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CONCEPTUAL APPROACHES TO MANAG THE EDUCATION QUALITY IN HIGHER TECHNICAL EDUCATIONAL INSTITUTIONS

Панасюк Н.Л. Концептуальні підходи до управління якістю освіти у вищих технічних навчальних закладах. У даній публікації розглянуто концептуальні підходи до управління якістю освіти у вищих технічних навчальних закладах, які ґрунтуються на засадах гуманізму, демократії, національної свідомості, взаємоповаги між націями і народами, громадяни мають право безоплатно здобути вищу освіту в державних і комунальних навчальних закладах на конкурсній основі, незалежно від статі, раси, національності, соціального і майнового стану, роду та характеру занять, світоглядних переконань, належності до партій, ставлення до релігії, віросповідання, стану здоров'я, місця проживання та інших обставин.

Ключові слова: управління, якість освіти, концептуальні підходи, вищі технічні навчальні заклади.

Панасюк Н.Л. Концептуальные подходы к управлению качеством образования в высших технических учебных заведениях. В данной публикации рассмотрены концептуальные подходы к управлению качеством образования в высших технических учебных заведениях, основанных на принципах гуманизма, демократии, национального сознания, взаимоуважения между нациями и народами, граждане имеют право бесплатно получить высшее образование в государственных и коммунальных учебных заведениях на конкурсной основе, независимо от пола, расы, национальности, социального и имущественного положения, рода и характера занятий, мировоззренческих убеждений, принадлежности к партиям, отношения к религии, вероисповедания, состояния здоровья, места жительства и других обстоятельств.

Ключевые слова: управление, качество образования, концептуальные подходы, высшие технические учебные заведения.

Panasyuk Nataliia. Conceptual approaches to manag the education quality in higher technical educational institutions. Education in Ukraine based on the principles of humanism, democracy, national identity and mutual respect between nations and peoples. The general scientific approaches the applying of which will be required during scientific research are defined in the article.

Keywords: higher education, research, research approaches, educational training, teaching scientific approaches.

Formulation of the problem in general. The right to education in Ukraine is constitutional and fixed in Article 53 of the Constitution of Ukraine. According to it, complete general secondary education is compulsory. Citizens have the right to obtain free higher education in state and communal educational establishments on a competitive basis, regardless of gender, race, ethnicity, social or economic status, type and nature of occupation, philosophical beliefs, membership of political parties, religion, creed, state of health, residence and other circumstances [1].

The content of education - is due to society's needs and objectives of the system requirements of knowledge and skills, philosophy and social and professional skills of the future specialists formed in the learning process from the perspectives of science, engineering, technology and culture [1].

Arguably, the quality management - a coordinated activity, which consists in directing and controlling the institution concerning the quality of education. Quality Management - a new way of organizing efforts of many people. Its purpose is to provide focus all resources on consumer demand. This leads to significant changes in the relationship between those who govern and those who actually performs the work.

The aim of education is the full development of human personality and the highest values of society, the development of talents and mental and physical abilities, education of high moral character, formation of citizens capable of deliberate choice, enrichment of the basis of intellectual, artistic and cultural potential of the people, improve the educational standards of the people, to ensure national economy with qualified professionals.

Analysis of the modernization concept of modern education for the period until 2014, materials of Expert-analithic centre, International Strategic Group of Experts of the Council of Europe materials discussion of the problems of modernization of education possible to determine the basic characteristics of quality to be met by education [3]. These characteristics include:

"the objectives and results of the general education requirements of the modern social system of education, due to the transition to an open and democratic society with a market economy, the transition to the overwhelming focus on students mastering a given amount of educational material to focus on developing the ability of students to independent problem solving in different areas on the basis of earned social experience;

"appropriateness of its educational goals and cognitive abilities of all students, improving the accessibility of educational content, creating additional conditions for the expansion and deepening students' knowledge in their field of education;

"raising the demand for education outcomes in the activity;

"compliance of educational activities with the preservation of health and providing psychological comfort of all participants in the educational process".

The wording of Article purposes. Achieve of a new quality of education due to the revision of the concept of "education", which is interpreted within the concept of modernization as a way to solve significant problems through Earned social experience.

The task of defining the purpose of education is to select goals in line with the nature of education and orientation of participants in the educational process, that is, those that reflect the most important problem for them.

The main material research. The first problem facing with all students is the need of mastering the ways of training activities. Therefore, the first purpose of education is to teach so that students learn. Learn to learn - it means to form students' learning motivation values, develop the ability to use different sources of information, to teach them to use effective methods of cognitive activities help students understand the content of education.

The second problem, more precisely, a group of problems that occur all the students, but rather, all people - a specific life problems that relate to different areas - family and home, entertainment, social, political, labor and related with the implementation of certain human social roles - citizen, family member, customer, client, resident, voter and so on.

This is a problem of orientation in habitat and ensure their own safety orientation in the law and administrative structures in the norms of behavior and forms of communication in the world of consumer values and aesthetic values, the phenomena of nature and social life.

This list can be extended (important to more rigorously define the range of life's problems, independent decisions are necessary to prepare graduates). The purpose of education is to teach students in order to solve standard life situations, that is, to understand the nature and significance of the issues, learn the existing rules and regulations of their decisions, to be able to justify focus on sources of information that can help in solving emerging everyday tasks.

The third group of problems concerns the orientation of the world's values. This is the attitude to nature, cultural phenomena (and spiritual and material), historical events and historical characters to the learning process, to man. The problem for everyone is to determine their attitude to these phenomena.

The purpose of education is to teach to navigate the world of values - to help students understand the essence of value attitude to the world, they create knowledge about basic values, develop the ability to determine criteria for assessment of reality.

The fourth group of problems is related to continuing education, preparation for the transition to the system of professional education. The purpose of education is to prepare the professional choice. This training during the transition to a market economy means the following: orientation in the labor market; orientation system of vocational education; orientation in their own interests and abilities; availability of skills, with reference to the value of vocational education; readiness for learning environments in vocational education.

The fifth group of problems relates primarily to foster community development. There is a need to prepare students for life in a society that is changing. On the one hand, such training can be provided through the development of basic students, primarily responsible, values; on the other hand, such training involves the development of students such as how navchenist. The essence of education is to teach so that the solution of non-standard tasks, among which include research, creative, ideological, etc. [5].

Analysis of the above goals of education suggests the existence of common components goals: motivation, value orientation, cognitive, operational and activity. These components can be put as relatively independent goals, specifying the general objectives of education and make the second level in the hierarchical system of educational programs.

The first objective of this level is to increase range of important issues for students. The emphasis on personally meaningful problems does not mean Aesop focus of the educational process. The pedagogical challenge is to socially significant problems make problems meaningful to students.

The award underlines the emphasis that the inclusion of the individual in the solution to a social problem, awareness of the importance of this personality, communication personal and social interests. At the same time the proposed statement of purpose emphasizes that personal development is reflected in the change of the scale of the world is perceived as part of the self [5].

The second goal is to expand cultural and educational environment of students. This means a change in the sources of information used in the educational activity. In the most general form of change is to move from sources adapted to the "primary sources".

Adapted sources - these are different kinds of textbooks used in schools [4]. The circle of "primary sources" is rather broad: achievements artistic, scientific and popular, political, scientific literature; original works of art (visual, musical, theatrical, etc.); historical monuments, attractions, media, etc.

The content of education lies in the fact, in order to enable students to real culture and teach them "not learn from textbooks." It should be noted that very important factors in the expansion of cultural and educational environment of students in modern conditions is knowledge of foreign languages and possession of information technology [2].

The third objective - the development of ways of activities. Modern education requires students to learn the ways of many small decisions subject of many small tasks. The problem is to build students' universal ways of life. The relative success in this reach (and then not always) in the formation obscheuchebnyh skills and general intellectual skills (compare, analyze, organize, synthesize, etc.). Mastering these skills will certainly extends cognitive capabilities of students, but did not provide solutions to complex problems, as these skills are just some of the techniques. It would be important to identify opportunities each school subject in the formation of "above subjects" ways of life, among which include system approach, modeling, forecasting, planning, heuristic methods, etc. [4].

The fourth goal is to build "of knowledge" base problem solving - the assimilation of facts, information, rules, scientific concepts, laws, principles, theories, etc.

General objectives of school education can be achieved only with achieving the goals of the second level - expanding the range of important issues for students, their cultural and educational space, forming a universal way of activities and knowledge necessary to solve problems [2].

From the point of view of the above general objectives of education is to achieve its result the students level of education that meets their personal potential. When erudition understood individual personal educational outcomes, resulting in the change of the scale of the world is perceived as part of the self [5].

The level of education is determined by the achieved level of implementation of the general objectives of education. There are levels of education that can be achieved in education: elementary literacy, functional literacy, general cultural competence, pre-professional competence, methodological competence.

Defining the purpose of education determines access to new educational outcomes. Access to new educational outcomes, in turn, involves the assessment of the results already achieved, identifying issues of achieving new results [4].

The educational program developed by higher education institutions in order to satisfy the need for education, training, training or retraining - that reaching a certain social effect (change in educational or professional level).

With the help of this product the higher education institution goes to the market. University offers market specific educational services in the form of lectures, seminars, etc., it offers services, united by a common goal and provided with adequate resources.

Educational institutions that are not professionals and equipped with computer labs can not offer educational programs to this area. However, even having given resources, higher education institution offers its customers the disparate lectures or workshops, as coming out of the educational program in that field, which includes some content and organization of the educational process, the process control system and its system methods, material and staffing. Therefore, the product of higher education institution defined as an educational program.

Education Program - a set of educational services aimed at changing the educational level or training consumers and provided with adequate resources educational organization [4].

Depending on its capabilities and customer needs, schools offer different range of applications that can be classified in a number of features.

The level of the proposed education program may be pre-university, undergraduate, master's, graduate, professional training programs, etc. [4].

By targeting specific specialty applications may be in finance, marketing, merchandizing, personnel management and other occupations that are in demand in the market.

The form of training programs vary daily, evening, part-time, remote, external, etc.

By teaching methods used programs can be traditional, problem-based learning programs, programs based on the analysis of business situations and more.

If additional components when the goal is not only sufficient resources of one of the university, educational programs may be so-called "sandwich courses" that include mandatory practice period between two periods of theoretical training programs "internship" as a theoretical study running parallel to the practical work in this direction, international, program of study when foreign university partner is an integral part of the learning process, etc. [3].

In the case of "sandwich course" and "internship" resources combined with the resources of the company in the implementation of international programs combined resources of two or more schools, located in different countries.

The new look of educational programs appears in response to market demand and technical capabilities (resources) University changing.

The rapid development of information technology, for example, brought to market distance learning programs that combine independent distance education possibilities of the individual (in the case of distance learning through computer) consultation with teachers [1].

Scope of market relations in higher education represented relationships between universities that train and retrain young professionals, businesses, consumers young professionals by young professionals and as a specific commodity.

We agree with the view of graduates as a specific product for the company, which employs graduates to meet their staffing requirements necessary qualifications [3].

But we can not take a definite view of the high school as a producer, and the goods in the form of young professionals. After all, on the same grounds and the manufacturer of this particular product can be called parents, environment and surroundings of the graduate.

Even in the formation of significant professional knowledge and skills used by employers in the labor market involved not only high school. Self while studying in high school, parallel training in various courses, the influence of family environment and so brings graduates with the knowledge and skills that are the questions on the labor market [2].

In addition, professional quality can not be seen in isolation from the other characteristics of persons as significant as in employment and in the profession.

Thus, the model of education quality management system can be represented as tasks, which provides qualitative changes in education to achieve new educational results that meet contemporary social needs.

Analysis of the modernization program of modern education can provide a number of problems of quality management education, which should be solved. These tasks include upgrading the educational process, educational way of life, educational environment: training teachers to improve the quality of decision tasks.

In the middle of each task can be divided into separate areas of the teaching staff, which determine the conditions for the transition to the new educational outcomes, specifying the nature of the changes that can be provided.

Modernization of the educational process includes:

Organization of the transition to the new educational standards:

"Selecting the curriculum.

"Preparation of work programs focused on substantive and metapredmetni results.

"Planning the learning process.

"The choice of the training regime.

"Scheduling training sessions.

"Changes in educational technologies.

"The choice of subject lines and methodological manuals.

"The organization of specialized education.

"The organization of network interaction.

"The selection and deployment of elective and optional courses.

The educational process:

"Changes in the final and intermediate certification students.

"Evaluation of Object and metapredmetnyh results.

"Evaluation of functional literacy and key competencies of students.
"Determining quality of the educational process.
The way educational life:
"The rules of interaction of the educational process (students, teachers, parents). Protection of children's rights in the educational institution.
"A combination of different forms of educational activities (training, self-education, additional education, experience social and creative activities).
"Self-government".
"Reconciliation of rights and duties of the educational process.
"Teaching and social initiatives. Social design.
"The public examination and certification of public education outcomes.
Educational environment:
"Interaction with parents as teaching partners.
"Cooperation with social organizations.
"Interaction with government agencies and institutions, enterprises of different ownership.
Teacher training to the task to achieve a new quality of education:
"The system of management of teaching goal-setting.
"The forms and methods of training.
"The program growth of professional skills of teachers.
"Measures to promote professional development of teachers.
"Methods of interaction between members of the teaching staff.

Model to improve the quality of education is cyclical, evolutionary and aims to support the process of education. Its implementation involves variation in quality management programs of education.

Selecting depends on the results achieved, the characteristics of the educational process, educational environment, and potential for professional growth of teachers.

At the same time, program options can be generalized into three main types, defining the nature of process control to improve the quality of education:
"Programs to meet new requirements and procedures;
"Programs aimed at fostering innovation teachers;
"Program aimed at creating conditions for waiver of the usual stereotypes.

At the same time it is possible to assume the existence of actual practice mixed options that combine all three approaches to quality management.

Conclusions and recommendations for further research. The priority of social development in the twentieth century, the international community recognized as undoubtedly is the quality of education, which is subject to all other indicators of human life.

We are the witness of qualitative changes in the development of civilization and conditions of life, and thus the functioning of education and understanding of quality. In their reports, scientists noted that quality education is the cornerstone of modern education paradigm, absolute priority educational policy of most countries, and Ukraine is no exception in this process.

The world realized that in high-tech information society, the quality of education is the main argument of human development to provide a level of professional competence and life of a man who would satisfy her desire for self-improvement and self-development and, consequently, the public's demand for educated and highly cultured citizens.

Problem institutional approach to quality management education is relevant for a number of factors:
• flexibility and dynamism of modern life that requires constant learning new individual competencies;
• transition to electronic information and communication technologies and development of e-governance of educational institutions;
• awareness of the value of human capital;
• Ukraine's accession to the common European education area (Bologn' Process);
• unequal starting opportunities for teaching children in families with different social status and living in different levels of socio-economic development of the territories that determines the need for alignment starting opportunities through presentation of common requirements for quality education.

Quality education is now regarded as one of the indicators of quality of life, an instrument of social and cultural cohesion, economic growth and declared both the international and domestic levels. And every state (and Ukraine as well) that takes care of your rating civilized world and his future, should develop a strategy and tactics of quality management education.

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