COMPETENCE-BASED APPROACH TO THE TRAINING OF SPECIALISTS IN THE SPHERE OF MANAGEMENT OF QUALITY OF EDUCATION IN THE CONDITIONS OF THE MASTER'S DEGREE

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In the article, based on the analysis of scientific sources, the State standard for the training of students of the second (master's) level of higher education in the specialty 011 Educational, pedagogical sciences, the field of knowledge 01 Education / Pedagogy, and the Professional standard “Head (director) of a general secondary education institution”, the expediency of training specialists is determined on managing the quality of education based on the competence approach. The definitive apparatus for the researched issue is outlined, the meaning of key concepts is clarified: “quality of education”, “management of the quality of education”, “head (principle) of a general secondary education institution”, “competence approach”. It is clarified that integral, general and special competences are important for the training of managers for general secondary education institutions based on the competence approach. The most important professional competences are outlined as follows: strategic management of an educational institution, strategic personnel management, ensuring the quality of educational activities and the functioning of the internal system of ensuring the quality of education; leadership, emotional and ethical competence, social and network partnership; health-saving, design, innovative, informational, and digital competence. Educational components for their formation have been designed. A conclusion was made about the importance of training in the conditions of the master's degree on the basis of the competence approach of specialists in the management of the quality of education, who, as heads, will be able to improve the quality of domestic general secondary education, which does not yet meet modern global indicators.

Key words: quality of education, management of the quality of education, head of general secondary education institution, competence approach, educational standard, professional standard.

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Introduction of the issue. Quality has always been a priority of the domestic educational sphere, since quality education attests to the professionalism of its subjects, the formation of competencies of its acquirers, the socio-value orientation of the learning process. The quality of education is a generalized indicator of the development of society in a certain time dimension. Therefore, it should be considered in the dynamics of those changes that characterize the progress of the state in the context of world trends: it moves towards consolidation and integration into the world community or opposes it, putting its own interests above all else [1: 10]. It is with the quality of education that the world community associates the quality of life, the formation of a healthy, ecologically safe way of life, and the possibilities of the progressive advance of mankind. The quality of education is the object of consolidation of national educational systems. Therefore, quality management has an important pedagogical, scientific, as well as socio-political meaning.

The quality of education is a dynamic multidimensional, multilevel concept that encompasses the content of the education

Postanovka problemy. Якість завжди була пріоритетом вітчизняної освітньої галузі, оскільки якісна освіта засвідчує професіоналізм її суб'єктів, сформованість компетентностей її здобувачів, соціально-ціннісну орієнтованість процесу навчання. Якість освіти є узагальненим показником розвитку суспільства в певному часовому вимірі. Тому її потрібно розглядати в динаміці тих змін, що характеризують поступ держави в контексті світових тенденцій: вона рухається до консолідації та інтеграції у світову спільноту чи й протистоїть, ставлячи понад усе власні інтереси [1: 10]. Сами з якістю освіти світова спільнота пов’язує якість життя, формування здорового, екологічно безпечного способу життя, можливості прогресивного поступу людства. Якість освіти є об’єктом консолідації національних освітніх систем. А тому управління якістю має важливий педагогічний, науковий, а також соціально-політичний смисл.

Якість освіти – це динамічна багатовимірна, багаторівнева концепція, яка охоплює зміст моделі освіти, цілі,
model, goals, objectives, mission of educational institutions, as well as the standards of each individual system, educational institution, program or discipline program [2: 177]. Management of the quality of education is a set of measures that are regularly carried out in the system or at the institutional level and relate to the implementation of the policy to improve the quality of education through its planning and control. It is a certain set of operational methods and actions to fulfill the requirements for quality. Quality control involves monitoring the process and excluding from it certain reasons that cause unsatisfactory consequences [2: 172]. The quality of education makes it more attractive.

According to experts, in recent years the quality of general secondary education does not correspond to modern world indicators, a more optimistic situation is characteristic of the modern field of higher education. In view of the above, the problem of managing the quality of education at this level is becoming more relevant due to the improvement of the training of heads of general secondary education institutions. This will be greatly facilitated by the approved professional standard "Head (director) of a general secondary education institution [3]. It defines that the purpose of the manager's professional activity is to directly manage the educational institution and take responsibility for the educational, financial, economic and other activities of the educational institution. The head (director) is the representative of the educational institution in relations with state bodies, local self-government bodies, legal entities and individuals [3: 2]. Therefore, the preparation of the head should take place in accordance with the current legislation on education. In particular, the Standard of Higher Education of Ukraine for the second (master's) level of higher education of the master's degree in the field of knowledge 01 Education/Pedagogy with the specialty 011 Educational, pedagogical sciences is decisive in this regard. In our opinion, the training of the head (director) of a general secondary education institution should be carried out using a competency-based approach, because his professional activity does not always take place in usual, ordinary
circumstances, but also under unknown, unpredictable conditions.

**Current state of the issue.** Scientists have devoted their numerous works to substantiating the essence of the quality of education and its measurement (V. Andrushchenko, O. Liashenko, A. Niezhentseva, N. Ostroumova); analysis of organizational and motivational factors of ensuring the quality of education (O. Bobrovska); problematic aspects of the relationship between the quality of education and market requirements (O. Moroz); the issue of building an internal system for ensuring the quality of education in a general secondary education institution (M. Bobrovskyi, S. Horbachov, O. Zaplotynska).

The issue of using the competence approach in the training of specialists has been studied by scientists in various aspects. Their attention was focused on theoretical and methodological approaches to its justification and application. V. Luhovyi emphasizes the system-forming role of competencies in the design of educational programs and the organization of the educational process. Under the competence approach, the focus is not on the process, but on the result of education, that is, the primary and system-forming component is the effective component expressed in the indicators of competences [5]. O. Hluzman singled out and summarized the main ideas of the competence approach, determined their essence and significance in the life success of an individual [6]. O. Lokshyna [7] examined the European system as a tool for introducing the competence approach in the education of EU countries. V. Luhovyi [5] analyzed the European concept of the competence approach in higher education and the aspects of its implementation.

**Outline of unresolved issues brought up in the article.** Such an aspect of the scientific issue as the use of a competence-based approach to the training of future specialists (heads of general secondary education institutions) for the management of the quality of education in the conditions of a master’s degree requires the attention of researchers.

**Aim of research** is to substantiate the importance of the competence approach for відбувається у звичних, ординарних обставинах, а й за невідомих, непередбачуваних умов.

**Аналіз останніх досліджень і публікацій.** Учені присвятили свої численні роботи обґрунтуванню сутності якості освіти, її вимірюванню (В. Андрющенко, О. Ляшенко, А. Неженцева, Н. Остроумова); аналізів організаційних та мотиваційних чинників забезпечення якості освіти (О. Бобровська); проблемним аспектам співвідношення якості освіти і вимог ринку (О. Мороз); питанням побудови внутрішньої системи забезпечення якості освіти у закладі загальної середньої освіти (М. Бобровський, С. Горбачов, О. Заплотинська).


Потребує уваги дослідників такий аспект наукової проблеми як використання компетентнісного підходу до підготовки в умовах магістратури майбутніх фахівців (керівників закладів загальної середньої освіти) до управління якістю освіти.

**Метою статті є обґрунтування важливості компетентнісного підходу для підготовки в умовах магістратури майбутніх фахівців з управління якістю освіти та визначення системи**
training specialists in the sphere of management of the quality of education in the conditions of the master's degree and to define the system of sub-competencies that are components of the professional competence of the Master of Educational and Pedagogical Sciences.

**Results and discussion.** The quality of education belongs to those supporting categories around which the methods and technologies of its organization are concentrated in accordance with the challenges of the era and the expectations of the individual [8: 215]. The basis for determining the quality of education is the monitoring of the quality of education through the assessment of the conditions of the educational process and the monitoring of the quality of training and the assessment of knowledge, skills and abilities.

Turning to the essence of the quality of education, we emphasize that it is a multidimensional model of social norms and requirements for an individual, the educational environment in which it develops, and the education system that implements it at certain stages of a person's education. This is precisely what determines the expediency of its systematic study. Such a study involves the analysis of a complex of issues that cover it. In particular, the definition of the basic concepts of the quality of education needs research; justifications require the determination of procedures and indicators for evaluating the quality of education (as an educational process), as its result and as a functional system; monitoring and management decisions are also necessary to ensure the established norms of the quality of education at all levels.

In recent decades, domestic education has been marked by a number of innovations that contributed to the modernization of the field. The Laws of Ukraine "On Higher Education", "Basics of Scientific and Scientific-Technical Activities", "On General Secondary Education" have been implemented; a new framework of qualifications was introduced, the content of preschool and primary education was updated; the draft Law "On Adult Education" was approved by the Verkhovna Rada of Ukraine. The quality strategy of domestic
Education is determinative, which is confirmed by the key provisions of these documents.

Quality strategy is currently the basis of educational policy of foreign countries as well. This process was initiated at the end of the 20th century. (Great Britain, Netherlands, Poland, USA, Hungary, Scandinavian countries), continues to this day (Germany, Romania, France, Czech Republic). For Ukraine, even in the conditions of martial law, education is a strategic resource for improving people's well-being, ensuring national interests, strengthening the authority and competitiveness of the country in the international arena. The quality of education is determined by the national priority and prerequisite of the country's national security (National Doctrine of Education Development).

The quality of education is a certain level of knowledge and skills, mental, physical, and moral development achieved by graduates of an educational institution in accordance with the goals of education. At the same time, it is the ability of its management bodies and producers of educational services to satisfy established or anticipated needs of society, individual social groups and citizens in obtaining education or acquiring professional competence. N. Ostroverkhova considers the quality of education as an aggregate, complex, integral characteristic, which includes the quality of training, as well as a set of options, due to which the assessment of training results can be either increased or reduced to zero or can even become negative [7]. This system of options includes knowledge, skills and abilities. Moreover, knowledge is the results of a person's knowledge of the surrounding world tested by practice. They are distinguished by certain criteria: by localization- individual-social; by form of display- symbolic, verbal, figurative, substantive, procedural; by field - humanities, mathematics, etc.; by psychological level- knowledge, recognition, reproduction, understanding, application, automatic actions, attitude to knowledge, needs.

Skill [7] is the ability of an individual to perform effectively a certain activity on the
basis of acquired knowledge in changing or new conditions. Abilities are the facility to perform actions automatically, without elemental control. Another quality characteristic is the indicators of personal development (intellectual, emotional, volitional, motivational sphere of the personality); the level of development of cognitive interests and needs, the formation of a stable motivation for learning, the level of creativity of students, their ability to be the subject of their own education and development. The author also substantiates the importance and negative effects (consequences) of education: overload, fatigue, appearance of health defects; aversion to learning; changes in the teacher's professional competence and the attitude to work; growth or decline in the prestige of the educational institution in society.

The quality of education is determined by the influence of many factors, among which the methodological one is decisive, since it determines the orientation of the content of education, its technological support. In the system of higher education, ensuring the quality of the training of specialists, in particular those obtaining a second (master's) level in educational and pedagogic sciences, takes place with the use of competency-based, personally oriented and contextual approaches. The first, in our opinion, is the most valuable. A competency-based approach is also the key in the preparation of branch-specific educational standards and professional standards.

The vigilance of scientists' attention to defining the essence of the concept of "competence" proves their interest in new approaches to the training of specialists, the need to improve it in such a way that a graduate of an educational institution can be ready and capable of organizing and carrying out productive activities. Scientists tend to think that competence is not formed spontaneously, not independently; it is a purposeful process of forming the future specialist's ability and willingness to act effectively both in standard and non-standard conditions of professional activity. The main characteristics of competence are the following: an integrated property of the individual, reflecting the ability, readiness to

нових умовах. Навички – здатність виконувати дії автоматично, без поелементного контролю.

Іншим параметром якості є показники особистісного розвитку (інтелектуального, емоційного, вольового, мотиваційна сфера особистості); рівень розвитку пізнавальних інтересів і потреб, сформованість стійкої мотивації пізнання, рівень креативності студентів, їхні вміння бути суб'єктом власної освіти і розвитку. Автор також обґрунтовує значення й негативних ефектів (наслідків) освіти: перевантаження, перевтома, поява дефектів здоров'я; відраза до навчання; зміни професійної компетентності викладача і його ставлення до праці; ріст чи падіння престижу закладу освіти в соціумі.

Якість освіти зумовлюється впливом багатьох чинників, серед яких методологічний є визначальним, оскільки саме він зумовлює спрямованість змісту освіти, її технологічний супровід. У системі вищої освіти забезпечення якості підготовки фахівців, зокрема й здобувачів другого (магістерського) рівня з освітніх, педагогічних наук, відбувається з використанням компетентнісного, особистісно зорієнтованого та контекстного підходів. Перший, на нашу думку, є найвагомішим. Компетентнісний підхід є також ключовим у підготовці галузевих освітніх стандартів і професійних стандартів.

Пильність уваги вчених до визначення сутності поняття «компетентність» засвідчує інтерес до нових підходів щодо підготовки фахівців, необхідність її вдосконалення таким чином, щоб випускник закладу освіти міг бути готовим і здатним до організації та здійснення продуктивної діяльності. Учені скликаються до думки, що компетентність формується не стихійно, не самостійно; це цілеспрямований процес формування в майбутнього фахівця здатності й готовності діяти як у стандартних, так і в нестандартних
act effectively to achieve the goal of the activity; the ability to act, the effectiveness of applying the acquired knowledge and skills in accordance with the defined educational standards; structurally, competence is represented by a set of knowledge, abilities and skills and the experience of using them for the result of activity; integrated education, which is manifested in a person’s experience and readiness to solve certain tasks in the professional sphere.

Analysis of the definitions of the concept of "competence" allows us to clarify its meaning, which we will use in our work. Competence is a generic scientific concept that denotes an integrated personal quality (of a specialist or a person mastering a profession in an educational institution), which is formed by a set of relevant knowledge, skills and experience in their use and certifies the readiness and ability of an individual for productive professional activity under any condition’s circumstances.

Integral, general and special competences are important for the preparation of a Master of Educational and Pedagogical Sciences. The analysis of the educational standard in the specialty 011 Educational, pedagogical sciences [4] allows us to single out the professional, subject competencies that are most necessary for a specialist in the management of the quality of education. These include: the ability to carry out qualitative examination and evaluation of the activity of an educational institution (which, in our opinion, is necessary for researching the state of the quality of education at a certain level); ability to plan monitoring activities; the ability to plan and comply with the requirements for educational measurement data protection systems; the ability to interpret the obtained results in accordance with the tasks; the ability to carry out methodical work on teaching the means of monitoring the quality of education.

The high-quality training of master’s students, who in the future will be able to competently solve the problems of quality management of education, involves obtaining appropriate program results during their studies at the higher educational institution. We will define the most essential of them: the ability to navigate in domestic and world umovah професійної діяльності результативно. Основними характеристиками компетентності є такі: інтегрована властивість особистості, що відображає її здатність, готовність ефективно діяти для досягнення мети діяльності; здатність до дії, дієвість застосування набутих знань і вмінь відповідно до визначених освітніх стандартів; структурно компетентність представлена сукупністю знань, умінь і навичок та досвідом їх використання задля результату діяльності; інтегроване утворення, яке виявляється в особистісній здатності людини, її досвіді й готовності вирішувати визначені завдання у професійній сфері.

Аналіз дефініцій поняття "компетентність" дозволяє зробити уточнення його значення, яким ми користуємося у своїй роботі. Компетентність – це родове наукове поняття, яким позначають інтегровану особистісну якість (фахівця чи особи, що оволодіває професією в закладі освіти), котра сформована сукупністю відповідних знань, умінь і досвіду їх використання та засвідчує готовність і здатність особистості до продуктивної професійної діяльності за будь-яких обставин.

Для підготовки магістра освітніх, педагогічних наук важливими є інтегральна, загальні та спеціальні компетентності. Аналіз освітнього стандарту із спеціальності 011 Освітні, педагогічні наук [4] дозволяє виокремити фахові, предметні компетентності, що найбільше необхідні фахівці з управління якістю освіти. До них належать: здатність здійснювати якісну експертизу та оцінювання діяльності закладу освіти (що, на нашу думку, необхідно для дослідження стану якості освіти певного рівня); здатність планувати проведення заходів з моніторингу; здатність планувати та дотримуватись вимог до систем захисту даних освітніх вимірювальних; здатність інтерпретувати отримані результати відповідно до поставлених завдань; здатність здійснювати методичну роботу з навчання засобів моніторингу якості
ratings, monitoring studies; the ability to determine the criteria of the system of rating evaluation of the activities of general education institutions and institutions of higher education; ability to form groups of experts, determine their qualitative and quantitative composition; the ability to use computer technologies in educational measurements; the ability to compile and analyze thorough analytical reports in accordance with the research objective.

The analysis of professional competences, carried out above on the basis of the State standard for the training of applicants of higher education of the second (master's) level in the specialty 011 Educational, pedagogical sciences of the field of knowledge 01 Education/Pedagogy, has an applied value. It will be used during the implementation of the educational and professional program "Management of the quality of education", however, we believe that these results are not enough, since the specified OPP has a specialization: it is focused on the training of masters of educational and pedagogical sciences as heads (directors) of general secondary education institutions capable of managing the quality of education. That is, the acquirer of the second educational level will also be assigned a professional qualification. To reveal its essence, let's turn to the list of labor functions of the head (director) of a general secondary education institution and, based on the characteristics of labor actions, describe precisely those professional competencies that are most significant for managing the quality of education [3].

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education institutions capable of managing the quality of education. That is, the acquirer of the second educational level will also be assigned a professional qualification. To reveal its essence, let's turn to the list of labor functions of the head (director) of a general secondary education institution and, based on the characteristics of labor actions, describe precisely those professional competencies that are most significant for managing the quality of education [3].

The head (director) of the institution of general secondary education must ensure strategic management of the development of the educational institution. He will be able to perform this important function provided that he has the regulatory and legal competence, the competence of strategic management of the educational institution, and the competence of strategic personnel management. The formation of regulatory and legal competence is manifested in the ability to be guided by regulatory and legal educational documents in managerial activities; design, develop documents for the management of an educational institution, conclude contracts, agreements. The competence of strategic management of an educational institution involves the formation of the ability to determine, study and take into account the requests and expectations of all participants in the educational process, the ability to innovatively manage an educational institution; ability to manage changes; the ability to make and adopt decisions taking into account the assessment of existing alternatives and risks, to control and evaluate the effectiveness of management activities. The competence of strategic personnel management cannot be formed when the head of the general secondary education institution is not able to use the optimal methods of diagnosing the individual characteristics of the personnel, to implement an effective staff policy; is not able to effectively manage staff, create organizational and pedagogical conditions favorable for staff development, etc.

Another, no less important function of the head (director) of a general secondary education institution is to ensure the management of the quality of educational activities. In this aspect of activity, the
competence to ensure the quality of educational activity and the functioning of the internal system of quality assurance of education are of significant importance (the ability to ensure the organization of a high-quality educational process, to implement the functioning of the internal system of quality assurance, to conduct internal monitoring of the quality of education, to ensure the formation of a culture of academic integrity of participants in the educational process); the competence of organizing the activities of the educational institution on the basis of the external quality assurance system (the ability to ensure the participation of the educational institution in the procedures of external assurance of the quality of education; the ability to analyze and take into account the results of external monitoring of the quality of education).

The head (director) of the institution of general secondary education should be suitable for ensuring partnership and network interaction. Participating in communication processes, creating a positive emotional atmosphere in the team is a difficult task that cannot be accomplished only with the use of instructions. The personal factor is important, it is manifested in the following competencies: leadership, emotional and ethical, competence of pedagogical, social and network partnership. The head must be able to influence the staff positively, directing it to fulfill strategic goals; quickly adapt to changes and form adaptability in the participants of the educational process; must be able to use modern styles, forms and methods of horizontal professional interaction. In the conditions of martial law, the ability to use digital technologies for this purpose is appropriate. The head must be a standard of professional and civil ethics, must have a stable emotional state and thereby contribute to the creation of a positive psychological climate based on subject-subject interaction. The information policy of the head and the staff must be open and transparent. He should be able to organize additional support for persons with special educational needs by involved workers (speech therapists, psychologists, teacher’s assistants).
Under any circumstances, the head (director) of the general secondary education institution is responsible for the health of all participants in the educational process. For this, he must organize a safe and healthy educational environment. During the last three years, especially the last nine months, this problem is extremely acute. To solve it, formed health-preserving, inclusive and design competences are necessary. They will contribute to the creation of conditions in the educational environment that are suitable for each student and employee of an educational institution, will prevent physical, property, or moral harm from being caused to the participants of the educational process; will contribute to the provision of an inclusive educational environment, psychological and pedagogical support for students with special needs, will allow the use of design technologies in educational activities.

The effectiveness of the head (director) of the institution of general secondary education in managing the quality of education is determined, as discussed above, by such an integrated property as people-centeredness. However, he should also take care of his own continuous professional development: he can experience significant positive dynamics due to the formation of innovative, informational and digital competences, and the ability to learn throughout life.

**Conclusions and research perspectives.**

The analysis of scientific sources, educational and professional regulatory documents, and the results of own studies shows the relevance and necessity of training masters of educational and pedagogical sciences to manage the quality of education using the competency approach. Clarifying the definitions of key concepts from the researched issue allows us to use them in the following meanings: *quality of education* is a dynamic multidimensional, multilevel concept that covers the content of the education model, goals, tasks, mission of educational institutions, as well as the standards of each individual system, educational institution, program or program disciplines; *management of the quality of education* is a set of measures that are regularly carried out in the system or at the institutional level and relate to the g stroyro. Дяї вирішення необхідних сформовані здоров'язбережувальна, інклюзивна та проектувальна компетентності. Вони сприятимуть створенню придатного для кожного учня, працівника закладу освіти умов в освітньому середовищі, унеможливять заподіяння учасникам освітнього процесу фізичної, майнової або моральної шкоди; сприятимуть забезпеченню інклюзивного освітнього середовища, психолого-педагогічного супроводу учнів з особливими потребами, дозволять використовувати проектувальні технології в освітній діяльності.

Ефективність діяльності керівник (директор) закладу загальної середньої освіти з управління якістю освіти зумовлюється, як про це йшлось вище, такою інтегрованою властивістю як людиноцентрованість. Однак він має дбати і про власний неперервний професійний розвиток: він може зазнавати суттєвої позитивної динаміки за сформованості інноваційної, інформаційно-цифрової компетентностей, здатності до навчання впродовж життя.

**Висновки з даного дослідження і перспектив подальших розвідок.**

Проведений аналіз наукових джерел, освітніх і професійних нормативних документів, результатів власних напрацювань свідчить про актуальність і необхідність підготовки магістрів освітніх, педагогічних наук до управління якістю освіти з використанням компетентнісного підходу. Уточнення дефініцій ключових понять з досліджуваної проблеми дозволяє використовувати їх у таких значеннях: якість освіти — динамічна багатовимірна, багаторівнева концепція, яка охоплює зміст моделі освіти, цілі, завдання, місію закладів освіти, а також стандартів кожної окремої системи, закладу освіти, програми або програми дисципліни; управління якістю освіти є суккупністю заходів, які регулярно здійснюються в системі або на інституційному рівні і стосуються
implementation of the policy to improve the quality of education through its planning and control; a certain set of operational methods and actions to fulfill the requirements for quality; the competence approach is an important methodological approach, the use of which involves the formation of integral, general and special competencies in a higher education seeker; competence is a generic scientific concept that denotes an integrated personal quality (of a specialist or a person mastering a profession in an educational institution), which is formed by a set of relevant knowledge, skills and experience in their use and certifies the readiness and ability of an individual for productive professional activity under any conditions circumstances.

In the competency model of the formation of a head of a general secondary education institution, a specialist in education quality management, the requirements of educational and professional standards are combined in the master's degree, which will contribute to his further successful performance of the following functions: strategic management of the educational institution and staff; ensuring the management of the quality of educational activities and the functioning of the internal system of ensuring the quality of education, ensuring partnership and network interaction, etc.

We see the prospect of further research and activity in the development of an educational component for the preparation of masters of educational and pedagogical sciences for the management of the quality of education.

REFERENCES (TRANSLATED & TRANSLITERATED)


