

THE PROBLEM OF ENSURING THE QUALITY OF HIGHER EDUCATION IN THE SCIENTIFIC LITERATURE

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The issue of assessing the quality of higher education is not studied enough in the Ukrainian scientific literature and require careful research. For this purpose we should analyze scientific literature on the problem of quality assurance in the sphere of higher education. It is worthwhile noting that higher education quality assessment as a scientific category should be studied in philosophical, educational and pedagogical aspects, which are highlighted in both Ukrainian and European sources. The latter will allow a synergistic basis for the problem under study as an interdisciplinary research.

From a philosophical point of view, quality reflects the inner certainty of an object, which constitutes the specificity distinguishing it from all the others. From the economic point of view quality reflects a set of product properties that determine the degree of its ability to meet the needs of consumers in accordance with its purpose. From the legal point of view, quality is one of the essential conditions of many civil law contracts [2].

According to N. Batechko, the philosophical category “quality” expresses the essential definiteness of an object, thanks to which it is precisely this object and not another one. On the other hand, the philosophical aspect of the category "quality" shows the corresponding level of human cognition of objective reality. At each stage of cognition, certain properties of the object are revealed and cognized. Thus, the environment affects the object, as a result of which it changes, and, consequently, its

quality also changes. Due to this phenomenon, it is possible to trace the openness of the category “quality” as a system that flexibly reacts to external changes [1].

According to Khlebnikova, in pedagogy quality is multifaceted, which in its essence reflects various aspects of the educational process: philosophical, social, pedagogical, political, demographic and economic, and is considered as a set of properties of education that determine its ability to satisfy the corresponding needs of an individual, society, state, etc., in accordance with the purpose of education [4]. Thus, the quality depends on certain requirements, which are set taking into account the purpose of the application.

For our research, the opinion of foreign scholars about assessment in higher education is important. So, Australian scientists Gordon Joughin, Phillip Dawson and David Boud rightly point out that there is widespread recognition of the need to improve assessment in higher education and the assessment tasks are too often dominated by conventional methods in individual courses. Despite the fact that changes in assessment are influenced by many factors, improvement in this sphere ultimately depend on individual teachers’ decisions and actions [3].

We should note that more and more scientists consider the quality of education to be a topic closely related to the educational process, which is another of the results of human activity, and therefore, like any other product of human activity, has its own quality. Accordingly, from time to time there is a need to determine the level of this quality. Education quality assessment is based on a comprehensive analysis of the main indicators of the educational process, which significantly affect the formation of competence and professional consciousness of those who work in the field of education. In the process of assessment, it is necessary to take into account three main groups of characteristics, including such concepts as the quality of the potential for achieving the goal of education, the quality of the process of forming professionalism, and the quality of the result of education. [5].

Conclusions. The category of higher education quality is multifaced and is regarded from various points of view: philosophical, economical, social, pedagogical, political, demographic. Quality depends on certain requirements, which are set taking

into account the purpose of the application. The category of “quality” as a system is characterized by openness which flexibly reacts to external changes. The improvements in the sphere of education in the end depend on individual teachers’ decisions and actions and this will be studied in further publications.

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