

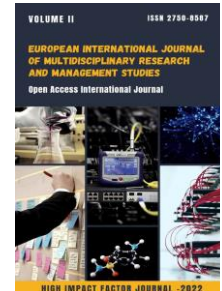
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**IMPLEMENTATION OF THE PRINCIPLES OF QUALITY MANAGEMENT IN THE  
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**ABOUT ARTICLE**

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**Key words:** HEI (higher educational institution), QMS (quality management system), ISO 9000-Solution quality management system.

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**Abstract:** It is known that education plays an important role in the development of society. In any field, specialists with high knowledge will have the opportunity to engage in research and development, create new types of products and develop technologies. Today, in the period of the development of technologies and information processes in the world, the competition between companies for the acquisition and placement of highly qualified personnel has somewhat increased. This applies not only to commercial organizations, but also to research centers and educational institutions. Therefore, the question of the quality of modern education is a problem that needs to be solved first. It is the HEIs (higher educational institutions) that form the knowledge of future specialists in a specific professional field. The quality of educational services offered by HEIs is carried out on the basis of official assessment by state bodies on accreditation. The educational results of graduates are evaluated by employers. However, it is necessary to determine which main factors affect the educational process? Of course, this is the improvement of the quality of the educational process, the creation of favorable conditions, the presence of a highly developed organizational structure of HEIs, a high level of technical equipment, etc.

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## INTRODUCTION

In recent years, the problems and tasks of quality management in the provision of educational services and scientific-research activities in higher education institutions (HEIs) have become relevant. The increased interest and attention to the use of quality management methods and tools in the higher education system is typical not only for individual European countries, but also for the entire World Union. The leaders of universities and other HEIs began to use the principles of quality management as a basis for the formation and implementation of the quality management system (QMS). To date, the relevance of the formation, introduction and practical use of SMT in the university is unquestionable.

The principles of the quality management system include requirements and recommendations that ensure the application of methods of monitoring, measurement, analysis and improvement of all processes. If it is determined that the planned results are not achieved as a result of such activities, the necessary corrective measures and appropriate corrective and (or) preventive measures should be taken to ensure that the products (process results) meet the specified requirements. The introduction of the requirements of SMT and its subsequent continuous improvement requires not only to understand and see its development prospects, but also to use objective measurement methods (including statistical methods) to evaluate the effectiveness and efficiency of the university SMT.

### **Principles of quality management applied to the educational process.**

The marketing approach to the training of specialists is consumer-oriented and will shape the demand for certain specialties from employers in the future. In higher education institutions, these principles can lead to the leadership of leaders, both as a way of developing corporate cooperation, as a trust in the upper management, and as one of the methods of managing the educational system. An important aspect is the process of influencing the quality of the educational process in HEIs.

Higher education institutions are influenced by such market factors that, firstly, the demand for graduate specialists is formed by enterprises and organizations, and secondly, the conditions for applicants to enter a higher educational institution are formed. Accordingly, in turn, the educational institution affects the labor market and consumers by providing graduates with the necessary training in the professional field. Due to this, the demand for specialists is constantly growing, and HEIs are forced to increase the demand for students in a chain reaction.

In our opinion, improving the quality of education in HEIs involves achieving the following goals:

- ISO 9000 series international standard in the base quality system based on specialists preparation level increase
- innovative information product development;
- development of innovative ideas based on the introduction of modern methods of training highly qualified specialists;
- ensuring the quality and continuity of education;
- constantly improving the professional level and qualification of pedagogical personnel;
- continuous improvement of the educational process based on the use of new technologies;
- educating students to be creative and responsible in solving professional issues.

M. Larionov classifies the functional model of the composition of professional and pedagogical activity of teachers of higher education institutions according to three points of view:

1. independent pedagogical activity;
2. scientific-pedagogical activity;
3. scientific research activity .

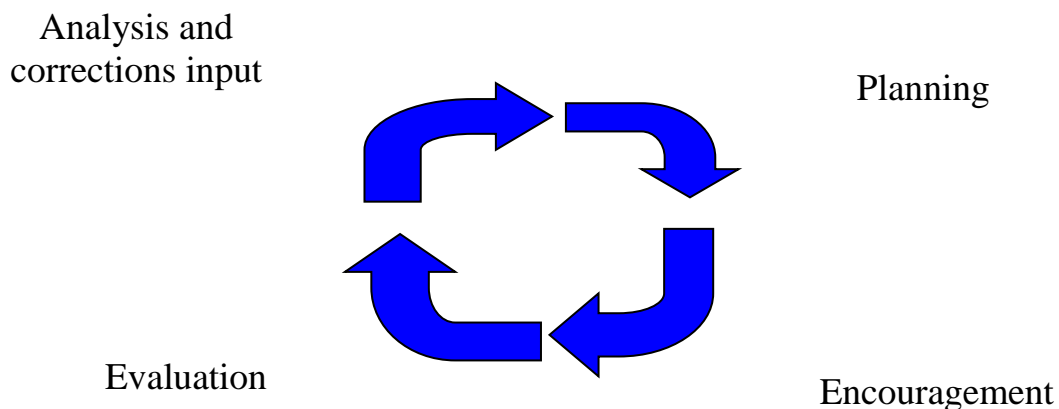
Management of the quality of work of pedagogical personnel plays an important role in the quality management system of HEIs. It involves a rather complicated process. According to the ISO 9001:2008 standard, the quality management system in universities can be divided into two levels.

The first group includes the management apparatus and strategic decision-making, the cycle of educational services, and the process of their improvement.

The second group includes human and production resources. From this except, act to do in terms of

It is possible to single out processes of the third level - management of the quality of work of professors and teachers of higher education institutions.

Due to the regular development of technologies, employers are making increasingly high demands on young professionals. This applies not only to new job applicants, but also to personnel who have been working for several years. Reforms in the field of education, despite all the changes and trends, the quality of the implementation of educational services is the main issue. Each innovation is focused on quality, and only highly qualified specialists will come out.



Schematic view of the structural structure of teacher labor quality management in the higher education system;

**Structural structure of teacher labor quality management in the higher education system**

Micro process	The microprocess of the second stage
<b>1. Planning</b>	1.1. of OTM to quality directed personnel policy and personnel strategy formation
	1.2. Management process done increase mechanism work exit
	1.3. Staff formation sources to determine
	1.4. Teachers professional knowledge level requirements to determine
	1.5. Teachers work activities in order regulatory framework to determine
	1.6. Education services pointer subjects between authority and responsibility distribution
	1.7. Processes resourceful supply
<b>2. Encouragement</b>	1.1. Teachers quality management theory and to practice teaching
	1.2. of labor volume and to quality and work to the results connected q without to labor right to pay organize reach
	1.3. of OTM corporate TM Q- oriented culture formation
	1.4. of OTM social programs done increase
<b>3. Evaluation</b>	1.1. Expert commission formation
	1.2. of OTM each one teacher and department according to information collection

	1.3. Teacher integral indicator of the quality of labor ( activity ) . count ( teacher of the department activity quality )
<b>4. Analysis and corrections input</b>	1.4. Expert commission work activity the results generalization

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