

надважливі уроки, зробити правильні висновки з упевненістю, що ми разом здолаємо труднощі сьогодення, дивитися у майбутнє.

Література:

1. Coronavirus COVID-19 (2020). Global Cases by the Center for Systems Science and Engineering (CSSE). URL: <https://coronavirus.jhu.edu/map.html>.
2. НАКАЗ МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ Про організаційні заходи для запобігання поширенню коронавірусу COVID-19 № 406 від 16 березня 2020 року URL: <http://ru.osvita.ua/legislation/other/71755/>

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QUESTIONS OF ENSURING THE QUALITY OF PROVISION OF EDUCATIONAL SERVICES

At all stages of life, people have sought quality in various spheres of life, and today, when our country has made a big step towards progress, the quality system has become very necessary and not only for domestic purposes, but also as education. The quality system of education has a great role in the formation and development of our country, which is confidently moving towards the EU.

Terms and definitions given in DSTU ISO 9000: 2015 «Quality management systems. Basic provisions and glossary of terms»: quality - the degree to which the set of its own characteristics of the object meets the requirements; quality management system - the part of the quality management system that manages the interacting processes and the resources needed to create value and deliver results for relevant stakeholders.

Quality assurance means all planned activities for implementation within the quality management system (management program), which determine the possibility and conditions of providing the object of management with the necessary quality characteristics. Quality assurance in relation to education - development of a set of necessary measures to achieve quality indicators of education at the level of requirements established in educational standards, other regulations, as well as consumer requirements. Elements of the quality assurance system are the development of educational programs, qualification requirements for teachers, the content of certification procedures, the distribution of responsibilities and powers, the organization of interaction and more.

It is possible to formulate a list of conditions in the absence of which there can be no question of any management, including quality management of education.

1. This is the presence of a clearly defined management goal and criteria for achieving it, defined before the management process.
2. Availability of reliable information about the state of the object of management at any stage of the management cycle.
3. Ability to measure the status of the object of management at any stage of the management cycle.

4. The presence of a list of alternative options for achieving management goals - ways to implement the governance program and a formalized method of building and searching for these alternatives.

5. The possibility of a fairly complete assessment of the consequences of each of the alternatives, including in terms of its compliance or non-compliance with the objectives and existing constraints.

The transition from the general definition of management to the concept of quality management involves identifying the specifics of the control and managed systems, as well as the control action.

The object of quality management in accordance with international standards can be activity or process; the result of activities or processes, which, in turn, may be tangible (for example, a textbook written by a teacher), intangible (for example, information learned during its reading) or a combination of them; organization, system or individual; any combination of them.

Management methods are the ways in which the subjects of management influence the elements of the education system and the educational process, ensuring the achievement of the planned result. Traditionally, the following groups of methods are distinguished: economic, which provide the creation of economic conditions that encourage educational workers to study consumer demands, organize and carry out educational activities that meet these needs and demands; socio-psychological, influencing the motivation of participants in the educational process to achieve high quality education, and also provide, on the one hand, encouragement of teachers to achieve high quality, and on the other - a system of sanctions for poor quality education; organizational and administrative, carried out with the help of mandatory standards, directives, orders, instructions of managers; pedagogical, which include all stages of creating the quality of education from pedagogical design to pedagogical analysis and ensure optimal interaction between teachers and students.

Principles of education quality management: customer orientation; leadership; staff involvement; process approach; improvement; making decisions based on factual data; relationship management. [2, p.3].

Today, the task is to create a quality management system for education, the main objectives of which are a clear structuring of all processes of free economic education and their detailed regulation: the introduction of procedures for interaction with participants in the educational process; avoiding duplication of functions, improving document flow, focusing on market needs, improving the quality of educational services; establishing criteria for the effectiveness of all processes in the free economic zone, their systematic monitoring and corrective actions.

All this increases the motivation of staff, increases productivity. But, in our opinion, emphasis should be placed on educating the personality of those who teach, as well as the personality of the management elite. The quality of education should be understood as a complex integral characteristic of the level, nature and content of preparation of a young person for life and activity in a particular society, the formation of his professional and social competence, personal responsibility for the results. At the same time, personal development and socialization are an extremely necessary task. This means instilling a general professional culture, moral norms, system of life values.

One of the determining factors in the quality of education is the quality of the scientific and pedagogical staff of the Free Economic Zone. Quality unites the professional competence of teachers in the field to which the discipline they teach, their methodological and didactic literacy, their pedagogical skills, their general and professional culture. These are such personal traits as the psychological orientation of a person to pedagogical activities, such as decency, morality, responsibility and friendly demanding of students, real care for them and their future. We must remember that students not only listen to us, but they also critically evaluate us as individuals and as teachers, and their assessments significantly affect attitudes toward our lectures, the discipline taught, and learning in general, which affects the quality of education.

Advantages of implementing a quality management system: timely detection of critical processes and their correction; quality control at absolutely all stages of service provision; clear division of responsibilities; savings due to lower marriage rates; creating a reputation as a quality service provider; increasing competitiveness; due to the introduction of feedback from consumers, the degree of loyalty and trust in the institution increases; the document flow of the institution is optimized.

Thus, in a narrow sense, quality can mean product quality. In a broad sense, the concept of «quality» includes the entire process of production of goods and services: the quality of the production process, the quality of departments and personnel (including workers, engineers, managers and administrative staff), the quality of higher education as a system, quality (reliability) information, quality of customer service, etc.

Suggestions for improving the quality of educational services in the Free Economic Zone:

1. Development and implementation of a system to improve the quality of education.
2. Taking into account the level of general professional training in the certification of teaching staff, especially among beginners. Provision of measures to improve professional training and quality in the work plans of institutes, faculties and departments.
3. Introduction of a system of seminars on improvement of pedagogical skill, with inclusion of questions on problems of development of professional, pedagogical culture of teachers at university.
4. Providing the necessary practical assistance to the heads of departments for the organization of purposeful activities to improve the level of training, culture of research and teaching staff.

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РОЛЬ ПРАВОВОГО ВИХОВАННЯ В ОСВІТНІХ СТРАТЕГІЯХ

Сучасне громадянське суспільство природно зацікавлене у комфортному «правовому кліматі», і відповідно делегує освітянській політиці функцію правового виховання. Як зазначив Л. Фридмен, «будь-яка правова система знаходиться у стані еквілібріума, реалізуючи вимоги, що пред'являються суспільству, державі й праву» [1, с. 58]. Демократична правова держава не може