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## **TECHNOLOGIES OF EDUCATION QUALITY MANAGEMENT IN THE SCHOOL**

In recent years, issues of the quality of education, management of this quality, as well as issues related to its proper assessment have become very relevant in the domestic society in general, and in the field of education in particular. As Marko Bobrovsky aptly expressed in his author's course "Education Quality Management at School" (created by order of the State Education Quality Service of Ukraine within the framework of the "Education Quality Assurance System" initiative, which is implemented within the framework of the "Support of Governmental Reforms in Ukraine" (SURGe) project) ): "policy of the quality of education becomes at the beginning of the 21st century the personification of our educational policy."

The theses material was prepared based on the results of research by the European Academy of Natural Sciences, which summarize the fundamental concepts of outstanding scientists, real "teachers of quality": E. Deming, J. Juran, F. Crosby, K. Ishikawa, A. Feigenbaum, T. Taguti, T. Safe deposit box [6] They had a significant impact on the economies of their own countries and contributed to the realization of the TQM era. Their theories, unlike the socio-economic doctrines of the past, have been tested by efficiency criteria and have a generalizing nature.

Therefore, the quality of education is the degree of satisfaction with the needs of consumers and other interested parties - this approach is gaining relevance in modern market conditions. This definition of the concept of "quality" was actually borrowed from the production sphere and extended to the sphere of education. The formation of the educational services market and the emergence of competition between educational institutions have led to the need for a clear focus on consumers of educational services. The concept of education quality as the degree of satisfaction of the needs of consumers and other interested parties is in many respects similar to the definition of quality contained in the international standards ISO series 9000 version 2008 (MS ISO series 9000: 2008), which define quality as the degree to which a set of own characteristics of the object satisfies the needs [5].

Based on this interpretation of quality, the most meaningful, in our opinion, is the approach proposed by the Ministry of Education and Science of Ukraine, according to which, in particular, the quality of higher education is interpreted as a set of characteristics of the educational process that determine the consistent and practically effective formation of competence and professional awareness. This is a certain level of knowledge and skills, mental, physical and moral development achieved by graduates of an educational institution in accordance with the planned goals of education and upbringing.

**The purpose of the article** – is the study of education quality management technologies, which aims to identify and combine everything most valuable in the experience of various educational institutions of the world. The tasks that need to be achieved due to their implementation combine the effectiveness of implementation, humanism, and a decisive role in achieving the successful development and competitiveness of the educational paradigm, as well as the undeniable need for motivational factors and the continuity of the learning process at the basic levels [3]:

at the methodological and applied level - the improvement of a person, his desire to achieve more in the plane of physical, professional, and spiritual development;

at the archeological level - the implementation of an integrative-technological approach in the development of the concept of humanitarian-technological development of the individual, implementation of achievement monitoring as a means of optimizing the learning process and personal-professional development [1]

within developmental psychology, tasks are transformed into:

- reflexive and ecological approach to the management of the quality of education;

- reflexive and innovative technologies and reflexive mechanisms for the development of the activity, creative potential, and pedagogical skills;

- models of system quality assurance of the educational process.

- strategies (methods, tools, tools, organizational forms of interaction) of creating programs for the personal and professional development of teachers and heads of educational institutions.

The task of achieving a new quality of education is being solved, based on the strategy of educational norm-makers of the new era, in which distance learning and long interruptions in the educational process prevail due to complications associated with martial law. Therefore, we are primarily talking about qualitative changes in the education system and the creation of developments capable of replenishing the educational space with new opportunities, namely [5]:

- development of models of independent systems for evaluating the quality of education;

- assessment of meta-subject achievements within the framework of national exams and studies of the quality of education;

- monitoring of educational achievements at different levels of education systems;

- implementation of innovative directions for the use of ICT in the evaluation of educational achievements;

- diagnosis of educational achievements: methods of action, level, competence;

- participation in international comparative studies of the quality of education TIMSS, PIRLS, PISA;

- analysis and interpretation of the results of international exams and research on the quality of education;

- assessment of educational achievements of children with health disabilities;

- development in educational organizations of self-government bodies;

- introduction of a system of remuneration for teaching and administrative staff of educational institutions, taking into account the number and effectiveness of their activities;

- creation of a system of independent public and professional accreditation of training programs;

- creation of a system of public ratings of educational organizations and programs for continuing professional education.

The state of the education system can be assessed according to three main criteria:

- compliance of the achieved educational results with the set goals (performance criterion);

- "price" of achieving results (criterion of effectiveness);

- compliance of the achieved results and their "price" with social expectations (criterion of relevance according to Lebedev).

The totality of the manufacturability of these three criteria allows us to characterize the quality of education.[4] Achieving a new quality of education thanks to innovative technologies involves creating conditions for:

- the educational results corresponded to the goals of preparing the participants of the educational process for life in changing conditions of existence, taking into account the preservation of stress resistance and ensuring maximum psychological comfort;

- provide the relevant majority of educational service customers with real opportunities to achieve these results;

- emotional costs and time spent to achieve such results should not be a factor that prevents the consumption of educational services from receiving services of appropriate quality.

Summarizing, we can draw the following important conclusions:

Based on the considered main approaches to ensuring the quality of education as a priority area of state policy, reflected in the National Strategy for the Development of Education in Ukraine for the period until 2021, namely: the development of a systemic approach to state quality management based on international standards and principles; development and implementation of integrated state management systems; participation in international comparative studies of the quality of education (TIMSS, PISA, PIRLS, etc.); the active application of a set of quality management methods and tools determined that the use of effective education quality management technologies in ZZSO is connected with the very word "consumer", namely - the consumer of educational services; it is of Latin origin, the basis of this term is the expression "to be related to something"; the user (customer of educational services) builds a long-term relationship with the provider (SSP), and therefore acquires a compelling motive to receive this particular service.

Quality supported by technologies is not just pleasing to the user (customer, consumer), it is not just the satisfaction of his request - the concept of integrated quality management is aimed at achieving the best through continuous improvement.

The lack of a theoretical and methodological solution to the problem of state management of the quality of education in conditions of uncertainty (martial law, mostly distance education, long interruptions in the educational process) causes unresolved problems in the practical development of this issue. The prospects for further research in this area should include a generalized justification of the use of technologies in the state administration process with the aim of improving the quality of education.

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