THE ESSENCE AND FUNCTIONAL FEATURES OF QUALITY MANAGEMENT IN SCHOOL EDUCATION

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Abstract:

Introduction. Today, the managers of a modern school are faced with the task of organizing the work of the teaching staff at such a level as to provide all the conditions for the personal development of the student, the development of his creative potential, the conditions for a full-fledged life process, mental comfort, and increased learning efficiency. The article analyzes the essence and functional features of the quality management of school education in the implementation of these tasks.

Research methods. Today, the issue of quality management of human activities is becoming the cornerstone of world civilization. However, most scientists believe that the state of scientific research on the aspect of school education, dedicated to quality management, does not fully meet the needs of modern theory and practice of pedagogical management. In most scientific work, the methodology of school management is considered in general and, as a rule, does not fall into the ranks of special studies, except for very few publications. In this regard, today in school education there is a certain diversity in understanding the essence of quality management and its functional characteristics.

Results and discussions. In its essence, as a feature of Quality Management in Education, V.N. Azarov, A. Bellabarra, M.M. Potashnik and others noted that the goals of two different characters, which can enter into a certain conflict: pedagogical; they say that it is possible to face economic groups. Of course, pedagogical goals are considered basic. According to its status, the main task of an educational institution of a certain level is to meet the needs of the population for educational services of a certain profile. Naturally, the production of educational services requires financial resources to provide material resources and manpower, organize an effective educational process, create appropriate conditions. It is for this reason that the tasks of economic character are an important part of the activities of an educational institution, regardless of its type, level, subordination and form of ownership. Bunda, the successful implementation of all the tasks facing a modern educational institution requires an appropriate quality management system.

Conclusion. Based on the experience of previous researchers, it is recommended that in modern understanding quality management is based on the interaction of professionals, it is based on the satisfaction of the needs of the students towards the effective provision of appropriate compensation, the society, the specific people and the educational services provided by the state to determine the optimal management, the targeted, systematic process The essence of the quality management of school education can be explained by the groups of functional characteristics that
reflect the quality of the potential for achieving the purpose of school education, the formation of the competency of students and the quality of the result of Education.

**Keywords:** quality management, professional competence, resource management, information technology, planning, control, motivation, coordination

**Introduction.** Today, the issue of quality management of human activities is becoming the cornerstone of world civilization. However, most scientists believe that the state of scientific research on the aspect of school education, dedicated to quality management, does not fully meet the needs of modern theory and practice of pedagogical management. In most scientific work, the methodology of school management is considered in general and, as a rule, does not fall into the ranks of special studies, except for very few publications. In this regard, today in school education there is a certain diversity in understanding the essence of quality management and its functional characteristics.

In general, according to V.A. Slastenin and other researchers, quality management of pedagogical systems is characterized by the presence of many different objects and, accordingly, different levels of management-teacher - reader, manager-pedagogic. Bunda, the main figura, which gives a single direction to all management actions and is considered their direct purpose, is the personality of the reader. Today, Modern School is a dynamic systematic education with a high level of integrity, the effectiveness of which depends on the quality of methodological provision of management. This process manifests itself as a complex systematic education, which includes the basic components such as purpose, laws, principles, content, forms and methods, as well as activities inherent in certain components of educational institutions and processes of their management. At the same time, the direct tasks and content of quality management will consist in the optimization of the educational process as a whole, and at the same time-it is a necessary condition for ensuring adequate efficiency of individual actions, and it will be visible in the results of each of its participants in the process. Quality management is defined as a labelled system of subject-to-subject relationship that is associated with a particular challenges in the implementation of an education manager's own professional functions.

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competence of managers working in the field of education, they can be conditionally divided into the following main groups:

- the first group covers the knowledge and skills in the context of the performance of management functions, that is, the planning and forecasting of the work of an educational institution, the mastering of methods for increasing the effectiveness of management, the effective management of Information Technology, the use of communication tools, etc., while ensuring the effective management of resources, ensuring the effective management of resources;

- the second group includes knowledge on the activities and development of the educational institution, an understanding of the essence and content of the educational work. This knowledge is mastered directly in the process of practical work in the institution;

- the third, final requirements group is mainly concerned with the manager's ability to work with people and manage himself / herself. In the process of carrying out their duties, managers interact with a wide range of individuals - senior management, colleagues, teachers, auxiliary personnel, representatives of other educational institutions, scientists, etc.

The focal point of Quality Management in education is its goals and objectives, on the basis of which the directions of management work are determined. Achieving the set goals is achieved by performing the following basic (classical) tasks: organization; planning; control; motivation; coordination.

The issues of information provision of quality management of pedagogical system V.E. Melamod, O.Ya. Seyutin, T. Kharisovs those who studied. According to the results of the work carried out, scientists determine some of the structural elements that reflect the subjects of this process, these are the management stages of the management of innovation activities of pedagogical personnel, the sources and methods of collecting, processing, storing and applying relevant information, forms of information presentation, etc. In general, the study conducted makes it possible to note that the development of modern quality management requires a wide introduction of information technologies into management practice, since this allows the manager to use time wisely, to obtain adequate and objective information, to choose optimal solutions. The imperfection of providing quality management with information leads to the fact that the entire management system is not coordinated, the manager negatively affects every stage of management activity and leads to wasted time. All this requires the provision of quality management with relevant information and solving the problem of informatization of this process. This study finds its confirmation even with the fact that the issue of information management as a whole is increasingly becoming an object of research of various scholars as a component of the informatization of the educational sector.

**Research methods.** V.A. Kachalov, N.Sh. Nikitina and others identified the characteristics of manifestation of different types of activities in the process of performance of management functions depending on the type of management motivation and identified the sum of external behavioral symptoms corresponding to different types of motivation of modern schools manager in the improvement of qualifications. In addition, scientists have established that quality management is
carried out as an integral part of the social management system, the main functional feature of which is the provision of a general targeted direction of the actions of all participants in the joint labor process, regardless of the profile of the organization, that is, the cooperation and coordination of certain efforts, the optimal At the same time, Quality Management in the field of Education has a certain peculiarity associated with the object, means and form of presenting the results of pedagogical activity. In the quality management system in education, the principle of humanism, which is oriented towards the individual, occupies a special place, since all components of the managerial activity are carried out on the basis of direct or indirect interaction with all subjects of the pedagogical process. In this regard, scientists come to the conclusion that certain requirements arise for the personality of the subject of management, that is, the ideas of democracy and humanism should be expressed in the composition of the manager's areas of dignity, determine the personal meaning of his activities, be embodied in the motivation of certain professional decisions and actions, the requirements for subordinates and Thus, a necessary condition of quality management, as well as an important feature, can be considered as the main unit of the target areas of all participants in the educational process, which determines the harmony, consistency of the motivation of the actions of the subjects.

According to A.E. Paxmusky, A.M. Moiseev, the essence of quality management is manifested in many respects in the corresponding methodological competence of the school administration and in the organization of Labor on its basis. The methodology of quality management is a scientifically based method of theoretical and practical activity, which stands before the school as a system and its structural subdivisions, aimed at achieving the goal and solving related tasks. The methodology of quality management, as a rule, can consist of the following main parts:

- philosophical, which determines the attitude, appearance to the nature of things;
- reflecting theoretical trends, laws, principles inherent in the management system;
- technological aimed at ensuring the implementation of the provisions of the first and second components;
- practical activities aimed at achieving the management objective.

According to the scientist, the specific philosophical component of the methodology of quality management is a philosophical category - this is a system in which the application of its rules makes it possible to establish simultaneous interaction and qualitative interaction between all components of the school, at the same time, to consider them holistically and individually. The theoretical component of the quality management methodology is the trends, legalities and principles inherent in this system. The transformational (technological) component of the methodology of quality management includes the following groups of functions of the management process: information; prognostic-modeling; organizational-regulative; analytical - evaluator; Corrector. The implementation of quality management process functions relies on the basics of the theory of efficiency...
optimization. However, from the point of view of Modern School, the problem of quality management methodology requires fundamental research.

G.S. Kovalev, G.I. Skvorsov Quality Management in the educational system according to the positions is carried out using various methods (economic, legal, socio-psychological) and Means (psychological, technical, pedagogical). Here, the main factors that ensure the quality of education in modern school:

- vocational training of subjects teaching subjects, their personal qualities;
- educational-methodical support of the educational process;
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- promoting the independent work of educational subjects, etc.

**Results and discussions.** E.M. Korotkov noted that the active use of information technology lies in the center of quality management of the modern educational institution. Their introduction into the management process is a sufficiently effective approach to the organization of the learning process, which provides high-quality, effective teaching aimed at the formation of the personality of each student. Bunda, with the help of the information-technological component of pedagogical technology, participants in the educational process perform various didactic tasks, and it should reflect the model of the structure of the teaching methodology in a holistic way. In addition, the author notes that despite the existence of a large amount of scientific research in this direction, the modern management system in education still responds quietly to the demand of pedagogical personnel, significant changes in the functional and basic functions of the administrations of institutions, as well as a positive impact on the quality of education.

T.A. Kuzmenko explains the peculiarities of the activities of educational institutions, emphasizing that a wide range of science problems of quality management of Education has contributed to the emergence of the problem of inconsistency between outdated methods of assessing the level of educational achievement to a certain extent, the quality of general education and the new educational goals, the requirements for the results of Education. In this regard, today, there is still not enough attention being paid to the development of new models and methods of quality management of school education, in particular, the use of new means of quality control of the educational process, especially those that are inherent in private educational institutions.

Osipova L.B., defines the following levels as key elements of Quality Management in school education:

- Strategic (Director, Board of educational institution, Administrative Council);
- tactical (director positions, pedagogical Council, Council of parents);
technological (Methodists, scientific-methodical Council);  
operational (management);  
Self-Government (Council of pupils, schoolchildren, self-governing bodies of students).

The quality of education itself as an object of influence of management is considered by the scientist from the point of view of quality:
- education system;
- educational process;
- the personality of the graduate as a result of the activities of the educational system in terms of the formation of its cognitive indicators and socially significant values.

Today, before modern school managers, it is the task of organizing the work of the pedagogical team to such an extent that it is like the formation of a student's personality, providing all the conditions for the development of his creative potential, creating the necessary opportunities for acquiring knowledge, a full life process, mental comfort and increasing the effectiveness of Education. In order to solve the identified tasks, it is recommended to approach the organization of the educational process, taking into account the vision of the prospects of innovative educational activities, that is, the prospects for the development, dissemination and application of educational innovations.

Thus, based on the foregoing, it is expedient to conclude that in the scientific research on the problem of modern management in education mainly covered various aspects of this process. Bunda also attaches great importance to Quality Management at all levels of the hierarchy, in addition to the indicators of economic efficiency. In addition, the current stage of the development of Modern School is evidenced by the increasing interest of all participants in the educational process and, above all, the main customers of educational services - students, their parents and the state in the problem of Quality Management in school education. This issue is considered the main one in the field of educational activity of the modern school.

Based on the experience of previous researchers, it is recommended that in modern understanding quality management is based on the interaction of professionals, it is based on the satisfaction of the needs of the students towards the effective provision of appropriate compensation, the society, the specific people and the educational services provided by the state to determine the optimal management, the targeted, systematic process. The essence of the quality management of school education can be explained by the groups of functional characteristics that reflect the quality of the potential for achieving the purpose of school education, the formation of the competency of students and the quality of the result of Education. It consists in the implementation of classical functions directly related to quality management, such as organization, planning, coordination, control, promotion, creation of optimal conditions, as well as the creation of effective conditions for the effective functioning of the entire team, the objectives set forth in the Modern School, in particular the provision of the highest quality educational services, taking into account the active use of information.
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