

3. Падерін, І. Д., Романов, О. В., & Титовец, Є. С. (2016). Развитие Интернет-маркетинга на підприємствах малого та середнього бізнесу. *Економічний вестник Донбасу*, (1 (43)).

4. Квятко, Т. М. (2013). Бенчмаркінг-основа ефективного розвитку підприємства. *Вестник Сумського національного аграрного університету*, (5), 126-129.

5. Гимчур, Г. М., & Бабко, Н. М. (2020). Особливості маркетингу в мережі інтернет.

Науковий керівник – Квятко Т.М., к.е.н., доцент

UPDATING QUALITY MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS

**Nechitailo Yu., undergraduate,
Kharkov Petro Vasylenko national technical university of
agriculture**

The twenty-first century is often called the century of quality. The concept of "quality" is expanding every year and now includes aspects - from the quality of products and services, labor, health, education, culture, environment to quality of life. Thus, the category of "quality" acquires a philosophical color, and the problems associated with it affect all spheres of society [2].

In its development, the doctrine of quality has gone through several phases - from quality control of manufactured products to the current stage of general management (quality management).

Recently, the issue of quality of education has become relevant. This happened for a number of reasons, among which:

- consistent transition from the uniformity of educational programs, textbooks, educational institutions to their diversity;
- rapid development of management in education [1, 6].

Today, the main task of a higher education institution is not only the formation of higher education students' academic knowledge, but, above all - the ability to learn in a changing world.

Since the sphere of realization of knowledge, skills and abilities of each person are society in the person of organizations and enterprises; they will be the main customers for training. The requirements they make for the education system relate to the content of education and the ability of higher education students to put their knowledge into practice. These requirements will be the main components of the quality of education from the standpoint of a society that takes graduates of higher education institutions. Thus, "quality of education" is the ability of an educational product or service to meet the standards of higher education and social order.

It should be borne in mind that to obtain a truly quality education must ensure the quality of the requirements (goals, standards and norms) and the necessary quality resources (educational programs, human resources, contingent of applicants, logistics, finance, etc.), ie the quality of conditions (investments in education). In compliance with these aspects of quality, the quality of educational processes (scientific and educational activities, management, educational technologies, etc.) plays an important role, directly implementing the training of specialists. And, finally, another element of the quality of education is the quality of the results of higher education institutions (current and final results of higher education, characteristics of career growth of graduates) [3-5].

It is possible to formulate such requirements of the society to higher education:

- training of highly qualified personnel capable of solving creative tasks, conducting basic and applied research that ensures progress in all areas of knowledge and areas of the national economy;
- training of highly qualified specialists capable of effectively solving practical problems in various fields of activity;
- education of highly educated, culturally and morally developed individuals capable of preserving and enriching national culture [6, 7].

From an employer perspective, graduates should own:

- sufficient practical and theoretical knowledge and skills, in order to ensure high productivity, reduce unproductive costs of the enterprise for retraining;

- developed professional qualities (initiative, organizational skills);

- high efficiency, which implies the presence of good health and high physical endurance.

To meet the requirements of stakeholders in the quality of education, higher education institutions need:

- to take care of the resource provision of the scientific and educational process, i.e. to attract talented, highly qualified teaching staff;

- to ensure the inflow of funds from various sources, to equip the library with the necessary scientific and methodological literature, to organize access to modern information resources, to create a modern material and technical base in the institution of higher education, as well as to recruit entrants with high potential;

- to create conditions for active participation of applicants for higher education in scientific, practical and cultural activities of higher education institutions;

- establish links with enterprises for the practical training of applicants for higher education;

- clearly distribute the powers and responsibilities of all levels of management;

- eliminate duplication of procedures;

- to develop and implement in the educational process modern electronic educational materials;

- to carry out advanced training of teachers, social protection of employees;

- to develop practical skills of higher education students in the process of dual education [6].

Summing up, it should be noted that quality is the degree of satisfaction of consumer demands (higher education seeker, teacher, enterprise, society, state), the degree of suitability of a

graduate of a higher education institution for effective work.

Literature:

1. Заїка С.О. Особливості діагностики ефективності менеджменту / С.О. Заїка, О.В. Грідін // Вісник ХНТУСГ: Економічні науки. – Харків: ХНТУСГ, 2016. – Вип. 174. – С. 199-206.

2. Заїка С.О. Теоретичні аспекти сутності та змісту якості як філософської, соціальної та економічної категорії / С.О. Заїка, О.В. Грідін // Вісник Харківського національного технічного університету сільського господарства імені Петра Василенка. – 2016. – Вип. 172. – С. 202-214.

3. Заїка С.О., Грідін О.В. Система управління якістю інноваційного проекту / С.О. Заїка, О.В. Грідін // Вісник Харківського національного технічного університету сільського господарства імені Петра Василенка. – 2016. – Вип. 171. – С.118.

4. Мазнев Г.Є. Антикризове управління як сфера бізнес-адміністрування / Г.Є. Мазнев, С.О. Заїка, О.В. Грідін // Науковий вісник Ужгородського національного університету. Серія: Міжнародні економічні відносини та світове господарство. – 2016. – Вип. 10(2). – С. 13-17.

5. Управління якістю: [підручник] / Н.В. Мережко, В.В. Осієвська, Н.С. Ясинська. – Київ: КНТЕУ, 2010. – 216 с.

6. Управління якістю освіти у вищих навчальних закладах: навч. посіб.: у 2 ч. Ч. 1: Теоретичні засади формування систем управління якістю надання освітніх послуг / кол. авт.; за заг. ред. чл.-кор. НАН України В.С. Загорського. – Львів :ЛРІДУ НАДУ, 2011. – 136 с.

7. Шаповал М.І. Менеджмент якості: [підручник] / М.І. Шаповал. – [3-тє вид., випр. і доп.]. – Київ: Т-во «Знання», КОО, 2007. – 471 с.