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IDEAS OF THE UKRAINIAN AND FOREIGN SCIENTISTS ABOUT THE ASSESSMENT OF HIGHER EDUCATION QUALITY

The statement of the problem. Many researchers note the complexity of an unambiguous interpretation of the “quality” concept for its dynamism, as well as its inherent ability to mean both something absolute and something relative. It is clear that the absolute concept of “high quality” cannot be directly related to the problem of quality management.

The problem of the quality of higher education has been studied and is being studied by the Ukrainian and foreign scientists: T. Lukina [9], Ye. Korotkov [8], E. Deming [3], L. Endrizzi [4], A. Stumpf [10], P.-A. Garessus [10], F. Hénard [6], R. Colet [2], G. Joughin [7], Ph. Dawson [7], D. Boud [7], C. Bryan [5], K. Clegg [5] and others.

The purpose of the study is to explore the ideas of the Ukrainian and foreign scientists regarding the assessment of higher education quality.

Presentation of the main research material. Despite the complexity and unambiguity of the “quality” concept interpretation, there is a noticeable and rather widespread tendency in the scientific literature towards the absolutization of the concept of quality, in particular in education – here usually a connotation of “high quality”, “greatness” is observed, that is, what we previously designated as “external, cosmocentric” methodology in the perception and interpretation of the quality of education, which in itself is a positive idea – promoting the growth of the image of an educational institution, educational traditions of the state, and the like. The absoluteness of the quality of education is manifested in the quality of the state's intellectual resources, determined by the quality of forecasting, the creation of the future, the quality of solving urgent social problems. The relativity of education quality reflects the relativity of social norms of education quality, expressed in the standard, where the doctrine of education and the guidelines of educational policy play a key role.

The problem of defining the concepts of “quality of education” and “quality of higher education” has always been relevant and rather complicated. For example, E. Korotkov noted that the quality of education is not only the result of educational

activities, but also the possibilities of achieving it, should be represented by factors that influenced and shaped the educational result, depending on the goals of education, methodologies, content, organization and education technologies [8].

An interesting idea is expressed by T. Lukina, who believes that quality of education reflects the development of the education system and society in a certain period, but it changes over time depending on the requirements of the individual, society and the state. [9]. Thus, quality of education is an indicator that determines the effectiveness of the national education system and the effectiveness of its management, which is an obligatory component of public administration of education.

It should be noted that the American scientist, statistician and consultant on the theory of quality management Deming W. Edwards in his scientific work "Out of the Crisis" considers quality as a systemic goal [3]. He developed a cycle of continuous improvement of quality, according to which it is necessary to go constantly through all four stages of the Cycle of Continuous Improvement (Deming Cycle): planning, execution, control, adjustment. His theory of management technology is essential for building sustainable development of an organization [3].

The French scientist L. Endrizzi emphasizes three interrelated levels of impact on the quality of education: educational institution, learning and individuals [4].

According to other French scientists, A. Stumpf, P.-A. Garessus, as well as to the above-mentioned L. Endrizzi, in the literature there is no unanimous agreement on the definition of the quality of higher education or the method of its measurement [4; 10]. However, the authors accept that teaching quality is related to three objects: the development of a culture of quality, a quality educational offer, and support for teaching and learning [4; 6].

As it was noted by the French scientist J R. Colet, in France, the diffusion of teaching quality assessment has been reflected in fluctuations on the part of public authorities since 1992, a sign of a certain political reluctance in the face of shocks caused by measures which undermine their own values of the profession, or even require the construction of a new value system [2].

According to F. Hénard, quality teaching is the use of pedagogical techniques for students to obtain learning outcomes. It includes several dimensions, including effective design of curriculum and course content, different learning contexts (including guided independent learning, project-based learning, collaborative learning, experimentation, etc.), seeking and using feedback, and effective assessment of learning results. It also includes a well-adapted learning environment and student support service [6].

Australian scientists G. Joughin, Ph. Dawson and D. Boud rightly point out that despite the widespread recognition of the need to improve assessment in higher education, in individual courses assessment tasks are too often dominated by conventional methods. Although the change in assessment depends on many factors, improvement of assessment ultimately depends on the decisions and actions of individual educators [7].

The British researchers C. Bryan and K. Clegg point out that evaluation is probably more disturbing for students and more annoying for staff than any other

peculiarity of higher education. It is time consuming and otherwise it could be devoted to teaching and learning, and is the subject of significant debate as to whether it is fair, effective, and worth the effort [5].

Conclusions. The generalization of the results of the conducted thematic review of scientific research allows us to summarize that the issues of assessing the quality of education are of concern for scientists from various fields of science, but there is still no systemic vision of them. At the same time, experts in pedagogy, management, economic and technical sciences unanimously point to both the low level of practical solution of the problem and the lagging behind which is observed in our state. The further studies will be dedicated to exploring the approaches of foreign scientists in resolving the issue of higher education quality assessment.

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