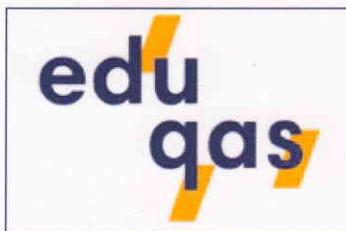**ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ**

АБЫЛАЙ ХАН АТЫНДАҒЫ ҚАЗАҚ ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ЖӘНЕ ӘЛЕМ ТІЛДЕРІ УНИВЕРСИТЕТІ

«ЖОҒАРЫ БІЛІМ БЕРУ САПАСЫ МӘДЕНИЕТІНІҢ ТИІМДІ ТӘЖІРИБЕСІН ДАМЫТУ: БЕНЧМАРКИНГ ЖӘНЕ РЕЗЕРВТЕРДІ ІЗДЕУ»

VI Халықаралық ғылыми–практикалық конференцияның материалдары

12-13 қараша 2019 жыл

Алматы, 2019

глазами студентов» и др. Сплошной онлайн - опрос о качестве проведения занятий в Университете с определением индекса лояльности проходит два раза в год по всем дисциплинам бакалавриата. Ежегодно проводится мониторинг состояния академической честности в университете в соответствии с Правилами об академической честности обучающихся и Антикоррупционной политикой КазУЭФМТ. Ежегодно, на предмет удовлетворённости и совершенствования деятельности в КазУЭФМТ, проводятся опросы ППС. Онлайн анкетирование работодателей и выпускников осуществляет Центр карьеры.

В целом необходимо отметить, что важнейшим преимуществом применения самооценки является: получение объективных оценок, основанных на фактах.

Другим подходом – внешним - в определении преимуществ гарантии качества образовательных услуг является признание дипломов вуза и востребованность выпускников не только в Казахстане, но и за пределами страны. В этой связи, образовательные программы КазУЭФМТ (бакалавриат, магистратура) признаны и аккредитованы национальным и международным агентствами «Независимым агентством аккредитации и рейтинга» (НААР, 2014г., 2019г.), Международным агентством по аккредитации и экспертизе качества высшего образования FIBAA (Германия, Бонн) в сентябре 2017 г. (https://kuef.kz/ru/sertifikaty/).

Реализуя политику по повышению качества образования Университет ежегодно принимает участие в ранжировании образовательных программ на национальном и региональном уровнях.

В 2019 году по версии Независимого агентства по обеспечению качества в образовании (НАОКО) в Национальном рейтинге лучших гуманитарно-экономических вузов Казахстана – 2018 – КазУЭФМТ занял почетное 6 место.

В рейтинге НААР среди участвующих 59 вузов РК КазУЭФМТ занял 14 место. В институциональном (генеральном) рейтинге вузов КазУЭФМТ по направлению подготовки специалистов «Экономика и бизнес» занял 5 место, «Услуги» - 7 место среди вузов РК и вошел в топ-10.

Университетом проводится целенаправленная работа по дальнейшему укреплению собственных позиций на рынке, по повышению имиджа и качества предоставляемых услуг, являющихся ключевыми факторами при выборе учебных заведений потенциальными абитуриентами.

Стратегическое развитие КазУЭФМТ предполагает дальнейшую интернационализацию высшего образования, и в рамках развития и укрепления международного сотрудничества, университетом реализуется 5 проектов программы Эразмус+. Участие в международных проектах, совместные исследования, обмен опытом создают площадку для апробации инструментов гарантии качества, предоставляет новые возможности, способствует повышению доступности высшего образования, его качества, внедрению инноваций и развития критического мышления.

Таким образом, для реализации политики по обеспечению качества образования университету необходимо использовать внешний и внутренний подходы и разнообразные инструменты, гарантирующее заявленное вузом качество образования.

ЛИТЕРАТУРА

1. Государственная программа развития образования и науки РК на 2016-2019 годы. - Режим доступа url: http://adilet.zan.kz/rus/docs/P1800000460 - (дата обращения: 21.10.2019).
2. Гуськова Н.Д., Митрохин В.В., Салимова Т.А., Еналеева Ю.Р. Применение самооценки в деятельности вуза // Стандарты и качество. 2006. № 4. С. 62-66.

Stoyka A.,
Doctor of Science in Public Administration,
Professor, The Head of Tourism and Logistic Department, Donetsk State University of Management,
Mariupol, Ukraine, e-mail: andreystoyka@ukr.net
Dragomirova I.
PhD in Economics, Associate Professor of Tourism and Logistic Department, Donetsk State University of Management,
Mariupol, Ukraine, e-mail: ievgeniia.dragomirova@gmail.com

THE ESTABLISHMENT OF QUALITY CULTURE IN HIGHER EDUCATION

Abstract: The article demonstrates the need to improve the strategy of university development. The complex approach to a quality culture in higher education is formed and recommended for the displaced universities. It will strengthen those positions in the educational services market.

Keywords: quality culture, higher education, displaced universities, approach

ФОРМИРОВАНИЕ КУЛЬТУРЫ КАЧЕСТВА В ВЫСШЕМ ОБРАЗОВАНИИ: НА ПРИМЕРЕ ПЕРЕМЕЩЕННЫХ УНИВЕРСИТЕТОВ

Аннотация: В статье рассмотрена необходимость совершенствования стратегии развития университета. Сформирован комплексный подход к культуре качества высшего образования и рекомендован для перемещенных вузов. Это укрепит их позиции на рынке образовательных услуг.

Ключевые слова: культура качества, высшее образование, перемещенные университеты, подход

Higher education has always been driven by the need for quality but the explosion of external national quality assurance systems in Europe is making greater demands on institutions to be more transparent in this area.

The implementation of quality tools and procedures of quality management represents one of the major challenges of today's globally operating universities. Higher education institutions face an increasingly competitive environment, leading to elevated demands for quality in teaching and research as well as in service and administration. Quality assurance and quality development have therefore been central issues of policy discussions in higher education for many years now, especially since the beginning of the Bologna Process in 1999. The main objective of the Bologna Process is to create a European higher education area by improving mobility, instituting comparable university degrees and credit point systems, and developing comparable criteria and methods for quality assurance (Bologna Declaration, 1999). Framed in that context, the design and implementation of measures to ensure quality constitute key aspects of the Bologna Process.

The quality culture approach is closely related to the well-known concept of organizational culture. According to Schein (2010), organizational culture comprises three distinct levels:

Artifacts: tangible elements of culture (e.g., furniture, dress code), which are visible to nonmembers of an organization.

Espoused values of an organization (e.g., customer orientation):

Shared basic assumptions: unconscious beliefs that guide the behavior of organizational members and that are difficult to decipher.

Schein's conceptualization of organizational culture provides valuable information about different levels that need consideration when cultural aspects of an organization are being operationalized. To assess quality culture, it is essential not only to take account of visible quality artifacts within an organization (e.g., quality assessment tools) but also to analyze its quality values and shared basic assumptions (e.g., commitment) pertaining to quality. The quality culture approach thereby goes far beyond classic ranking procedures, which are limited primarily to the assessment of artifacts that distinguish quality. The first comprehensive definition of quality culture relating to the construct of organizational culture was given by the European University Association (2006): Quality culture refers to an organizational culture that intends to enhance quality permanently and is characterized by two distinct elements: on the one hand, a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and, on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts. (p. 10) [1].

The quality of higher education is at the heart of European competitiveness education. The quality of higher education has become the limelight of attention of participants in the Bologna Process. For Ensuring productivity gains in this matter, as known, to have been developed the Framework of Qualifications for the European Higher Education Area (2005), Standards and Guidelines for Quality Assurance in the European Higher Education Area (2005), the European Association for Quality Assurance in Higher Education (2004) was formed and European Quality Assurance Register in Higher Education.

The relevance of the quality assurance problem and transparency of higher education is confirmed by the intense focus among educators and scholars in Europe and Ukraine as well. Numerous European projects confirm the need to hang quality culture in higher education. But it transpired, however, that the issue of the effective implementation academic standards academic quality in Europe and Ukraine, despite the possibility of clear formal representation, or even intergovernmental coherence, an unprecedented depends on, rather informally categories, culture.
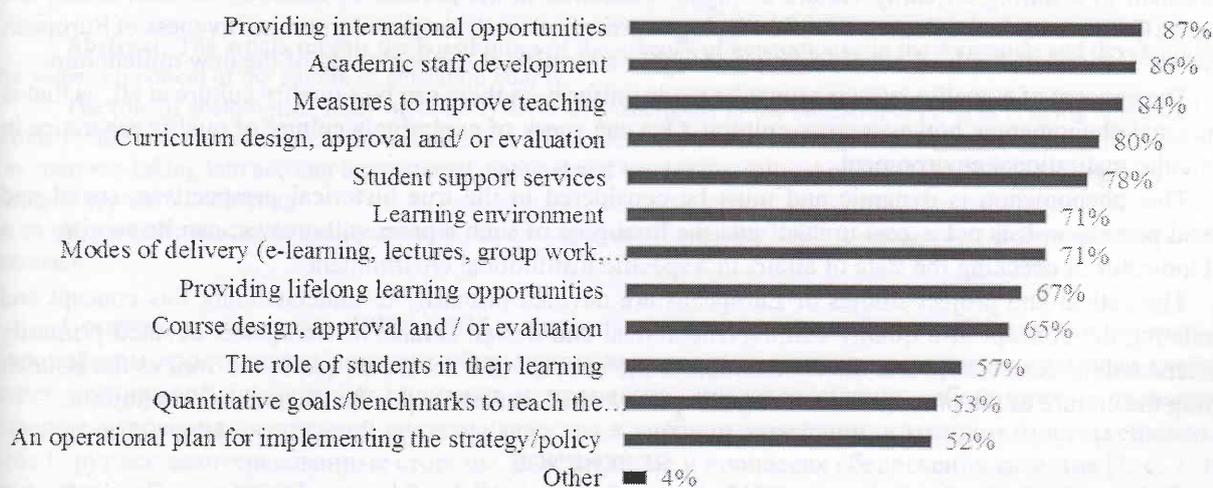
Any culture of quality is based on two elements: firstly, a common set of values, beliefs, expectations and commitments in relation to quality (understanding of the psychological aspects, flexibility, participation, expectations and emotions). Secondly, structural or managerial elements with clearly defined processes, improving the quality and coordination of efforts (in terms of tasks, standards and responsibilities of specific persons, departments and services (2, p. 10). Despite the uncertainty itself the concept of quality culture, on the one hand, because every school is unique, its can be cultivated by structural or managerial efforts to promote of common values and beliefs (2, p.11). In addition, a culture of quality is directly related to political ambitions, national and international, regarding changes for educational institutions, such as the pressure on the need for reform one the part international organizations (e.g., European Commission) or national Government of

particular country.

Most of the outcomes of the well-known European projects like a «Towards Trust in Quality Assurance Systems» [3] and «Implementation of Education Quality Assurance System via Cooperation of University-Business-Government in HEIs» [4] consist in creation of quality culture at various levels through motivation, trust, responsibility of students, institutional leadership, individual staff members and Governance model for quality assurance framework and all of them should be shown in development strategy of the university.

Data from EUA's Trends 2018 report shows that 86% of responding institutions have a teaching strategy at institutional and/or faculty level (Gaebel and Zhang, 2018, p. 15). Figure 1 shows that many of these strategies or policies include concrete elements that are often associated with student-centred learning [5].

Students are key members of the academic community and, through their feedback, they are important actors in developing quality within their institutions. Their potential must be developed through appropriate leadership training and opportunities to serve on those university committees and activities where they can contribute. This also provides students with an invaluable pre-professional experience in problem solving and teamwork [6]

Providing international opportunities	87%
Academic staff development	86%
Measures to improve teaching	84%
Curriculum design, approval and/ or evaluation	80%
Student support services	78%
Learning environment	71%
Modes of delivery (e-learning, lectures, group work...	71%
Providing lifelong learning opportunities	67%
Course design, approval and / or evaluation	65%
The role of students in their learning	57%
Quantitative goals/benchmarks to reach the...	53%
An operational plan for implementing the strategy/policy	52%
Other	4%

Source: Gaebel and Zhang, 2018, p. 15, Fig. 3

Fig. 1. Elements included in the institution's learning and teaching strategy[5]

The need for students to take responsibility for their own learning is at the heart of the concept of student-centred learning. This requires, on the one hand, students to have a proactive and independent mindset in approaching their learning and, on the other hand, institutions to provide a framework that facilitates this, as well as active support for students who are not accustomed to this style of learning.

Yet, only 57% of the Trends respondents that have a learning and teaching strategy reported that this includes a reference to the role of students in their learning. Finally, when collecting data for Trends 2018, EUA also analysed 64 institutional learning and teaching mission statements and noted that nearly all of them referred to "quality assurance (QA) and quality management, with a general statement on quality teaching, the development of an internal QA system as a strategic goal for learning and teaching, concrete indicators and the accreditation awarded to study programmes». This attests to the importance attributed to quality assurance processes in ensuring that education provision meets the goals set out by the institution [5].

Ukrainian universities should upgrade those strategies according to the new standards of education and challenges of business and society. For example, the Strategy of Donetsk State University of Management has upgraded strategy which involves views and values systematization, practical and hands-on actions of professors and students of formal and non-formal education, «ecology» of the educational process assurance, patriotic education of students of all generations, their inherent potential fulfillment, intellectual and moral strengths development, voluntary skills, responsibility, effective solution of various environmental issues both during the training (study) period and as a practical matter in terms of the community initiative through the Mariupol strategy development implementation (Mariupol Development Strategy-2021).

The university strategy brought these benefits to the students:
- increased social responsibility;
- tolerant attitude to the people's opinions;
- experiencing in team work on project implementation;
- development of leadership qualities;

- raising social motivation;
- experiencing the ecological interdisciplinary and inter-generational responsibility and communication.

The next step of quality culture establishment was creation of the Department of the Education

The purpose of the Department's activity is to develop a culture of quality in education in Donetsk State University of Management (DSUM) and to provide a continuous system of improvement of educational programs.

The one of the main tasks of the department includes formation of a culture of quality of education among teaching staff and administrative staff of university [6].

As the results of implementing of quality culture will bring the updating educational programs and improving the quality of education, as well as adapt it to meet the expectations of society; preventing the occurrence of intolerance or discrimination of students or lecturers; reducing in psychological, emotional and physical overloads of students and lecturers during examination sessions; ensuring academic honesty and preventing academic fraud.

The problem of a quality culture is not completely independent in higher education. It arose along with the problem of ensuring a quality culture of higher education in the process of attaining the task facing the European Community in the framework of the Bologna process, namely, improving competitiveness of European education, and consequently, the massification of higher education at the beginning of the new millennium.

The concept of a quality culture cannot be made uniform, as there can be a quality culture at all, as that is an informal phenomenon, however cross-cultural. One can speak of exploring a culture of quality assurance in a particular institutional environment.

This phenomenon is dynamic and must be considered in the true historical perspectives, social and political processes. It is not a goal in itself and the final goal of such a process, however, can be serving as a valid indicator of checking the state of affairs in a specific institutional environment.

Theoretical and project studies of Europeans are devoted primarily to understanding this concept and formulating the concept of a quality culture, Theoretical and design studies of Europeans devoted primarily to understanding this concept and the formulation of the concept of a culture of quality, as well as the issue of forming the culture of the process of ensuring the quality of education in specific educational institutions.

REFERENCE

Christine, Sattler, Karlheinz, Sonntag (2018) Quality Cultures in Higher Education Institutions - Development of the Quality Culture Inventory. Geographies of the University. Pp. 313-327. Retrieved from: https://link.springer.com/chapter/10.1007/978-3-319-75593-9_9

Ehlers, U.D. (2009) Understanding Quality Culture , in Quality Assurance in Education, vol. 17, n4, Pp. 343-363.

Towards Trust in Quality A ssurance Systems Retrieved from : http://www.dovira.eu/outcomes.html

Implementation of Education Quality Assurance System via Cooperation of University-Business-Government in HEIs. Retrieved from : http://eduqas.dsum.edu.ua/eng/

Student-centred learning: approaches to quality assurance (2019) Retrieved from : https://eua.eu/downloads/publications/student-centred%20learning_approaches%20to%20quality%20assurance%20report.pdf

Implementation of Education Quality Assurance System via Cooperation of University-Business-Government in HEIs. Retrieved from : https://dsum.edu.ua/quality/#quality-meta

Токарева В.,
доктор наук государственного управления, профессор
Донецкий государственный университет управления
Мариуполь, Украина, e-mail: tokareva.valent@gmail.com

Никифоренко Н.,
кандидат исторических наук, доцент
Донецкий государственный университет управления
Мариуполь, Украина, e-mail: natanika74@gmail.com

АКСИОЛОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ КУЛЬТУРЫ КАЧЕСТВА ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотация: В статье раскрываются возможности «теории поколений» в формировании и развитии ценностного компонента культуры качества образования.

Актуализируется роль социологического изучения систем ценностей участников образовательного процесса. Акцентируются вопросы выбора и согласования ценностных основ культуры качества в конкретной