

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ АВІАЦІЙНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ЛІНГВІСТИКИ ТА СОЦІАЛЬНИХ КОМУНІКАЦІЙ
КАФЕДРА АНГЛІЙСЬКОЇ ФІЛОЛОГІЇ І ПЕРЕКЛАДУ**

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**Тема: *УПРАВЛІННЯ ЯКІСТЮ МОВНОЇ ОСВІТИ: ПРИКЛАД ЕФЕКТИВНИХ
ІННОВАЦІЙНИХ МЕТОДІВ У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ***

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ЗАВДАННЯ

на виконання дипломної роботи

Лисенчук Наталії Сергіївни

1. Тема дипломної роботи: «Управління якістю мовної освіти: приклад ефективних інноваційних методів у викладанні іноземних мов» затверджена наказом ректора від «_____»_____2022 р. №_____
2. Термін виконання роботи: з 10.11.2021 по 26.10.2022
3. Вихідні дані роботи: розробити теоретичні положення та практичні рекомендації щодо формування стратегії підвищення якості менеджменту у ВНЗ та школах, а також підготувати ефективні інноваційні методики у навчанні іноземних мов.
4. Зміст роботи: Розділ 1. Управління якістю мовної освіти (управління якістю освіти як напрямок державної політики; сучасна підтримка системи управління якістю мовної освіти для надання освітніх послуг; структура управління якістю мовної освіти в закладах загальної середньої освіти та у ВНЗ України).
Розділ 2. Педагогічна методика викладання іноземних мов (методика та етапи педагогічного дослідження у викладанні іноземних мов).
Розділ 3. Ефективні та інноваційні методи викладання іноземних мов (комунікативний, активний, та інтенсивний методи навчання).
5. Перелік обов'язкового ілюстративного матеріалу: завдання та показники проведеного дослідження для забезпечення доступності якісної освіти в Україні; здобуття загальної середньої освіти в міських та сільських місцевостях у

процентному співвідношенні; результати опитування учнів та студентів щодо вибору методу релаксації для ефективного навчання іноземних мов з урахуванням віку; візуальне представлення методологічних етапів педагогічного дослідження; приклади комп'ютерних програм у середній та вищій школі.

6. Календарний план-графік

№ з/п	Завдання	Термін виконання	Підпис керівника
1	Підготувати та узгодити розширений план-конспект дипломної роботи.	до 16.09	
2	Підготувати чорновий варіант роботи	до 17.10	
3	Урахувати рекомендації наукового керівника, опрацювати та внести результати додаткових досліджень, що проводилися під час переддипломної практики, підготувати чистовий варіант роботи.	до 24.10	
4	Оформити чистовий варіант роботи та подати його науковому керівникові для підготовки відгуку та організації рецензування.	до 28.10	
5	Подати роботу до комісії з попереднього захисту дипломних робіт.	до 05.11	
6	Подати остаточний варіант роботи в оправі, а також повний пакет супровідних документів на випускову кафедру.	за тиждень до початку роботи ЕК	

7. Консультація з окремого(мих) розділу(ів):

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РЕФЕРАТ

Дипломна робота «УПРАВЛІННЯ ЯКІСТЮ МОВНОЇ ОСВІТИ: ПРИКЛАД ЕФЕКТИВНИХ ІННОВАЦІЙНИХ МЕТОДІВ У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ»: 105 с., 1 табл., 3 діаграми, 1 схема, 1 приклад, 105 літературних джерел.

Об'єкт дослідження: структура управління якістю як основа освітньої діяльності на сучасному етапі розвитку України.

Мета роботи: розробити теоретичні положення та практичні рекомендації щодо формування стратегії підвищення якості менеджменту у ВНЗ та школах, а також підготувати ефективні інноваційні методики у навчанні іноземних мов.

Методи дослідження: емпіричні методи (метод педагогічного спостереження, метод бесіди, метод анкетування), теоретичні методи (аналіз, синтез, індукція, дедукція, порівняння, класифікація, узагальнення), математичні і статистичні методи (метод реєстрування, метод моделювання, метод вимірювання).

Результати магістерської роботи рекомендується використовувати для розробки навчально-методичного забезпечення для ефективного навчання іноземних мов, методів стратегічного управління та методів управління якістю освітніх організацій.

УПРАВЛІННЯ ЯКІСТЮ МОВНОЇ ОСВІТИ, СИСТЕМИ УПРАВЛІННЯ ОСВІТОЮ, ЦІЛЬ СТАЛОГО РОЗВИТКУ №4, САМООЦІНКА ЯКОСТІ УПРАВЛІННЯ, СИСТЕМА ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ОСВІТИ, КОМУНІКАТИВНИЙ МЕТОД НАВЧАННЯ, МЕТОД АКТИВНОГО НАВЧАННЯ, ІНТЕНСИВНИЙ МЕТОД НАВЧАННЯ.

CONTENT

Foreword	3
Section 1. Quality management in language education	7
1.1. Quality management of education as a direction of public policy.....	7
1.2. Support of the language education quality management system for the provision of educational services in the current state.....	24
1.3. Structure of the language education quality management in general secondary educational institutions in Ukraine.....	30
1.4. Structure of the language education quality management system in higher educational institutions in Ukraine	51
Section 2. Pedagogical methodology in teaching foreign languages	58
2.1. Methods of pedagogical research in teaching foreign languages.....	58
2.2. Stages of pedagogical research in teaching foreign languages.....	63
Section 3. Effective and innovative methods in teaching foreign languages	68
3.1. Communicative method of teaching	68
3.2. Methods of active teaching	72
3.3. Intensive teaching methods.....	79
Conclusions	84
References	87
Appendixes	97
Appendix A.....	98
Appendix B.....	99
Appendix C.....	100
Appendix D.....	101
Appendix E.....	102
Appendix F.....	105

FOREWORD

Every day, each person perceives much information encoded in various forms, sometimes specifically, and sometimes involuntarily identifies it in some way, analyzes, evaluates, draws certain conclusions, makes assumptions... The work of a supervisor, head of an educational institution, teacher, and employee in the public education management system, is associated with a large number of characteristics that are constantly changing quantitatively and qualitatively under the influence of external and internal factors. These characteristics are sometimes very difficult and even impossible to take into account and evaluate. Therefore, how to assess the results of such work? How to choose the criteria for assessing the quality of work, indicators of its effectiveness? How to measure these indicators? And how, finally, to ensure that the conclusions and assumptions made on their basis are as objective, reliable, and reasonable as possible?

There is only one answer to the aforementioned questions. It is necessary to organize the process to systematically obtain high-quality information about not only a particular object, but also about phenomenon, situation, consequences of a certain transformational activity, project, etc. Thus, the next step is to equip a person, who makes management decisions at all levels, and is responsible for qualified analysis and interpretation. Specialists must have enough experience to monitor; assess the situation and its consequences for the educational institution, as well as the education system of a certain level, society and the state as a whole; interpret the results obtained in a certain way and predict the consequences and model possible scenarios for future developments, taking into account all factors of influence. Furthermore, they must identify ways to eliminate negative factors and develop strategies for the development of the educational system or educational institution.

In other words, it is crucial to manage the quality of education.

Education quality management is a relatively new phenomenon in the domestic educational environment. However, the introduction of quality management systems in all areas of human activity and the implementation of education quality management is a natural and long-standing process of social development.

Thus, teaching methods and techniques are one of the most important components of the educational process. Without the use of appropriate methods, it is impossible to realize the goals of teaching a subject. Each teacher should be able to correctly use the methods and techniques in the learning process.

One of the leading trends in the modern methodology of teaching a foreign language is the search for such teaching methods that would most fully correspond to the goals set. The problem of the correct choice of teaching tools is quite complicated. It has always caused certain difficulties in the work, especially for young and novice teachers.

Relevance of the research topic: the world experience of socio-economic development shows that education is the most important source of renewal of all aspects of society. In all developed countries, the importance of raising the educational level of the population is recognized. Therefore, the efficient and innovative teaching techniques contribute to the education quality system.

The aim of the study is to develop theoretical provisions and practical recommendations for the formation of a strategy for improving the quality of management in universities and schools, as well as the development of effective innovative methods of teaching foreign languages.

Achieving this goal implies the need to solve the following **tasks**:

- ✓ reveal the features and directions to apply strategic management in the education system;
- ✓ identify the possibilities and expediency of introducing a quality management system in secondary schools and universities;
- ✓ highlight the most intensive and effective methods of teaching foreign languages;
- ✓ evaluate the effectiveness of the applied methods in practice.

The object of the research is the structure of quality management as the basis of educational activities at the present stage of development of Ukraine.

The subject of research of the performed research work is effective teaching methods within the language management systems of secondary and higher educational institutions in Ukraine.

The theoretical and methodological basis of the thesis were the works of leading Ukrainian and foreign scientists in the field of management theory and practice, materials of scientific and practical seminars and conferences on the problems of education management, as well as on the methodology of teaching foreign languages. The study of the current legislative and regulatory acts, decisions of legislative and executive authorities on the development of educational services, as well as materials from the websites of international organizations was involved in educational accreditation, in educational programs, and scientific literature on effective methods of teaching languages.

The thesis uses data from official statistics and materials from conducted sample surveys.

When solving the tasks set, system analysis, statistical methods for collecting, processing and analyzing managerial information were used.

The scientific novelty of the thesis lies in the development of effective methods of teaching languages and substantiation of the theoretical foundations. It also lies in the methodological approaches to the formation, and practical implementation of strategies for the effective management of general education schools, and universities aimed at improving the quality and competitiveness of schools and universities, and allowing them to ensure effective development under modern Ukrainian conditions.

The theoretical and practical value of the thesis lies in summary of the methodological provisions, and practical experience in managing educational organizations. It also determines the directions for their use in organizational management systems. Moreover, practical value lies in the methods of strategic management, quality management methods of educational organizations, and in effective methods teaching foreign languages.

Approbation of the thesis was carried out in the III International Scientific and Theoretical Conference “Interdisciplinary Research: Scientific Horizons and Perspectives” (May 6, 2022 in Vilnius, Republic of Lithuania), Volume 2, p. 92-94; and in the II International Scientific and Theoretical Conference “Current Issues of Science, Prospects and Challenges” (June 10, 2022 in Sydney, Australia), Volume 2, p. 86-90, p. 93-95.

The structure of the thesis corresponds to the aim and solution of the main tasks of the study. The research consists of an introduction, three chapters, nine subsections,

conclusions, a list of references (102 items) and six appendices. The text of the research comprises 96 pages.

SECTION 1

QUALITY MANAGEMENT IN LANGUAGE EDUCATION

1.1. Quality management in language education as a direction of public policy

The history of the formation of quality management as a specific type of activity, takes place in the twentieth century. The impetus for this was changes in socio-economic processes, which led, on the one hand, to expansion and complication of production, increase of the number of employees, the desire of producers to increase turnover, and hence the need to introduce certain rules, regulations, restrictions and controls to reduce defective units. On the other hand, the expansion of production has created an opportunity to choose a product or service, respectively; these changes were accompanied by a gradual increase in requirements for manufactured products by the buyer [70, p. 93].

The first stage in the history of quality management is associated with the emergence of the first systematic approach to management – Frederick Taylor's management system (1905), which operated on a cycle of continuous improvement, which consisted of planning, implementation, control and adjustment [101, p. 96].

This system provided for the production of engineers and other specialists of certain technical and production standards, with which workers had to comply. In case of violation of these norms, certain types of material punishment were introduced in the form of various fines and dismissals. In addition, Taylor's quality management system provided for the creation of elements of quality control by setting requirements for product quality (so-called tolerances), passable and impassable tolerance limits (calibers), introduction of positions of quality inspectors (controllers). The motivation system included penalties for dismissals. The issues of professional training of employees were not left out either, which also included training to work with measuring and control equipment [101, p. 96].

The second stage began in the 1920s, and was marked by the shift of attention from the quality of the final product to ensuring the quality of manufacturing processes, the development in the basics of statistical quality management (R. L. Jones), the creation of control charts (W. Schuhart). Edward Deming formulates his principles of quality management, which were later laid by D. Juran in the interpretation of the concept of quality

as “compliance with consumer requirements” (“Fitness for use“). He laid the responsibility for the management of chronic inconsistencies in the production process and product quality violations, supplemented statistical methods of quality control with statistical methods of solving quality problems [101, p. 96].

The principles of quality management formulated by E. Deming are universal for organizations of different activities in different fields.

To achieve a positive effect, they need systematic and gradual implementation. According to E. Deming himself, most companies have the same problems that lead to their collapse and, thus, must be eliminated, namely:

- ✓ lack of sustainability of goals;
- ✓ the pursuit of instant gain;
- ✓ systems of attestation and ranking of personnel;
- ✓ meaningless rotation of management staff at different levels;
- ✓ use only quantitative criteria to evaluate activities companies [49, p. 91].

D. Juran, based on the work of E. Deming, develops an approach based not only on management of processes and production systems, but also on the implementation of activities aimed at quality assurance, participation of all staff in the process of quality improvement, and training. In other words, with the complication of production processes and the products themselves, the main focus of researchers shifts to inspection (control) and detection of product defects to prevent them by identifying possible causes of these violations, and their timely elimination by studying the patterns of production processes, and management [70, p. 93].

The third stage was marked by the fact that in 1957 the American scientist A. Feigenbaum put forward the concept of total quality control (TQC – Total Quality Control). According to her, the main tasks of TQC are to evaluate the elimination of potential violations, product inconsistencies at the stage of its design development, quality control (raw materials), necessary materials, production process management, service development, supervision of compliance with quality requirements. A. Feigenbaum paid special attention to identifying the causes of violations, their relationship, the strength of influence, as well as determining the cost of maintaining quality. These ideas of

A. Feigenbaum in Japan were developed in the famous scientific works of Professor K. Ishikawa. The central idea that permeates the concept of total quality control not only controls all components, elements and stages of production, but also the involvement of all personnel in participation in the production process, increasing the impact and importance of moral incentives for employees. The human factor will be fundamental in the implementation of this concept. Great attention is paid to solving problems related to employee support, insurance, etc. [101, p. 96].

The fourth stage began in the 80's and was marked by the transition from the total concept of quality control (TQC) to the concept of total quality management (TQM – Total Quality Management). The emergence of the ideology of TQM meant a real revolution in the theory and practice of quality management, a fundamental change in the purpose and methods of organizing activities. In 1987, international standards for quality systems appeared – the so-called ISO 9000 series or International Standards for Management. These standards have had a very significant impact on the development of the manufacturing sector. Furthermore, they were used in all branches and spheres of human activity. Thus, they forced quality management systems in the field of public administration, health care, education, etc. to be developed and implemented [101, p. 96].

A distinctive feature of the TQM concept is not only quality management for meeting the established requirements, but also the management of goals, and requirements themselves. TQM also includes quality assurance procedures. A system of measures causes the consumer confidence in product quality. The basic ideology of TQM is based on the assumption that there is no limit to improvement. Ideally, it is seen as a guideline in the implementation of TQM. Defects and unproductive costs should be eliminated, and all processes should be carried out in a timely manner and according to all requirements. Moreover, to achieve this goal you need to strive constantly, not to stop at the results achieved, which will ensure not only the quality of the products and services provided, but also the development of the organization itself. All activities of the organization (enterprise, institution) focus on the quality and ways to achieve it [17, p. 88].

One of the key features of the quality management system is the use of collective forms and methods of search, analysis and problem solving, constant participation in improving the performance of the whole team [17, p. 88].

The concept of TQM is based on awareness of the growing role of man and staff training. Motivation reaches a state when people are so passionate about work that they even cancel their vacation, and stay at work instead, or continue working from home. Such people are called workaholics. Learning becomes a comprehensive and continuous process that accompanies employees throughout their labor activity (the principle of continuous education is introduced and the concept of lifelong learning is formed) [40, p. 90].

Forms of learning change significantly becoming more active – business games, special tests, computer methods are used. Special methods that trigger employees` creativity are developed and used. Learning becomes part of motivation [42, p. 90].

This is because a well-educated person is capable of leadership and has significant career advantages. Relevant requirements are set for both education and the training system, which must meet the requirements of other areas and industries for professional growth of employees. Quality systems, both in production and in education, start being certified, which is gradually becoming one of the conditions for participation in various projects and tenders, and also serves as a guarantee of the quality of the products or services provided by the organization (institution) [32, p. 90].

The components of the TQM system are the following elements: TQC – total quality control, QPolicy – quality policy, QPlanning – quality planning, QI – quality improvement and QA – quality assurance [32, p. 90].

The fifth phase began in the 1990s and continues up to this day [101, p. 96].

A distinctive feature of this period is the strengthening of society's influence on enterprises (organizations, institutions) and the need to take into account the interests of society by enterprises (institutions). This led to the emergence of ISO 14000 series standards, which set requirements for management systems from the standpoint of environmental protection, and product safety. Certification of quality systems for compliance with ISO 14000 standards is becoming no less popular than for compliance with

ISO 9000 series standards. The impact of the humanistic component of quality is growing significantly, increasing the attention of business leaders to meet the needs of their staff [18, p. 88; 76, p. 93].

Corporate quality management systems are emerging, which aim to strengthen the requirements of international standards and take into account the specifics of corporations. The main achievement of the fifth stage of development of quality management systems is the implementation of ISO 14000 and QS 9000 standards, as well as self-assessment methods in accordance with the models of quality awards [77, p. 93].

At present, the activity on introduction of management systems and quality assurance in the field of education is actively developing. The system of higher education was a pioneer in this direction. In the Berlin Communiqué of 19 September 2003, the Ministers of the Bologna Process instructed the European Network for Quality Assurance in Higher Education (ENQA), of which 49 countries are members [19, p. 88].

Through its members and due to cooperation with the European University Association (EUA), the European Association of Higher Education Institutions (EURASHE) and the European Student International Bureau (ESIB), developed harmonized standards, procedures and recommendations for quality assurance. They also examined the possibility to establish a reliable system of independent peer reviews for quality assurance and / or accreditation agencies, and institutions. Ministers also asked the European Higher Education Quality Assurance Network to take into account the professional competence of other associations and quality assurance networks. The sphere of education is a component of the socio-humanitarian sphere, which determines its development by the influence of various social processes, the degree of maturity of society, the level of formation of humanistic values and other laws and features social development [19, p. 88].

Any trend in both the social and socio-humanitarian spheres is associated with changes in social institutions, systems, and processes. That is why they necessitate reforming the system of public education management, updating the legislative and regulatory framework, governing the functioning of both management structures, and educational institutions, improving the educational process, modernizing the structure and nature of activities. Once Philip G. Coombs, former director of the International Institute for

Educational Planning at UNESCO, based on his analysis of the impact of reforms in education concluded that the solution of the problem to improve the content, and quality of education requires radical changes in education management, personnel and teaching methods [58, p. 92].

Quality management is a certain activity characterized by goal setting, which is based on certain principles of organization, and performs a number of functions to control the studying process [78, p. 94].

The main provisions of the theory of quality management, quality and quality management were developed in the 60-70s of the twentieth century by O. B. Glichev, O. I. Subetto, and others. Quality management is the act of overseeing all activities and tasks that must be accomplished to maintain a desired level of excellence [58, p. 92].

The general principle of quality management is the principle of duality of organization and management. It helps then to distinguish the following areas:

- ✓ quality management of operating systems, which is identical to quality assurance or maintenance activities;
- ✓ quality management of developing systems, which corresponds to the term improving quality [101, p. 96].

Education quality management in a broad sense, according to A. I. Subetto, is the management not only of the compliant relationship of the educational doctrine, but also of social educational institution, educational systems, social norms and of social development in socio-natural, cosmoplanetary, national-ethical, socio-economic measurements [60, p. 92].

Education quality management is a specific type of social activity aimed at maintaining and improving the quality and effectiveness of the industry as a whole and the general, cultural and professional level of students. In the broadest sense of the word, quality management of education is important to ensure the educational quality as an object of managerial influence [91, p. 95].

The object of management activities to ensure the quality of education may be the education system as a whole or at a certain level (e.g., territorial, sectoral), or component: general secondary, higher, preschool, or national, regional, regional or local, etc.), which

are considered to be certain quality indicators; processes (managerial, educational teaching, etc.); results of educational activity, or conditions of realization of educational processes [32, p. 90].

State management of the educational quality is a certain activity of the state-public management of educational quality, which is designed to ensure a balanced compliance of education with diverse and ever-changing conditions, as well as needs of the individual, state, society, and regulatory goals and standards of the educational system [91, p. 95].

Modern social and political processes have necessitated the creation of civil society in Ukraine and the formation of a new form of public administration of education, which has changed the structure, functions and tasks of the subject of public education. Each element of the renewed system of public administration of education, according to its place in this system performs executive and administrative functions, and is designed to achieve socially significant normative goals, which are generally focused on supporting and implementing public policy to guarantee, ensure and comprehensively improve the quality of education. Creation of a modern mechanism for assessing the quality of education in Ukraine, based on reliable and comparable data on educational results, the degree of their compliance with regulatory requirements (requirements of State educational standards, training programs), social, and personal expectations are the central element that can ensure effective public administration of the education system [58, p. 92; 92, p. 95].

The development of the social component in the system of public education management will help strengthen the openness, and transparency of the management process, accountability of all management units to public structures, as well as provide opportunities to balance, and distribute the influence between the two main directions. They are the financing of the educational system, and the implementation of inspection, and control functions, and ideological support of management [74, p. 93].

The mechanism of public education quality management provides for joint coordinated activities of state education quality management bodies, and public structures (associations, committees, councils, etc.) at all levels of the education system, aimed at identifying the real state of education and educational problems, including a common

strategy development of the education system, and the search for the most rational ways to achieve goals [49, p. 91].

The mechanism of state education quality management is an integral part of the hierarchical system of state education management, which is based on public form of government and provides managerial influence on various factors that directly or indirectly affect the quality of education [91, p. 95].

The decisive stage of the management cycle is to assess the achieved state, process characteristics, impact on the system, etc. Assessing the quality of education at all stages and levels of the educational system has become the norm for most developed countries. A prerequisite for this task is the convergence of quality control and accreditation systems, promoting international cooperation in ensuring education quality in order to develop comparative criteria and methodologies [49, p. 91].

Implementation of quality management activities in education involves:

- ✓ implementation of quality control, which is carried out to define external quality assessment procedures that are focused on achieving certain quality indicators;
- ✓ quality monitoring, which is a process of direct assessment or tracking of certain quality criteria (indicators). Such monitoring determines the so-called “level” of quality, i.e. the degree of achievement of planned indicators. Moreover, it ensures the effectiveness of material investments;
- ✓ introduction of external and internal evaluation systems or quality assessment. In other words, it is the assessment of the achieved characteristics using expert external assessment and self-assessment by the educational institution. This includes procedures for planning, evaluation, monitoring, analysis, etc.;
- ✓ quality assurance is a set of actions characterized by the focus to improve cyclical procedures for search and decision-making, make proposals to improve quality and implementation of accepted proposals, etc. [78, p. 94].

Despite the differences in the political system of countries, levels of their socio-economic, cultural development, speed of scientific, and technological progress, and other features, in the second half of the twentieth century, certain educational tendencies were

singled out, which further determined the content of the educational policy of most countries of the world, including Ukraine, namely:

- ✓ guarantee at the legislative level and equal access of citizens to education and its quality improvement;
- ✓ introduction of state educational standards as one of the guarantee forms of state educational quality [58, p. 92].

These trends were popular due to social processes, movements, and unbridled desire of the population to get an education. An important point in their emergence is that at the level of state power there is the need to make appropriate changes in national education systems, and systems of public administration, which are reflected in the relevant educational policies of these countries [58, p. 92].

Equal access to quality education globally is an extremely multifaceted trend. It covers several closely related areas:

- ✓ equality guarantee (by sex, age, nationality, social status, religion, etc.) of citizens in access to education;
- ✓ creation of conditions (appropriate legislative and resource provision) for obtaining high-quality secondary education, and development of a mechanism for objective assessment of the achieved quality according to certain indicators and criteria [58, p. 92].

Despite the fact that educational policy is a kind of domestic, its formation to some extent depends on international processes, patterns of development of educational systems, as well as global trends in a particular field. In the early 20th century, under the influence of world trends, Ukraine identified a new strategy for education reform, aimed at ensuring state guarantees of equal access to quality education at different stages of education, and the organization of scientific analytical support of all management decisions. However, this strategy should be provided with adequate modern mechanisms for measuring the achieved quality of education, identifying influence factors, evaluating the effectiveness and efficiency of educational reforms, and public educational programs. Monitoring the educational quality is one of the mechanisms for measuring and evaluating the achieved results, identifying problems with the functioning of the education sector. That is why the National Doctrine of Education Development of Ukraine (2002) for the first time

proclaimed the creation of a system for monitoring the educational process and the effectiveness of education management. This document recognized education as a strategic resource to improve the well-being of people, ensuring national interests, strengthening the authority, and competitiveness of the state in the international arena, and named educational quality as a priority of public policy in education [19, p. 88].

The education system in any country is quite inert and even conservative, so its modernization is too slow. Education systems acquire more properties of market systems, which together with the traditional formation and development of intellectual abilities of the child and his spirituality should form a person. They should form the person, who would meet the requirements of a democratic state, open society with market production, and, therefore, would be in demand. To successfully solve such problems we need information about the results of the educational system and educational processes. Thus, there are questions about the sufficiency of such information to analyze the current state of the education system reform in Ukraine, its compliance with socio-economic transformations, and the possibility to develop public policy to improve the quality of education as a competitive ability of the student, and the future specialist [38, p. 90].

The state educational policy of Ukraine in the modern conditions of a society with a transition economy is focused on ensuring the quality of education in various areas of activity, which includes: modernization of the content of education; staffing upgrades; modernization of material, technical, and resource support; reformation to train and retrain teachers and managers; creation of an effective mechanism for education management and quality control of education; introduction of an external evaluation system, and the development forecast of the education sector, which requires a national system for monitoring the educational quality, etc. [40, p. 90].

In 2000, the United Nations set the Global Millennium Development Goals (MDGs), which aimed to bring about real change in people's lives in various areas, reducing poverty, creating decent living conditions and access to public services. Ukraine has also made these commitments. Among the seven goals outlined, goal №2 is defined – “Ensuring quality lifelong learning”. The main goal is to achieve the age-appropriate education (including

general secondary education, in which our country has achieved significant success) and the number of institutions with Internet connection [17, p. 88].

Following the completion of the MDGs in 2015, the 70th session of the UN General Assembly in New York discussed the issue of defining the World Development Agenda for the future. The final document of the Summit “Transforming our world: an agenda for sustainable development until 2030” approved 17 Sustainable Development Goals (SDGs), and 169 tasks covering various spheres of life. Goal №4 is dedicated to education, namely: “Ensuring comprehensive and equitable quality education and promoting lifelong learning for all” [17, p. 88].

According to this document, Ukraine has adapted each global goal, taking into account national specifics. It is expected that national CSBs will serve as a basis for integrating efforts to ensure economic growth, social justice, and environmental management [91, p. 95] (**Appendix A**).

As can be seen from Appendix A, the quality of SDGs is directly affected by the implementation of tasks 4.1, 4.6 and 4.7, but task 4.4 also creates some indirect impact, as it requires the training of highly qualified teachers in education, which is a necessary condition for achieving high learning outcomes. It is estimated that by 2020 the share of male teachers in VET institutions will increase from 14.7% to 17.0%. It also will increase the number of rural institutions that will have access to the Internet – from 81.6% to 85% (in the future in 2030 to 95%), as well as will be provided with computer software training – from 60.5% to 65.5 %. The task of introduction and dissemination of inclusive education at all educational levels, including the level of full SDGs, is urgent for Ukraine. That is why this task is included in the list of CSW tasks that provide an opportunity to improve the quality of CSW, and increase its accessibility for people with special needs. Although the report does not provide specific quantitative guidelines for its implementation. According to the statistics of the Ministry of Education and Science of Ukraine, there is an annual increase in the number of institutions and classes with inclusive education and, accordingly, the number of students who receive SDGs in such an educational environment. The task of creating appropriate conditions to ensure equal access to education for people / children with special needs is found in the laws of Ukraine “On Education” (Article 5) as one of the

principles of educational activities (Articles 19, 20). This law defines the responsibilities of the government on creating conditions “to ensure the rights and opportunities of people with special educational needs to receive education at all levels of education, taking into account their individual needs, capabilities, abilities and interests”, as well as the organization of inclusive education [91, p. 95].

The 2017 National Report on Sustainable Development Goals states that achieving this goal requires the implementation of several important vectors of educational development, namely: quality, equity, accessibility, involvement, and comprehensive encouragement. For Ukraine, educational indicators such as school enrollment, adult literacy, gender social equality index (in terms of “gross enrollment ratio” and “average length of study”) have remained traditionally high for many years and even higher than in Europe, Central Asia and some other countries with a high level of human development. Thus, 98.3% of school-age children obtain general secondary education (99.3% of 9th grade graduates continue their studies to obtain a full SDGs). 63.5% of children obtain education in urban settlements, and 39.9% in rural areas. Along with these positive results of the functioning of the education sector, the issue of ensuring the quality of educational services and the full implementation of educational systems remains problematic [17, p. 88].

The result of not solving the strategic and tactical tasks set before the education system is that the quality of the final product of this system – the graduate – does not meet the ever-changing needs of society. In other words, the proclaimed educational policy to ensure the quality of education, and the goals set for the education system for many years remain unfulfilled due to the lack of adequate modern mechanism to ensure their implementation in practice [40, p. 90].

The introduction of domestic mechanisms of external evaluation of the education system contributes to the “development” of an educational institution as a high quality, competitive product that has its market value [15, p. 88].

Reasons that led to the introduction of EIT quality of education:

- ✓ limited funding for the education sector and the simultaneous expansion and growth of national education systems;

✓ achievements in scientific, and technical development as well as the increased attention to creativity and individuality in educational activities, adaptability of learning and education management;

✓ the uniqueness of each educational institution, its creative potential and the spread of modern mass methods and technologies of effective learning, etc. This means, on the one hand, the impossibility of absolute unification of all educational outcomes, and the inexpediency of introducing international educational standards. On the other hand, it means the need to obtain uniform, generalized indicators of the education system, and coordinated data collection in national, and international educational statistics [10, p. 88].

In the middle of the last century, world education was in crisis, which had a significant impact on all aspects of economic and social life. To get out of this situation it was necessary to provide two main conditions:

1. “know yourself”, i.e. to conduct a systematic evaluation of learning outcomes, and processes, the effectiveness of the entire education system, and its individual components;
2. carry out the generalized, complex assessment of educational conditions on the basis of the systematic analysis of all influential factors.

However, the evaluation of the quality of “final products” and the effectiveness of the education system should be carried out by a third party (expert – person or institution), which is independent of both the producer and the consumer of education products. Such education is also recognized in the field of evaluation technologies, sociology, statistics, and analysis of educational policy [11, p. 88].

Educational policy establishes the fundamental goals and objectives of the development of education, guarantees their implementation through concerted action of the state, and society. The main criterion for the quality of state education policy and the quality of educational reforms can be the growth rate of the average educational level of the population, which is one of the most important indicators of its quality. The main emphasis in the state policy on the quality of education should be on ensuring the requirements of the law in advanced development of human quality, the quality of educational systems in society, and the quality of public intelligence. Thus, issues related to quality management

are central to the new paradigm of education management. Moreover, monitoring the quality of education will serve as a means to assess the degree of implementation of this paradigm.

Both general principles of state educational policy in Ukraine concerning the educational quality, and the main directions of development of the education sector are defined in the highest-level documents. In Ukraine there are laws: “On Education” (2017), “On Complete General Secondary Education” (2020), “On Higher Education” (2014), as well as the laws “On vocational education” (1998), “On preschool education ” (2001), “On Extracurricular Education ” (2000), which are currently being revised in accordance with the amendments to the basic legislation [13, p. 88].

Over the past hundred years, the world has undergone transformational changes of socio-political, economic, cultural, technological nature, which led to the growing role of education as a social institution. Education has ceased to be elitist, and it has become widespread. Instead, in recent years education has become the basis for creating information, information technology, development and accumulation of human capital, which is the most valuable product in the era of post-industrial society. Education in the modern world has many complex and extremely important tasks. The tasks provide for:

- ✓ a comprehensive human development and the highest value of society, its talents, intellectual, creative and physical abilities;
- ✓ formation of values and competencies necessary for successful self-realization;
- ✓ education of responsible citizens to conscious social choice and direct their activities for the benefit of others and society;
- ✓ enriching on this basis the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens to ensure sustainable development of Ukraine and its European choice [12, p. 88].

These processes have necessitated changes in the educational policy of states, in relevant state documents, strategies, laws to ensure equal access of citizens to education, and ensure its quality. Education provides the basis of intellectual, cultural, spiritual, social, economic development of society and the state [85, p. 94].

According to the new vision of the importance and role of education, it is a strategic resource for improving the well-being of people, ensuring national interests, strengthening

the authority, and competitiveness of the state in the international arena. As a result, it is necessary to implement the relevant state educational policy in practice [14, p. 88].

Article 5 of the Law of Ukraine “On Education” defines both the basic principles of state policy in the field of education and the principles of educational activities, which are based on state activities to ensure and manage the quality of education. The principles on the quality are given below:

- ✓ guarantee on the educational quality;
- ✓ equal access to education without discrimination on any grounds, including disability;
- ✓ development of an inclusive educational environment, including in educational institutions that are most accessible for people with special educational needs;
- ✓ scientific nature of education;
- ✓ diversity of education;
- ✓ integrity and continuity of the education system;
- ✓ transparency and publicity to make and implement management decisions;
- ✓ institutional separation of control (supervision) and support functions in educational institutions;
- ✓ academic integrity, and academic freedom;
- ✓ financial, academic, personnel, and organizational autonomy of educational institutions within the limits set by law [87, p. 94].

These principles of state educational policy determine a generally human-centered, and democratic approaches to the construction of the entire education system, as well as the combination of the independent idea of autonomy with responsibility for decisions and performance.

Modernization of the state education management system in Ukraine, as a basis for ensuring the proper quality of education, should begin from the development of a unified strategy for the reformation and development of this system. It should also begin from consistent, logical, documented policies to improve the educational quality in Ukraine. Accordingly, such a global task involves solving a wide range of problems, some of which formally go beyond the functioning of the education system:

- ✓ problem solution concerning training and retraining of pedagogical and managerial staff on management, and measuring the quality of education;
- ✓ updating the logistics of educational institutions;
- ✓ system creation of independent external evaluation and development of the education system;
- ✓ definition of priority and perspective directions, according to which step-by-step realization of the coordinated purposes, and tasks of the state educational policy will be carried out in practice [65, p. 93].

The practical implementation of the strategic directions of the state educational policy to ensure the educational quality is necessarily related to the activities of bodies and the entire structure of public education management, as this system is the leading one in the educational policy.

The state target programs of education development would have a certain influence on definition of the maintenance, and directions of realization of the state policy to maintain the educational quality in Ukraine, in particular:

- ✓ State social program to improve the quality of school science and mathematics education for the period up to 2015;
- ✓ State target program for the development of vocational education for 2011-2015;
- ✓ State target social program for the development of extracurricular education for the period up to 2014;
- ✓ State target social program for preschool development education for the period up to 2017, etc [8, p. 87].

These documents provided for measures to increase the availability of educational services, improve the quality of their provision, as well as monitor the quality of the development results in educational systems in order to predict future prospects. To date, these documents have expired, and analytical materials on the results of these programs are missing.

The National Strategy for Education Development in Ukraine for 2012-2021, adopted by the III All-Ukrainian Congress of Education Workers of Ukraine, identified a significant

role of the national education quality monitoring system in the process of reforming public education management, and its importance in ensuring objective assessment of educational services [15, p. 88].

According to the National Strategy for the Development of Education, the following areas should be promising for the development of a system for monitoring, and assessing the educational quality in Ukraine:

- ✓ development and implementation of the Concept of the national system, monitoring and evaluating the educational quality;
- ✓ introduction of basic research in the field of methodology, evaluation of the effectiveness of educational policy;
- ✓ development of standardized technologies in pedagogics;
- ✓ development of a model for monitoring research for different governmental levels (institutional, regional, national);
- ✓ monitoring the quality of resources, educational processes and results;
- ✓ providing the population, government agencies, educational institutions with reliable and complete information on the conditions, and effectiveness of the education sector at its various levels;
- ✓ providing the executive authorities, society with data on the quality of the national education system in international comparative studies in order to integrate the national education system into a single European or worldwide educational system and ensure its competitiveness in the market of educational services in globalization;
- ✓ participation in international comparative studies of the educational quality;
- ✓ creation of an extensive network of regional centers for monitoring the quality of education;
- ✓ modernization and updating of educational statistics and development on its basis of the system of the evaluation in educational policy, and efficiency of managerial decision-making [14, p. 88].

So, the introduction of domestic mechanisms of external evaluation of the education system contributes to the “development” of an educational institution as a high quality, competitive product that has its market value.

1.2. Support of the language education quality management system for the provision of educational services in the current state

State standard DSTU ISO 9004-2000 “Quality management systems. Guidelines for improving performance” provides recommendations for continuous improvement of the quality management system of service provision. Therefore, it is recommended to include the development subsystem in the quality management system at the stage of its development and implementation [78, p. 94].

Measurement, organization activities and analysis to improve the quality management system, are the basis of the functioning of this subsystem [101, p. 96].

Summarizing the main ideas for the creation and operation of QMS, the principles of its development, and implementation, they are providing educational services with quality requirements [70, p. 93].

It would be logical to assume that the functioning of a formalized quality management system for the provision of language educational services should allow the organization of an automated subsystem to manage its development [70, p. 93].

Thus, we are talking about the use of automated electronic document management systems to solve the main tasks of quality management system development and updating the document base of the system [70, p. 93].

State Standard 9004 recommends:

- ✓ Measurement data are important for making informed decisions.
- ✓ Top management must ensure the efficient measurement, collection, and approval of data necessary to ensure the organization's activities and to meet stakeholders. These activities also include analyzing the approval and purpose of the measurements, and the intended use of the data to create additional value for the organization [78, p. 94].

Examples of measuring the performance of organizational processes are:

- ✓ measurement, and evaluation of its products;
- ✓ identification of process capabilities;
- ✓ determining how far the project objectives have been achieved;
- ✓ measuring the satisfaction of customers, and other stakeholders.

The organization should constantly monitor actions to improve its performance, and record implementation, thus obtaining data for further improvements [101, p. 96].

The results of the analysis data on improvement activities is one of the inputs of the analysis by management, which provides information to improve the performance of the organization [101, p. 96].

Measurements, analyzes and improvements include:

- ✓ measurement data should be converted into useful information, and knowledge for the organization;
- ✓ measuring, analyzing, improving products and processes should be used to set the necessary priorities for the organization;
- ✓ the measurement methods used by the organization should be periodically analyzed, and the data should be constantly checked for accuracy, and completeness;
- ✓ comparative evaluation (benchmarking) of individual processes should be used as one of the means to improve the efficiency of processes;
- ✓ measurement of customer satisfaction should be considered as of paramount importance for the evaluation of the organization;
- ✓ conducting measurements with the provision and dissemination of the received information is important for the organization, and is the basis for improving its performance and stakeholder involvement; this information is constantly updated and its purpose is clearly defined;
- ✓ the necessary means for the information exchange obtained from the results of measurement analysis must be implemented;
- ✓ the efficiency of information exchange with stakeholders should be understood and measured;
- ✓ monitoring and analyzing data on process and product indicators can be useful, in order to better understand the essence of the studied characteristics;
- ✓ the use of appropriate statistical and other methods can facilitate the understanding of deviations in both processes and measurements, and can improve the performance of processes and products by controlling these deviations;

✓ the necessity to provide periodic self-assessment, which will allow to assess the perfection of the quality management system, the level of indicators achieved by the organization, as well as to identify opportunities to improve indicators [93, p. 95].

The following key factors need to be considered when measuring and monitoring system performance:

✓ the consequences of studying the satisfaction of customers and other stakeholders;

✓ results of internal audits;

✓ results of measuring financial indicators;

✓ results of self-assessment [51, p. 91; 84, p. 94; 93, p. 95].

With regard to customer satisfaction research, the analysis of customer-related information is the basis for measuring and monitoring customer satisfaction. The collection of such information can be both active and passive [93, p. 95].

Managers need to know the various sources of customer-related information, and implement effective processes for collecting, analyzing, and using the information needed to improve the organization's performance [101, p. 96].

Moreover, managers must identify internal and external information sources about customers. Examples of such information are:

✓ survey data of customers and users;

✓ feedback information on various aspects of services;

✓ customer requirements, and contract information;

✓ market needs;

✓ data on the provision of services;

✓ competitive information [32, p. 90].

Measuring customer satisfaction is vital. The process of customer survey, measurement and monitoring of his/her feedback should be ongoing [93, p. 95].

This process must fulfill the requirements; meet the customer needs and expectations, as well as the price and timing of services [32, p. 90].

The organization must identify and use sources of customer satisfaction information and work with customers to anticipate their future needs. The organization must plan and

implement processes for effective study of customer demand. When planning such processes, data collection methods are identified and implemented, including sources of information, frequency of collection, and review of data analysis. Information sources on customer satisfaction include:

- ✓ customer claims;
- ✓ direct communication with customers;
- ✓ questionnaires;
- ✓ data collection and analysis by subcontractors;
- ✓ target discussion groups;
- ✓ reports of consumer associations;
- ✓ reports in various media;
- ✓ industrial research [101, p. 96].

To assess the strengths and weaknesses of the quality management system concerning language education, senior managers must establish an efficient internal audit process. Internal audit is a tool for management to evaluate an arbitrary process or activity. Internal audit is a relatively independent way of obtaining objective evidence of compliance with the established requirements, as it allows you to assess the organizational effectiveness.

It is important that the results of internal audits ensure that management implements improvement measures. The planning of internal audits should be flexible and allow for changes in direction, depending on those obtained during the audit data and objective evidence. When developing internal audit plans, inputs from stakeholders must be considered [70, p. 93].

Issues to be considered in the internal audit include:

- ✓ efficient implementation of processes;
- ✓ opportunities for continuous improvement;
- ✓ effective application of statistical methods;
- ✓ use of information technologies;
- ✓ analysis of data on costs related to quality;
- ✓ effective use of resources;
- ✓ results and expectations regarding indicators of processes and services;

- ✓ adequacy and objectivity of measurement of indicators;
- ✓ improvement activities;
- ✓ stakeholder relations [83, p. 94].

Sometimes internal audit reports contain evidence of excellent performance, which gives managers reason to recognize, and encourage employees [49, p. 91].

Managers must provide for the possibility of organizing self-assessment.

Self-assessment is a thorough evaluation, usually carried out by the organization's own management, which results in judgments or statements about the effectiveness of the organization, and the perfection of the quality management system concerning language education. The organization can use self-assessment to benchmark its indicators with those of external organizations, as well as excellent indicators [9, p. 87].

In addition, self-assessment allows you to assess the improvement of the organization's performance, while the internal audit process is an independent audit designed to obtain objective evidence of policies, procedures and requirements, which evaluates the efficiency of quality management system concerning language education.

The amount and depth of self-assessment is planned, taking into account the goals and priorities of the organization. The advantages of the applied approach to self-assessment are:

- ✓ ease of understanding;
- ✓ ease of use;
- ✓ minimal impact on the use of management resources;
- ✓ providing inputs to improve the performance of the quality management system of the organization, based on language education [7, p. 87].

Self-assessment cannot be considered as an alternative to internal or external quality audit. Through self-assessment, managers can have a general idea of the performance of the organization, and the degree of perfection of the quality management system concerning language education. They also set priorities and provide inputs to identify areas in the organization that need to be improved [49, p. 91].

According to the process structure in the subsystem of development in the quality management system of training services, the package of documents must contain at least:

- ✓ Guidelines for self-assessment.
- ✓ Guidelines for continuous improvement.

These documents can be formed based on examples given in DSTU ISO 9004: 2000.

The process of self-assessment was chosen as the main mechanism in the subsystem of quality management system development, based on language education [78, p. 94].

If problems remain, the improvement process is repeated, and goals and solutions are developed to further improve the processes.

To help engage employees in activities to improve and increase their understanding of relevant issues, management should explore the following:

- ✓ creation of small groups, whose members elect their leaders;
- ✓ giving employees permission to control, and improve their jobs;
- ✓ deepening the knowledge, skills and experience of employees as an integral part of the overall organizational activities in language education quality management.

Proper functioning of the subsystem to develop the quality management system for the provision of educational services is the main guarantee, because the university will fulfill its tasks, achieve its goals at the level of modern requirements, and meet future challenges in higher education at European level [32, p. 90].

At the same time, it must be emphasized that the quality management system of educational services in a modern university is a set of regulatory documents, the implementation of which depends entirely on the competence, and desire of the entire staff. Thus, if the team accepts the idea of implementing a new quality management system, it will understand the need for proper functioning of each of its components. In such a way, each employee in the workplace will be able to implement system elements to improve their own level, knowledge, and skills [40, p. 90].

To sum up, the successful implementation of modern quality management systems for the provision of educational services in domestic universities will ensure their existence in the higher education system of Ukraine, and thus – a high level of education in general.

1.3 Structure of the language education quality management in general secondary education institutions in Ukraine

The quality management system of education in Ukraine is at the stage of formation and at the same time of transformation. This is because in itself the activity of quality management as a direction of public education management is a new phenomenon for domestic educational management [92, p. 95].

The management of the quality of education was perceived as the need for periodic control by management structures of all levels to control students` performance by tests and calculating the percentage of general secondary education institutions [100, p. 96].

The quality management system of SDGs consists of public administration bodies of education, certain institutions and organizations, as well as procedures, and activities and implementation of which aim at ensuring proper quality education, measuring, and monitoring compliance with regulatory requirements for achieving educational results.

The quality management activities of the SDGs are distributed in accordance with the powers between the various authorities that perform actions aimed at determining the requirements, norms, rules for achieving the required quality of education. Such activities ensure the conditions (legal, economic, logistical, etc.) of quality education, the implementation of the control functions over compliance with the requirements, the achievement of regulatory objectives, and evaluation of results as well as the certification of employees (programs, quality systems, etc.) [32, p. 90].

The main components of the system of education quality management are:

1. The object of management (education system in terms of its quality, students and teachers, various educational processes and phenomena);
2. A single information system that allows you systematically obtain information about the state of the object to which the managerial influence is directed (education quality monitoring system or monitoring center in a particular educational institution);
3. Generator of management decisions (combination of analytical system with the relevant governing body that makes a specific management decision);

4. The subject of management, the executive system, which has a direct impact on the object of management through the appropriate mechanism of public administration in education quality to implement the decision [101, p. 96].

In order to form a quality management system for education, including general secondary education in Ukraine the Law “On Education” (Article 41) defines the task to introduce a system of quality assurance. The operation of the system aims at guaranteeing the educational quality; formation of public confidence in educational institutions, and educational management bodies; continuous and consistent improvement of the quality of education, as well as assistance to educational institutions to improve the quality education. The components of this system are:

- ✓ quality assurance system in educational institutions (the so-called internal quality assurance system of education);
- ✓ system of external quality assurance of education;
- ✓ quality assurance system in the activities of government agencies and institutions that provide external quality assurance of education [99, p. 96; 101, p. 96].

The law also defines the structure of the internal system for ensuring the quality of education in general secondary education. The following elements of the system accounts for the activities to ensure the quality of education, and create a basis for effective quality management of education. Therefore, the system of quality assurance of education at the level of a separate institution should contain:

- ✓ policy and procedures for ensuring the quality of education;
- ✓ system and mechanisms for ensuring academic integrity;
- ✓ published criteria, rules and procedures for evaluating applicants;
- ✓ published criteria, rules and procedures for gogic (scientific and pedagogical) pedagogical activities;
- ✓ published criteria, rules and procedures for evaluating management activities of managers in educational institutions;
- ✓ ensuring the availability of the necessary resources for the organization educational process, including independent work educators;

- ✓ ensuring the availability of information systems for effective management of the institution SDG;
- ✓ creation of an inclusive educational environment in the educational institution of universal design, intelligent device, etc. [57, p. 92; 88, p. 95].

The system of external quality assurance consists of bodies and institutions authorized by the state to be responsible for ensuring the quality of education, and conducting external examinations, as well as certain tools, procedures, and measures to ensure and improve the quality of education [88, p. 95].

The Law of Ukraine “On Education” defines a significant number of new quality assurance procedures for the domestic educational environment, including: institutional accreditation, public accreditation of educational institutions, external independent evaluation of learning outcomes, institutional audit, monitoring the quality of education, certification of teachers, public supervision, standardization and other tools, procedures and activities determined by special laws. Significant changes have also taken place in the licensing procedures for educational activities, and the accreditation of educational programs [99, p. 96; 101, p. 96].

The law defines the State Education Quality Service of Ukraine as the central executive body for education quality assurance.

The activities of the State Service for the Quality of Education in Ukraine are directed and coordinated by the Cabinet of Ministers of Ukraine through the Minister of Education and Science. The Service is authorized to implement the state on issues of ensuring the educational quality and the quality of educational activities, in particular in the field of SDG, to exercise state supervision (control) over the institutions of SDG on compliance with legislation.

The activity of the State for the Quality of Education Service includes:

- ✓ conducting an institutional audit of educational institutions;
- ✓ providing recommendations to educational institutions (except free educational institutions) on the organization and functioning of the internal system of quality assurance;
- ✓ approval (based on the results of the examination) of educational programs and SDG (except for standard and those developed on the basis of standard);

- ✓ monitoring the quality of educational activities, and the quality of education;
- ✓ accreditation of public professional associations and other legal entities that carry out independent assessment of the educational quality, and educational activities in educational institutions (except for free educational institutions);
- ✓ monitoring compliance with the requirements for the organization of external independent evaluation, etc. [101, p. 96].

The quality management system of the SDG also includes the Cabinet of Ministers of Ukraine, the central executive body in the field of education and science (Ministry of Education and Science of Ukraine), state bodies (ministries and departments), the management of which includes educational institutions [101, p. 96].

The Cabinet of Ministers of Ukraine directs its activities to the formation of legal norms to ensure equal conditions, and quality of educational activities in general secondary education institutions. In particular, it takes measures to ensure the constitutional right of everyone to education, provides equal conditions for educational institutions of all ownership forms; approves indicators for assessing the state of education in Ukraine and regions, etc. [89, p. 95; 90, p. 95].

The Ministry of Education and Science of Ukraine, as the central executive body in the field of education and science, is authorized to:

- ✓ ensure the formation and implementation of state policy in the field of education and science;
- ✓ organize the collection and processing of educational statistics, analyze it and forecast on this basis the development of the education system;
- ✓ approve the procedure, types and forms of monitoring the quality of education;
- ✓ to ensure the functioning of the Unified State Electronic Database on Education and other state information systems of education;
- ✓ to approve education standards as a kind of state guarantee of education quality.

Local self-government bodies (district, city, village, settlement councils and councils of united territorial communities), in turn, ensure the quality of education implement appropriate state policies in the territory under their control; improve access to preschool, primary and basic secondary education [18, p. 88].

With the development of civil society, the role and importance of various public (including professional) associations (pedagogical and scientific-pedagogical workers, students, and parent committees) and other civil society institutions in the implementation of certain functions of quality management SDG has increased. The activities of these institutions are the basis for the implementation of the so-called public form of government in the field of education, based on the interaction of public authorities, local governments with NGOs, other civil society institutions to make effective management decisions, and meet public interests [48, p. 93].

One of the types of participation of civil society institutions in the implementation of quality management activities of the CSW, in particular the implementation of the control function. The Law of Ukraine “On Education” (Article 71) defines the powers of public oversight entities to take measures to ensure the quality of education and evaluate the results achieved. In particular: monitoring the quality of learning outcomes (including monitoring, STA, exams and other forms of evaluation of learning outcomes), the quality of textbooks, the distribution of education costs, and targeted use of funds from state [96, p. 95].

Licensing procedures for educational activities are carried out in accordance with the licensing conditions approved by the Cabinet of Ministers of Ukraine №1187 of December 30, 2015. During licensing, the so-called licensed volume is determined.

Licensing of educational activities – establishing the ability of an educational institution to conduct educational activities in accordance with the requirements established by the licensing conditions.

The licensed volume in the field of full SDG is the maximum number of people determined by the license, to whom general secondary education institution or the structural subdivision of the educational institution can simultaneously provide education at a certain level of complete general secondary education [19, p. 88].

Institutional audit, which is a fundamentally new phenomenon in the national management of educational quality, is a comprehensive external audit and evaluation of educational and management processes of the SDG. Such processes should ensure its effective operation and sustainable development, conducted by the central executive body for quality education, and its territorial bodies [24, p. 89].

Institutional audit is carried out in order to assess the quality of educational activities of the educational institution, and formulate recommendations to the founder of general secondary education institution on improving the quality of educational activities; improving the internal quality assurance system of education, bringing educational and management processes in line with legal requirements, including licensing conditions.

With the adoption of the new law of Ukraine “On Complete General Secondary Education” in the education, system entered the certification period of teachers. This procedure is carried out exclusively on a voluntary basis and is an external assessment of professional teacher competences by independent testing, self-assessment, and study of practical experience [98, p. 96].

The purpose of such assessment is to identify and encourage teachers who have a high level of pedagogical skills, have methods of competency-based learning, and new educational technologies for the promotion.

Another tool for ensuring the quality of SDGs, which is in the arsenal of modern tools for quality management of education in Ukraine, is the public accreditation of SDGs. This procedure involves evaluating the educational institution on the effectiveness of its internal quality assurance system, and creating conditions for students to achieve learning outcomes defined by educational programs, and standards [70, p. 93].

Public accreditation of general secondary education institution belongs to the procedures that determine its degree of responsibility for the results of its activities and the quality of education, as it is carried out at the initiative of the head of the institution.

This procedure is carried out by legal entities accredited in accordance with the procedure approved by the Ministry of Education and Science of Ukraine, taking into account the requirements for conducting an institutional audit of the general secondary education institution [91, p. 95].

The quality of SDG largely depends on the level of professional competence of the teacher. That is why the certification of teachers, which is designed to determine the suitability of a teacher for the position, and assessing the level of his / her qualifications, is important for the quality management system of SDGs.

Issues related to the implementation of education quality monitoring as a system, which is aimed at forming an information basis for management decisions at various levels of education systems, was first defined in the Cabinet of Ministers of Ukraine on August 25, 2004. This resolution defined the mechanism for conducting external independent evaluation (hereinafter – EIT) of the quality management system of SDGs, and monitoring the quality of education [93, p. 95].

EIT is a tool to ensure the right of individuals to equal access to education and / or to control the compliance of learning outcomes obtained at a certain educational level with state requirements. EIT provides:

- ✓ certification by assessing the compliance of students' academic achievements with the requirements of educational standards or curricula;
- ✓ selection of those capable of continuing their studies in the Free Economic Zone;
- ✓ diagnostic information on the level of students' learning material in a particular subject [92, p. 95].

The purpose of this quality monitoring in education was to obtain objective data on the educational quality, to provide public authorities, and the public with relevant statistical, and analytical information.

The establishment of the Ukrainian Center for Educational Quality Assessment (UCEQ) in 2006 with its regional divisions in Vinnytsia, Dnipropetrovsk, Donetsk, Ivano-Frankivsk, Kyiv, Lviv, Odesa, Simferopol, and Kharkiv played a significant role in the formation of the state quality management system for education. The main activities of this center are the following:

- ✓ preparation and implementation of external evaluation of academic achievements of graduates of SDG-based programs;
- ✓ monitoring the quality of education;
- ✓ conducting socio-psychological research and certification of teachers;
- ✓ maintaining a register of persons who have passed the external evaluation;
- ✓ registration and issuance of certificates to those who have passed the external evaluation;

- ✓ providing information on the results of external evaluation at the request of SDGs and general secondary education institutions.

Finally, quality assurance system in the activities of government agencies and institutions that provide external quality assurance of education includes:

- ✓ policies and procedures to ensure the quality of their own activities;
- ✓ necessary resources for the organization of processes and procedures;
- ✓ external independent audit of activities of relevant bodies and institutions.

As noted above, the features of quality management in education, in particular SDG, are provided as follows:

- ✓ education is the social sphere, the quality and effectiveness of which largely depends on the quality of public administration. The education system is that system that prepares professional (managerial and pedagogical) staff, who shape the educational policy of the state and implement it in the relevant structures;

- ✓ the quality of education, is not a static object, so the management cycle changes continuously;

- ✓ state management of the educational quality is divided into two interrelated areas: maintenance of the achieved quality level, and insurance of the steady system development, and its effective activities [87, p. 94].

These features of education quality management are manifested in the principles, functions and methods of its implementation.

Management methods are various ways in which the subjects of management influence the elements of the education system and the educational process, ensuring the achievement of the planned result. Traditionally, the following groups of methods are distinguished, as follows:

- ✓ economic ensures the creation of economic conditions that encourage employees in education to study consumer demand, organize and carry out educational activities that meet these needs and demands;

- ✓ socio-physiological influence that provides for the motivation of participants in the educational process by using various tools to encourage teachers, to achieve high quality, and punishment for providing poor educational services;

✓ organizational and administrative, the application of which is based on the use of mandatory standards, directives, orders, instructions of managers, etc.; pedagogical, which are used at all stages of implementation of educational process to ensure its quality from pedagogical design to pedagogical analysis and provide the possibility of optimal and effective interaction of teachers and students [58, p. 92].

The function of management is one of the fundamental categories of general management theory, science of public administration, and quality management. In particular, the content of education in public administration, its goals and objectives are most distinctly revealed in its functions. At each hierarchical level of education management, these functions are implemented through the appropriate mechanism of state education management that influences education in order to achieve its goals, ensure its functioning and development.

According to the main provisions of general management theory, the management function is part of the management cycle, characterized regularity, and determines the specialization of management work regardless of the scope of the business. Experts distinguish between general and specific functions. The latter is used for specification of the general management function in accordance with the specifics of management of a particular object or element of the managed system [70, p. 93].

The function of management is an independent type of managerial activity, characterized by the specificity of the goal. This type has the appropriate purpose, structure, functional integrativity, systemic content, and the crosscutting nature.

Some general management functions are described in the literature more often than others are, for example, classical management functions according to A. Fayol (functions of organization, planning, control). On the contrary, analysis function is less often described in the literature. The main goal for this action is to separate actions into separate functions.

The function of public administration is specific to the subject, content and means of ensuring the holistic managerial influence of the state [70, p. 93].

To implement this influence, the functions of public administration to manage functions of public bodies are distributed “vertically” and “horizontally”, thus forming a functional structure of public administration. The set of functions of public administration

is not constant; it depends on the state, structure, degree of self-management of administrative social processes, as well as the place and role of the state in public life.

There are two groups of general functions of education management:

- ✓ basic group, which accounts for information support, establishing communication links, processing of information, management;
- ✓ cyclically localized group, which provides for goal setting and forecasting, planning and programming, organization and motivation, control and regulation [97, p. 95].

The combination of two functions into one with a double name in the group of cyclically localized functions is explained by the need to strengthen the dual purpose of each of them, and the presence of a natural connection between actions, aimed at achieving both goals simultaneously. In addition, there are a large number of targeted management functions, which are manifested at different organizational levels of education due to external and internal environmental factors [71, p. 93].

Thus, the function is a specialized type of management activity, which is associated with the intended result.

As mentioned above, education quality management is the central focus of public education.

The tasks to define the functions of educational quality management, in particular SDG, and to disclose their essence are keys to improving the efficiency and effectiveness of management, and to achieving the main goals of educational reform. An important role in the implementation of these functions is played by the competence of performers, their understanding to improve educational management the quality, and the mission of the relevant structures [78, p. 94].

Functions of state quality management SDG are divided into two types:

- ✓ the main functions, which include providing the government, public administration bodies with management information; human resources management.
- ✓ cyclically-localized functions, namely: goal setting and forecasting; planning and programming; organization and motivation; control and regulation [70, p. 93].

This classification of public management functions of the educational quality accurately reflects the multifaceted nature of such management. General functions of public administration are filled with specific content when they are used to solve specific problems of a particular system. Since such a system is the system of state quality management, so the content of these functions will be determined by the level (national, regional, local) implementation of this management. The content of the target functions of state quality management may also depend on:

- ✓ the specific education activities of the education system;
- ✓ the direction of educational programs for the development at different hierarchical levels;
- ✓ ways of public education management (centralization and decentralization of management, autonomy of educational institutions, etc.);
- ✓ changes in socio-political, and economic structure of society;
- ✓ forms of implementation of state mechanisms, and public management of education quality, etc. [77, p. 93].

The main functions of public quality management are related to the role importance that management information about the state of development and quality of the educational system is being designed. Information is the most important means of organizing and regulating private and public life, one of the forms of consolidation and dissemination of existing and acquired knowledge, an effective tool for management. Society is faced with the task of mastering information, its organization, creating channels of movement, ways of understanding and evaluation, mechanisms for its effective use in practice. This is because public administration is the process of search, recording, analysis, evaluation, dissemination of special management information, which is required to exercise public influence on the object of government. Thus, the function of transforming management information on the quality of SDG means allocating a list of indicators for its collection, analysis, generalization in order to assess the results achieved, management actions, educational programs, and the formation of public administration of educational quality management decision.

Implementation of the information support function involves the creation of a mechanism for transferring the necessary flows of statistical, analytical information, legal

and instructional documents between hierarchical organizational levels of quality management and subjects of the system, for example the creation of a single computer network, and educational database. The national system for monitoring the quality of education is also involved in this process. The received information is reported to the executive authorities, the government, and the public. Thus, the quality monitoring system of the SDGs at the appropriate level participates in the collection and circulation of management information flows and preparation of draft government decisions on the functioning of the education system to improve its quality [14, p. 88].

The function of human resources management is extremely important to ensure the potential for successful implementation of educational policy, in particular in the aspect of evaluation and public administration of the quality of SDG as one of its priorities. The quality of staff is one of the indicators by which the educational quality can be assessed. The incompetence of civil servants in the performance of their professional duties violates one of the requirements of state management of the quality of education. Implementation of this function involves the formation and implementation of a holistic personnel policy, namely:

- ✓ definition of the general strategy and tactics in preparation of experts on educational quality;
- ✓ outlining the range of methodological and political issues that shape the content of this work with staff;
- ✓ training management and development qualifications of both pedagogical and public administration personnel in the education system of all levels, providing opportunities for their professional growth;
- ✓ staffing with qualified personnel in public administration education quality and their promotion;
- ✓ planning the need for staff on education state quality management, evaluation of their professionalism, etc. [18, p. 88].

ISO (International Organization for Standardization) combines international standards that define the requirements for the quality management system of organizations, and enterprises. Due to their versatility, they can be applied to organizations and enterprises of various forms of ownership, size and in almost all areas and industries, including

education. The ISO 9001 standard is part of the 9000 series. The first version of the ISO 9000 series standards was published in 1987. Initially, there were only five standards in this series. In addition, the standard for quality management terminology, published in 1986, began to belong to the same series. The Technical Committee of TC 176 of the International Organization is the basis of these standards. The development of the first version of the ISO 9001 standard was guided by the BS 5750 standard, which was adopted by the British Institute of Standards [76, p. 93; 77, p. 93].

These standards are periodically reviewed, and, thus, national standards are developed on their basis. In Ukraine, the National Standard meets the international ISO 9001 - DSTU ISO 9001: 2015 “Quality Management System”. A characteristic feature of these standards is their universality. Moreover, the ability to use the ISO 9001 standard was included in the Guinness Book of Records as the most widely used normative document in the world. More than 1.3 million organizations in almost 200 countries around the world have implemented quality management systems based on this model. In Ukraine, this standard has been implemented not only in organizations, but also in a number of education institutions.

It should be noted that ISO 9001 is a system of voluntary certification, and its provisions are of a recommendatory nature. However, passing this certification, and complying it with the standard significantly increases the competitive characteristics of the organization, where it was implemented, and its products or services [77, p. 93].

Several different types of standards have been introduced in the ISO 9000 series of 2008 versions. Each type had its own purpose. The standards of the series were divided into three main types - type A, type B, and type C. The same division into types applies to the standards of other series developed for different management systems (environmental management, industrial safety, etc.) [76, p. 93].

Type A standards are standards that contain system requirements to the management.

This type of standard allows various economic entities to demonstrate their ability to meet internal and external requirements through the development and implementation of an appropriate management system. Certification is carried out only according to this type of standards.

Type B standards are standards that provide guidance to management systems. Standards of this type help organizations to apply the requirements specified in the standards of type A, through additional explanations on certain elements of the requirements for the management system.

Type C standards are standards that are interrelated with the standards of the management system. They provide additional information on specific issues of the management system or provide explanations for the use of certain methods that ensure the implementation of the requirements for the management system [15, p. 88].

As noted, the ISO 9000 series of standards are general standards that can be applied to any organization or institution, regardless of the industry in which it operates, but in many areas there are certain requirements that organizations must comply with. This is due to the type of products or services, as well as legislative initiatives on ensuring product safety requirements for the consumer.

Thus, in the field of education there are so-called educational industry standards, both international and national. They belong to the standards of type B. The international standard ISO 9000 series of quality systems in the field of education was only the one ISO / IWA 2 “Quality management systems” until 2018 [18, p. 88].

This international standard was developed following the agreement of the International Conference (IWA 2 - International Workshop Agreement), held in Mexico (2002). The first version of the standard (IWA 2: 2003) was adopted in 2003; the second version of the standard (IWA 2: 2007) was adopted in 2007 [13, p. 88].

In 2003, ISO published the ISO 9001: 2000 guidelines for the education sector. Their main goal was to assist educational organizations and institutions in developing educational products, and providing educational services. These guidelines have been developed for primary, secondary or higher education, as well as for different types of distance and e learning [77, p. 93].

This gives grounds to claim that ISO 21001 is the successor to ISO / IWA 2: 2007, the Standard of Quality Management Systems adopted for the education sector.

To replace this standard in 2018, the standard ISO 21001: 2018 was approved. It accounted for educational organizations, requirements with guidance for use educational

organizations, management systems for educational organizations, requirements and guidelines for application. This standard, abbreviated as Educational Management Systems (EOMS), is still in force.

This standard ISO 21001 is not fundamentally different from the previous ISO 9001: 2015. It only details the issue in quality management of educational services. ISO 21001 was developed by the ISO / PC 288 team, led by the Korean Agency for Technology and Standards (KATS), and a working group of 86 cross-sectoral experts from 39 national standardization bodies with additional stakeholder organizations from different educational backgrounds.

This standard regulates the activities of educational organizations and institutions, relevant educational services and products of educational activities. It also contains guidelines aimed at improving educational services and products, the processes of providing educational services. ISO 21001: 2018 is intended for use by all providers of educational services, from kindergartens to higher education institutions, vocational and online learning centers. The EOMS standard applies to public and private sector educational institutions. Educational units in large organizations can also apply it, where education is not the main activity [102, p. 96].

EOMS is a kind of tool for managing organizations and institutions that provide educational services or create educational products.

The standard guidelines assist in achieving the goals by building effective interaction between all stakeholders, and the educational institution. EOMS sets requirements aimed at assisting educational organizations / institutions in developing adequate goals and objectives of educational policies and procedures that would meet educational needs of students, requirements of staff (teachers, employees), clients and all beneficiaries [101, p. 96].

The application of the ISO 21001: 2018 standard is aimed at achieving the following results:

- ✓ standardization of procedures for obtaining vocational education;
- ✓ ensuring constant monitoring of the documentation process in the educational process;
- ✓ guaranteeing compliance with state requirements in education;

✓ guaranteeing the quality of educational services, the quality of teaching staff and the educational content.

The implementation of the ISO 21001: 2018 standard aims to improve the efficiency of the quality management system in an educational institution and educational services. This standard can be used to certify educational institutions.

Compliance with ISO 21001: 2018 provides for various mandatory measures within the scope of authority in the management system. They account for internal audit, assessment of student satisfaction, control over processes, products and services, review of programs, and annual reviews of management systems. Other actions are implemented in order to identify and eliminate shortcomings, and gaps in the implementation of quality management activities in education [102, p. 96].

In addition to the international standard ISO 21001: 2018 (Educational organizations – Management systems for educational organizations) some national standards for quality management systems in education were developed. Examples are provided below:

✓ National Standard of Australia HB 90.7-2000 – “Education and Training Guide to ISO 9001: 2000” (Guide to ISO 9001: 2000 for educational organizations and educational institutions). It provides guidance on the application of ISO 9001: 2000 in educational institutions to education professionals. The standard also provides the most typical examples of requirements implementation [77, p. 93].

In 2016, the standard was revised and brought in line with ISO 9001: 2015. This standard contains guidelines for the application of ISO 9001: 2015 in educational institutions.

✓ US Standard ASQ Z1.11-2011 – “Quality assurance standards – Requirements for education organizations”.

The standard contains explanations and recommendations for compliance with the requirements of the standard Q9001-2002 (American analogue of the international standard ISO 9001: 2000) in educational institutions.

✓ Standard Argentina – Esquema 1 IRAM 30000 – “Guia para la interpretation of the ISO 9001: 2000 standard in education” (Guide to the interpretation of the ISO 9001: 2000 standard in education). It provides recommendations for the use of ISO 9001

requirements for educational institutions, and the interpretation of these requirements in terms of education. This standard is out of use today.

✓ Standard of the European Association for Quality Assurance in Higher Education – Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). This standard is one of the development elements of the Bologna Agreement, which contains recommendations to higher education institutions on improving the quality of educational services, standards and recommendations for external quality assurance systems, as well as standards, and recommendations for accredited agencies and organizations on quality assurance. The requirements of this standard are not directly related to the requirements of ISO 9001, but resonate with them in nature. The text of this document can be found on the website of the European Association for Quality Assurance in Higher Education (ENQA) [77, p. 93].

Principles of quality management ISO 9000 series standards, as noted, reflect the ideology of quality management, which is the basis for building and developing a quality system in any organization. The modern system of educational quality management in education is based on 11 principles. The principles of quality management are formulated quite briefly, but the idea, which is laid down in the wording of the principles, is further developed in the specific requirements of this standard.

For the first time the quality, management principles were included in the text of the standards of the 2000 version. The ISO 21001: 2018 standard contains the following principles of quality management:

1. The organization should be focused on the customers, students and other beneficiaries. This means that the organization depends on its customers and, therefore, must understand the current and future needs of the customers meet customers` requirements and strive to exceed their expectations.

Key benefits to implementing this principle are as follows:

✓ increase income and market share to have a more flexible and faster response to changes in the market;

✓ increase the efficiency of the organization's resources by increasing customer satisfaction;

- ✓ increase consumer loyalty.

2. Visionary leadership, which involves all students and other beneficiaries in the creation, writing and implementation of the mission, vision and organization goals. Leadership also plays an important role in creating an environment in which people become fully involved in the organization's goals. Focusing on students and other beneficiaries determines the definition of additional education requirements for people with special needs. This requirement runs like a red thread through all the other principles of quality management in the standard.

To effectively achieve the goals of the organization, it must have a leader for all employees, and participants in the educational process.

Key benefits to implement this principle are as follows:

- ✓ increase the motivation of all students and other beneficiaries to achieve goals. Motivation may be through understanding and their support for the goals of the organization`s goals;

- ✓ the emergence of the ability to build, perform and evaluate any action in the organization on the basis of common consistent principles;

- ✓ reduction of inconsistencies and misunderstandings between different levels of government in the organization.

3. Full involvement of all employees of the organization and use of their abilities towards good organizational structure. It is important for the organization that all those involved are competent, empowered, and involved in value creation.

The principle is based on the understanding that good and effective people in the organization will be able to work only when they are passionate about their work. Thus, in order to achieve high quality in the organization all the necessary conditions must be created to make people be interested in their jobs.

Key benefits to implement this principle are as follows:

- ✓ high motivation, active participation of employees in all processes of the organization, which increases the efficiency of their work;

- ✓ real responsibility of employees for their own proposals, and innovations;

- ✓ the interest of employees in the development of proposals, and implementation of innovations in their work, which contributes to faster achievement of organization`s goals;

- ✓ the desire to participate and assist in continuous improvement of the organization.

4. Implementation of a process approach in the organization of the institution, which provides the opportunity to best manage all resources to achieve goals.

This principle is based on the assumption that the expected results will be achieved much more effectively when the purpose and method of activity implementation will be clear to all participants. Any activity in the organization should be considered as a set of interconnected processes that function as a holistic system. Therefore, this system must clearly, and unambiguously define the inputs, outputs, resources, and operations of the process.

Key benefits to implement this principle are as follows:

- ✓ reducing the cost and reducing the production cycle due to more efficient use of resources;

- ✓ predictability of work results, which means their cyclicity and the improvement if necessary;

- ✓ priority attention to issues of work improvement.

5. The desire for continuous development of the organization as the main goal of the activity.

Key benefits to implement this principle are as follows:

- ✓ gaining benefits by increasing the capabilities of the organization;

- ✓ building improvement actions performed at all levels of the organization into a single strategy of the organization;

- ✓ the emergence of the ability to respond quickly to emerging changes in the external environment of the organization.

6. Apply an evidence-based approach to decision making. This approach involves the use of facts, analysis and evaluation of the information objectivity.

Key benefits to implement this principle are as follows:

- ✓ the validity of each decision with reliable data;
- ✓ confirming the effectiveness of decisions by analysis factual data;
- ✓ the possibility of making reasonable changes to previously adopted decisions.

7. Managing their relationships with stakeholders, especially suppliers, to form a sustainable success of the organization, increase the ability of participants in these relationships to create value.

This principle provides for the organization to promote its suppliers, and increase trust in them. As a result, this approach reduces the institution's costs for educational services and products.

Key benefits to implement this principle are as follows:

- ✓ optimization of costs, and resources;
- ✓ interest of both parties in adequate joint action in case of changes in the market situation;
- ✓ increasing the value of mutual partnership between the organization and its suppliers.

8. Focus on achieving social responsibility. This principle means that the social responsibility of organizations enables them to achieve long-term success by maintaining more sustainable results of their activities.

Key benefits to implement this principle are as follows:

- ✓ increasing the chances of society to achieve sustainable development, improve their own lives and the lives of future generations;
- ✓ helping applicants to develop their social skills, to form a sense of connection with the world around them, to develop the ability to study issues related to their responsibilities as a citizen of the country and the world;
- ✓ creating learning environments in educational institutions, where all students strive for excellence in the use of their talents, seek responsibility for the integrity, and quality of their work, find meaningful practices and do not give up their desire to be socially responsible.

9. Adherence to accessibility, and fairness. This principle instructs the organization to comply with the conditions in transparency of procedures, its accountability to applicants, and beneficiaries.

The success of an educational institution is determined by its focus on meeting individual and special educational needs, interests, development of abilities and taking into account the experience of applicants.

Key benefits to implement this principle are as follows:

- ✓ the possibility of ensuring equal access to education for all citizens, regardless of race, nationality, income level, etc.;
- ✓ promoting the creation of conditions for the comprehensive development of intellectual and creative potential of the individual.

10. Ethical behavior in education. This principle presupposes the ability for organizations to adhere to ethical norms of behavior, create fair professional relations and an environment; activities are aimed to be beneficial for the society.

Key benefits to implement this principle are as follows:

- ✓ real responsibility of employees, and other participants in the educational process for their own actions;
- ✓ reduction of misunderstandings between students, participants in the educational process, and beneficiaries;
- ✓ implementation of academic integrity in the practice of educational institutions.

11. Security and data protection. This principle assumes that the educational organization creates an environment in which all stakeholders can confidently interact with each other, and maintain control over the use of their own data, and that the educational organization will treat their data confidentially.

Key benefit to implement this principle is as follows:

- ✓ confirmation of personal data protection in the context of digital technology development and dissemination of attention to information security [102, p. 96].

So, the applied management systems will guarantee the educational quality, form the public confidence in educational institutions, and educational management bodies, and will consistently improve the quality of general secondary education.

1.4. Structure of the language education quality management system in higher educational institutions in Ukraine

In Ukraine, there is a system of quality assurance in higher education, which does not correspond to the updated educational system, and European recommendations.

Responding to modern challenges, Ukraine has begun to modernize the higher education system and already has some achievements in this area [94, p. 95].

It is a well-known fact that the future of the country depends on the higher education system and the quality of education without exaggeration. The system of higher education forms the most important wealth of the state – its human potential. It is fair to say that the development of higher education and the quality improvement of higher education is a strategic national priority in each country, as this development is directly related to the development of the economy and society. In the National Doctrine of Education Development, it was stated that education is the basis for the development of the individual, society, nation and state, as well as the key to the future of Ukraine. It is a determining factor in the political, socio-economic, cultural and scientific life of society. Education reproduces and increases the intellectual, spiritual and economic potential of society [55, p. 92].

Education is a strategic resource for improving the well-being of people, ensuring national interests, strengthening the authority and competitiveness of the state in the international arena [95, p. 95].

The quality of higher education has traditionally been associated with the content and form of the educational process. Moreover, the content of the educational process was based on the qualifications and experience of scientific and pedagogical staff. However, today it is necessary to reconsider such views on this issue [28, p. 89].

The Ukrainian higher education system has long-established traditions, and quality assurance standards. Ukraine in the pre-revolutionary, Soviet and post-Soviet periods, has always successfully trained highly qualified specialists in various fields of modern basic and applied sciences. World-famous scientists and specialists obtained degrees predominantly from capital universities, polytechnics, medical and economic institutes, and specialized humanities universities (pedagogical, legal, and natural). Many well-known scientists and

specialists in applied fields of science have graduated from universities in all regional and many district Ukrainian centers [33, p. 90].

Development education in Ukraine dates back to the middle of the XVI century. It has always been a priority, for both state and local governments. In different historical periods, the educational development was ensured by the efforts of patrons and the state (during the Soviet times). In the recent history of the state, specialists in various fields have always enjoyed considerable authority and respect in Ukraine. Teachers and lecturers have always received special respect [86, p. 94].

This approach to the education of its own scientific, pedagogical, humanitarian and engineering elite has ensured the development of basic and applied science. Other studies such as domestic industry and agriculture, were not as popular because of the economy of different power empires (Turkish, Russian, Austro-Hungarian), and because of the world leaders in production progress such as America, Germany, England. This situation was typical in the development of the higher education system in Ukraine until the beginning of the twentieth century, which became the main prerequisite for the formation of the features of the modern domestic higher education system [26, p. 89; 35, p. 90; 38, p. 90].

The Soviet period of the domestic system development of higher education was characterized by a strong development of both higher education system, and the mechanisms to plan employment for graduates. However, since the establishment of Soviet power in Ukraine and Ukraine's accession to the USSR, the training of highly qualified specialists has acquired specific features, including both positive and negative ones [30, p. 89].

In general, the peculiarities of the domestic higher education system of the Soviet and recent post-Soviet periods was to focus exclusively on their own scientific, and practical achievements, excluding various fields of studies [64, p. 92].

A number of systematic organizational and financial measures ensured the quality of higher education in this period, in particular:

- ✓ state planning of the necessary amount of trainings in various fields, taking the demographic situation, plans for economic development of the state and the priorities of society in consideration;
- ✓ ensuring free higher education at the expense of the state;

- ✓ gradual training of teaching staff or researchers;
- ✓ the formed system of systematic and regular professional development of scientific, and pedagogical staff of higher education institutions;
- ✓ the presence of standardized requirements for the knowledge levels of specialists;
- ✓ clear long-term and operational planning of educational activities, strict compliance with the implementation of these plans and the organization of control over their implementation;
- ✓ ensuring the guaranteed development of the material and technical base of educational institutions, taking into account their specifics, the state of science development and economy in the country;
- ✓ guaranteed provision of teachers and students with educational literature and teaching materials both through the library network and through the system retail trade;
- ✓ ensuring proper accounting of the knowledge acquisition by students of different universities in order to ensure their mobility within the state system of higher education, and employment [34, p. 90; 59, p. 92].

After Ukraine's independence, the task of independent policy-making in general and higher education arose. Because of the changes that have taken place in society, the transition to the formation of a market economy, and the conditions towards education development have changed. It turned out that the education may remain unchanged in the new environment [39, p. 90; 61, p. 92].

This was the reason to form modern domestic QMS of higher education in Ukraine.

The governing bodies of the state organized the quality management system of higher education in the Soviet period. It was unified and mandatory for all educational institutions. Responsibility for its proper functioning was assigned to the management of each university. At the state level, the support and development of QMS education was supported by a system of policy and legislative documents, as well as state standards [4, p. 87; 43, p. 91].

Because of the introduction of market principles in the domestic economy, the basic principles to ensure the quality of higher education in Ukraine were violated. Factors that have contributed to the decline in the quality of educational services include:

- ✓ abolition of the state distribution of graduates;
- ✓ shortage of university graduates capable of working in a market economy, and a surplus of “traditional” professionals;
- ✓ unstable demand for university graduates;
- ✓ reduction of motivation to obtain engineering specialties, and mastering technical knowledge [45, p. 91; 75, p. 93].

Declaring Ukraine's course of integration into the world community has necessitated the adaptation of the legal framework, state practice, norms and rules. Since Ukraine's geopolitical interests are primarily focused on Europe, the priority of the country's foreign and domestic policy has integrated into the European Community [29, p. 89; 72, p. 93].

This process is extremely complex and multifaceted. Quite a few practical steps have been taken in this direction. Among the logical consequences of this strategy were accession to the World Trade Organization in the field of production and trade, accession to the Kyoto Protocol, and accession to the Bologna Process in education [22, p. 89; 31, p. 89; 44, p. 91].

With the acquisition of Ukraine's independence and the opportunity to pursue its own policy in higher education, the domestic higher education system found itself in a rather difficult situation. On the one hand, during the Soviet period, new scientific and pedagogical schools were formed [48, p. 91].

Moreover, the success of students of these schools has long been recognized around the world, which was and is a strong argument in favor of the effectiveness of the higher education system and the knowledge quality it provided. On the other hand, domestic universities still tended to have the pre-revolutionary European education system, which was once an integral part of the world higher education system [20, p. 88; 63, p. 92].

Joining the Bologna Process practically declares a return to those norms and organizational rules of the higher education system, which in both Western Europe and America were the result of evolutionary system development since the early XX century. It is the main contradiction of Ukraine's full-fledged entry into the Bologna Process. This contradiction is the cause of resistance from traditionally inclined members of the educational community and society, and reckless support from radical supporters of reform.

The legislative basis of modern higher education in Ukraine is the Law of Ukraine “On Higher Education”, the Decree of the President of Ukraine “On the National Doctrine of Education Development”, the State National Program “Education”, resolutions and orders of the Cabinet of Ministers state standards for QMS [2, p. 87; 66, p. 93; 73, p. 93].

According to the Law of Ukraine “On Higher Education” [21, p. 88]:

1. State policy in the field of higher education is based on the principles of:

- ✓ accessibility and competitiveness of higher education for every citizen of Ukraine;
- ✓ independence of higher education from the influence of political and public parties, and religious organizations;
- ✓ integration of the higher education system of Ukraine into the world system of higher education;
- ✓ continuity of the process to obtain higher education;
- ✓ state support for the specialist training in priority areas of basic and applied research;
- ✓ publicity in the structure formation and scope of educational and professional training [6, p. 87].

2. Implementation of state policy in higher education is ensured by:

- ✓ preservation and development of the higher education system and its quality improvement;
- ✓ educational growth among Ukrainian citizens, expanding their opportunities for higher education;
- ✓ creating and ensuring equal conditions for access to higher education;
- ✓ providing targeted, preferential state loans to people, who have got the higher education in the manner prescribed by the Cabinet of Ministers of Ukraine;
- ✓ ensuring a balanced structure and volume of specialist training, taking into account the needs of the individual and the interests of the state, and local communities;
- ✓ granting benefits and social guarantees to persons studying in higher educational institutions in the manner prescribed by law;

✓ appropriate support for the training of specialists with disabilities on the basis of special educational technologies [16, p. 88].

The same law defines the system standards of higher education standards:

1. The system of higher education standards consists of the state and industry standards of higher education.

Higher education standards are the basis to assess the quality of higher education and training, as well as the quality of educational activities in higher education institutions, regardless of their types, levels of accreditation and forms of education [5, p. 87].

2. The state standard of higher education contains the following components:

✓ list of qualifications by relevant educational qualification levels;
✓ list of areas and specialties for which specialists are trained in higher educational institutions at the appropriate educational and qualification levels;

✓ requirements for educational levels of higher education;

✓ requirements for educational and qualification levels of higher education.

3. Industry standards of higher education contain the following components:

✓ educational and qualification characteristics of universities;

✓ educational and professional training programs;

✓ tools for diagnosing the quality of higher education [5, p. 87].

The system of aforementioned higher education standards gives a certain independence to each high school to have the education standard according to modern requirements, specifics, and possibilities of each concrete establishment within the current legislation [46, p. 91].

In Art. 29 of the Law of Ukraine “On Higher Education” states:

Autonomy and self-government of a higher educational institution are realized in accordance with the legislation and provide for the right to:

✓ independently determine the forms of education, and the educational process;

✓ to hire pedagogical, scientific-pedagogical and other employees;

✓ provide additional educational services;

✓ independently develop and implement their own scientific programs, research and production activities;

- ✓ create institutes, colleges, technical schools, faculties, departments, branches, educational, methodical, scientific, research centers and laboratories, design, and engineering bureaus, and other structural subdivisions in accordance with the procedure established by the Cabinet of Ministers of Ukraine;
- ✓ carry out publishing activity, develop own polygraphic base;
- ✓ conduct joint activities with other higher education institutions, enterprises, and organizations on the basis of relevant agreement;
- ✓ participate in international organizations;
- ✓ introduce your own symbols and attributes;
- ✓ apply with the initiative to the governing bodies of higher education to amend existing or develop new regulations in higher education, as well as to participate in projects to improve them;
- ✓ use land plots in accordance with the procedure established by the Land Code of Ukraine [1, p. 87].

The provisions of the main documents, which at the present stage determine the policy of Ukraine in modernization of the higher education system, testify to the seriousness of the intentions to raise both the content, and form of higher education to the world level. World norms and rules have been developed, formed and verified throughout the twentieth century. Although Ukraine was not an active participant in international relations at that time. Particular importance in this process is given to the modernization of QMS in educational services [56, p. 92; 83, p. 94].

So, the main burden and responsibility in the implementation process of the modern management systems is, on the one hand, the need to meet tough competitive environment in the global market of educational services, and on the other hand to ensure the duty training of specialists, who are able to knowledgeably respond to today's challenges.

SECTION 2

PEDAGOGICAL METHODOLOGY IN TEACHING FOREIGN LANGUAGES

2.1. Methods of pedagogical research in teaching foreign languages

Modern globalization processes, which are taking place in Europe and the world, lead to the strengthening of international scientific ties in various fields of economy and culture. The need for communication between other peoples led to the need for foreign language learning and the emergence of special science. Thus, it also led to the appearance of the technique that studies the laws and conditions of competence, based on theoretical provisions and practical developments, substantiates contents and principles, develops effective methods, techniques, and forms tools to learn a foreign language, taking into account the age characteristics of students. The importance of this science is constantly acting, constantly changing social conditions, concepts of improving education, theory, and practice of teaching foreign languages.

Hence, the choice of research methods in the methodology of teaching foreign languages is due to the need for a comprehensive and systematic description of this phenomenon under the objectives, formulated in the introduction and set in the thesis tasks. Thus, they are implemented through the following research methods:

1. Empirical methods;
2. Theoretical methods;
3. Mathematical and statistical methods.

Based on the empirical methods, we have taken the pedagogical method of observation, conversational, and questionnaire methods into consideration.

Firstly, through the pedagogical method of observation, we have learned, described, and analyzed the provision of the educational system and the organization of the educational process in Ukraine. We have also assessed the training level at both secondary schools and universities. With the reference to quality management in language education, we have defined and analyzed the main principles of organization and management at secondary and higher institutions. We have also defined main management activities to ensure the quality

of education, and have considered quality indicators, teaching, managerial and educational processes, results of educational activity, conditions of realization, and implementation of quality management activities in education.

Secondly, through the conversational method in our thesis, we have managed to define the most appropriate practices in teaching. In particular, to find out the most effective and intensive language teaching techniques in practice, we conducted interviews with the pupils at secondary schools as well as the students from universities. It helped us to come to the following results: 53% of the learners have chosen the intensive method of teaching, 27 % of pupils and students opted for the method of active teaching, and 20 % voted for the communicative method.

Thirdly, through the questionnaire method, we have managed to increase the objectivity of gathered information on the above-mentioned methods of teaching foreign languages and come to precise conclusions. Moreover, open anonymous questions helped us to gather feedback and opinions from the learners on their impression of the language classes at secondary schools and universities, their impression of the teaching process, their achievements, and recommendations for improvement of the language teaching process. We have also used close-ended questions in our thesis, where students chose the most appropriate, to their mind, answers. Such surveys helped us to define learners` cognitive and educational psychology, which, in turn, influenced the right choice of additional techniques in the teaching process (e.g. relaxation technique), and assisted in the improvement of the language education process.

Besides, despite the aforementioned empirical methods, our study includes theoretical methods, as follows:

1. Analysis and synthesis
2. Induction and deduction
3. Comparison
4. Classification
5. Generalization

While researching the effective and intensive methods of teaching foreign languages, both analysis and synthesis were used. They were applied to solve the main tasks of our

research project, and, thus, to reveal the features and directions to apply strategic management in the education system; to identify the possibilities and expediency of introducing a quality management system in secondary schools and universities; to highlight the most intensive and effective methods of teaching foreign languages; to evaluate the effectiveness of the applied methods in practice.

Consequently, analytic methods have been implemented to use spoken and written activities and texts as the main teaching methods. We have modified them for learners according to the content of the teaching materials, and according to their interest value and comprehensibility. This method has been primarily used for teaching languages rather than the language itself. In contrast, the synthetic method focuses on the language to be taught, namely vocabulary units, collocations, grammar rules, sentence patterns, notions, and functions. In our thesis, synthesis plays an important role in both explicit instruction and learning.

Furthermore, with the reference to both induction and deduction methods, we have analyzed the education systems concerning language teaching in Ukraine and Europe and thus have concluded that Ukraine should improve the overall management system and be able to promote the 4th sustainable global goal of quality education accordingly. Thus, the proper functioning of the education system will assist us in developing the quality management system and regulation for the provision of educational services in language teaching in Ukraine. Moreover, innovations in the quality education from abroad will help us to achieve goals at the level of modern requirements, and meet future challenges in secondary and higher education at the European level.

We have also the method of comparison in our research study to find the similar and distinctive features in the educational systems in Europe and Ukraine. For example, in Ukraine, educational indicators such as school enrollment, adult literacy, and gender social equality index (in terms of “gross enrollment ratio” and “average length of study”) have remained traditionally high for many years and even higher than in Europe, Central Asia and some other countries with a high level of human development. Thus, 98.3% of school-age children obtain general secondary education (99.3% of 9th-grade graduates continue their studies to obtain a full SDG). 63.5% of children obtain education in urban settlements,

and 39.9% in rural areas (**Appendix B**). Along with these positive results of the functioning of the education sector, which we have defined, the issue of ensuring the quality of educational services and the full implementation of educational systems remains problematic. It follows then the fact that the European education system is far most advanced, and Ukraine is still in the transition stage of its development. The state educational policy currently focuses on ensuring the quality of education with the help of modern approaches in the management system and the enhancement of the teaching approaches. Consequently, having compared the level of the educational system in Ukraine, and having set the goals for its improvement, we ensure the efficient achievement of our results in terms of the implementation of the defined teaching techniques for learners.

The classification method has also been applied during the research project. To find out the most effective techniques for teaching, we have divided learners according to their academic levels and age groups, at the same time questioning each of the aforementioned groups, and summing the acquired results on their preferences in learning and wishes for its improvement.

Consequently, we have summed up the results of conducted surveys among the aforementioned groups and generalized them according to the generalization method. It helped us then to choose the most effective general teaching techniques for both pupils of secondary schools and students of higher institutions. Among the opted teaching techniques were communicative, intensive methods as well as the method of active teaching.

With the help of mathematical and statistical methods, we have managed to collect, analyze and design data as well as draw and report findings from our research. In particular, we have used the following methods:

1. Registration method
2. Modeling method
3. Measurement method

Thus, the registration method has been applied to calculate the results of the modernization of educational institutions. With the help of conducted surveys among the learners to identify the level of computerization and innovative materials used for teaching, we have concluded that there is still a gap to fill. Moreover, we have also calculated with

the reference to the aforementioned method concerning the number of people obtaining an education. According to our study, the results have been positive. Around 97% of pupils have got secondary education, and 82% of all those learners still proceed to obtain higher education.

In contrast, the modeling method has been used as an instructional strategy for teachers to demonstrate new effective and intensive teaching techniques. Consequently, the management systems for quality education have been introduced to support the teaching strategies and approaches toward education enhancement.

To achieve the desired results of our research, we have used the modeling method to create the studying curriculum and lesson plans. Our plan contains the main activities for the studying program and specially allocated time for their completion. Then, we designed a program for studying, including the most effective and intensive teaching techniques in our research. In our research, we have used the following indexes for different stages and types of classes: **T** stands for the introduction of theoretical material, whereas **P** stands for practical material, **R** for revision, and **A** for achievements.

At the final stage of our project, we used the measurement method, where we have, at first, divided learners into two groups: girls and boys. In surveys, we used 0 to indicate girls, whereas 1 was used for boys. Secondly, we used questionnaires with close-ended and open questions on their progress in languages, and improvement of the studying process, where learners` task was to choose one of the given answers or write answers themselves. Thirdly, we calculated the achieved results according to the aforementioned groups. According to the results, women are more purposeful, active, and diligent, while men are more certain and power-oriented. In foreign language studies, girls have greater activation in language areas of the brain. It means that females have developed abstract thinking and speech production. In contrast, the male`s brain is mostly activated in auditory and visual areas. Males prefer methods that use senses, such as videos, reading, writing, and listening exercises. They perform better in oral exams, and exams with visual aids than females do. However, females` brains are more suited for speech production, grammar exercises, and exercises that involve abstract thinking. They naturally perform better in a holistic exam or an exam with a speaking component. Since language exams commonly test writing,

speaking, and grammar, this explains why women tend to perform better in these exams. In conclusion, despite learners' different preferences in teaching materials, techniques, and natural and psychological characteristics of personality, cooperative-learning groups have been promoted as a good way to bring about positive attitudes toward instruction, mastery of content, and self-esteem.

Furthermore, the measurement method has been used in our project work to define how the age of learners influences their preferences in teaching methods as well as their achievements. Thus, we have got the following results: 81% of pupils in schools (36% of primary school pupils, 24% of middle school pupils, 21% of high school pupils), depending on their age, prefer more playful techniques being used throughout the lesson, whereas at universities only 19% of students opt for game-based tasks (**Appendix C**). At the same time, pupils in schools can more easily absorb newly given material compared to the students at universities. It means that around 22% of all students obtaining higher education may be older. Therefore, it may be more complicated for them to remember the learned material, and it will require more time to memorization of the information accordingly.

In conclusion, all the above methods are effective only if they are used comprehensively. Together, they can provide the necessary completeness and depth of study of the problem. That is why in most cases for the methodological research is used not one single method, but several methods in the complex, with which a comprehensive study is implemented.

2.2. Stages of pedagogical research in teaching foreign languages

When we started conducting research, we defined the most important elements of our project such as the relevance of the problem, object, and subject, the main tasks of the research paper, etc. Thus, forming the key points of our thesis, it is crucial to follow a certain sequence, which forced us to define the main stages of our study.

Pedagogical research in teaching foreign languages consists of seven main stages, as follows (**Appendix D**):

1. In the first stage of our study, we defined the problem of study, namely the shortage of modern techniques and teaching methods in educational institutions as well as the ineffectiveness of organizations to regulate and manage the education process in

language education. Instructors have lack of competence to master effective teaching techniques, which also negatively affects the outcomes of learners. Based on the problems, we searched for the best solutions to enhance the level of language education.

Thereafter, we defined the relevance of our thesis. Since quality education is the way to our successful future, the introduction of innovative and effective teaching techniques opens borders and makes this way more exciting and interesting. Thus, to achieve the desired results, we provided the best ways to introduce those teaching techniques in language education, which would contribute to both interests of learners to master languages and their outcomes in the long run.

At the same stage, we formed the object and subject of our research. We defined the structure of quality management in educational activities at the present stage of development of Ukraine as the object of our research. Consequently, the subject of the research was expressed by the effective teaching methods within the language management systems of secondary and higher educational institutions in Ukraine.

Finally, to develop theoretical provisions and practical recommendations for the formation of a strategy for improving the quality of management in universities and schools, as well as the development of effective innovative methods of teaching foreign languages, we defined the main aim of our project work. Based on the aim of the study, we concluded the first stage by comprising the main tasks to solve our goals. Thus, our tasks were to reveal the features and directions to apply strategic management in the education system; identify the possibilities and expediency of introducing a quality management system in secondary schools and universities; highlight the most intensive and effective methods of teaching foreign languages; evaluate the effectiveness of the applied methods in practice.

2. In the second stage of our research, we have defined the methodological basis, and have chosen the most appropriate theoretical approaches. Thus, it is worth mentioning that the works of leading Ukrainian and foreign scientists in the field of management theory and practice, materials of scientific and practical seminars and conferences on the problems of education management, as well as the methodology of teaching foreign languages comprised these methodological and theoretical bases. These methodological and theoretical approaches also account for the study of the current legislative and regulatory

acts, decisions of legislative and executive authorities on the development of educational services, as well as materials from the websites of international organizations were involved in educational accreditation, educational programs, and scientific literature on effective methods of teaching languages. In the research, we have used data from official statistics and materials from conducted sample surveys.

At the same stage of the research project, we have followed the development of effective methods of teaching languages and substantiation of the theoretical foundations. We have also defined the methodological approaches to the formation and practical implementation of strategies for the effective management of general education schools, and universities aimed at improving the quality and competitiveness of schools and universities and allowing them to ensure effective development under modern Ukrainian conditions.

At the final point of the second stage, we have considered methodological provisions and practical experience in managing educational organizations to prove the theoretical and practical value of our study, and have determined the directions for their use in organizational management systems.

3. In the third stage of our study, we formed a hypothesis on the choice of the most effective methods of teaching foreign languages in secondary schools and universities, and we predicted the results of our research. We have formed the hypothesis, based on the collected data on the organization and function of the language management system, as well as on the level of language training in secondary and higher education institutions in both rural and urban areas, and learners' achievements. Therefore, we have hypothesized that relaxation techniques and game-based approaches in the learning process contribute to better results for pupils and students in the learning process. To prove the truthfulness of the proposed hypothesis, we conducted descriptive research, where we gathered the most important information to prove this statement from the scientific outcomes. After that, we conducted the experimental research, where we demonstrated lessons, using relaxation and game-based techniques to prove the hypothesis. Based on the aforementioned research, we formed the assumptions about the effectiveness of the teaching techniques, using relaxation techniques, and concluded that such techniques play an integral role in teaching, increase

learners` productivity and promote the memorization of new material easier, which, largely, raises their effectiveness of learning foreign languages.

4. In the fourth stage of our research, we have defined research methods, which assisted us in collecting and analyzing the most valuable data on the effective methods of teaching foreign languages, and, thus, helped us to achieve the desired results. First, we have used methods for collecting data. Here, we relied upon both primary and secondary data. We used secondary data when we referred to the main provisions and studies concerning the language techniques and their regulation in secondary schools and universities. At the same time, we have largely used the primary data, where we ourselves conducted surveys, set interviews, and made our own observations and experiments concerning the choice and function of the foreign language methods in the current state. Secondly, we have greatly referred to quantitative data to be able with the help of the statistical analysis method to analyze the effectiveness of the intensive, active, and communicative methods of teaching. We have also used hypotheses testing as an example of quantitative data. Thus, we made assumptions about the best techniques to use in the teaching process and carried out experiments to prove or disprove their truthfulness.

5. At the fifth stage of our research project, we have carried out the pedagogical experiment in the following order:

✓ We have defined the relevance of studying those methods of teaching foreign languages, which would be most valuable and effective in the training process. Here we identified and formulated the main contradictions that must be eliminated with the advancement of technological processes and implementation of new teaching methods.

✓ We have determined the main objectives of our experiment, built a model using new methods of language teaching and formulated hypotheses with predictive results.

✓ We have drawn up an experimental program, provided conditions and all required materials for its implementation, organized special training for specialists, who are responsible for experimenting, and created the methodological support for their activities.

✓ We have performed and implemented effective methods for teaching foreign languages, monitored the specifics of the research process, and measured the current results.

✓ We have processed the obtained empirical data, correlated the results of the conducted experiment with the set objectives, analyzed all the results, and drawn up a description of the process and results of the experiment.

✓ We have disseminated and implemented the research results, new educational technologies, and teaching techniques as management processes.

6. At the sixth stage of our study, we have formed the research results concerning the most effective and appropriate teaching techniques, used for training pupils and students both in secondary and higher educational institutions. Thus, having conducted the surveys, and interviews among the learners, we have achieved the following results: 53% of the learners have chosen the intensive method of teaching and defined it as the most appropriate one; 27% of pupils / students opted for the method of active teaching; only 20% voted for the communicative method. We have also concluded that relaxation techniques and game-based learning are significant elements of the teaching process. Moreover, we have defined computer-assisted learning as an integral part of the teaching process as well, since this learning promotes good outcomes for students in the digitalized world. It helps them work independently at any convenient for them time, get results promptly, and analyze their achievements. At the same time, with the help of this training, teachers can easily control the learners` work and be able to correct them in a visible form with explanations and give new learning materials. Computer-assisted learning develops the idea of a programmed learning method and discloses completely new, unexplored technological learning options related to the unique capabilities of modern computers and telecommunications.

7. At the last stage of our study, we have developed practical recommendations for the use of new technologies and teaching methods and their effective regulation through educational processes.

SECTION 3

EFFECTIVE AND INNOVATIVE METHODS IN TEACHING FOREIGN LANGUAGES

Modern school/university managers are responsible for the efficiency of educational work. Main components of modern school/university management are the following:

- ✓ increasing the focus of learning,
- ✓ strengthening its motivation,
- ✓ information capacity of educational content,
- ✓ application of modern teaching methods,
- ✓ intensification of learning,
- ✓ development of reflective skills,
- ✓ use of computers and other modern information technology tools.

Innovation processes in teaching foreign languages in domestic schools and universities create conditions in which teachers are given the right, and opportunity to independently choose methods, and techniques of teaching. In this situation, it is necessary to approach the decision of methodical problems from the point of view of pedagogical process. The teacher must choose from the many modern methods of teaching a foreign language those that best suit his temperament, inner needs, intelligence and desires. At the same time, he must take into account the individual characteristics of each student, his/her interests, abilities, hobbies in each particular class.

3.1. Communicative method of teaching

The development of related sciences, the emergence of psycholinguistics, and social psychology, brought to life the development of communicative methods. It focuses on the formation of communicative competence. Much attention is paid to personal student characteristics, and communicative motivation of the learning process.

Conceptual provisions of the communicative method according to E. I. Passov are the following:

1. A foreign language, unlike other subjects, is both a goal, and a means of learning.

2. Language is a means of communication, identification, socialization and introduction of individuals to the cultural values of the country of the studied language.

3. Mastering a foreign language is different from mastering a native language:

- ✓ ways of mastering;
- ✓ density of information in communication;
- ✓ inclusion of language in subject-communicative activities;
- ✓ a set of implemented functions;
- ✓ correlation with the period of the child's speech development [69, p. 93].

Teachers and students are the main participants in the learning process. The relationship between them is based on cooperation and equal speech partnership.

The main principles of building the content of training using the communicative method of teaching are as follows:

1. Speech orientation, namely learning a foreign language through communication. The communicative method for the first time put forward the position that the language should be taught only through communication. This method is based on practice. In addition, communication is the most important condition for proper education.

Communication serves as:

- ✓ the channel through which cognition is carried out;
- ✓ a means of developing individuality;
- ✓ a tool for educating the necessary personality traits;
- ✓ a way to transfer experience and develop the ability to communicate [68, p. 93].

First, it should be reminded that a foreign language instructor teaches students the ways of speaking. In such a case, we consider communicative competence as one of the main goals of learning a foreign language. But communicative competence can be formed only on the basis of linguistic competence of a certain level. However, the goal of education in all types of schools and universities is not the language system, but foreign language speech activity, as a means of intercultural interaction. Language is a cultural element, which is different in every single country. Therefore, we must be familiar with the peculiarities of this culture, and the peculiarities of the functioning of language in culture.

Language is a means of forming and formulating thought. Speech exercises provide for a planned, dosed and at the same time rapid accumulation of a large amount of vocabulary, and grammar with immediate implementation.

Therefore, in order to teach students, the necessary skills to improve both their speech and linguistic competence at the level determined by the standard, active oral practice is needed.

2. **Functionality.** This principle presupposes awareness of students of the functional purpose concerning all aspects of the studied language. This means that each student must be aware of his / her personal practical knowledge of the language.

Functionality implies that both words and grammatical forms are learned immediately in the activity. For example, the student performs a speech task, confirms the thought, doubts what he heard, asks about something, encourages the interlocutor to act, and learns necessary words or grammatical forms. It follows that functionality is manifested precisely in the fact that the object of assimilation are not speech means themselves, but the functions performed by these means. The selection and organization of teaching materials is carried out depending on the need for students to express certain speech functions [41, p. 90].

The functionality of learning in general is ensured by communicative, functionally adequate behavior of teachers, and students.

3. **Situationality.** Communicative learning is based on situations understood as a system of relationships. Fundamentally important is the selection and organization of materials based on situations and communication problems that interest students of all ages.

The situationality is an integrative dynamic system of socio-status, role, activity, and moral relationships of communication subjects. It is a universal form of functioning of the learning process and serves as a way of organizing tools. It serves as a way to organize tools, present them, a way to motivate speech activity, develop speech skills, learning strategies, and communication tactics [41, p. 90].

“Learning situationality” as a unit of learning and communication, retains all the diversity of relationships. This allows us to use the situation as a basis for cooperation. The desire to speak among students appears only in a real or recreated situation that affects the speaker.

4. Novelty. It is manifested in various components of the lesson. This is, first, the novelty of speech situations (change of the communication subject, discussion problems, speech partner, conditions of communication, etc.). This is the novelty of using the teaching materials (its informativeness). Novelty prescribes the use of texts and exercises that contain something new for students, and are built on the same material. Thus, novelty ensures the rejection of arbitrary memorization (statements, dialogues, texts, etc.), develops speech production, heuristics and productivity of students' speech skills, and arouses interest in learning. Students do not receive direct instructions for memorization. Instead, it becomes a by-product of speech activity with the material (involuntary memorization) [41, p. 90].

5. Personal orientation of communication. There is no faceless speech; speech is always individual. Every person differs from another by his / her natural properties, ability to carry out educational and speech activities, and his characteristics. In addition, personal individualization presupposes the account and use of all the parameters inherent in the personality. All this allows evoking in the student true motivation. In this case, it is not the stimulus that works, but the inner motivation; motivation is introduced into learning from the outside, not imposed, and is a direct product of the learning method. However, the learning system accounts for the cognitive needs of students related to their individual interests, hobbies, professional intentions, etc.

6. Modeling. The amount of local lore and linguistic knowledge is very large and cannot be mastered within the school course. Therefore, it is necessary to select the amount of knowledge that will be needed to present the cultural countries and the language system in a concentrated, model form. This model is a kind of general model, a source of knowledge for all students [41, p. 90].

The content of the educational aspect is provided by modeling the content of communication in various types of speech activities. The content side of communication consists of problems selected taking into account the age and individual interests of students, as well as their activities, and interdisciplinary links [27, p. 89].

Exercises are the basis of this method. In the communicative method of learning, all exercises must be verbal. There are two types of exercises: conditional speech and speech exercises. Conditional speech exercises are exercises organized to develop a skill. The same

type of lexical units, unlimited in time, characterizes them. When performing conditional speech exercises, students have a speech task in the foreground. Speech exercises are characterized by the fact that when they are performed, students solve a speech-thinking problem. They are used to retell the text, describe pictures, faces, objects, comment on certain events, express their own assessment, and attitude to a fact [104, p. 96].

3.2. Methods of active teaching

Active learning is such a conduct of the educational process that aims at full intensification of educational and cognitive activities for students through a broad, preferably comprehensive, use of pedagogical, organizational, and managerial tools.

The intensification of education can go both through the improvement of forms and methods of teaching, and through the improvement of the organization and management of the state education system.

The idea of intensifying learning was expressed by scientists throughout the period of formation and development of pedagogy long before its registration in an independent scientific discipline. The progenitors of such ideas of activation include J. A. Comenius, J. Rousseau, I. G. Pestalozzi, G. Hegel, F. Fröbel, A. Disterweg, J. Dewey, K. D. Ushinsky, and others. However, the most popular ideas in the works of these authors originate from the statements of ancient scientists and thinkers [68, p. 93].

The didactic prerequisites include pedagogical technologies, implementing and developing the following principles of active learning:

1. Problem-based learning develops an approach to intensify the creative activity of students by presenting problem-formulated tasks. The theory also contains a provision on teaching students to solve problems, but reveals it based on traditional methods.

2. Programmed learning has made a significant contribution to the development of approaches to individualized learning based on specially designed training courses for individual use. They gained a new impetus to development in connection with technological advancement, and the emergence of distance learning.

3. Contextual learning is based on the position of the activity theory, according to which the assimilation of social experience is carried out because of “biased” activities of the subject. It embodies the following principles:

- ✓ personal activity;
- ✓ unity of training and education;
- ✓ consistent modeling in the educational activity of students;
- ✓ conditions of professional activity of specialists.

It is proposed to use the methods of active learning as a means of implementing the theoretical approach in contextual learning.

4. Game training is efficient concerning game and team teaching methods.

This teaching method is based on the theoretical positions of the American philosopher, psychologist and educator J. Dewey (1859-1952), who founded an experimental school in Chicago in 1894. This school had no curriculum. Instead, various games were used [67, p. 93].

J. Dewey's Conceptual Provisions are as follows:

- ✓ Ontogenesis and phylogenesis are key developmental stages.
- ✓ Knowledge assimilation is a spontaneous, uncontrollable process.
- ✓ The child assimilates the material, not just listening or perceiving by the senses, but through satisfying his need for knowledge.

The conditions for the success of problem-based learning are the following:

- ✓ problematization of teaching materials;
- ✓ child activity;
- ✓ connection of learning with the child's life.

Problem-based learning method is an active method, which involves the use of objective contradictions of the student and his / her search for new knowledge. It also accounts for the problem-solving techniques and methods. Problem situation is the didactic unit of the method [54, p. 91].

Problem-based learning is based on the problem-based motivation, so it requires adequate construction of the didactic content of the material, which should be presented as a chain of problem situations [53, p. 91].

In modern theory, problem-based learning provides two types of problem situations: psychological and pedagogical. The first concerns the activities of students, while the second represents the organization of the educational process.

The pedagogical problem situation accounts for making actions, teacher's questions, emphasizing the novelty, importance, beauty and other distinctive qualities of the knowledge object. Instead, a psychological problem situation is strictly individual. The problem situation is feasible for students [54, p. 91].

Methodical methods to create problem situations are the following:

- ✓ the teacher leads students to contradiction, and invites them to find a way to resolve it;
- ✓ encounters contradictions in practice;
- ✓ expresses different points of view on the same issue;
- ✓ invites the class to look at the problem from different perspectives (e.g. lawyer, financier, teacher, psychologist, etc.);
- ✓ encourages students to make comparisons, generalizations, conclusions from the situation, to compare different facts;
- ✓ tasks specific questions (for generalization, justification, concretization, etc.);
- ✓ identifies problematic theoretical, and practical tasks;
- ✓ sets problematic tasks (with insufficient or redundant initial data, deliberate mistakes, uncertainty in the formulation of the question, contradictory data, and limited discussion time) to overcome the “psychological inertia” [3, p. 87].

To implement the problem-solving method you need to:

- ✓ define the most pressing, essential problems;
- ✓ define key features of a problem-based learning method;
- ✓ construct an optimal system to problem-based learning; create teaching and methodological manuals and guides;
- ✓ have personal approaches and skills to provoke active cognitive activity of students [54, p. 91].

There are four levels of learning difficulty:

1. The teacher sets a problem and solves it himself / herself through listening and discussions with students.
2. The teacher sets a problem; students solve it independently or under the guidance of the teacher.

3. The student sets a problem; the teacher helps to solve it.
4. The student sets a problem and solves it himself / herself [36, p. 90].

The advantages of the problem-based learning method are the following:

- ✓ independent acquisition of knowledge through creative activities;
- ✓ high interest in educational work;
- ✓ development of productive thinking;
- ✓ strong and effective learning outcomes.

The disadvantages include:

- ✓ poor control of students' cognitive activity;
- ✓ time-consuming to achieve goals;
- ✓ insufficient level of language training in some groups;
- ✓ lack of time for detailed study of a topic;
- ✓ unfamiliarity with this study process;
- ✓ difficulty in involving students with poor language skills in the discussion, the

risk of transforming the discussion into a dispute between students [54, p. 91].

Computer-based learning is based on a programmed learning method. The essence of this method is that the teacher does not conduct the completely training directly. Thus, it is carried out based on training programs implemented in two versions: machine-free (programmed textbooks, card sets, punch cards, etc.) and machine (computers, etc.). Computer training software includes system and training program. Computer training carries much motivational material, and motivation is very important in learning foreign languages [52, p. 91].

The main goals of computer training are the following:

- ✓ formation of skills to work with information, development of communicative abilities;
- ✓ personality training of the “information society”;
- ✓ formation of research skills;
- ✓ formation of skills to make optimal decisions;
- ✓ present much information for the student to assimilate.

Conceptual features of the application concerning computer training are as follows:

- ✓ the principle of adaptability: computer adaptation to the individual characteristics of each student;
- ✓ manageability: correction of the learning process by the teacher is possible at any time;
- ✓ unrestricted learning: content, interpretation and applications can be as large as you like;
- ✓ maintenance the student's psychological comfort when communicating with a computer;
- ✓ student interaction with the computer can be carried out in the following types: subject - subject, subject - object, object – subject [52, p. 91].

The groups of programs are currently distinguished as follows:

- ✓ training programs for individual work at home or in computer classes, focused on mastering grammatical forms, lexical units and individual speech patterns, as well as programs for learning how to read and write, edit texts;
- ✓ text programs for individual, pair and group work, allowing to modify the text, place punctuation marks, regroup sentences, edit texts, etc.;
- ✓ game programs built on problem situations help to motivate students;
- ✓ test programs that allow you to perform various types of testing;
- ✓ databases and programs developed on their basis [69, p. 93].

Techniques is the first group of programs. The creators of these programs seek to make them interactive, thus providing active participation of trainees in task performance.

The programs of the second group are more focused on the content side of learning. Among them, the most common is the Story Board program. The program is based on the recovery technique, when a short text appears on the screen, in which the punctuation marks and names are saved, and dashes are left instead of words. The students' task is to restore the text. The program also provides modes that allow students to adjust the difficulty of the exercises.

The third group of programs are different kinds of games that are widely known and popular among children and adults.

Test programs are designed mainly for final control, marking and determining the level of language proficiency of students. These programs can also be educational, as they involve independent preparation of students for exams. They are equipped with keys and instructions that help students work independently.

Among the programs of the fifth group are the programs that allow you to find out the derivatives of the word, the compatibility of the search word, its frequency, and the use of a word in a broader context [50, p. 91] (**Appendix E**).

Computer-assisted learning develops the idea of a programmed learning method, discloses completely new, unexplored technological learning options related to the unique capabilities of modern computers and telecommunications. Computer-assisted learning is the process of preparing and transmitting information to a learner with the help of the computer [52, p. 91].

Many scholars of foreign language teaching paid attention to the effectiveness of the game method.

In the modern school, which relies on the activation and intensification of the educational process, play activities are used in the following cases:

- ✓ as an independent method for mastering a certain topic;
- ✓ as elements of some other method;
- ✓ as a whole lesson or part of it (introduction, explanation, consolidation, control or exercise);
- ✓ as a part of an extracurricular activity.

The peculiarity of the game method is that everyone is equal in the game.

The game may be used among all students, even those who do not have a strong enough knowledge of the language.

The use of the game method of learning contributes to the implementation of such important methodological tasks as:

- ✓ creation of psychological readiness of students for speech communication;
- ✓ ensuring the natural need for them to repeat the language material repeatedly;
- ✓ training students in choosing the right speech option, which is in general a preparation for situational and spontaneous speech.

The game form is created at a lesson by means of game receptions and situations, which act as means of encouragement, and stimulation of pupils. The situation may resemble a dramatic work with its own plot, conflict, and actors. Despite the clear conditions of the game situation and the limited use of language material, it must have a surprise element. Therefore, the game within certain limits is characterized by spontaneous speech. Speech communication, which includes not only the speech itself, but also gestures, facial expressions, etc., has a strong focus [25, p. 89].

The implementation of game techniques in the lesson form of classes is in the main areas:

- ✓ the didactic goal is set for students in the form of a game task;
- ✓ learning activities are subject to the game rules;
- ✓ educational material is used as an element of competition with the educational activity, which transforms a didactic task into a game task;
- ✓ successful completion of the didactic task is associated with the game result.

The place of the game in the lesson and the time allotted to the game depend on the following factors: the preparation of students, the material studied the specific goals and conditions of the lesson, etc. Games can be grammatical, lexical, phonetic, spelling. All of them contribute to the formation of speaking skills [25, p. 89].

Role-playing is used to solve complex problems of learning new material, consolidation and development of creative abilities, as well as to form general learning skills. It enables students to understand and study learning material from a variety of perspectives. The social significance of role-playing games is that not only knowledge is activated in the process of solving certain tasks, but also collective forms of communication.

The structure of the game as a process includes:

- ✓ the roles assumed by the players;
- ✓ game actions as a means of realizing these roles;
- ✓ the use of objects in a playful manner (e.g. replacement of real things with games);
- ✓ natural relations between the players;
- ✓ content as the area of reality, conditionally perceived in the game.

The teacher's task is to select the necessary situations-illustrations and situations-problems on specific material, prepare didactic material. He / she needs to task cards for each, select groups of students and assign roles, set the task where students should express their point of view, think of the expected answers and remarks, show interest and attention to students during the game [103, p. 96].

3.3. Intensive teaching methods

Intensive foreign language training is a training, which aims mainly at mastering communication in the language studied. It is based on psychological reserves of personality and activities of students. In particular, it manages socio-psychological processes in the group and manages teacher communication with students, and students among themselves [79, p. 94; 80, p. 94; 81, p. 94; 82, p. 94]. Such a method is usually carried out in a short time [37, p. 90].

Characteristic features of these methods are the following:

- ✓ focus on mastering oral foreign language speech in a short time;
- ✓ daily concentration of study hours;
- ✓ creating an environment of immersion in a foreign language atmosphere;
- ✓ activation of reserve capabilities of the individual;
- ✓ increased attention to various forms of pedagogical communication;
- ✓ learning motivation is maintained constantly [23, p. 89].

Intensive teaching methods are based on the theory of G. Lozanov's activity "Fundamentals of suggestopedic teaching method".

The creation of the suggestopedic method is connected with the social need in the accelerated learning of foreign languages and, above all, in the mastery of oral speech and reading. The method got its name from the Latin word suggestion, which means suggestion. This method is based on the socio-psychological model [67, p. 93].

Suggestion is a psychological impact on a person, designed for uncritical perception, and possible ill-considered action [67, p. 93].

In terms of influencing a person, suggestion has a number of significant features. Lozanov singles out such features as directness, automation, speed, accuracy, and economy. By directness, we mean the direct introduction of information into the functional areas of

unconscious or insufficiently conscious mental activity. In this case, logical discussion is absent. Consciousness provides only for the results or some reference points. Sudden automation is an essential feature. It covers mental activities, including memorizing a large amount of material. Suggestion is characterized by the speed of manifestation of suggestive processes. The author explains this phenomenon both by the functional peculiarities of suggestive processes, and abbreviations because of directness and automation. According to G. Lozanov suggestive reactions very often differ in accuracy of reproduction [36, p. 90; 48, p. 91].

Suggestive processes are characterized by high efficiency. It may also be classified on various grounds. Thus, according to the degree of activity of the instigator we distinguish between arbitrary and involuntary suggestion, depending on the state in which the insinuator is. In relation to the subject to suggestive processes, one can distinguish suggestion and self-suggestion.

The term suggestibility is closely related to the concept of “suggestion”. Suggestion is inherent in the human psyche. The suggestibility level varies significantly among different people and at different ages. Each person has a different degree of suggestibility. The difference in the level of suggestibility is especially noticeable depending on the age of the person. Children at the age of 8-10 years are very suggestible. Adults have an increased critical thinking. Moreover, they are self-aware, they strive for moral improvement, and they form their views and beliefs. Self-suggestion also plays an important role here [37, p. 90].

Interest, need, confidence of students in mastering a particular subject is a necessary condition for suggestion. The conditions for its satisfaction create a willingness, a favorable predisposition of the individual to a particular activity. Means of the suggestopedic method can be divided into two groups: direct and indirect. Means of direct suggestion are ways of such influence, when one person communicates to another in an imperative form. Certain ideas must be then unconditionally accepted and implemented. Hints (jokes, advice, and analogies), approval, praise, and condemnation characterize the indirect suggestion. The soft tone prevails. If the teacher is ironic, the seriousness of his / her tone sometimes causes the reaction he expects [48, p. 91; 67, p. 93].

Relaxation (from the Latin – *relaxatio* – reduction of tension, weakening) plays an important role in the suggestopedic method. Relaxation helps to disconnect consciousness from other stimuli, and, thus, creates favorable conditions for the perception of the suggested information.

Relaxation in the process of learning foreign languages is expressed in two forms:

- ✓ without special training;
- ✓ on the basis of special training (autogenic training) [27, p. 89].

According to G. Lozanov, there is no need for special autogenic training in the learning process. It is only necessary to establish a calm attitude and trust in the proposed suggestive program. Hence, the listeners have passive behavior. They do not make efforts to perceive and remember the material, and indulge in its calm intuitive perception. Numerous experiments conducted under the direction of G. Lozanov in Sofia have convincingly proved that relaxation in the learning process has a positive effect on the acquisition of foreign language speech [27, p. 89].

On the contrary, a number of Soviet educators and psychologists is explaining a state of relaxation through special training. Studies conducted under the leadership of I.E. Schwartz, who developed a special method of self-training, are of a great interest.

The authors of the suggestopedic method made it the basis for the rapid accumulation of language resources by students, as well as the basis for overcoming the barrier of misunderstanding. At the same time, two forms of translation were successful. At the stage of supermemory, the first sentences of the text include translation. This is a kind of line-by-line translation, which provides all students with a full understanding of the foreign language material, and prevents possible forgetting of the given information [36, p. 90].

This method accounts for another translation type, which is presented in textbooks. Thus, we mean the translation into the native language, which is parallelly given in the right column.

Suggestopedic method is widely used in textbooks and in organizations of the educational process [37, p. 90].

The study of each text includes three stages in methodology. They are deciphering, memorization of the material, and creative exercises.

Deciphering is carried out through reading the text by the teacher, and at the same time explaining new language phenomena.

Memorization training is based on contrast reading with musical accompaniment. This is the so-called concert state. The initial reading is accompanied by a literary translation of the sentences into the native language. When re-reading, the translation is removed. Listeners preserve foreign language reading at different volume levels with possible choral repetition. Finally, students read the text at the usual volume, at a normal pace, having the musical accompaniment [41, p. 90].

After the lesson, the teacher informs the students about the acquisition of a certain number of language units and gives them homework. Mostly they have to rewrite the text or part of it.

Role-play is the final stage of the lesson. It accounts for usual traditional methods of dramatization and various excursions [25, p. 89].

According to G. Lozanov, the suggestopedic method proved to be a very effective way of teaching various subjects, including foreign languages. In the conditions of our country, the combination of suggestopedic and traditional teaching methods is the most rational [41, p. 90; 105, p. 96].

So, conducting a research, and studying communicative, intensive and active learning methods in practice, we have come to the conclusion that they not only help students / pupils to more easily perceive the given information, but with the help of games and relaxation techniques, they are eager to learn more in such an entertaining manner. From the questioning of students and pupils on their preferences of teaching methods in foreign languages, we have achieved the following results: 53% of the learners have chosen the intensive method of teaching and defined it as the most appropriate one; 27% of pupils / students opted for the method of active teaching; and only 20% voted for the communicative method (**Appendix F**). Three above-mentioned methods in language teaching improve mental abilities of learners, and help them memorize a large amount of foreign language material. They are efficient to use at different levels.

High mobility and the development of methods enrich the theory and practice of teaching with new effective methods, and make it possible, to a certain extent, to predict the paths of new searches and discoveries.

CONCLUSIONS

1. During the study, we have managed to identify common issues and directions of higher education management system. First, these issues refer to the lack of experience in strategic management. The lack of a modern quality management system and ways towards its improvement were taken into consideration.

2. Currently, a common problem for all organizations in the educational sector is the shortage of modern techniques and teaching methods. Organizations do not have qualified specialists in the educational sphere. This problem needs to be solved as soon as possible, since education helps a person to reveal his / her potential to learn something new, to be smart and moral. If every day a person strives for the better life, improves himself / herself, looks for answers to questions of interest, achieves new heights, then this will provide him / her with a comfortable, bright, and eventful life. That means that quality education is the key to success. Therefore, the quality of general and higher education management system must be high.

Thus, in the thesis we have assessed the training level at both secondary schools and universities. Analyzing and comparing the features of the university as an organization in the service sector to international organizations, we concluded that the main features of a modern Ukrainian university are the following: a high level of specialist training; unity of educational and research activities; the presence of classical university specialties; integration of education, science and culture. In contrast, general schools require modern and creative approaches in teaching and proficient educational specialists, regardless of the type and placement of schools in urban (63.5% of children obtain education in urban settlements) or rural areas (39.9% of children obtain education in rural settlements).

In our research, we have drawn a great attention to finding the best ways and practices in the implementation of managerial strategies towards the quality education. To achieve this goal, we have learned, described, and analyzed the provision of the educational system and the organizational process in Ukraine. We have compared its organizational process and educational systems with the European ones, and come to conclusion that Ukraine should improve the quality management system in terms of implementing innovative teaching

strategies and methods, as well as ensure that these systems fully comply with ISO. We have also defined main management activities to ensure the quality of education, and have considered quality indicators, teaching, managerial and educational processes, results of educational activity, conditions of realization, and implementation of quality management activities in education.

Hence, to improve the efficiency of higher education management system, regardless of areas of activity, it is necessary to use modern information technologies in the development and implementation of management decisions.

3. Moreover, we studied methods and techniques of teaching foreign languages. Knowledge of methodological nature is extremely important both for the scientific substantiation of the methodology and the use of its data in school and university practice. The secret to successful teaching lies primarily in the very essence of teaching methods. The method always expresses the interaction between the activities of the teacher and students aimed at solving practical and educational issues.

At this stage, we have concluded that relaxation techniques and game-based learning are significant elements of the teaching process, based on the learners' age. Here, we have done a survey among pupils and students to study their preferences on the afore-mentioned techniques and their achievements to prove the effectiveness of relaxation techniques in practice. Thus, we have got the following results: 81% of pupils in schools (36% of primary school pupils, 24% of middle school pupils, 21% of high school pupils), depending on their age, prefer more playful techniques being used throughout the lesson, whereas at universities only 19% of students opt for game-based tasks.

Moreover, we have defined computer-assisted learning as an integral part of the teaching process as well, since this learning promotes good outcomes for students in the digitalized world. It helps them work independently at any convenient for them time, get results promptly, and analyze their achievements. At the same time, with the help of this training, teachers can easily control the learners' work as well as correct them in a visible form with explanations, or give new learning materials.

4. We have also given the characteristics of modern teaching methods. Based on the defined experimental data, the skillful use of new methods assists in obtaining high results during the foreign language classes.

Changes in the educational system of Ukraine necessitate the use of economic forecasting and strategic planning in the management of higher education institutions. A reasonable choice of strategy affects the competition of applicants, and increases the competitiveness of a particular university in the educational market. Quality education promotes all the social processes, thus, helping to improve educational services.

In the thesis, we pay a great attention to communicative and intensive methods, as well as to active learning methods. In such a way, we find solutions to the most pressing issues of modern education. Hereby, we proposed ways towards the development of the mental (verbal-thinking) abilities of students, memorization and super-memorization of a large amount of foreign language material. Moreover, we considered the motives of learning, interpersonal relationships in the group, the abilities of students and the level of their language training as fundamental components of the quality education.

To prove the effectiveness of the afore-mentioned methods, we have formed the research results regarding the most effective and appropriate teaching techniques, used for training pupils and students both in secondary and higher educational institutions. Thus, having conducted the surveys, and interviews among 200 learners, we have achieved the following results: 53% of the learners have chosen the intensive method of teaching and defined it as the most appropriate one; 27% of pupils/students opted for the method of active teaching; only 20% voted for the communicative method.

To sum up, due to the conducted experiments in our research, we have defined the best practices, managerial and innovative strategies towards the language quality education in Ukraine, and found the most effective teaching techniques and ways to implement them, reasoning from the learners` level of training, preferences, as well as their cognitive and educational psychology.

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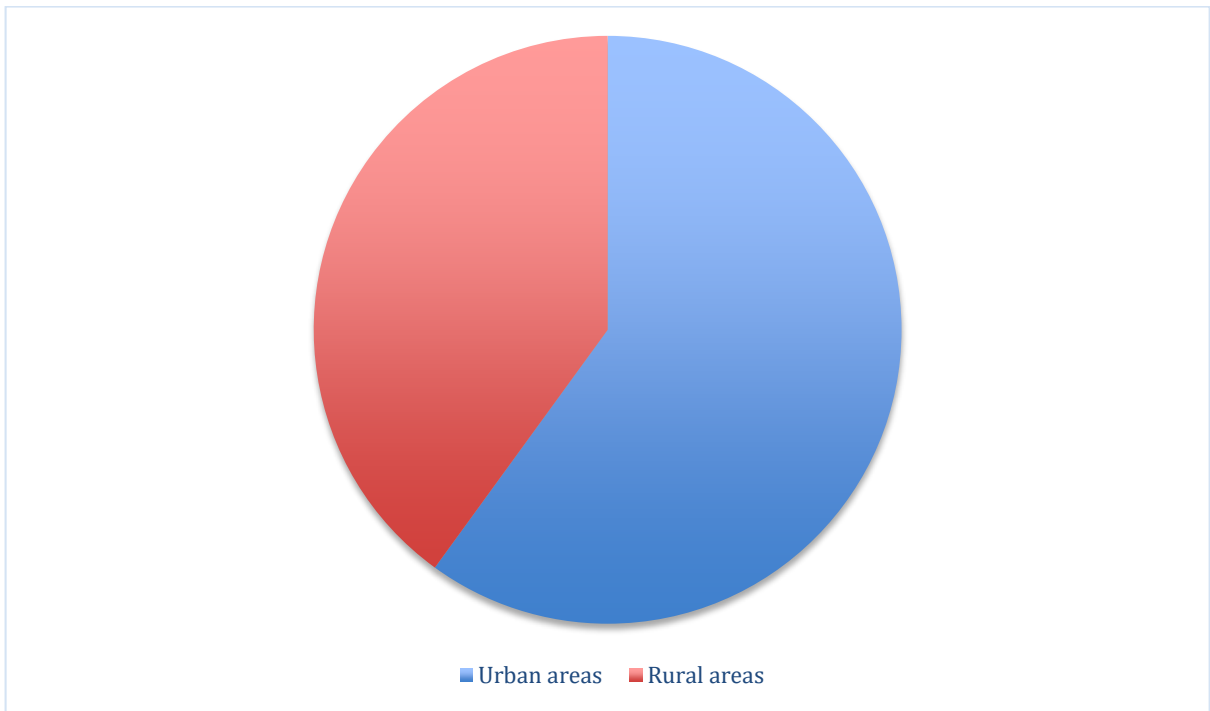
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APPENDIXES

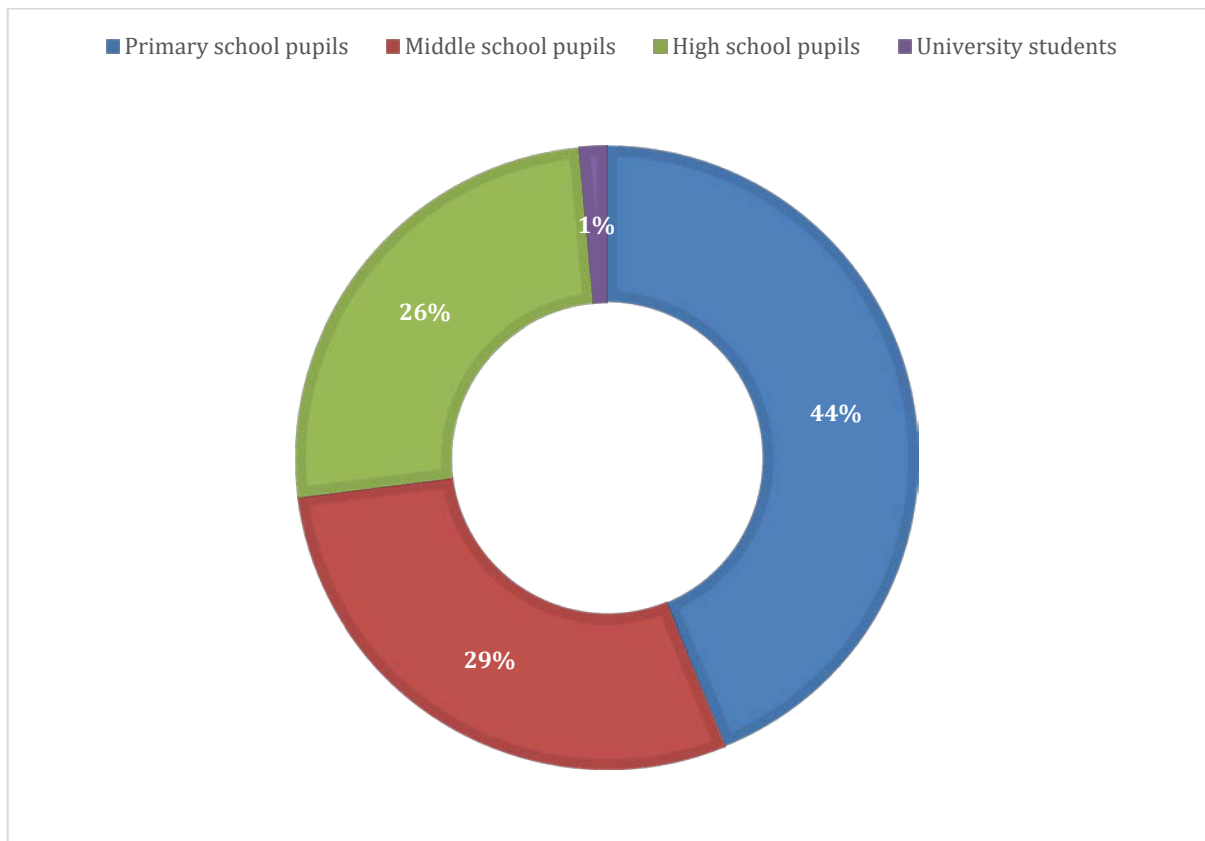
Tasks and indicators from our research work to achieve the goal of ensuring equal success to education in Ukraine

TASK 4.1.	INDICATOR 4.1.1.
Ensure access to quality school education for all children and adolescents	Share of the population, satisfied with the availability and quality of school education services, 53%
TASK 4.2.	INDICATOR 4.2.1.
Ensure the availability of quality school development for all children	Net coverage of school educational institutions for pupils from 6 to 17 years, 27%
TASK 4.3.	INDICATOR 4.3.1.
Ensure the availability of vocational education	Share of households suffering from lack of funds for family members to receive any vocational education, 3%
TASK 4.4.	INDICATOR 4.4.1.
Improve the quality of higher education and ensure its close connection with science, promote the formation of cities of education and science in the country	Place of Ukraine in the Global Competitiveness Report in the field of “higher education”
	INDICATOR 4.4.2.
	Number of university cities, units
TASK 4.5.	INDICATOR 4.5.1.
Increase the prevalence of knowledge and skills needed for decent work and entrepreneurship	Level of participation of adults and youth in formal and informal types of education and vocational training for the last 4 weeks, 61% of the population aged 15-70
	INDICATOR 4.5.2.
	Share of the population who reported using the Internet in the last 12 months, 94 %
TASK 4.6.	INDICATOR 4.6.1.
Eliminate gender inequality among school teachers	Share of men among school teachers, 36 %
TASK 4.7	INDICATOR 4.7.1.
Create modern learning conditions in schools, based on innovative approaches	Share of rural full-time secondary schools with Internet access, 70 %
	INDICATOR 4.7.2.
	Share of rural full-time secondary schools with computer software, 70 %
	INDICATOR 4.7.2.
	Share of full-time secondary schools in which inclusive education is organized, 15 %

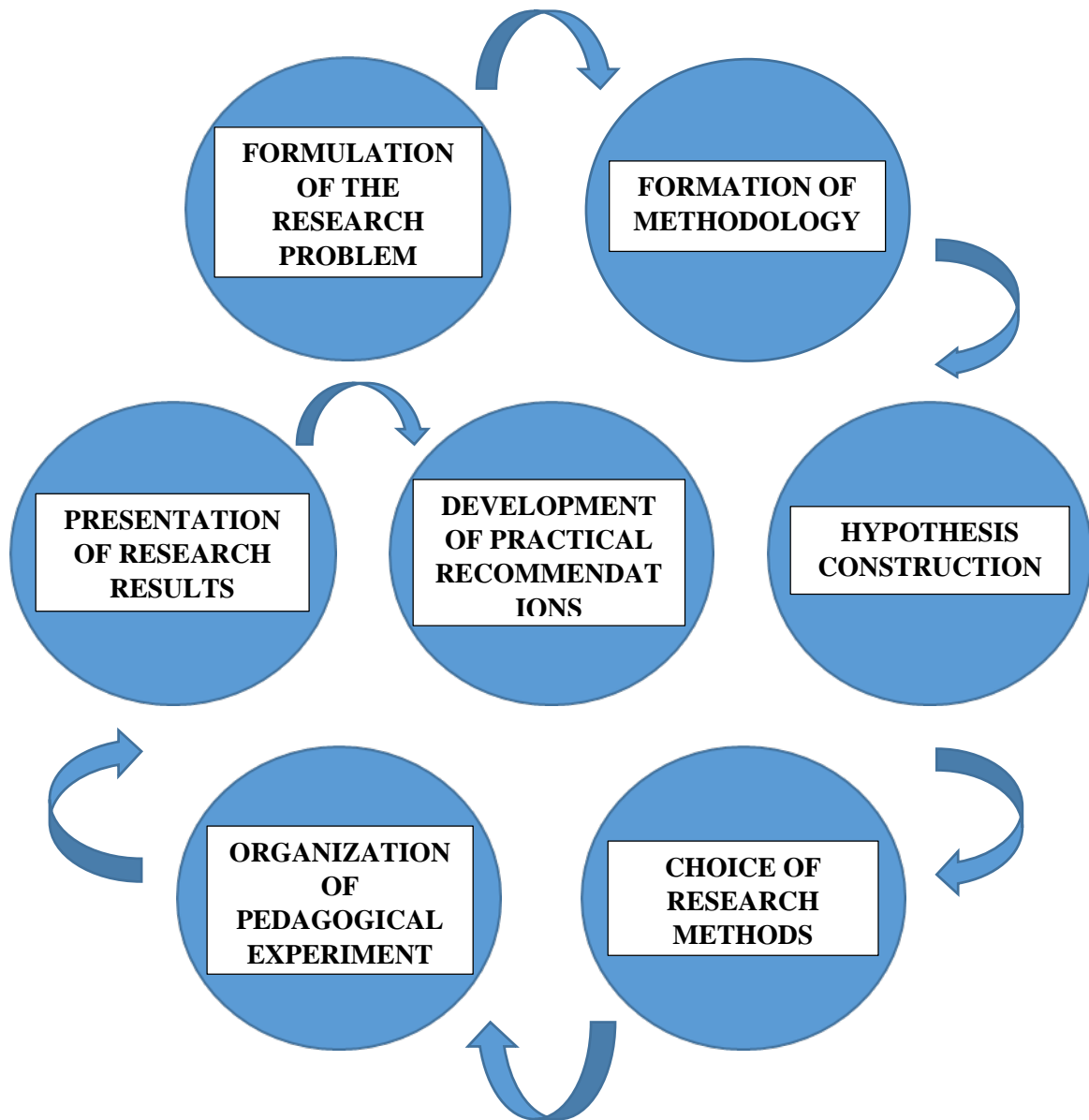
Correlation of school-age children obtaining general secondary education in urban and rural areas



Results of the survey among pupils and students in the choice of relaxation method for the effective teaching of foreign languages, based on their age



Visual representation of the methodological stages in pedagogical research



Examples of computer programs in secondary and higher education

1. *Learning vocabulary*

When introducing and practicing thematic vocabulary, such as shopping, food, clothing, etc., you can use such computer programs as “Triple play plus in English”, “English on holidays”, “English Gold” and others. Work stages with computer programs are the following: demonstration, fixing, control. On the example of the computer program “English on holidays” consider these stages. At the first stage – you should introduce vocabulary, for example, on the topic of “Weather”. Using the demonstration computer, the teacher selects the automatic mode. Pictures depicting natural phenomena appear on the screen: *сніг – snow, проливний дощ – shower, гроза – thunderstorm, вологість – humidity, ясно / безхмарно – clear, сонячно – sunny, холодно – cold, хмарно – cloudy, град – hail, тощо.*

Then the phrases follow:

- *What a beautiful day! – Який гарний день!*
- *What an awful weather! – Яка гидка погода!*
- *Is it usually as hot as this? – Чи тут завжди так спекотно?*
- *What is the forecast for tomorrow? – Яка погода буде завтра?*
- *It's windy! – Вітряно!*

Students watch and listen. Operating time is about a minute. At the second stage, students must practice pronunciation, and consolidate vocabulary. The teacher or student switches the program from automatic to normal mode, clicks the mouse to point the arrow at the desired word or phrase. Students repeat in chorus after the speaker. If there are several computers in the classroom, students work individually or in pairs using headphones, and a microphone. Time to complete the task is about 5 - 10 minutes; it depends on the number of words of the studied topic.

At the third stage, the studied vocabulary is being checked. Students choose a task that contains a different number of questions on the topic: 10, 20, and 30. At the end of the exam, a table of results in percentage appears on the screen. Of course, every student strives for better results.

If there is only one computer in the classroom, it is used as a demonstration when introducing vocabulary. The control of thematic vocabulary can be carried out individually using handouts or cards. Tasks on cards can be similar to tasks of the computer program, for example:

- Choose the correct translation to the given word.

chiz – tennis, shower, snow, umbrella, thunderstorm, boxing, basketball

- Which word does not fit with others?

winter, February, cool, december, November, January

- Choose the closest meaning to the given word – *warm*.

What an awful weather! It is windy! Is it usually as hot as this? It is too dark. It is raining.

- Which phrase does not fit with others – *What is the forecast for tomorrow?*

What an awful weather! It is windy! It is raining. I cannot sleep. Is it usually as hot as this? What a beautiful day!

The computer program “English on holidays” covers lexical material on the topic “City” and allows you to control the vocabulary in all sections of the topic. In this case, more questions are suggested: 60, 90, and 120.

2. Teaching dialogic speech

An example of dialogue exercises in the computer program “Triple play plus in English”. You must choose one of the proposed 12 dialogues, for example, “In a cafe.” Several pictures appear on the screen, which are the scenes of this dialogue.

First stage – acquaintance with the dialogue. Good morning!

- *Good morning!*
- *What would you like?*
- *I would like some coffee, please.*
- *Do you want milk in your coffee?*
- *Yes, please.*
- *Hey, this coffee is too cold.*
- *I'm sorry.*
- *Here is some hot coffee.*

- *Thank you.*
- *How is it now?*
- *It's just right.*
- *Would you like some more coffee?*
- *No, thanks.*
- *How much is it?*
- *Ninety - five cents, please.*

Second stage – learning the dialogue.

If there are multiple computers in the classroom, students work in pairs or groups of three people. They repeat phrases after the announcer. Here the microphone mode can be used. Younger students can do exercises to compose these sentences from a group of words, for example “*like*”, “*what*”, “*you*”, “*would*”. The student points the arrow at the desired word, clicks the mouse to make a sentence. “*What would you like?*” etc. The number of correct sentences is displayed on the screen. Thus, students in a playful way master spelling and learn dialogue.

Third stage – dramatization of the dialogue.

Students reproduce the dialogue first with the help of pictures, and then act it out on their own.

The next stage is to control dialogic speech after studying all 12 dialogues. Students choose a card with a task (the teacher himself prepares cards with a description of the situation) and compose their own dialogues using the vocabulary of this program, and showing their imagination.

Learners` preferences of teaching methods

