IMPROVING THE QUALITY OF EDUCATIONAL SERVICES AS AN IMPORTANT COMPONENT OF PEDAGOGICAL MANAGEMENT

Oleksandr Chernenko
PhD in Pedagogy, Associate Professor,
Associate Professor of the Department of Pedagogy and Special Education
Central Ukrainian State University named V. Vynnychenko, Ukraine

Summary. The article emphasizes that quality education is the key to successful learning for secondary and higher education students. School should provide the necessary knowledge and skills for further education. However, there is a need to update the content and technologies of education to develop students’ key competencies, which will help them succeed in life. Particular emphasis is placed on the importance of improving the quality of higher education, as many graduates do not meet employers’ requirements. It is emphasized that improving the quality of education is a priority for the state, and quality education is a competitive advantage for the economy. However, there are unresolved issues in the Ukrainian education system. The author sees the need to introduce public control, autonomy of educational institutions, advanced training of teachers, motivation to innovate, introduction of educational institution rankings.

Keywords: quality of education, pedagogical management, educational institution, teacher, evaluation.

Introduction. An important task of quality training for school graduates is their further study in higher education institutions. Since school lays the necessary foundation of knowledge and skills for obtaining higher education in the chosen specialty. The relevance of this issue is due to a number of challenges facing modern school education. First of all, in the context of the rapid development of the information society, there is an urgent need to develop students’ key competencies: communicative, information analysis, self-education, creativity, etc. However, their acquisition requires a significant update of the content and technologies of school education. Improving the quality of school education is a strategic task of the state, the implementation of which requires improving the management of the educational process in schools on an innovative basis.

At the same time, despite some positive developments in the field of education in the years of Ukraine's independence, there are still many unresolved issues that would help improve the quality of education: the introduction of public control over the quality of education, granting autonomy to educational institutions in financing and management, advanced training of teachers, introduction a rating system for educational institutions. This is especially true of higher education, which is a
prerequisite for the formation of professionals capable of competing successfully in the labor market and realizing their potential in their careers, restoring the post-war economy. The level of training of graduates of many educational institutions still remains inadequate to the requirements of most employers. This fact is confirmed by the difficulties of employment and further professional growth of a significant proportion of young professionals.

**Literature Review.** The quality of education and management of educational institutions were considered in the works of such foreign and Ukrainian scientists as: T. Bates, K. Day, V. Ivanova, S. Kalashnikova, V. Kutsenko, S. Murgatroyd, N. Nychkalo, L. Petrenko, S. Sysoeva, M. Fitsula and others.

Thus, improving the management of education in order to improve the quality of educational services is an urgent need today. That is why the chosen research topic is extremely relevant and of great practical importance for Ukrainian pedagogy, teachers and directors of higher and secondary education.

Therefore, the purpose of the article is to find ways to improve the quality of educational services as an important component of the pedagogical management of an educational institution.

In this article, the author tried to give objective ways to solve the main problems of improving the quality of secondary and higher education in Ukraine.

**Results and discussion.** «In the context of reforming the education system in Ukraine, the issue of the quality of educational services is particularly acute. After all, it is quality education that is the key to training a competitive specialist capable of effective professional activity. Therefore, ensuring and improving the quality of educational services should become a priority for modern pedagogical management» [6].

In L. Petrenko's opinion, «the quality of educational services is determined by many factors: the content of educational programs, the professionalism of teachers, the level of logistical support, the effectiveness of teaching and upbringing methods, etc.» [12]. Managing these factors should ensure the proper quality of educational services.

N. Nychkalo focuses on «one of the key aspects is the improvement of the content of education based on the competence approach» [10]. Which involves focusing educational programs on developing the competencies required by students based on labor market requirements. In its report, the Council of Europe emphasized that «one of the key areas is the renewal of the content of education based on the competence approach» [5]. This will allow students to develop the necessary life and professional competencies.

Instead, S. Sysoeva points out that «no less important is the systematic work on advanced training of teaching staff. After all, the effectiveness of the educational process largely depends on their professionalism» [13]. The scientist S. Day supports a similar opinion that «one should not forget about the systematic advanced training of teaching staff in order to update their professional competencies» [3]. After all, it is teachers who are key figures in ensuring quality education. Of course, advanced training of teachers is a legal requirement.

In V. Kutsenko's opinion, the quality of educational services is affected by the available logistical support. «The heads of educational institutions should also pay
attention to updating the logistical base, introducing innovative learning technologies» [8]. Old teaching aids will not impart quality knowledge.

The quality of educational services should be understood as a set of characteristics of the educational process and its results, which determine the ability to meet the expectations and needs of all participants in this process in accordance with established norms, standards and requirements.

Pedagogical management is a system of principles, methods, organizational forms and technological solutions for planning, organizing, motivating and monitoring aimed at increasing the effectiveness of pedagogical activity, achieving high quality of the educational process and its results.

At the same time, N. Butova «distinguishes between internal and external indicators of the quality of education in secondary schools. In particular, the researcher refers the following to the internal characteristics of the quality of general secondary education: a) the quality of the educational environment (compliance of education with the requirements of the time, characterized by the transition to a high-tech information society, the effectiveness of scientific and methodological work, proper logistical support of the educational process, personnel potential of the school); b) the quality of the educational process (the scientific nature and accessibility of the content of education), the level of competence in management, professional training of teaching subjects, their personal qualities, the effectiveness of teaching methods, educational and methodological support of the training process, meeting the diverse educational needs; c) the quality of the results of the educational process (compliance of students’ educational achievements with state educational standards, the development of their thinking, the degree of social adaptation, culture and education of students, the dynamics of individual achievements in self-determination, self-development, self-realization, etc.). External indicators of the quality of education characterize it as a social institution that reflects the effectiveness of the functioning of the education system, its impact on the individual and social processes, meeting the needs of the individual and the state as a whole. The researcher considers all indicators of the quality of education in inextricable unity as interdependent and interrelated» [2].

Thus, the quality of educational services as a component of pedagogical management should be considered as a set of organizational, managerial processes, didactic techniques and technologies that ensure the formation, evaluation, maintenance and improvement of key characteristics of educational activities and its results in order to meet educational needs and achieve the best educational standards.

S. Kalashnikova emphasizes that «improving the quality of educational services should become a strategic objective of pedagogical management. This requires systematic measures to improve the content of education, methodological, personnel, logistical support of the educational process» [7].

Therefore, improving the quality of education is an important task of pedagogical management in educational institutions of Ukraine.

«In the opinion of S. Murgatroyd, the issue of the quality of education is becoming increasingly important in the context of globalization and informatization of society. That is why improving the quality of educational services should become a priority for modern pedagogical management» [9].
E. Deming, a quality management specialist, wrote: «the quality of education is determined by a number of factors – from the content of curricula to the qualifications of teachers and the logistical support of educational institutions» [4]. Effective management of these factors will help improve the quality of educational services.

To improve the quality of education, modern teaching methods should be used. According to T. Bates, «it is also important to introduce innovative educational technologies, such as distance and blended learning, which make the educational process more flexible and student-centered» [1].

Therefore, pedagogical management should take an integrated approach to implementing the task of improving the quality of educational services. With systematic and consistent measures, progress can be made in this strategically important area.

Based on the above, we suggest the following ways to improve the efficiency of management and the quality of educational services in Ukrainian educational institutions:

1. Introduce a system of independent public control over the quality of education with the participation of parents' councils, educational and scientific associations, practice bases and public organizations. The essence of the system of independent public control over the quality of education is to objectively evaluate the activities of educational institutions by public representatives in order to stimulate improving the quality of educational services. This approach will allow assessing the work of educational institutions promptly and transparently at any time. Involvement of parents, employers, experts makes it possible to evaluate the educational process from different perspectives, identify different aspects of the quality of education. Unlike state control, public control makes it possible to ensure impartiality and objectivity in evaluating educational activities. After all, public representatives have no personal interest or departmental interests. In addition, unlike bureaucratic «top-down» inspections, public control involves equal dialogue «horizontally», which encourages educational institutions to self-improve and address quality issues. Unfortunately, this practice of evaluation is still in its infancy in Ukraine and is often only formal.

For example, in Poland, quality control is carried out through the activities of public education councils at two levels – from schools to the ministry. Public councils are formed from parents, teachers, experts, internship supervisors, etc. This approach allows publicly evaluating the work of educational institutions, holding public hearings and discussions.

2. Ensure greater autonomy for educational institutions in financing and governance. The new version of the Law of Ukraine «On Education» [11] contains a number of legal norms aimed at strengthening the autonomy of educational institutions. In particular, it is envisaged: granting educational institutions the status of non-profit organizations, which allows them to independently dispose of income and property; the right of educational institutions to independently develop and approve educational programs; determine the forms of education and types of educational services; the right to hire pedagogical and other employees; the right to dispose of own revenues (tuition fees, rental of premises, etc.). It is envisaged that
such changes should contribute to more efficient management of educational institutions and prompt response to the needs of participants in the educational process.

However, there must be an appropriate administrative and legal mechanism for implementing these rights regarding autonomy, which has not yet been fully developed. After all, bylaws are needed that would regulate in detail the implementation of the new rights and powers of educational institutions, regulate the scope of their autonomy.

3. Stimulate the introduction of innovative teaching technologies in educational institutions through grants and special funds. Motivating the introduction of innovations in education is possible by: allocating targeted funding in the state budget or local budget for grant support of educational innovations (funds should be distributed on a competitive basis between educational institutions submitting innovative projects); initiate special grant programs of the Ministry of Education and Science for the introduction of specific innovations (STEAM education, virtual and augmented reality, 3D modeling, etc.); establish special innovation development funds at educational institutions through local budget funds, charitable contributions, crowdfunding; attract international technical assistance and grants from international foundations and donor organizations.

For example, Estonia has a «Tiger Leap» program aimed at introducing information and communication technologies in education. The support program provides targeted funding to schools for the purchase of equipment, Internet connection, etc.

4. Ensure regular advanced training of teachers of educational institutions of all levels, in particular on the use of innovative technologies. Advanced training of teachers is an urgent need (teaching methods and technologies are changing, new R&D results), since the quality of the educational process and the competitiveness of graduates depends largely on the level of professional competence of teaching staff. In addition, the level of professional training of teachers directly affects the quality of education and training of students. Advanced training of teachers should correspond to the department's profile, teacher's specialty or subjects taught. The educational institution must fully or partially pay for the advanced training of teachers at its own expense, as well as the costs associated with travel, accommodation, teaching materials, etc.

The experience of Finland, where considerable attention is paid to the professional development of teachers, is worth taking into account. Every year, teachers undergo advanced training courses at public expense. International internships for teachers are also actively encouraged, as well as training seminars, trainings, webinars – aimed at sharing experiences.

5. Introduction of a rating system (image) for educational institutions in Ukraine. Due to internal competition in the market of educational services, educational institutions will constantly improve the quality of education, strengthen the material and technical base, improve teaching methods, implement innovations, since the rating will affect their reputation and enrollment of applicants and students. It is envisaged that the rating should be evaluated on a special integrated scale, the calculation methodology of which will take into account: the number of
teachers with academic titles and degrees, published scientific papers, the number of students (pupils in classes), availability of circles and extracurricular activities, percentage of implemented innovations, grants received, participation in competitions and sports achievements of students, available facilities, etc. The rating should reflect the prestige of the educational institution and be evaluated annually by independent experts and the public. Institutions with excessively low scores should be reorganized or consolidated.

In Ukraine, the EIT has been successfully introduced to test the quality of education for high school graduates, but in our opinion, it does not take into account other achievements of secondary education institutions (for example, the work of sports clubs, the percentage of innovations implemented, participation in competitions, etc.).

An example of using ratings of educational institutions is the experience of Great Britain. Annual national school rankings are compiled based on the results of external independent student assessment. The ratings are published in the media and taken into account by parents when choosing a school. Schools strive to constantly improve their rating, because it affects their prestige and demand among parents and students. This encourages schools to improve learning outcomes, find more effective methods, and attract the best teachers.

Therefore, the introduction of such measures will contribute to the modernization of education management and improve the quality of educational services in Ukraine. The outlined areas of reform will correspond to the course of European integration of the domestic education system and improve its quality.

**Conclusion.** The search for new managerial approaches and techniques to improve the quality of educational services is becoming paramount in the process of reforming the Ukrainian education system.

The quality of educational services determines the characteristics of the educational process and its results that meet established standards and the needs of participants.

Pedagogical management is a system of principles, methods and solutions for effective management of the educational process and improving its quality.

The quality of educational services as a component of pedagogical management is a set of processes and didactic technologies that ensure the formation, evaluation and improvement of the characteristics of educational activities to meet the educational needs of students.

Suggestions have been made to improve the efficiency of management and the quality of educational services in secondary and higher education institutions:  
a) public control will allow objectively and independently evaluating the work of educational institutions and stimulating improving the quality of education;  
b) increasing the autonomy of educational institutions will facilitate responding promptly to the needs of participants in the educational process and expand sources of financial income;  
c) grants and special funds will stimulate the introduction of innovations in the educational process;  
d) systematic advanced training of teachers will improve the quality of teaching and the transfer of more modern knowledge;  
e) introducing an educational institution rating system will promote competition in the education market.
Prospects for further research may be to consider the concepts of quality management of education in the context of European integration and reforms.

References: