CONCEPTS OF QUALITY MANAGEMENT OF EDUCATION: FROM HISTORY TO PRESENT

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Introduction. Quality management of education is an important direction of reforming and developing the education system in Ukraine, bringing it up to EU standards. It is worth noting that the concept of quality management of education has deep historical roots and has gone a long way in its development.

Significant contributions to the development of the concept of quality management of education in Ukraine have been made by such domestic scientists as: S. Kalashnikova [6], V. Lugovyi [7], T. Lukina [8], Z. Talanova [12], and others. They studied the implementation of quality systems in educational institutions, developed models for assessing the quality of educational levels. However, it remains relevant to study the dynamics of the development of quality management of higher education in the context of European integration processes in Ukraine.

Main points of the study. The concept of education quality management in Ukraine is a complex and dynamic system that has been transforming over decades, reflecting the evolution of societal, political, and educational trends.

In Ukraine, the history of quality management in education dates back to the times of Kievan Rus. In those days, princes and bishops were involved in the selection of teachers and supervision of schools, and students were tested on their knowledge of the Holy Scriptures. In the 17th and 18th centuries, with the founding of the Kyiv-Mohyla Academy and other educational institutions, a system of examinations and tests was introduced to assess student knowledge.

In the Soviet period, from the 1950s to the 1990s, quality control was centralized through uniform curricula, programs, and textbooks.

With the proclamation of independence of the Ukrainian state, the Law of Ukraine "On Education" was adopted in 1991, which declared the autonomy of educational institutions and initiated the transition to democratic principles in education [9].

It is worth mentioning the educational reforms implemented by V. Kremen during his tenure as Minister of Education and Science of Ukraine (2005-2007): the introduction of a 12-year secondary education and specialized learning in high school; the transition of higher education to a three-tier system: bachelor's-master's-doctorate; the implementation of external independent assessment of school graduates' knowledge.

Educational reforms were carried out by the Minister of Education and Science of Ukraine, S. Nikolaenko (2007-2010): restructuring of the structure of secondary education; development of the National Qualifications Framework; introduction of mandatory master's degree programs in universities; initiation of the process of European integration of the Ukrainian education system (signing of the Bologna Declaration). This became an important step towards integrating domestic higher education into the European educational space.

The modern concept of education quality management in Ukraine is based on European approaches and principles of autonomy, collegiality, and transparency. According to the Law of Ukraine "On Higher Education" of 2014, the main instruments for ensuring the quality of higher education are: standardization, accreditation of educational programs, external independent assessment, etc. [10].

In 2017, in order to prevent academic plagiarism, the National Repository of Academic Texts by Ukrainian scholars was introduced.

It is worth noting the launch of a system allowing higher education applicants to choose disciplines within 25% of the educational program volume starting from 2018.

The certification of scientific and pedagogical staff was abolished, and a ranking system for teachers in higher education institutions was introduced by the Ministry of Education and Science of Ukraine in 2021.

Currently, quality management in the Ukrainian education system is gaining increasing significance in the context of globalization and European integration of higher education systems. Let's consider several key concepts defining modern approaches to ensuring educational quality.

One of the leading concepts is Total Quality Management (TQM), initiated by the American scholar W. Edwards Deming [2]. It involves engaging all participants in the educational process in quality management, continuous improvement, and a focus on the consumer of educational services.

Another widely recognized concept is the ISO standards for quality management. Particularly, ISO 21001 specifies requirements for quality management systems in educational organizations. This standard is based on principles of leadership, involvement of people, and a process approach in education [5].

The concept of quality management in education based on a competency approach lies in defining the quality of education by the level of formation of key and professional competencies in education recipients. The founder of this concept, J. Raven, proposed the competency approach in education in the 1970s. The aim of education should be the development of the ability to effectively act in various problematic situations rather than simply acquiring knowledge. Assessing the level of competency formation provides objective information about the quality of professional training and helps identify directions for improving educational programs and the overall learning process [11].

The concept of external quality assurance by Albrecht K. and Traver R. is relevant, realized through accreditation and audit [1].

"Accreditation of educational programs is the evaluation of the educational program and/or educational activities of a higher education institution based on this program in terms of ensuring and improving the quality of higher education" [10].

"Institutional audit is an external assessment of the school's work during which independent experts evaluate educational and managerial processes and the institution's compliance with legislative requirements" [4].

Recently, the concept of quality as transformation proposed by British scholars L. Harvey and D. Green [3] has gained prominence. It emphasizes the development of the individual's personality in education recipients.

Thus, the concept of quality management in education in Ukraine has evolved in accordance with socio-political conditions, enriched by past experiences and contemporary global approaches. Its further development requires comprehensive efforts from researchers, educators, and educational management bodies.

Currently, within the context of globalization and European integration, the concept of education quality management in Ukraine is evolving, taking into account

the best global practices and standards. The implementation of a quality assurance system, accreditation, and standardization in higher education contributes to strengthening trust in Ukrainian education within an international context.

However, there are issues that require attention, such as ensuring equal opportunities for all segments of society to access quality education, as well as continually updating assessment methods and approaches to teaching to meet the needs of the modern world.

Overall, the concept of education quality management in Ukraine continues to evolve, considering current challenges and opportunities, with the aim of enhancing the education system and preparing qualified professionals ready to face the challenges of the contemporary world.

Conclusions. Since the 1990s, there has been a transition towards democratic principles in quality management in education. Modern concepts are based on European quality standards, autonomy of higher education institutions, and independent assessment procedures. Competency-based approaches and student-centered learning play a pivotal role. Further development necessitates strengthening internationalization and integration into the European educational space.

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