



QUALITY AND ITS MANAGEMENT IN MODERN EDUCATION ЯКІСТЬ ТА УПРАВЛІННЯ ЯКІСТЮ СУЧАСНОЇ ОСВІТИ

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Abstract. *The article is devoted to the study of the notion, peculiarities and features of education quality and in particular quality management in education in the terms of modern society and according to the goals of education for sustainable development. The orientation of education on its new result requires a new approach to ensuring the quality of education, the criteria for its evaluation, a new approach to organizing the educational process and managing it based on the use of modern management technologies. In turn, management depends on its methodology and organization that characterizes the goals and methods of their achievement, functions, powers and responsibilities for the quality of education.*

Key words: *education, quality, quality management, sustainable development.*

Introduction.

An increasing number of scientists understand that the basis for the survival of civilization is the strict observance of the conditions of sustainable development as the most important principle of civilization existence. The goal of education for sustainable development is to help students develop the knowledge, skills and values that will enable them to make individual and collective decisions of a local and global nature to improve the quality of life without threatening the future of the planet.

The task of education and upbringing is to teach the person to change the conditions of life, improve them, and not accept them as gifts from previous generations. Ideas and principles of sustainable development are able to make educational disciplines, a living tool aimed at forming a new consciousness, responsible consumer behavior through situational tasks close to real life.

In accordance with the ideas of sustainable development, teacher acts not so much as a translator of one's own knowledge, but as an organizer, coordinator, co-investigator of the students' cognitive activity.

Ensuring that education meets modern challenges is possible based on the universal development principle, realized through a new vision of world development and the use of information management.

The tool of an educational institution development management is its innovation policy, in which the object of management is the innovative activity of various subjects of education.

Social requirements to train a person capable of continuous knowledge updating, rapid retraining and changing the scope of its abilities, leads to the creation of new organizational and methodological conditions and teaching methods. The information society generates unprecedented prospects, but in its depths there are serious threats and contradictions. Responding to its challenges is not easy, thus we need to breed a modern human who is responsible, creative, capable of independent learning. For his



upbringing, an appropriate educational paradigm is needed.

The quality of education and its management

A scientific approach to understanding the quality of education has led to the emergence of a sustainable and long-term concept of competence, which includes not only the quality of education, but also the possibility of implementing this quality in professional activities. Competencies relate the capabilities of a specialist and the conditions for implementing these capabilities in professional activities. Competences are in this sense the use of the quality obtained.

Today, the quality of education can not be characterized, as earlier, by just the necessary knowledge, skills and abilities. In many situations of professional activity, the effect is not the amount of knowledge and skills, but their structure and combination, not the use of learned skills, but a creative approach to solving the problem. Knowledge, skills and abilities must be supplemented and transformed into a new quality by developed abilities, acquired values and readiness for various situations of change. The main types of competence include:

- readiness to solve problems,
- technological competence,
- readiness for self-education,
- readiness to use information resources,
- readiness for social interaction,
- communicative competence.

Thus the content of education includes a set of knowledge, practical skills, settings and psychological readiness for certain types and roles of practical activity. The content of education to a certain extent forms the personality and determines the effectiveness of his/her subsequent work. In all its characteristics, the content of education reflects its quality.

Quality is at the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education. The quest to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country [1].

High quality and relevant higher education is able to equip students with the knowledge, skills and core transferable competences they need to succeed after graduation, within a high quality learning environment which recognizes and supports good teaching. Quality assurance allows people to have confidence in the quality of higher education.

The meaning of a Quality Education is one that is pedagogically and developmentally sound and educates the student in becoming an active and productive members of society. A Quality Education is not one that is measured purely by a test score or by how many words per minute a 5-year-old can read. To hark back to these simplified measurements is to do a disservice to both the student and the phrase Quality Education itself [2].

A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods,



contribute to peaceful and democratic societies and enhance individual well-being. The learning outcomes that are required vary according to context but at the end of the basic education cycle must include threshold levels of literacy and numeracy, basic scientific knowledge and life skills including awareness and prevention of disease. Capacity development to improve the quality of teachers and other education stakeholders is crucial throughout this process.

VVOB believes that education leads to empowerment: a process of strengthening individuals, organisations and communities so they get more control over their own situations and environments. In quality education, VVOB distinguishes six dimensions:

1. Equity. Equity in education means that personal and social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all individuals reach at least a basic minimum level of skills.

2. Contextualisation and Relevance. Quality education cannot be based on a blueprint that is applicable in all situations. Solutions and adaptations of education systems must be based on the real needs of a country and/or community.

3. Child-friendly Teaching and Learning. Quality education puts the child in the centre and helps it to reach his or her full potential. Quality Education requires children's active participation.

4. Sustainability. Educational change processes often need time to be realised.

5. Balanced Approach. Quality education aims at developing a balanced set of capabilities of children they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

6. Learning Outcomes. Quality education requires a results-oriented approach [3].

Achievement of quality characteristics depends on management, which ensures their values, complex and combination. Quality is seen not only as a result of activity, but also as an opportunity to achieve it in the form of internal capacity and external conditions, as well as the process of forming characteristics.

To reach these the quality of education becomes and stands out as a specific object of management. To manage the quality of education it is necessary to form a management system that would be quality-oriented, implement specific quality-management functions, and fit organically into the overall management system of educational processes. Such a system is necessary, both at the micro level of the quality management of education during training sessions, and at the macro level of education management in each educational institution.

As any management, quality management, has basic and specific functions. Innovative conditions define the following basic management functions:

- forecasting and planning the quality of education, forecasting the trends;
- implementation of the quality management of education system, specialization of functions, their distribution, consolidation;
- quality control of education in terms of its potential, process and outcome;
- quality regulation, ensuring the compliance and harmony of its characteristics;



- quality assessment, determination of its level and improvement opportunities;
- study the quality of education in the causes and origins of its formation, critical factors, limitations, negative influences, priorities;
- motivation to provide and improve the quality of education.

Specific functions characterize both the specifics of education management and the real problems of functioning and development. It is possible to formulate the following specific functions of the education quality management (without their disclosure):

1. teaching staff quality management;
2. students' quality management;
3. education technology quality management;
4. management of information and methodological support;
5. management of material and technical support quality;

Functions are similar to the educational management in general. The main difference is that the origins and orientation of these functions imply quality indicators and the creation of specific links for the implementation of these functions or the monitoring of their implementation. This, in particular, can be manifested in the fact that a quality management center, a group of analysis and quality control is created in the management system of an educational institution. This is a feature of the education quality management. In general, this system is not so much a part of the overall management system as its specific feature.

Conclusions.

The quality of education characterizes not only the result of educational activity – the qualities of a specialist – a graduate of an educational institution, but also the factors of the formation of this result, which depends on the purpose of education, content and methodology, organization and technology. All these are the characteristics on which formation must be consciously influenced, and therefore, which should be managed. Education needs a quality management system that every educational institution must have. Such a system is impossible without a modern, integrated system for assessing both the quality of education as a whole, and all its components separately.

The quality of education in the generalized definition and its final presentation is a complex of characteristics of competencies and professional consciousness that reflect the ability of a specialist to carry out professional activities in accordance with the requirements of the present stage of economic development, at a certain level of efficiency and professional success, with an understanding of social responsibility for the results of professional activity.

The quality of education gradually becomes not only a function of education management, but also a multifunctional object of management. This means that its provision requires the creation of specialized quality management systems that were not previously available and which should be designed and built. This is a new and, of course, specific problem that requires its solution.

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***Анотація.** Стаття присвячена вивченню поняття, дослідженню особливостей та вимог до якості освіти, а також менеджменту якості освіти в умовах сучасного суспільства та відповідно до цілей освіти для сталого розвитку. Орієнтація освіти на її новий результат вимагає нового підходу до забезпечення якості освіти, критеріїв її оцінювання, нового підходу до організації навчального процесу та управління ним на основі використання сучасних технологій менеджменту якості та управління освітою. У свою чергу, якість управління залежить від методології та організації, що характеризують цілі та методи досягнення результатів, функції, повноваження та відповідальність за досягнення відповідної якості освіти.*

***Ключові слова:** освіта, якість, управління якістю, сталий розвиток.*

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