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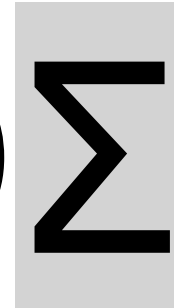


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## **RESEARCH OF THE CONCEPT OF QUALITY EDUCATION**

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The formation of professional competence of the future specialist, his professional development takes place in the educational environment of higher education. Therefore, the issue of ensuring the quality education, the formation and development of educational services, the definition of indicators of this quality is relevant for research and their implementation in pedagogical practice [1]. Thus, it is necessary to explore such identical concepts as "quality education", "quality of educational activities", "quality of the educational process", "quality of educational services". The quality of education is strongly linked to the quality of educational services. The complexity of their evaluation lies in the multidimensionality of the definition of the concepts of "education", "educational activity", "educational process" and "educational services".

The problem of the quality education has become relevant, first of all, in foreign pedagogy and is now recognized as a priority among the problems of the XXI century. In economics and management, the essence of the concept of "quality" is related to the evaluation of the process and result of creation and use of products and evaluation of services, that is the object of research and management is the quality of products and services [2]. Consider the interpretation of the concept of "quality":

from the standpoint of management – is the level of achievement of goals, compliance with certain standards, the degree of satisfaction of consumer expectations;  
as a philosophical category that defines the essence of an object or process.  
Quality acts as a holistic characteristic of an object or process;

in general, it is in line with a specific goal;

it is a set of characteristics of a product or service;

this is the satisfaction of consumer requirements;

it is the conformity of the subject as a result of work to some given standards [2].

Consider the interpretation of the definition of "quality education". Among the approaches to determining the quality of education are the following [1]:

1. According to a broad understanding, the quality education is determined; as the basis of quality of life [3]; reflection of public life [4].

2. The quality education is distinguished by categories: as a political, social, philosophical category, as a category of management [4], as a pedagogical category [4].

3. The ratio of the goal and the result of the quality education is determined: as a measure of achieving the goal [5]; the degree of achievement of goals and objectives set in education [6]; a set of its properties that allows it to solve the problem of training, education and personal development [3].

4. According to the ratio of processes and results, the quality education is considered as: a comprehensive description of both the process and the result of training and education [7]; a set of characteristics of the educational process that

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determine the consistent and practical effective formation of competence and professional consciousness [8].

5. According to the ratio of conditions (resources), processes and results, the quality education is considered: as the conformity of the laid resources, the educational process and the result and consequences for the goals of education, standards and requirements of society [9]; as a group of characteristics: the quality of the potential to achieve educational goals, the quality of the process of formation of professionalism, the quality of educational outcomes [10].

6. In terms of goals, conditions, processes and results, the quality of education is revealed as a systemic object; it is characterized by the quality of the goal, the quality of the pedagogical process and the quality of the result [11].

7. According to internal and external characteristics, the quality of education is considered by T. Lukina, distinguishing among the internal components of education the quality of basic conditions, the quality of the educational process, the quality of educational results, and among external – the conformity of education to students, their parents. the image of the educational institution, which guarantees a stable high quality of education, etc. [12]. O. Lyashenko refers to the internal characteristics of the quality of education: the quality of the educational environment, the quality of the educational process, the quality of the results of the educational process, and the external – its characteristics as a social institution that reflects the effectiveness of the educational system, its impact on people and social processes. needs of society and the state as a whole [9].

**Conclusions.** We can determine that the quality education will be most comprehensively considered as a multidimensional concept, which is characterized by the quality of educational goals, conditions (resources), processes that ensure the quality of results. In determining the quality of higher education, we take as a basis the interpretation of this term according to the National Education Glossary [13]: “the quality of higher education is a characteristic of higher education that reflects the relevance of learning outcomes, educational processes and institutional conditions.

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