ASSESSMENT OF THE EDUCATION OF STUDENTS' COMPETENCIES IN THE STRUCTURE OF PROJECT-ORIENTED MANAGEMENT OF A MUSIC COLLEGE

AVALIAÇÃO DA FORMAÇÃO DAS COMPETÊNCIAS DOS ESTUDANTES NA ESTRUTURA DE GESTÃO ORIENTADA A PROJETOS DE UMA FACULDADE DE MÚSICA

EVALUACIÓN DE LA FORMACIÓN DE COMPETENCIAS DE ESTUDIANTES EN LA ESTRUCTURA DE GESTIÓN ORIENTADA A PROYECTOS DE UNA ESCUELA DE MÚSICA

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ABSTRACT: Modern social realities require not only a change in the content of education, the results of the development of educational programs, but also the correction of management activities. The purpose of the study is to substantiate the content and effectiveness of the model of implementing the competence approach in secondary vocational education in the specialties of the enlarged group 53.00.00. The research was carried out based on a scientific and theoretical analysis of the literature on the problem under study, modeling, questionnaires, analysis of statistical data and the results obtained during the study. The application of the model for assessing the formation of students' competencies in the structure of project-oriented management of the development of the music college showed the presence of a general innovative shift, qualitative changes in the object under study.

KEYWORDS: Competency approach. Assessment of formation. Project-target management. Music college. Performance criteria.

RESUMO: As realidades sociais modernas exigem não apenas uma mudança no conteúdo da educação, como os resultados do desenvolvimento de programas educacionais, mas também a correção das atividades de gestão. O objetivo do estudo é fundamentar o conteúdo e a eficácia do modelo de implementação da abordagem por competências no ensino secundário profissional nas especialidades do grupo alargado 53.00.00. A pesquisa foi realizada com base na análise científica e teórica da literatura sobre o problema em estudo, modelagem, questionários, análise de dados estatísticos e dos resultados obtidos durante o estudo. A aplicação do modelo de avaliação da formação de competências dos alunos na estrutura de gestão orientada a projetos do desenvolvimento da faculdade de música evidenciou a presença de uma mudança geral inovadora, e de mudanças qualitativas no objeto em estudo.

PALAVRAS-CHAVE: Abordagem de competências. Avaliação da formação. Gestão de projetos-alvo. Faculdade de música. Critérios de desempenho.

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RESUMEN: Las realidades sociales modernas requieren no solo un cambio en el contenido de la educación, los resultados del desarrollo de los esp. programas educativos, sino también la corrección de las actividades de gestión. El propósito del estudio es fundamentar el contenido y la eficacia del modelo de implementación del enfoque por competencias en la formación profesional secundaria en las especialidades del grupo ampliado 53.00.00. La investigación se llevó a cabo sobre la base de un análisis científico y teórico de la literatura sobre el problema en estudio, modelado, cuestionarios, análisis de datos estadísticos y los resultados obtenidos durante el estudio. La aplicación del modelo de evaluación de la formación de competencias de los estudiantes en la estructura de gestión orientada a proyectos del desarrollo de la escuela de música mostró la presencia de un giro innovador general y cambios cualitativos en el objeto de estudio.

PALABRAS CLAVE: Enfoque por competencias. Evaluación de la formación. Gestión de objetivos de proyectos. Escuela de música. Criterios de desempeño.

Introduction

Changes in the system of training mid-level specialists in the field of musical education are designed to meet a number of targets: to integrate the Russian Federation into the European educational space, to increase the academic mobility of students and teachers, to boost the competitive attractiveness of graduates in the labor market, to extend graduates' potential in self-realization and future professional work (JANUÁRIO, 2021).

A unique system for training professional musicians having been formed over more than two-hundred years of history has a number of sticking points, including the quality of training graduates of music schools, music and pedagogical higher educational institutions, the absence of a vertical of inter-sectoral interaction on music education (TOLSTYKH *et al.*, 2021). Determination of these issues is possible only with the coordinated activities of all participants in the educational process in accordance with new approaches to organizing the training of mid-level specialists in the field of musical art (ZAKHAROVA *et al.*, 2019; KHARKIVSKY *et al.*, 2021).

The quality of training of any specialist, and in this case a musician teacher, under the conditions of today, is determined not so much by the level of his/her knowledge, but by the special aptitude in creatively solving the problems, fulfilling the assigned tasks (NGUYEN *et al.*, 2018).

Modern music education based on educational competencies "which are integral properties of the quality of training students, associated with their ability to motivated meaningful implementation of a complex of knowledge, skills and methods of work in relation

to a certain interdisciplinary range of issues" is intended to form this special aptitude (CAMPBELL *et al.*, 2016; KULISHOV *et al.*, 2021; LI *et al.*, 2022).

This led us to the problem of checking the formedness of competencies, for in traditional music pedagogy, assessment concerns mainly knowledge and skills.

Theoretical analyses of the scientific literature made it possible to elicit the main directions in the study of assessing students' competency formation in the structure of project management of a music college.

Thus, the theoretical and practical foundations of the formation of competencies are presented in the scientific literature, however, no special research into the problem of assessing the formedness of students' competencies in the structure of project management of a music college have been carried out.

Overall, this article aims to substantiation of the content and effectiveness of the model for implementation of the competency-based approach in secondary vocational education in the specialties of enlarged group 53.00.00 Musical Art in the Structure of Project Management of the College of Music.

Methods

The research methods were comprehensive and embraced: scientific and theoretical analysis of the literature on the problem under study; creation of a model for the formation and assessment of competencies in the structure of project management of a music college, implementation of technology for the formation of competencies in the structure of project management of a music college in the Gubkinsky branch of the Belgorod State Institute of Arts and Culture; analysis of results.

Results

Modern Russian pedagogy deals with the well-known and established approaches (traditional, systemic, personality-oriented), and the new ones that have appeared in scientific circles relatively recently, among them is the approach that involves the transition to assessing the formation of competencies – competency-based one.

The methods of the first group are more or less developed to varying degrees (systemic, activity-based and integrated approaches) and have a strong justification. Over the past decade, many scholars have contributed to the research and concepts of "competency", with most of

them highlighting the benefits of competencies as a philosophy of management in organizational and individual contexts.

The basis for the competency building educational approach were laid by scholars whose work on skills and development in the context of modernizing the education system is important for those who support this approach to education (JANUÁRIO, 2021; KHARKIVSKY *et al.*, 2021; KULISHOV *et al.*, 2021).

Levina *et al.* (2019) makes an assumption that holding a diploma of higher or secondary vocational education does not imply the employee's adequacy for the job and their aptitude for a certain job and introduced the concept of competence to challenge the usual grading system in higher education. He argues that there are a number of factors, including personality, motivation, experience, and other characteristics that differentiate good performers from average performers. Thus, he laid a conceptual framework that facilitated further research on competencies in various fields, such as professional teacher education, human resource management and business.

Competencies characterize the ability to apply and use knowledge, personal qualities, abilities and skills in performing important tasks or functions when realizing in a particular profession or working in a position. Competency is defined as the link between the needs of an employer and the capabilities of an individual. However, there is a definition of "competency" which varies depending on the purpose of the competencies and the requirements of an employer (LI *et al.*, 2022).

Competencies in the pedagogy of vocational training are considered as a new type of goal setting in educational systems, conditioned by requirements of an employer.

To understand the essence and problems of the competency-based approach in professional music education, it is necessary to consider the changes in society which provided the rationale for a new concept of music education, its modernization.

A competency-based approach will ensure the transition to a new level of Russian music education. Shifting the emphasis of education to education through discipline will ensure the development of a socially active and creative thinker and a specialist (KIM, 2015; ALEKSEENKO; RAKICH, 2020).

Reform of Russian system of music education is a step towards changing all spheres of life in modern Russian society. Increasing the role and prestige of secondary professional music education, its value is brought to a whole new level and becomes a symbol of good perspectives and success.

At the same time, the transition to a competency-based approach from the classic "knowledge" entailed rejection in society since the robust system gave quite good results (CAMPBELL *et al.*, 2016; DAVLETOVA *et al.*, 2019).

It is difficult and costly to introduce innovations in traditional music pedagogy based on one-on-one instruction.

However, solutions need to be found to combine classical music education with a competency-based approach, for as a result of the formation of general and professional competencies, students are most productively prepared for future professional work, which facilitates the quality of pedagogical, socio-cultural and musical education.

This led us to the task of checking not only knowledge, skills, practical experience, but also competencies, since the assessment concerned the basic knowledge and skills, and not the formation of competencies.

It should be pointed out here that the obligatory transition of all schools to new educational programs that meet the requirements of the Federal State Educational Standard took place on 01 September 2015. Thus, general competencies that we must develop on the basis of those already formed at school we have to form at the level of secondary vocational education.

A specific area of professional activity of graduates is performance arts, music education, musical leadership of on-stage performance groups.

Therefore, the competency-based approach in the college of music has the following features: priority of the formation of a creatively active personality; a crucial role of the qualitative state of cultural and educational environment in the spiritual and creative development of musicians; combination of musical and general cultural components.

The technology defines the professional competency of future specialists as an integral characteristic of the personality, including the totality of knowledge and skills in the subjects of general and vocational education. This whole is formed on the academic disciplines of the general education and professional cycles. Moreover, competency is the ability to employ one's knowledge gained in professional activity and the motivational need for continuous professional self-education in its various directions and creative self-development.

In understanding that educational organizations in recent decades have faced changes based on trends such as globalization, technological innovation, restructuring, as a result, compared to their counterparts a couple of decades ago, they have become more flexible and efficient, more employer-oriented, more focused on the short-term goals of education. A specialist is needed in the here and now, and not in five years. Thus, in a constantly changing

environment, educational organizations cannot exist without constant development and the development of human resources.
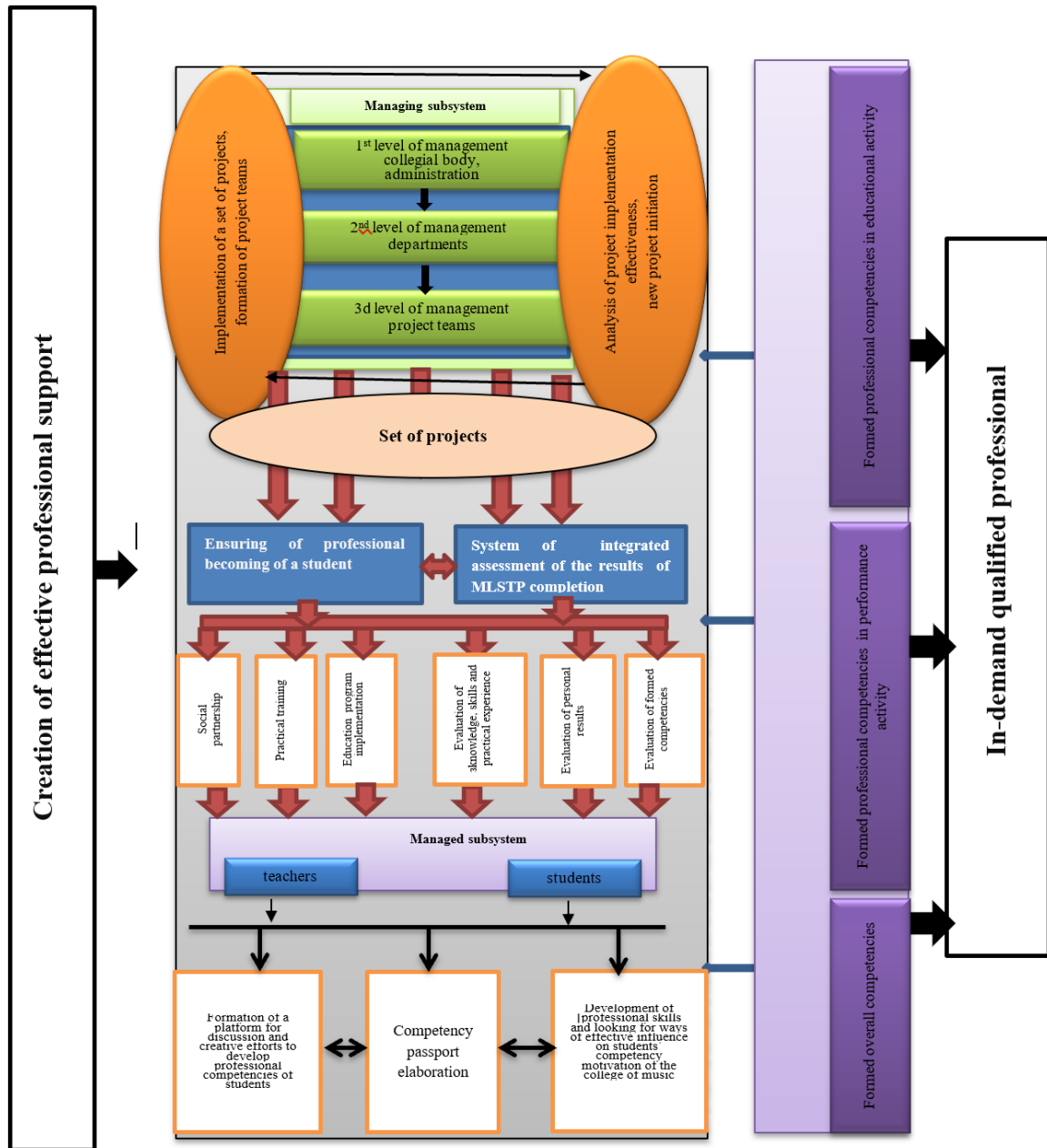
Competency-based approach in music education implies commitment to results important for the sphere of work of a musician teacher, to mastering activities that ensure the readiness to solve professional problems and tasks on the basis of knowledge, skills, professional and life experience, values, professional and educational culture of a musician teacher and is associated with transition to the Federal State Educational Standard (FSES).

The Federal State Educational Standard of specialties 53.02.03 defines:

– area and characteristics of professional practice;

– requirements for the results of mastering the basic professional degree program;

– objects of professional activity (DAVLETOVA *et al.*, 2019).

Since the theory of assessing the formation of students' competencies in the structure of project management of the college of music is put into practice through innovative processes, a model for the formation and assessment of competencies in the structure of project management of college development in the context of implementation of the FSES for intermediate vocational education of enlarged group 53.00. 00 Musical Art has been developed (Figure 1).

Figure 1 - A model of the formation and evaluation of competencies in the structure of project-oriented management of the development of the college in the context of implementation of the Federal State Educational Standard for intermediate vocational education of enlarged group 53.00.00 Musical Art

Source: Devised by the authors

Competency-based approach in music education implies commitment to the results important for the sphere of work of a musician teacher, to mastering activities that ensure the readiness to solve professional problems and tasks on the basis of knowledge, skills,

professional and life experience, values, professional and pedagogical culture of a musician teacher (Table 1).

Table 1 - Professional and Educational Culture

Components of professional and educational culture (ZAKHAROVA *et al.*, 2019)	Competencies in accordance with FSES 53.02.03 Instrumental Performance (types of instruments)
Axiological component – a set of pedagogical values created by mankind and individually included in the integral educational process at the present stage of education development	EC 1. To realize the essence and social significance of their future profession, to feel a sustained interest in it. PC 2.1. To carry out pedagogical and educational-methodical activities in Children's Schools of Art and Children's Schools of Music, other children's additional skills and activities training centers, general educational institutions, institutions of IVE. PC 2.2. To use knowledge of psychology and pedagogy, specialized and musical-theoretical subjects in teaching. PC 2.3. To use knowledge base and practical expertise in organizing and analyzing the educational process, methods of preparing and conducting a lesson in a performing class
Technological component – methods and techniques of the teacher's pedagogical activity; it is considered through the prism of solving a set of educational tasks in educational analysis, goal-setting and planning, organization, assessment and correction	EC 2. To organize your own activities, determine methods and ways of execution of job tasks, evaluate their effectiveness and quality. EC 3. To solve problems, assess risks and find innovative solutions. EC 4. To search for, analyze and evaluate the information necessary for setting and solving professional tasks, professional and personal development. EC 5. To exploit information and communication technology for enhancing professional performance. EC 6. To work in a team, communicate effectively with colleagues, management. EC 7. To set goals, prompt the activities of team members, organize and control their work with taking responsibility for the result of completing tasks. EC 8. To independently determine the tasks of professional and personal development, continuously educate themselves, consciously plan professional development. EC 9. To be up to speed on the rapid changes in technology in professional activities. EC 10. To utilize the skills and knowledge of basic subjects of the federal component of secondary general education in professional activities. EC 11. To utilize the skills and knowledge of vocation-related subjects of the federal component of secondary general education in professional activities PC 1.7. To perform duties of a musical director of a creative team, including the organization of rehearsal and concert work, planning and analysis of the results of activities. PC 2.6. To apply individual methods and techniques of work in the performing class, considering the age, psychological and physiological characteristics of students. PC 2.7. To plan the enhancement of students' professional skills. PC 2.8. To know the culture of speaking and writing, professional terminology
Personal and creative component of professional and educational culture reveals the mechanism of its mastery and evocation as a creative act	PC 1.1. To read and perform musical works, independently master the solo, orchestral and ensemble repertoire holistically and competently. PC 1.2. To carry out performing activities and rehearsal work in a concert organization, in orchestral and ensemble groups. PC 1.8. To create concert-thematic programs, taking into account the specifics of the perception of listeners of different age groups. PC 2.5. To apply classical and modern teaching methods, analyze the features of Russian and world instrumental schools

Source: Devised by the authors

Thus, the formation of competencies is correlated with the formation of educational culture of a musician teacher. Based on the structure of the components of educational culture and the features of competencies, one can trace robust relationship between them. Consider this relationship using the example of EC 2 (To organize your own activities, determine methods and ways of execution of job tasks, evaluate their effectiveness and quality) and the technological component of educational culture (Figure 2).

Figure 2 - Competencies formation and the formation of pedagogical culture of a musician teacher in the context of implementation of the Federal State Educational Standard for intermediate vocational education of enlarged group 53.00.00 Musical Art
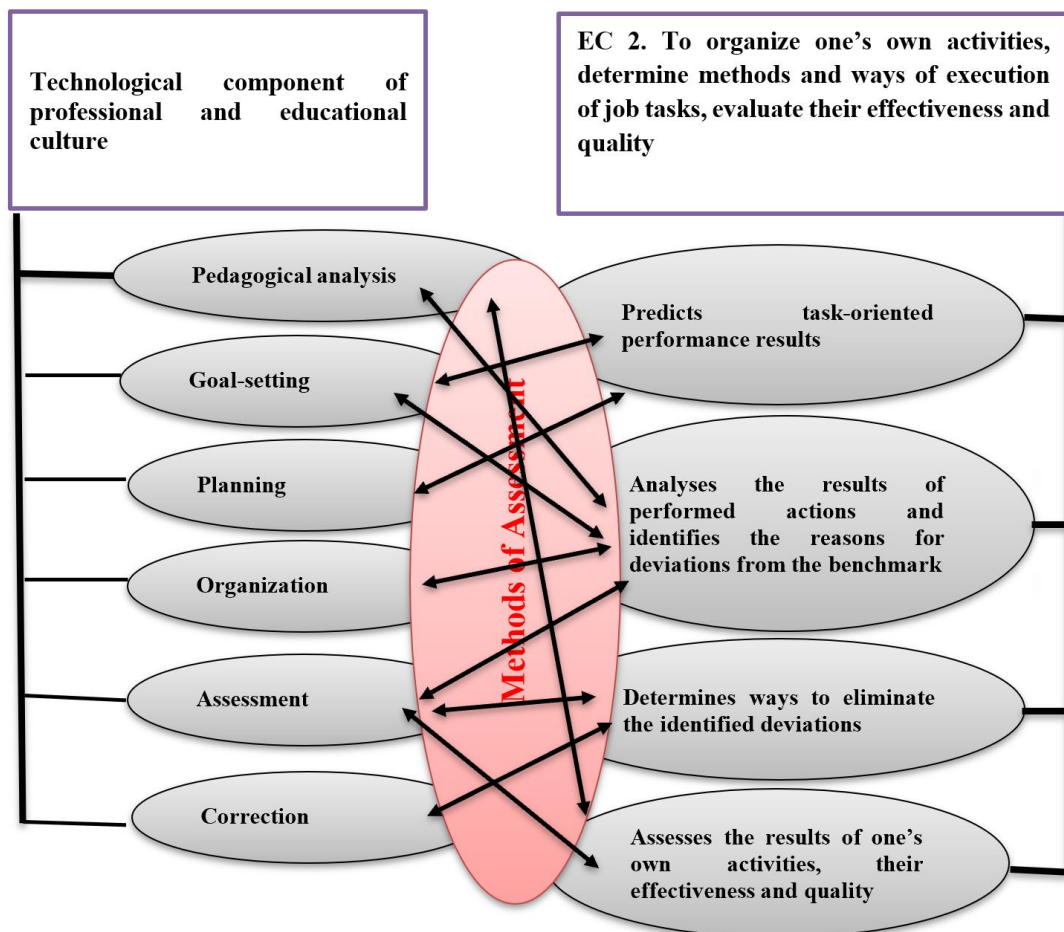
Source: Devised by the authors

Thus, the methods for assessing the formedness of the competency of EC 2, proposed during implementing the model for the formation and assessment of competencies in the structure of the project management of college development in the context of implementation of the FSES IVE of enlarged group 53.00.00 Musical Art (characteristics from industrial work

placement; observation; creative task) can be applied to assess the formedness of a technological component of educational culture.

Due to the fact that the use of project management of an educational organization, in our opinion, will create effective conditions for its development, as well as ensure the formation of competencies and educational culture not only among students, but also among pedagogical and leading employees, contributing to their professional personality growth, the most significant project implemented in the Gubkinsky branch of BSIAC was the project *Competency Passport Development* for specialties implemented in the Gubkinsky branch of BSIAC.

Let us consider, as an example, the technology implementation in the formation and assessment of competencies in the structure of project management of college development in the context of implementation of the FSES IVE enlarged group 53.00.00 Musical Art through the project *Competency Passport Development*.

Taking into account that management technology, is the activity of managers, rationally and optimally organized, and characterized by certain features (JOHNSTON *et al.*, 2015) as well as management technologies encapsulate the advanced ideas of management activities (JIARONG, 2015; LULU *et al.*, 2022), we can conclude that these approaches do not reflect the role of the managed subsystem.

The action of managing and managed subsystems can be isolated and described on the basis of an activity approach to the formulation of the concept of "technology" (ALEKSEENKO; RAKICH, 2020).

At the same time, spiritualization through values and traditions is possible when applying an axiological approach to management, which considers technology as a culture of management (LEVINA *et al.*, 2019). An increase in the level of effectiveness of the management technology application, the creation of conditions for the analysis of its effectiveness is achieved with a values-based attitude towards its implementation. The quality and effectiveness of technology implementation are influenced by staff's adopting and non-adopting the technology.

The technology defines the professional competency of future specialists as an integral personality characteristic, including the totality of knowledge and skills in general and major subjects. This aggregate is formed on the academic disciplines of general and vocational education. Moreover, competency is the ability to apply the knowledge gained in one's professional activity and the motivational need for continuous professional self-education in its various directions and creative self-development.

Considering that educational organizations in recent decades have faced changes concerning globalization, technological innovation, restructuring, as a result, compared to their counterparts a couple of decades ago, organizations have become more flexible and efficient, employer-oriented, focused on the short-term goals of education. A specialist is needed in the here and now, and not in five years. Thus, in a constantly changing environment, educational organizations cannot exist without their constant development and the development of human resources (Table 2).

Table 2 - Technology for the formation and assessment of competencies in the structure of project management of college development

Stage	Managing subsystem actions	Managed subsystem actions
Initialization	On the basis of a SWOT analysis, the administration of the State Fund of BSIAC has identified the factors influencing the development of the college, formulated the goal: creation of a system to evaluate the formedness of overall and professional competencies; determination of measures in accordance with the desired goal, initiation of the *Competency Passport Development* project. Initiation of the work on developing substantive documentation and drawing project implementation plan.	Conducting a SWOT analysis, setting goals and identifying ways to achieve them. Formation of a project presentation plan and work on basic documentation.
Planning	Organization of activities to: – develop the project governance structure, engage a project leader. – develop the project in terms of content. – appoint performers of stages and their roles in the project, divide the project work.	Creation of management structure, delineation of roles and responsibilities. Elaboration of the content of the draft, including: – definition of the grounds of general competencies; – definition of the grounds of professional competencies; – development of guidelines for evaluation of general competencies; – development of guidelines for evaluation of professional competencies; – introduction of a map of individual indicators of the readiness of formation of core and professional competencies of a student.
Fulfillment	Activities on: – implementation in accordance with the project management passport of all planned actions and activities in full effect; – stimulating the development and implementation of horizontal links between structural divisions. – control of project risks.	Implementation of activities, analysis of performance, provision of reporting documentation.

	The analysis of the results obtained has naan performed. Organization of reflective activity based on satisfaction with the result, work in the project team. Organization of the project presentation in the department of scientific and creative communications and expertise of BSIAC. Publication of *Competency Passport* as a toolkit by the decision of the Editorial and Publishing Council of the Belgorod State Institute of Arts and Culture	
Finalization		Report on the implementation of project activities. Reflexive activity. Report on the achievement of performance indicators.

Source: Devised by the authors

The Competency Passport, developed for the students of the Gubkinsky branch of the BSIAC, served as a tool for systematic and methodological support of the educational process, combined various didactic teaching aids into a single whole, revealing the requirements to the content of a discipline, to the level of mastering professional competencies of graduates, stimulating the development of creative potential.

This project served as a tool for systemic and methodological support of the educational process, incorporated various didactic teaching aids into the whole, revealed the requirements to the content of the studied subject, to the level of mastering professional competencies of graduates, served to accumulate new knowledge, stimulated the development of creative potential.

The Competency Passport being highly appreciated by experts was issued by the decision of the Editorial and Publishing Council of the Belgorod State Institute of Arts and Culture in 2019, although in practice it has been used to assess the formedness of competencies among graduates of the Gubkinsky branch since 2016.

Discussion

The criteria for the effectiveness of technology implementation were identified based on the elements of the model for the formation and assessment of competencies in the structure of project management of the development of the college in the context of implementation of the Federal State Educational Standard of the IVE of enlarged group 53.00.00 Musical Art.

The level of achievement of goals of the experiment was determined through:

1. Quantitative indicators (formal criteria):

– the results of learning outcome assessment (results of the SFE, the formedness of competencies);

– college entrance and graduates' employability.

2. Qualitative changes (real criteria):

– the level of formedness of professional and pedagogical culture;

– satisfaction of graduates with educational activities.

These formal criteria, in our opinion, determine the level of readiness of graduates for performing and pedagogical professional activity as an artist, a teacher, an accompanist.

State final examination which is one of the tools for determining the compliance of the level of knowledge, skills and practical experience with the requests of employers, plays primarily the role of graduates' professional competency, because it is carried out with the participation of employers (Table 3).

Table 3 - Level of Education and Average Grade of Graduates Based on the Results of the State Final Examination

	2016	2017	2018	2019	2020	2021
Average grade	4.7	4.57	4.71	4.95	4.69	4.7
Level of education	100%	100%	97%	100%	93%	94.4%

Source: Devised by the authors

Thus, we see an increase in the level of training and a fairly high average score according to the results of the SFE of graduates. The drop in the level of training according to the results of the SFE in 2020 can be explained by the following reasons:

- move to remote learning from March 2020, within which it is very difficult to implement training in creative subjects;

- move to the remote passing of the SFE;

- teachers' disinclination to work under the conditions of distance learning;

- students' disinclination to study remotely.

The development of Competency Passport for each specialty facilitated in solving the problem of checking the formedness of competencies.

The Competency Passport allowed to provide complete information about the level of formedness of competencies among students. To generalize the results, a form of individual indicators of the development of formedness of general and professional competencies of a student was developed and put into practice (Table 4).

Table 4 - Levels of Competency Formedness

	2017	2018	2019	2020	2021
High and average	82 %	84%	84%	87 %	88 %
Basic	17%	15%	15%	12%	11 %

Source: Devised by the authors

Thus, the intermediate certification and the State final certification at the Gubkinsky branch of the BSIAC showed a high level of training of graduates that meets the requirements of the Federal State Educational Standard.

The level of training, formedness of general and professional competencies of students at various stages of educational process, assessed by employers, can be considered as sufficient for students to successfully master the professional degree programs to perform professional functions by graduates of the Gubkinsky branch of the SBEI HE BSIAC. The Chairmen of the State Certification Commissions noted not only the high level of training of specialists, but also the teachers' commitment to their professional success and professional life of graduates, as well as the ability of teachers to critically approach the assessment of the results of their work, which, in our opinion, was the result of application of project-based approach to management.

The quality of the education in the Gubkinsky branch of the Belgorod State Institute of Arts and Culture is evidenced by high college enrollment for the specialty, graduates' employability (Table 5).

Table 5 - Graduates' Employability

	2017		2018		2019		2020		2021	
Total number of graduates	37	100%	37	100%	32	100%	42	100%	39	100%
Achieved employment in their own specialist areas	17	46%	17	46%	16	50%	24	57%	25	64%
Going onto further study	14	38%	16	43%	16	50%	13	31%	13	33%
Military service, leave for childcare	6	16%	4	11%	0	0%	5	12%	1	3%
Do not work in the area of culture	0	0	0	0	0	0	0	0	0	0

Source: Devised by the authors

The quality of training of specialists is evidenced by the positive feedback from the heads of organizations and institutions where the graduates of the Gubkinsky branch work. Many college graduates have become leading specialists and head schools of music, cultural centers, creative teams.

Thus, the stability and growth of quantitative criteria for assessing the effectiveness of the application of technology for the formation and assessment of competencies in the structure of project management of college development in the context of implementation of the FSES of the IVT of enlarged group 53.00.00 are in evidence.

According to the goals and objectives of the control experiment, data have been obtained showing the qualitative changes occurred in the levels of formedness of professional and educational culture. The study was conducted among students of specialty 53.02.03 Instrumental Performance (by type of instrument) in 2017. These data are presented in the following table (Table 6).

Table 6 - Results of the Formedness of Professional and Educational Culture

Level of the formedness of professional and educational culture	The 2017-2018 academic year	The 2018-2019 academic year	The 2019-2020 academic year	The 2020-2021 academic year
High	18%	29%	32%	35%
Average	56%	57%	60%	58%
Low	26%	14%	8%	7%

Source: Devised by the authors

The analysis of the data obtained shows that the number of students who have reached a high level of formedness of professional and educational culture has increased by 1.9 times, there is an increased number of students who has an average level of formed educational culture.

The qualitative changes in the managed and managing subsystems can be judged by the satisfaction of graduates and their parents with learning activities in the branch (Table 7).

Table 7 - Graduates' Satisfaction with Learning Activity

	The 2017-2018 academic year	The 2018-2019 academic year	The 2019-2020 academic year	The 2020-2021 academic year
Satisfaction with the content and learning outcome	84%	86%	86%	88%
Satisfaction with organizing activities relating to education plan completion	91%	93%	83%	92%
Satisfaction with social-psychological conditions of educational program implementation	96%	97%	97%	98%
Satisfaction with organizational background	86%	86%	84%	87%

Source: Devised by the authors

The integrative indicator of graduates' satisfaction with the results of educational program completion has increased from 89.25% to 91.25%. A high level of satisfaction with social-psychological conditions indicates a relaxed atmosphere in the team, good, friendly relations, opportunities for creative self-realization.

The declining satisfaction with the organization and organizational background can be explained by the move to remote learning that is very difficult to adapt to creative specialties, as well as the introduction of new rules for organizing the educational process in connection with the spread of Covid-19.

Parents' satisfaction with learning activities of their children is not only satisfaction with the content, results, organization and organizational background for the implementation of educational programs, but also awareness of the safety and well-being of their children (Table 8).

Table 8 - Parents' Satisfaction with Learning Activity

	The 2017-2018 academic year	The 2018-2019 academic year	The 2019-2020 academic year	The 2020-2021 academic year
Satisfaction with the content and learning outcome	80%	83%	83%	85%
Satisfaction with organizing activities relating to education plan completion	87%	92%	86%	93%
Satisfaction with social-psychological conditions of educational program implementation	92%	94%	91%	96%
Satisfaction with organizational background	81%	84%	82%	83%

Source: Devised by the authors

In general, the degree of satisfaction with the educational activities of parents is lower than that of graduates. We can explain this fact:

– parents' demanding requirements for the quality of education;

– high responsibility for the future of their children;

– the growing value of sound academic background in society.

The integrative indicator of parental satisfaction with the results of mastering educational programs has increased from 85% to 89.25%.

Thus, high satisfaction with learning activity not only reflects the attitude of students and their parents to the results of studies at college, but also determines the effectiveness of innovations in the education system and educational organization management.

Conclusion

Increasing the availability and quality of education in accordance with the demands of modern society is currently a strategic goal of the state in the field of education, which is determined by the need of the economy for highly qualified specialists with formed competencies.

To achieve this goal, it is necessary to solve a number of tasks: improvement of effectiveness of educational organization management; ensuring high quality professional education; increasing the mobility of educational system, and their fulfillment, in our opinion, should be based on the principles of project management.

The project approach to managing the development of the college of music in the context of implementation of a competency building approach is based on: successful application of the method of projects in educational activities of the Gubkinsky branch, analysis of the possibility of using projects as a tool for the formation of a teacher's professional culture via implementation of a number of projects in various areas of activity, development of competency passports for describing and assessing the formedness of graduates' skills.

Practical application of the model of formation and assessment of competencies in the structure of project management of college development in the context of implementation of the Federal State Educational Standard of intermediate vocational education of enlarged group 53.00.00 Musical Art allowed for not only the integrated approach to assessing the formedness of competencies and professional and educational culture of a graduate but activated the mechanisms of development through inclusion of a controlled subsystem in management activities.

We see a proficiency advancement and a fairly high average grade on the results of the SFE of graduates, the conformation of training with the FSES, high college entrance in the specialty, increased graduates' employability.

Qualitative changes that have occurred in the levels of formedness of professional pedagogical culture, satisfaction with learning activity also largely determine the effectiveness of innovations in education and management of the college of music.

Modernization and dynamic changes in modern society presuppose fundamental changes in the education system which refer not only to educational paradigm shift, but also to radical changes in the management system of the development of the college of music. Project management is in the best consistent with modern realities, which is most justified in the context of strategic changes in music education.

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