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Sociological analysis of learning environment and its influence on the quality of school education: initial results

The article presents the results of sociological analysis of the independent educational quality assessment to identify factors and conditions created for learning which affect the successful adaptation of 5-graders to the secondary school and contribute to improving the quality of General education in the Khabarovsk territory. The article presents the instruments that include: psychological and pedagogical methods for the students; questionnaires for teachers and parents; the program for input, processing and presentation of the research results; recommendations for the study and interpretation of the research results. These instruments focuses on the evaluation of following sets of indicators: indicators of readiness to study in the secondary school, contextual indicators related to the individual characteristics of students, specifics of the educational process, characteristics of the student families; indicators of the parents' satisfaction with the different aspects of their child's school life. The analysis of the research results is carried out in comparison with the similar data of the research of readiness of the 1-graders to study at school. According to the results of the survey of parents, the author highlighted the problematic aspects in organization of the educational space by schools of the Khabarovsk territory. It also offers a list of recommendations that can increase the satisfaction of parents with the quality of educational space in schools.

Keywords: quality of education, independent assessment, educational quality assessment, the Khabarovsk territory, education management, sociological assessment.

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