expert support to train experts for the assessment of education quality at all levels.

The purpose of the present article is to substantiate the effectiveness of the model of training experts in the field of education on the basis of educology at Borys Grinchenko Kyiv University.

## Research methodology

Based on certain theoretical principles of training experts, the Educology Research Laboratory at Borys Grinchenko Kyiv University has developed a diagnostic toolkit in the form of questionnaires on the effectiveness of studying the "Educology" course as a basis for training experts at the first level of implementation of the proposed model and research on the feasibility of training experts in various fields at the second and third levels. The survey was conducted in Google-Forms.

By organizing the sample, the researchers tried to convey the real state of attitudes towards the problem of training experts in the field of education in Ukraine, as well as its acute aspects and shortcomings from the standpoint of the subjects and objects of the educational process.

The survey also made it possible to determine the groups and clusters of the potential consumers of these services 'and' their readiness to undergo studies for experts' training. In total, 1,116 respondents were interviewed, of which 51.3 % were full-time Master's students and; 48.7 % were Master's students taking correspondence courses; and 95.1 % were women and 4.9 % were men. Regarding their age, the division of the respondent was as follows: 72.8 % were 20-23 years old, 19.9 % were 31-40 years old, and 7.3 % were 41-50 years old. 90.4 % of all respondents had work experience of up to 10 years.

When processing the obtained empirical data, statistical methods were used to compare the indicators of the Master's survey before the course of educology and after it was completed according to Pearson's criteria and when comparing these results – according to Fisher's test; in specific cases, the Mann-Whitney -U test Venn diagram was used.

## Conceptual provisions

In our study regarding ensuring the quality of education and its expert support, we proceeded from the fact that the concept of education has changed significantly in recent years. Understanding the essence of education and its role has transformed from the interpretation of education as a normalized process aimed at transmitting socially significant and cultural-historical experience to the next generations; to understanding the concept of education as a value, a system of educational institutions, a process, and a multi-level result which affects the formation of the consciousness of society (Sysoieva, 2012).

Changes in the understanding of the concept of education are reflected in the essence of the concepts of the “quality of education” and “expert activity in the field of education.” Thus, we consider the quality of education as a set of properties and characteristics of the educational process and its result which satisfies the educational needs of all subjects of the educational process (learning persons, students, their parents, teachers, employers, managers, etc.), the state and society as a whole (Sysoieva, 2020, p. 51). We consider experts’ activity to ensure the quality of education as a process of studying and assessing the quality of the educational process, analyzing the information received in order to make a well-founded conclusion about the state of the educational process, its efficiency and the possibility of increasing this efficiency. On the basis of an expert conclusion, consulting assistance is provided to all participants in the educational process, allowing competent decisions to be made in the field of education quality management and the development of the education quality assurance system to be forecast (Sysoieva, 2020, p. 86).

It should be noted that Ukrainian researchers are now paying more attention to researching the problem of training experts in the field of education. Researchers have substantiated the expediency of training experts in the field of education at Borys Grinchenko Kyiv University within the educational program; the European experience of the professional training of experts in the field of education at various educational institutions and organizations has been studied too (Ogneviuk & Sysoieva, 2015).

In the course of our research, we found that the organization of professional training in the field of education should be based on an interdisciplinary approach. I. Tryhub demonstrates similar opinions on the problem we have identified in his scientific works. She emphasizes that the training of experts in the field of education should be aimed at acquiring knowledge about educational policy, education economics, and ways of implementing innovative educational projects, in particular in preschool, general secondary and higher education (Tryhub, 2019). Another researcher, N. Ponomarenko, based on the results of a study of European experiences in training education experts, notes that in German-speaking countries, these professionals distinguish various aspects in the content of training, namely: basic concepts, principles, forms and methods of management of educational institutions; basics of educational institution and staff development; basics of pedagogical examination (types, functions, criteria and standards, planning); basics of counseling, etc. (Ponomarenko, 2015). This approach to the formation of the

content of training, as noted by N. Machynska, is one of the forms of interdisciplinarity in educational activities (Machynska, 2016, p. 37). In this context, it is advisable to turn to educology as a scientific field of interdisciplinary research in the process of training experts in the field of education. After all, according to N. Batechko, educology allows the integration of the spheres of society and their urgent problems with the development of education (Batechko, 2017, pp. 16-17).

The problem of training experts in the field of education is now being actively studied in Austria (Altrichter, 2010; Posch & Altricher 1997), Germany (Brandt, 2009; Klieme, 2004; Maritzen, 1996), Switzerland (Beywl & Speer 2004), USA (Cronbach, 1980) and elsewhere.

The training of experts in the field of education is carried out within the framework of postgraduate education by institutions of higher professional education (as a global trend) and at the Master's level, as well as by various non-governmental organizations involved in assessing the quality of education. The forms of implementation of training programs for such specialists can be different: from short-term (seminars, round tables) to long-term (training courses lasting up to 500 hours) (Ogneviuk & Sysoieva, 2015, p. 14). Thus, in Germany and Austria, the training of experts in the field of general secondary education is carried out by universities and pedagogical institutes on Master's programs (as in Switzerland), as well as in the form of advanced training by German institutions accompanying the development of general secondary education. Master's degree programs in German universities provide training for experts in the field of empirical research in education (Ponomarenko, 2017). The professional training of experts in the field of education in Latvia is carried out in the process of obtaining higher education qualifications during Masterer's and postgraduate education. In Slovenia, Lithuania, and Estonia, experts in the field of education undergo training, seminars, briefings, conferences, and individual consultations on the quality assurance of education and the recognition of foreign qualifications (Tryhub, 2019).

The training for expert assessments of education quality should be based, in our opinion, on the foundations of educology, learning the methodology and academic culture of the expert examination, as well as taking into account the specifics of the functioning of the education segment where quality examinations are carried out. Let us emphasize that educology provides an expert with an understanding of the essence of financing education, the economic mechanisms of its development, the legal support of its activities, and the like. Therefore, training experts in the field of education should include: 1) mastering the basics of educology and its components; 2) mastering the methodology of the examination and the ethical standards of its implementation; and 3) mastering the specifics of the educational segment which is subject to expert examination. The most efficient training of such specialists is possible in the conditions of postgraduate education or Master's degrees when students have acquired some practical experience of professional activity.

## Model of training experts in the field of education

In the State Classifier of Professions of Ukraine, there is no such profession as an expert in the field of education. At the same time, at Borys Grinchenko Kyiv University, such training is carried out within the framework of the specialization “Expert examination in the field of education” of the educational program “Management of an educational institution” (specialty “Management”) at the second (Master’s) level of higher education.

The developed model of training experts in the field of education includes three levels. The first involves mastering the basics of educology – knowledge and skills from such components as the philosophy of education, history of education, educational policy, educational law, education management, education economics, sociology of education, cultural studies of education (Ogneviuk & Sysoieva, 2015). The program of the discipline “Educology” is designed for 4 credits (120 hours), combining all types of educational activities for students: classroom lessons (28 hours), independent assignments (40 hours), individual assignments (4 hours), modules and final exams. For example, we can cite some relevant topics of the course, namely: “Education as a specific segment of the economic sector”, “Competition and competitiveness of educational systems,” “Legal relations in the field of education”, “Intellectual potential of society and its innovative development”, “Innovation activity in the field of education: educology aspect”, and “The system of ensuring the quality of education and educational experts’ training”. The second level is aimed at mastering the components of the educational program, revealing the methodology and specifics of expert activity and the academic culture of conducting an expert examination. The content of training at this level is reflected in the complex of academic disciplines: “The essence and content of expert activities in the field of education”, “Legal and regulatory framework for expert activities of educational institutions”, “Examination of documentation support for the activities of an educational institution”, “Quality of education, educational innovation and expert maintenance their provision”, “Educometry” and other. The third level includes mastering the specifics of the functioning of the education segment in which the expert examination is carried out. It is important to note that for such specialist training, it is advisable to select those who have at least five years of experience in a certain area of expert activity.

It should be noted that the training of experts in the field of education has a practice-oriented nature and is aimed at mastering the European experience of expert support of the educational process and acquiring the skills to analyze the quality of educational processes. Taking the COVID-19 pandemic into consideration, experts’ training is currently being carried out in a distance learning format using interactive technologies and methods.

## Results of the research analysis

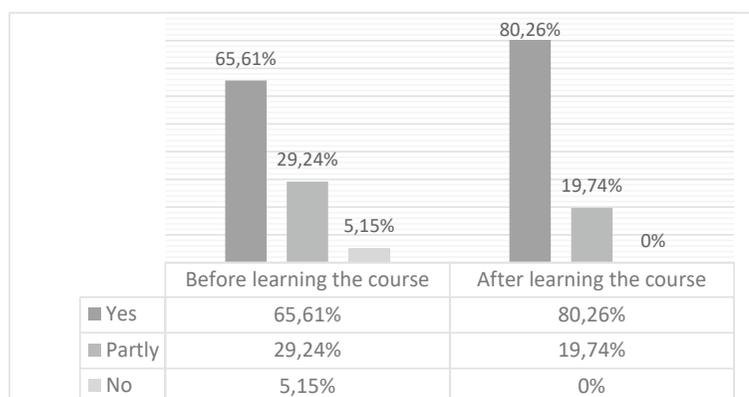
Based on the developed three-level model of training experts in the field of education, as part of the implementation of the first level, a survey of Master's students was conducted on the effectiveness of the Educology course at its beginning and after its completion. In both the first and the second case, respondents from the same specialties and groups took part in the survey. The same questions were used for the survey.

The purpose of the survey was to study the assessment of Master's students of the quality of educational training and the level of its assimilation, as well as conduct an analysis of changes in the scientific worldview of each graduate and the level of formation of their methodological culture.

The questions focused on the main points and components of expert training that are necessary for the formation of a modern expert in education: awareness of the mechanisms of the education system, understanding of the synergetic approach to education, awareness of patterns, trends, sources of education, ability to independently assess the quality of education in educational institutions, etc.

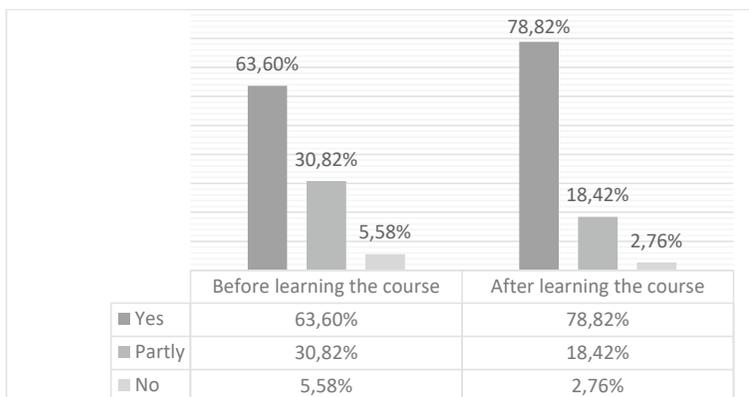
The obtained results allow us to state, firstly, that Master's students of various specialties already had a certain level of awareness of the problems of education and the mechanisms for solving them before studying on the Educology course, and secondly, that teaching a course in education significantly increased the percentage of respondents who answered "Yes" to the question of whether they had the skills to analyze the basic laws of the education system, its synergetic nature, etc. The results of the study show that 80.26 % of respondents believe that studying on the "Educology" course helped them to understand the patterns, trends, and sources of education and educational systems, while 19.74 % of respondents answered "Partly". It should be noted that the answer "No" was not provided by any respondent.

Figure 1. Did the content of the "Educology" course give you an awareness of the regularities, trends, and sources of educational systems?



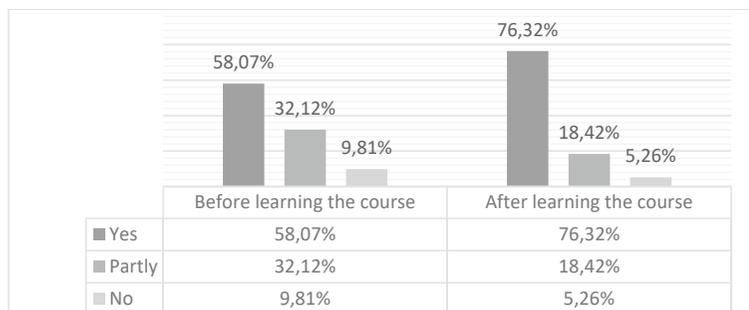
A similar situation can be seen in the results of the survey regarding the ability to solve problems in the field of education. After studying on the “Educology” course, the number of respondents who answered “Yes” to this question increased significantly – from 63.60 % to 78.82 % – while the number of respondents who answered “Partly” decreased – from 30.82 % to 18.42 % – as did the number of those who answered “No” – from 5.58 % to 2.76 %.

Figure 2. Can it be said that you have developed the ability to find means to solve pressing problems in the field of education while studying on the Educology course?



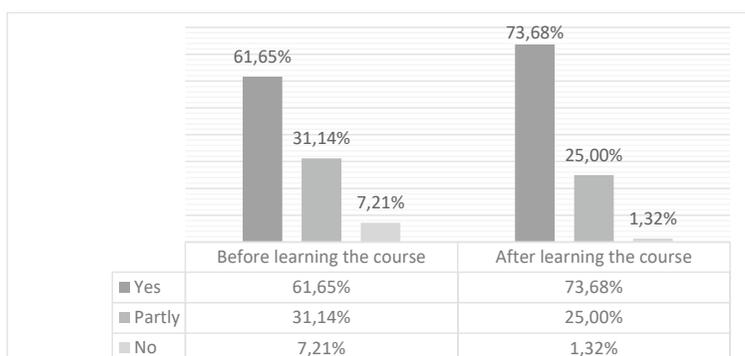
The results of the survey of Master’s students on issues related to the quality of education and its evaluation are interesting. The number of respondents who answered “Yes” to the question on understanding the quality assurance process and its mechanisms and means increased from 58.07 % to 76.32 %, while the number who answered “Partly” and “No” decreased from 32.12 % to 18.42 % and from 9.81 % to 5.26 %, respectively.

Figure 3. Was the process of ensuring the quality of education, its mechanisms and means clear to you?



Since one of the main areas of study of the “Educology” course was its practice-oriented component, the results of the survey on the skills of independent analysis of the development of a particular educational institution and assessing the quality of its education are, in our opinion, quite interesting. The number of respondents who answered “Yes” to this question increased from 61.65 % to 73.68 %, while the number who answered “Partly” and “No” decreased from 31.14 % to 25 % and from 7.21 % to 1.32%, respectively.

Figure 4. Have you acquired the skill of self-analysis of the state of development of a particular educational institution and the quality of its education?



During the survey, a study pertaining to the second level of the model was conducted on the direct training of experts in Ukraine and its necessity, specifics, ethical norms, etc. A similar study was already conducted by the Educology Research Laboratory at Borys Grinchenko Kyiv University in 2015, and its results were published for discussion by the scientific community (Ogneviuk & Sysoieva, 2017). According to similar results of the survey conducted in 2020, the vast majority of respondents who took part (96.62 %) considered it necessary to train experts in the field of education in Ukraine (see Figure 5).

The results of the survey also show the readiness of 82.43 % of respondents who took part to be trained in a program for experts in the field of education. The results show that a significant number of Master’s students are aware of the relevance of expert assessment of the quality of education in Ukraine (see Figure 6).

Figure 5. Do you consider it necessary to train experts in the field of education in Ukraine?

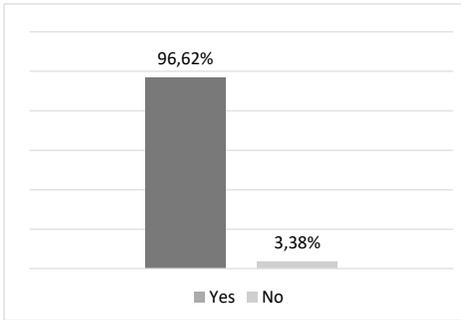
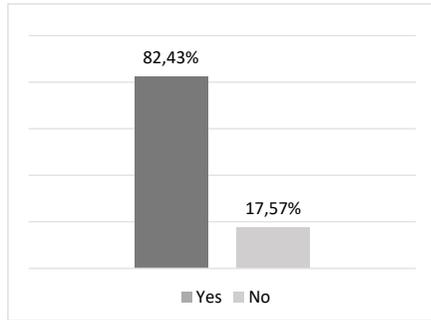
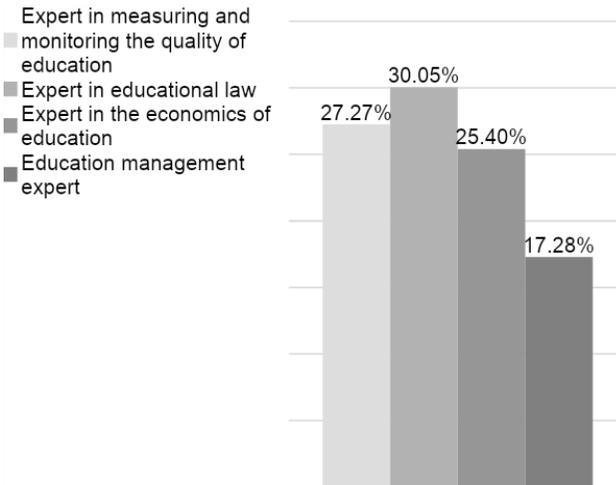


Figure 6. Would you agree to study on a program for the training of experts in the field of education?



During the survey, a study was conducted pertaining to the third level of the model of training experts in the field of education on the areas of such training. From the proposed list of areas for education experts' training, the following received the greatest significance according to the survey results: measuring and monitoring the quality of education, education management, the economics of education, and educational law.

Figure 7. Areas of training of experts in the field of education



It should be noted that these areas of education experts' training were noted by the respondents for a good reason, since all of them are implemented on the "Educology" course, which provides for the study of the main components of educology science, including educational policy, educational law, education management, and educational

economics. The survey results make it possible to speak about the achievement of the main goal of studying the “Educology” course for experts in the field of education – providing in-depth theoretical training in understanding the field of education in its sustainable development and mastering the skills of analyzing the processes of ensuring the quality of the educational process, in particular, regulatory support, financing, educational management and the like.

The survey also identified groups and clusters of potential consumers of these services and their willingness to receive training.

## Conclusions and prospects for further research

The conducted study has confirmed the efficiency of the developed model of experts’ training in the field of education. The results of the study provided an opportunity to see the feasibility of the first level of the model, which involves mastering the basics of educology; the second level, which is aimed at mastering the components of the educational program, which reveal the methodology and specifics of expert activities; and the third level, which makes it possible to differentiate the suggested directions of such training, namely: measuring and monitoring the quality of education (preschool, secondary, higher), education management, educational economics, educational law and the like. The results also indicate the readiness of the majority of the Master’s students to undergo training in the experimental training course “Expert activity in the field of education” and confirm the efficiency of studying on the “Educology” course as the basis for training experts in accordance with the first level of implementation of the suggested model. Applicants who have mastered the course on expert activity in the field of education are included by Ukraine’s state institutions in work as experts in various areas of their training.

Further research should include the study of features of educational activities, taking into account the trend of digitalization of education. We believe that in crisis situations, in particular in connection with the COVID-19 pandemic, special attention should be paid to the development of technologies for organizing the educational process, expert activity in the digital environment of educational institutions, as well as training specialists for such activities. Today the study of this problem is one of the priorities of the scientific activity of the Educology Research Laboratory.

## BIBLIOGRAPHY

- Altrichter, H. (2010). Theory and Evidence on Governance: Conceptual and Empirical Strategies of Research on Governance in Education. *European Educational Research Journal*, 9(2), 147-158.
- Batechko, N. (2017). Metodolohiia osvitolohii: synerhentychnyi aspect [Methodology of osvitology: synergetic aspect]. *Osvitolohichniy Diskurs*, 1-2, 16-17, 1-3.
- Beywl, W. & Speer, S. (2004). *Das A-B-C der wirkungsorientierten Evaluation*. Institut für Evaluation.
- Brandt, T. (2009). *Evaluation in Deutschland. Professionalisierungsstand und -perspektiven*. Waxmann.

- Cronbach, L.J. (1980). *Toward Reform of Programme Evaluation: Aims, Methods and Institutional Arrangements*. Jossey-Bass.
- Klieme, E. (2004). Was sind Kompetenzen und wie lassen sie sich messen? *Pädagogik*, 4(6), 10-13.
- Machynska, N. (2016). Mizhdystyplinarnyi diskurs pidhotovky maibutnoho vykladacha v umovakh mahistratury [Interdisciplinary discourse of the future teachers training in the magistracy]. *Neperervna Profesiina Osvita: Teoria ta Praktyka*, 3-4, 48-49, 35-38.
- Maritzen, N. (1996). Sich selbst und anderen Rechenschaft geben. *Pädagogik*, 1, 25-29.
- Ogneviuk, V. & Sysoieva, S. (2015). Training of education experts in Ukraine: experimental interdisciplinary program. *The Advanced Science Journal*, 6, 98-103.
- Ogneviuk, V. & Sysoieva, S. (eds.). (2017). *Vstup do osvitolohii: Navchalnyi posibnyk* [Introduction to educology: a textbook]. VP Edelveis.
- Ponomarenko, N.H. (2015). Ekspertna diyalnist v haluzi shkilnoyi osvity: dosvid Nimechchyny ta Avstriyi [Expert activities in the field of school education: the experience of Germany and Austria]. *Pedahohichnyy Protsses: Teoriya i Praktyka*, 5-6, 125-129.
- Posch, P. & Altrichter, H. (1997). *Möglichkeiten und Grenzen der Qualitätssicherung und Qualitätssentwicklung im Schulwesen*. (Bildungsforschung des Bundesministeriums für Unterricht und kulturelle Angelegenheiten 12). Studienverlag.
- Sysoieva, S. (2012). Sfera osvity yak obyekt doslidzhennya [The field of education as an object of study]. *Osvitologiya*, 1, 22-29.
- Sysoieva, S. (ed.). (2020). *Yevropejskyj prostir vyshhoi osvity: parametry yakosti ta ekspertyzy: navchalnyj posibnyk* [The European area of higher education: quality parameters and expertise: a textbook]. Ministerstvo osviti i nauki Ukraïni.
- Tryhub, I. (2019). Pidhotovka ekspertiv u haluzi osvity: dosvid Skhidnoi Yevropy [Training of experts in the field of education: the experience of East Europe]. *Neperervna Profesiina Osvita: Teoria i Praktyka*, 1, 88-92.

#### Copyright and License



This article is published under the terms of the Creative Commons Attribution – NoDerivs (CC BY- ND 4.0) License <http://creativecommons.org/licenses/by-nd/4.0/>