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1.2. Modernization of educational services quality management in higher education institutions of Ukraine

The current stage of higher education development in Ukraine is marked by large-scale reforms aimed at improving quality, integrating into the European Higher Education Area, and ensuring the economic sustainability of higher education institutions (HEIs). In light of growing competition, demographic challenges, digital transformation, and the dynamic labor market, HEIs are now required not only to guarantee high-quality educational services but also to establish effective quality management systems as a foundation for strategic development and economic security. The successful implementation of quality management systems across various sectors, including higher education, demonstrates their effectiveness as a tool for enhancing institutional competitiveness. However, the Ukrainian context still faces a number of challenges: vague regulatory requirements, the absence of clearly defined mechanisms for quality management, insufficient integration of international experience, and the lack of a systemic approach to linking educational quality with institutional economic security. The modernization of educational quality management is a topic of active scholarly discussion in both domestic and international research. Although many Ukrainian and foreign scholars have addressed specific aspects of the issue, a comprehensive vision for developing an efficient, context-adapted quality management system that also ensures the economic stability of HEIs has yet to be formulated. Purpose. The purpose of this monograph is to develop a theoretical and methodological foundation for designing and implementing a modernized quality management system for educational services in Ukrainian higher education institutions. This system must respond to current challenges while incorporating the best domestic and international practices. The study differentiates the concepts of “quality management system” and “quality management mechanism,” analyzes the regulatory framework, identifies key factors influencing education quality, and offers practical recommendations for implementing an effective quality management model. This monograph is intended for researchers, education administrators, university faculty, postgraduate students, and all those interested in educational quality and practical solutions for its improvement. Keywords: mechanism, service, management system, quality of services, higher education institutions, educational innovations.

In recent decades, the global landscape of higher education has undergone profound transformations driven by digitalization, globalization, intensifying competition, and the growing demand for high-quality educational services. Ukraine, as a country undergoing active socio-economic reform and European integration, is faced with the urgent need to modernize the national system of higher education and bring it into alignment with international standards of quality and efficiency.

The current development of higher education institutions (HEIs) in Ukraine occurs in a challenging environment marked by demographic decline, financial instability, high levels of academic migration, and growing expectations from students, employers, and society at large. These factors collectively create a pressing demand for a new management paradigm – one that prioritizes not only the improvement of educational outcomes but also ensures the long-term institutional sustainability and economic security of HEIs.

One of the most effective instruments for achieving such goals is the implementation of a comprehensive quality management system (QMS). Globally recognized standards, particularly those outlined in DSTU ISO 9000:2015, provide a robust framework for building internal systems of quality assurance that support strategic development, stakeholder satisfaction, and organizational accountability. However, the adaptation of these international models to the Ukrainian context presents a number of theoretical and practical challenges. These include regulatory fragmentation, institutional resistance to change, limited resources, and insufficient integration of quality management into broader governance structures.

Moreover, there remains a lack of consensus in academic and practical circles regarding the definition, scope, and interrelation of key concepts such as “quality management system” and “quality management mechanism”. While many studies have explored various aspects of educational quality, there is still no unified model that considers both the internal processes of quality assurance and their direct impact on the economic resilience and competitiveness of Ukrainian HEIs.

Relevance. This monograph seeks to address this gap by offering a conceptual, methodological, and applied exploration of the modernization of quality management in higher education. It aims to systematize existing theoretical

knowledge, evaluate domestic and international experiences, and propose a model for a QMS that is both flexible and effective in the specific institutional realities of Ukraine.

In doing so, the study focuses on several core research questions:

- What constitutes a modern system of quality management in higher education?
- How can such a system contribute to ensuring the economic security and strategic viability of an HEI?
- What international practices can be adapted to improve the effectiveness of Ukrainian HEIs' internal quality assurance?
- What organizational, legal, and cultural transformations are necessary to support meaningful reform?

The structure of the monograph reflects a step-by-step approach to these questions, beginning with an analysis of the theoretical and terminological foundations of quality management, followed by an assessment of current practices and challenges in the Ukrainian higher education system, and culminating in the formulation of a strategic model for modernization based on best practices and evidence-based recommendations.

This monograph is intended for a broad audience including researchers, university administrators, educators, graduate students, policymakers, and all those involved in the development and implementation of quality assurance systems in education. By fostering a deeper understanding of quality as both an educational and economic imperative, it contributes to the creation of a more sustainable and competitive system of higher education in Ukraine.

Improving the quality of educational services and, on this basis, ensuring the economic security of higher education institutions is impossible without the implementation of a quality management system, which is successfully applied worldwide across all spheres of activity, including higher education. Therefore, there is a clear need to skillfully integrate the achievements of both Ukrainian and international quality management practices in education, to harmonize them, and to develop and implement such a system of quality management for higher education institutions that would also guarantee their economic security.

Literature review. A wide range of Ukrainian and foreign scholars have studied the development and implementation of effective quality management systems for higher education institutions in their works, including A. Adamsky, V. Andrushchenko, O. Anufrieva, Ye. Barabash, V. Bezpalko, I. Valdman, L. Weinstein, L. Vikin, R. Herr, V. Humeniuk, T. Davydenko, J. Evans, H. Yelinykova, E. Kemenade, T. Lukina, V. Lunyachek, A. Momot, J. Petrik, M. Potashnyk, V. Symonov, P. Saunders, P. Tretiakov, V. Frolov, T. Shamova, L. Shypylyna and others. General theoretical and applied issues of quality management have been addressed by such authors as E. Adam, Yu. Adler, M. Albert, R. Benson, R. Brown, A. Vakulenko, M. Weber, M. Woodcock, W. Edwards Deming, J. Juran, K. Ishikawa, P. Kalyta, V. Kachalov, P. Crosby, M. Mescon, T. Peters, M. Sako, S. Sokolenko, F. Taylor, P. Waterman, H. Fayol, A. Feigenbaum, S. Fomichev, M. Khedouri, O. Chernega, W. Shewhart, L. Iacocca and others.

However, a unified approach to developing a quality management system for higher education services within the framework of economic security has not yet been established. When studying the issue of quality management—particularly in relation to educational services—it is essential to clearly distinguish and understand the essence of such concepts as "quality management system of educational services" and "quality management mechanism of educational services".

According to DSTU ISO 9000:2015 "Quality Management Systems. Fundamentals and Vocabulary", the following definitions are provided:

1. System – a set of interrelated or interacting elements;
2. Management system – a set of interrelated or interacting elements of an organization to establish policies and objectives and processes to achieve those objectives;
3. Quality management system – the part of a management system with regard to quality [6, p. 12].

The term "mechanism" is frequently used across various scientific disciplines and is interpreted differently depending on the context. In physics and mechanics, a "mechanism" refers to a set of parts and components arranged in a specific manner to perform certain functions [1]. In the economic context, the definition of a "mechanism" refers to a system (a set) of measures and factors operating in interrelation to increase efficiency, meet the needs of society, increase financial flows to the budget, and so on.

In this regard, O. Mashkov and N. Nyzhnyk define a mechanism as an element of the management system that enhances positive and mitigates negative factors significantly affecting the effectiveness of management [20, p. 37]. Similarly, V. Malynovskyi defines the "mechanism of public administration" as a system of organizational tools and instruments used to influence the object of governance [15, p. 103].

Thus, based on the above, a mechanism is considered a component of a management system. Regarding the assurance of economic security for higher education institutions through the improvement of educational service quality, the quality management system of educational services should be understood as a part of the institution's

overall management system. It represents a set of interrelated elements used to formulate policy, establish objectives, and organize processes to achieve a proper level of quality in educational services, and thereby ensure the institution's economic security through planning, quality assurance, control, and continuous improvement of educational services.

At the same time, the "mechanism of quality management of educational services" is a component of the quality management system itself. It represents a set of organizational means and tools for managing processes aimed at achieving the goals of higher education institutions in terms of delivering quality educational services and ensuring economic security.

An effective management system, including the quality management system of educational services, must incorporate conceptual foundations, such as:

- a) clearly defined goals, tasks, and principles for their achievement;
- b) key components of the system including objects, subjects, and the management mechanism;
- c) specified functions, methods, and management tools;
- d) as well as criteria for evaluating the quality of educational services.

Modern higher education in Ukraine is based on the following key legislative acts: the Law of Ukraine "On Education" [26], the Law of Ukraine "On Higher Education" [27], the Decree of the President of Ukraine "National Doctrine of Education Development" [18], the Decree of the President of Ukraine "On Additional Measures to Improve the Quality of Education in Ukraine" [22], the Decree of the President of Ukraine "On the National Strategy for the Development of Education in Ukraine until 2021" [29], the Resolution of the Cabinet of Ministers of Ukraine "State National Program 'Education' ('Ukraine of the 21st Century')" [32], the Resolution of the Cabinet of Ministers of Ukraine "On Certain Issues of the Activity of the National Agency for Quality Assurance in Higher Education" [3], the Resolution of the Cabinet of Ministers of Ukraine "On Certain Issues of the Activity of Regional Centers for Educational Quality Assessment" [4], the Resolution of the Cabinet of Ministers of Ukraine "On Accreditation of Higher Education Institutions and Specialties at Higher Education Institutions and Higher Vocational Schools" [21], the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the List of Fields of Knowledge and Specialties for Higher Education Training" [23], the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Procedure for State Certification of Scientific Institutions" [25], the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Procedure for Developing and Approving Professional Standards" [24], among others.

The leading ideology of modern quality management, including the quality of educational services provided by higher education institutions, is the ideology of TQM, or Total Quality Management, which is built on the combination of process and system approaches.

The system approach involves studying the quality management system as a set of structural elements of the internal and external environment, which interact and are interdependent.

The foundation of the process approach is to ensure the continuity of individual processes within the system, maintain their interconnection, and control compliance with quality standards and norms.

The European Foundation for Quality Management (EFQM) proposed its approach to managing the quality of educational services based on the application of "Enablers" criteria and "Results" criteria.

Accordingly, the "Enablers" criteria reflect the potential capabilities of a higher education institution's activities, while the "Results" criteria represent the outcomes of their activities. In particular:

- the "Leadership" criterion characterizes leaders as individuals who influence the results of their institution's activities, apply flexible management forms, and are capable of timely responding to current changes in the internal and external environment;
- the "People" criterion allows analyzing the staff's ability to achieve set goals regarding planning, managing, and improving resources, knowledge and competencies, trust, interaction, rewards, recognition, and care;
- the "Strategy" criterion reflects the development strategy of the higher education institution, including the processes of its formulation and implementation;
- the "Partnerships and Resources" criterion is used to assess the implementation of plans, the use of internal resources, and the results of cooperation with external partners;
- the "Processes, Products, and Services" criterion is used to evaluate the effectiveness of the governing bodies' management functions in the institution, particularly regarding improving the quality of educational services and ensuring economic security on this basis;
- the "People Results" criterion reflects the level of staff satisfaction with the results of their work;
- the "Customer Results" criterion characterizes whether consumers of educational services are satisfied with their quality;
- the "Society Results" criterion reflects the level of satisfaction of current and prospective societal needs [17].

The development and implementation of a quality management system for educational services require consideration of its main efficiency priorities, as identified by K. Parsiak [30, p. 126].

Main body. The main goal of forming and implementing a quality management system for educational services should be to ensure the proper quality of educational services in accordance with the needs of consumers and society; to train highly qualified specialists competitive in the labor market; to enhance the competitiveness of the educational institution and ensure its economic security. Related objectives may include personal development, the revelation of creative potential, fostering an active civic position in learners, and developing skills for self-education and lifelong learning.

In the process of providing educational services and managing their quality, it should be taken into account that higher education institutions provide specific services, consumption of which usually begins after the completion of the educational process, and more recently, during the educational process itself; the quality assessment of educational services by consumers is often subjective; educational services can be provided according to an approved standard or by agreement in accordance with the needs of the client; in quality management of educational services, both the overall result and individual stages of the long-term educational process must be controlled.

In accordance with the stated goal, the tasks of the quality management system for educational services are formed as follows:

- a. improving the efficiency of managing higher education institutions to enhance the quality of their educational services, conduct scientific research, and ensure economic security;
- b. certification of quality management systems for educational services according to national and international standards;
- c. increasing the competitiveness of higher education institutions in domestic and international educational service markets;
- d. improving the regulatory and legal framework of higher education [12, p. 26];
- e. aligning the terminology related to quality management of educational services with European standards;
- f. developing policies and strategies for managing the quality of educational services;
- g. forming key components of the quality management system for educational services;
- h. developing methodologies for assessing the quality of educational services and learning outcomes;
- i. improving material, technical, administrative, informational, documentation, financial, and other support for the educational process;
- j. monitoring compliance with quality standards of educational services at all stages of the educational process;
- k. ensuring an adequate level of quality of educational services, increasing the efficiency of higher education institutions, and strengthening their economic security based on public control over compliance with educational sector requirements;
- l. continuously improving the activities of higher education institutions regarding quality management of educational services within the system of strengthening economic security of higher education institutions.

The objects of management in this case are the education system as a whole, and specifically the process of providing educational services with the aim of achieving the economic security of higher education institutions by ensuring a high level of quality in educational services, taking into account material-technical, scientific-methodological, financial, and human resources.

The subjects of the quality management system for educational services can be viewed differently. According to H. V. Krasilnikova's approach to defining subjects, all subjects of the quality management system are divided into internal and external. Internal subjects include those directly involved in the educational process, namely students and representatives of educational institutions (academic staff, institution management, auxiliary and maintenance personnel).

External subjects include applicants to higher education institutions, their parents, competing educational institutions, employers, the public, education authorities at various levels, and the Ministry of Education and Science of Ukraine. Therefore, the researcher notes that according to the principle of consumer orientation, efforts should be made to satisfy the educational needs and expectations of all groups of consumers: both internal and external [11, p. 54].

Often, communication with stakeholders is involved, i.e., individuals or legal entities interested in or influencing the activities of higher education institutions. Stakeholders are divided into internal and external.

- Internal stakeholders include students, the teaching staff of higher education institutions, and administrative personnel.
- External stakeholders include state regulatory bodies overseeing higher education institutions, enterprises, labor exchanges, the public, and others.

Speaking about the subjects of the quality management system of educational services, it should be noted that they are also the input and output of the educational process, as interested parties who at the input to the system set requirements for the quality of educational services, and at the output directly use their results.

The quality management system for educational services is based on the application of the fundamental principles of TQM: customer orientation; system approach; process approach; involvement of all personnel; leadership; decision-making based on facts; mutually beneficial cooperation with consumers; continuous improvement.

In addition to the main principles, the quality management system for educational services relies on a number of additional principles: satisfaction (providing students the opportunity to gain satisfaction from the educational process); ethics (adherence to ethical behavior by all participants in the process, ensuring their safety and environmental protection); effectiveness (increasing the effectiveness of higher education institutions and their management systems); autonomy (granting higher education institutions the ability to independently make managerial decisions regarding their operating conditions and ensuring the quality of provided educational services) [5, p. 54]; standardization (compliance with national and international quality standards for educational services); unified methodology (application of a unified methodology for assessing the quality of educational services and learning outcomes; development of unified reporting of higher education institution activities according to strictly established formats); transparency (openness of reporting information for consumers, employers, the public, and other interested parties).

The total quality management system is based on the following principles: quality is assessed by the consumer; quality should concern both the delivered product or service and all areas of the company's activities; quality requires the participation of every employee; high product quality can be achieved only if all participants in its production work equally well; a quality improvement program cannot improve an initially poor-quality product; quality can always be improved; sometimes improving quality requires considering quantity; quality should not cost too much; quality is a necessary but not always sufficient condition [9, p. 532].

Since the quality management system of educational services is a component of the overall management system of higher education institutions, it must perform a number of classical functions such as planning, organizing, controlling, regulating, and motivating. Their implementation occurs through the functioning of the quality management mechanism for educational services, which involves the application of various methods, means, and management tools.

The organizing function is system-forming because it ensures the implementation of other functions and is embedded in each of them. The planning function is realized through the analysis of the current state and trends in the activities of the higher education institution, forecasting, and setting strategy, policy, goals, and objectives. The regulating function is carried out through effective pricing, innovations, investments, and international activities. The motivating function involves the application of a system of material and moral incentives for staff, sanctions for poorly performed work, and professional development of academic personnel. The controlling function aims not only to detect deviations in the work of the higher education institution but also to prevent them.

In the quality management system of educational services, methods for assessing the quality of educational services and the level of student training are widely used, such as surveys, questionnaires, expert evaluations, and so on. To address the issue of involving domestic higher education institutions in the process of implementing modern approaches to quality management at the macro-, meso-, and micro-levels, the following measures should be taken:

- a. development and implementation of a strategy for ensuring proper education quality, adopted at the national level;
- b. transformation of the existing quality assurance system for educational services by introducing modern requirements for higher education institutions regarding the assessment of the quality of student training, the quality of academic staff, and improvement of the quality system itself;
- c. formation of social partnerships at the state and regional levels as an organizational and economic mechanism of interaction between stakeholders in order to ensure the professional training of specialists with higher education to meet the needs of state and regional labor markets respectively;
- d. organization and holding of international and nationwide conferences on quality management in higher education institutions;
- e. organization of special seminars and training sessions for representatives of higher education institutions on quality management, modern principles, and quality management standards;
- f. conducting research and developing methodological literature for the successful implementation and application of international standards regarding education quality;
- g. holding nationwide competitions on the quality of educational services provided by higher education institutions using the business excellence model or other models;
- h. including in the system of indicators used for rating higher education institutions the results of creating and operating quality systems;

i. considering, during the accreditation of higher education institutions, the results of implementing and realizing the education quality assurance system;

j. creating an independent database on higher education institutions, as well as on the cost and quality of educational services (training specialties) they offer. The information should be provided based on the implementation of a rating system for evaluating the activities of higher education institutions by specific areas and should be posted on a dedicated website on the Internet.

The quality management mechanism of educational services regulates the relationships between key stakeholders in the education sector: higher education institutions, employers, and the state regarding the training of highly qualified specialists. At the level of higher education institutions, the quality of educational services is ensured through the application of tools such as economic incentives, the formation of quality management systems within higher education institutions, and the commercialization of scientific developments; at the business structure level – assessment of graduates' competencies in relation to labor market requirements and mechanisms for graduate employment; at the state level – forecasting the structure of specialties according to labor market conditions and verifying compliance with standards and regulations.

The economic mechanism, as a tool for ensuring the quality of educational services, can use the following instruments: forecasting demand in the educational services market; studying employers' requirements regarding the level of graduate training from higher education institutions; financial inflows to educational institutions based on their performance results; audits of educational service quality. The effectiveness of the educational services quality management system and the provision of economic security for a higher education institution based on it depends on the influence of a significant number of factors, among which the following should be highlighted:

- prestige of the higher education institution in the educational services market; the level of applicants' preparedness and the competitiveness of admissions;
- professionalism of the teaching staff; quality of educational and methodological support for the provision of educational services;
- effectiveness of control and evaluation of the quality of student training and teaching, as well as the professionalism level of the teaching staff; quality of the monitoring system;
- application of modern educational technologies in the learning process; use of information technologies, implementation of modern educational technologies – active teaching methods, Internet technologies, etc.;
- involvement of teachers and students in research activities;
- updating of curricula;
- provision of the educational process with sufficient material, methodological, technical, and financial resources of appropriate quantity and quality;
- conducting sociological research to study consumers' demands regarding the quality of educational services;
- fulfillment by educational institutions of the function of shaping socially active and conscious individuals;
- compliance with national and international quality standards;
- encouragement of students' independent work and motivation for quality learning;
- employers' satisfaction with the quality of specialist training, students' satisfaction with the quality of professional training and organization of the educational process, relationships with employers and alumni; contacts with leading foreign specialists [20].

All factors that influence the quality of educational services should be divided into internal and external ones. As R. Kubanov emphasizes:

"The internal quality assurance system of educational services is implemented through licensing and accreditation procedures and is carried out through the self-assessment of the activities of higher education institutions based on specific quantitative and qualitative criteria defined by higher education standards".

The quality control system at the institutional level includes: monitoring the quality of the educational process (its organization, staffing, and didactic support); and controlling the quality of professional training (assessment of knowledge, employment outcomes, and further career progression of graduates). Internal assessment of the quality assurance level at a higher education institution is conducted through the system of rector's control tests and state examination commissions.

The external quality assurance system (external expert evaluation of the activities of higher education institutions) in Ukraine is currently in the process of adapting to the standards and guidelines for quality assurance within the European Higher Education Area. A monitoring and ranking system for higher education institutions is being developed, which evaluates institutional performance based on international indicators [12, p. 29].

The public plays an important role in quality management through public oversight and the articulation of societal demands for the quality of educational services. In today's world, it is considered essential that quality control of educational services be carried out both by higher education institutions themselves and by governmental and public organizations [32, p. 3].

The quality management system for educational services must encompass all processes and ensure the elimination of threats to the safety and effective functioning of higher education institutions at all stages of the service life cycle – the "quality loop". The quality loop is constructed by taking into account all stages of service delivery, analyzing intermediate quality indicators at each stage, and facilitating the development of measures that improve these indicators at each step. Depending on the type of activity and the characteristics of the product or service, the quality loop may vary.

The implementation of an effective quality management system for educational services must go through a number of interrelated stages. The first stage involves the formation of its basic elements, namely the development of policies and strategies, the determination of goals and objectives, and the selection of methods, tools, and instruments for quality assurance in accordance with national and international quality standards in education.

At the second stage, a Coordinating Council should be established, headed by the rector of the higher education institution, to manage all departments involved in the development and implementation of the quality management system. The council typically includes the quality assurance officer, members of the Coordinating Council (vice-rectors, chief accountant, heads of functional departments, and the head of the quality service).

In the third stage, a Working Group is formed to develop and implement the educational quality management system, and a calendar plan for implementation is approved.

The fourth stage involves informing the institution's staff about the requirements for implementing and maintaining the quality management system for educational services.

During the fifth stage, activities related to the implementation of the quality management system are planned, along with identifying consumer requirements for educational services. It is advisable to use quality plans that include objectives, allocation of responsibilities and authority, required resources, timelines, verification tools, checkpoints during development stages, a list of methods and documents, quality plan adjustment methods, and methods for verifying the achievement of goals.

The sixth stage involves analyzing the actual state of existing documentation, its content, and prioritization.

In the seventh stage, documentation for the educational quality management system must be developed and implemented. This includes the quality assurance policy, "Quality Manual", methodologies, regulations on structural units, job descriptions, work instructions, and more.

The eighth stage includes the implementation of the quality management system for educational services. Based on the Working Group, a Quality Service is established, which is responsible for participating in the development and adjustment of the institution's quality policy, providing methodological guidance for implementing, operating, and improving the quality system, coordinating quality assurance activities, monitoring the implementation of quality improvement programs, identifying deficiencies, developing corrective actions, verifying the material and technical base, and collecting, organizing, processing, analyzing, and summarizing quality-related information.

In the ninth stage, a scheme for internal quality audits of educational services should be developed. If establishing a dedicated internal quality audit service is not feasible or practical, its functions may be performed by temporary groups composed of specialists from functional units of the institution, without release from their primary duties, and only after appropriate training.

Taking into account the above and the requirements of international standards, a higher education institution should be viewed as a system – a model built with consideration of all internal processes, their interconnections, and sequence. Like any system model, a higher education institution has inputs (needs of direct and indirect consumers) and outputs (consumer satisfaction with the received services).

All stages can be grouped into categories: leadership responsibility, resource management, life cycle processes of educational service delivery, and processes of measurement, analysis, and improvement. The system includes regulatory and reference information, as well as resource and technological support. The output of the system consists of learning outcomes, scientific developments, and a qualified specialist prepared for the labor market.

At the same time, the quality management system for educational services must be fully aligned with the requirements of the economic security system of higher education institutions, which is a higher-order system and is ensured through the provision of high-quality educational services.

Moreover, the assessment of the quality of educational services should be carried out considering the requirements for ensuring the economic security of the higher education institution. The relationship between the quality of educational

services and the economic security of higher education institutions is interdependent: when the quality of educational services provided by the institution improves, its performance, profitability, and, consequently, its economic security increase. Conversely, strengthening the economic security of higher education institutions leads to more stable operations and expands the potential for improving the quality of educational services and the system that manages it.

Effective quality management, including that of educational services, is impossible without addressing W. Edwards Deming's "five deadly diseases" that hinder success in organizational performance: lack of constancy of purpose; emphasis on short-term profits; annual performance appraisals; high turnover of top management; and management's reliance on visible figures only [8, p. 26].

The ways to improve the quality management system of educational services should reasonably include:

- a) development and implementation of a set of measures aimed at enhancing the higher education management system itself;
- b) improvement of the system of evaluation indicators for the quality of educational services and education in general;
- c) establishment of closer cooperation between the participants of the educational process;
- d) granting greater autonomy to higher education institutions and broader implementation of decentralization in their management systems.

The implementation of a quality management system for educational services in higher education institutions provides several advantages, including:

1. For the higher education institution as a whole: functional barriers are eliminated; quality teams are created to address pressing issues in various structural units; relationships between departments are built on a "supplier-consumer" principle; the efficiency of the institution, its competitiveness, image in the educational services market, and economic security increase; the quality of educational processes improves; procedural duplication is prevented.

2. For the management of the higher education institution: quality policy, development strategy, and institutional goals are projected onto lower levels of management, which supports the creation of performance indicators and evaluation criteria for processes, departments, leadership, and staff; responsibilities, authorities, and relationships are distributed, improving overall organizational governance; internal audits are conducted to identify areas for improving the educational process and to encourage more active involvement from department heads and academic staff.

3. For staff of the higher education institution (as internal consumers of the quality management system): the efficiency of document search improves; the performance of each staff member is enhanced; there is an opportunity to participate in improving work processes and the institution overall by submitting suggestions to internal auditors; faculty job satisfaction increases.

4. For consumers: there is a guarantee of employing graduates who possess the skills, knowledge, and competencies aligned with modern industry needs; expectations for the effectiveness of the educational process and its support system are met; the value and recognition of the diploma increase; the competitiveness of young specialists in the labor market grows due to the quality of education received.

Effective development of any sector, especially the educational field, ensuring proper quality of educational services and the economic security of higher education institutions is impossible without the introduction of innovations – both in educational activities and in the management of higher education institutions.

The Law of Ukraine "On Innovation Activity" states that educational innovations should be considered newly created or improved competitive technologies, products, and services, as well as organizational-technical, administrative, instructional-methodological, and marketing solutions that have a significant impact on the quality of the educational process [28].

Educational innovations are a specific category characterized by the following main features:

- the application of innovations that change the state of the education sector;
- as a result of implementing innovations, the content of education, its forms, nature, and organization change;
- socio-psychological aspects of pedagogical activity also undergo changes;
- readiness for innovation must be demonstrated by all participants in the educational process; the application of innovations is possible at any educational level;
- innovations should be applied continuously to have a noticeable positive effect;
- management methods of educational activities also require improvement; effective implementation of innovations requires preparation of the education system [34].

Educational innovations are classified into types based on several criteria, although the specifics of the educational sphere are often not taken into account. In particular, when classifying educational innovations by the level

of novelty, L. V. Burkova distinguishes innovations as radical, partial, and local, and by the scale of novelty – as a new system, an updated system or its structural elements, and renewal of system elements [2].

At the same time, V. M. Vakulenko identifies innovations by the method of implementation as changes carried out within the traditional educational system and based on it, aimed at updating the personnel, material-technical, informational, organizational, and other support of the educational process; as well as renewal of the education system itself by introducing advanced international experience [33].

O. V. Melnykova, in the field of higher education, distinguishes innovations as technological (such as learning technologies, educational programs, teaching-methodological support, etc.); pedagogical (including new teaching and learning methods, forms of conducting classes); organizational (which involve the development of new organizational structures and types of educational institutions, reorganization of the higher education system, etc.); and economic (which include new economic mechanisms such as differentiation of funding sources, tax and credit obligations, new forms of payment for educational services and labor remuneration, etc.) [16, pp. 19-24].

The most comprehensive classification and generalization of innovations was done by T. S. Yarovenko, who grouped all classification criteria into three categories: factors of origin, factors of implementation, and factors of impact and consequences [32]. Each of these groups contains its own classification criteria.

At the current stage of development of the educational sphere and society, the most promising educational innovations can be considered as:

- interactive, dialogic, and distance (especially relevant during epidemics) forms and methods of teaching; developmental, computer-based, individually oriented, and differentiated technologies;
- innovations at the level of the state, individual higher education institutions, educational programs, and systems for assessing learning outcomes; application of dual education and alternative learning;
- personality-oriented learning; inclusive education;
- development of skills for critical thinking, self-learning, and lifelong learning, among others.

A special role in the implementation of educational innovations is assigned to technoparks, which unite scientists, manufacturers, investors, and inventors into a single team. A technopark is a kind of symbiosis of higher education institutions, industry, and the social sphere with the goal of creating innovative firms of various forms and types, developing innovations of industrial and socio-economic nature, and developing and implementing innovative equipment, technologies, products, and materials into mass production.

The educational process in the educational sphere also requires renewal. Higher education institutions should contribute to the training of highly qualified specialists who are patriots of their country. The resolution of pressing problems in the educational sphere can be facilitated by innovative improvements in the educational process: enhancing the professionalism of scientific and pedagogical staff and inviting internationally recognized professors to teach; activating scientific activity among both teachers and students; developing lifelong learning skills in students; integrating educational and production spheres; and fully aligning the range of educational services with the needs of the economy.

The imperfection of the innovation process in the educational sector requires a number of decisions, the most important of which is the improvement of statistical reporting on innovations, including their organizational, methodological, and financial aspects, in order to provide research with necessary information. The process of developing and implementing innovations should go through several stages:

- a. creation of innovations (analysis of educational activities and identification of problematic issues, design, testing, and expert evaluation of innovations);
- b. dissemination of innovations (preparation, information campaign, support for innovation implementation, market analysis of the market and performance results);
- c. assimilation of innovations (analysis of the education system and identification of threats, alternative analysis of innovations, design of educational activities, implementation of innovations and assessment of their results, institutionalization of innovations);
- d. educational process (direct application of innovations in teaching and youth upbringing) [13, p. 30].

The mechanism of managing the educational process also requires updating: content, forms, methods, and management technologies. This may include updated management functions, state-public forms of governance, economic management methods, ranking of higher education institutions, and so on. Higher education institutions that actively introduce educational innovations and change approaches to organization and management of the educational process can also be considered innovative. In such educational institutions, stereotypes are changed, and innovations are developed based on experimentation and testing.

The innovation process should cover personnel support of the educational process (training of scientific and pedagogical staff, encouraging educators to productive work and innovation, forming organizational culture);

organizational processes (personnel selection, material-technical and informational support of educational service delivery, monitoring and evaluation of activities, operational and strategic management); and the formation of a favorable psychological climate in the educational sphere (spiritual and patriotic development of participants in the educational process, fostering the development of each individual).

Innovations in educational institution management may be local, modular, or systemic. Systemic innovations involve updating all components of the educational process and the management system of the higher education institution; modular innovations require implementing a series of unrelated innovations; while local innovations are implemented concurrently in specific areas of the educational institution's activities.

Marketing tools should be actively applied in the management of higher education institutions, as ensuring the economic security of the institution requires increasing its operational efficiency, which is impossible without attracting a larger number of students – consumers of educational services – while improving their quality. Coordinating all components of this interconnected system requires detailed study through continuous analysis of target markets, direct and indirect consumer demands, and internal and external environments of the educational institution's activity. To this end, surveys, statistical observations, experiments, focus group research, SWOT analysis, PEST analysis, marketing communications, and other methods are used.

An effective updated method of managing educational activities in a higher education institution is the dialogue method between the manager (management subject) and the management objects, which facilitates quicker identification of reasons for the decline in educational service quality, threats to economic security, and the adoption of rational management decisions. The selection of management innovations is carried out according to the criteria of relevance, rationality, and usefulness.

The main directions of implementing innovations in the management activities of higher education institutions include combining conceptual and goal-oriented approaches to management, a competency-based approach to forming the content of modern education, establishing horizontal connections, accelerating decision-making in accordance with changes in the internal and external environment, considering the psychological factor in the management process, ensuring the availability of reliable information based on computerization, and adapting management innovations from other sectors of the economy to the needs of the educational sphere.

Problems in the innovative development of the educational sector push Ukraine to lower positions in global international competitiveness rankings based on the indicator of "quality of educational services", despite a relatively high position in "higher education coverage". This poses a significant threat to the economic and educational security of the country as well as the economic security of higher education institutions. At the same time, it should be noted that European countries, with significantly lower education coverage of the population, maintain quite a high quality of educational services provided. Based on this, it is advisable to introduce rather innovative methods of managing the quality of educational services in our higher education institutions to strengthen their economic security – methods that are applied in highly developed countries.

H. Z. Chekalovska proposes broader use of educational benchmarking to improve the process of providing educational services [5]. In general, benchmarking is viewed as a process of comparing the achievements of one's own institution with those of leading competitors in order to achieve the highest performance indicators. Through benchmarking, urgent problems in the institution's activity are identified; leading competitor institutions in the chosen field are selected; comparative analysis of resource potential and performance results is carried out; management measures to improve effectiveness and strengthen economic security of the institution are developed; and market monitoring is conducted.

Benchmarking allows the identification of strengths and weaknesses in certain activities, determination of factors hindering effective performance, and modernization of activities considering competitive advantages of industry leaders. Educational benchmarking is also promising, as it aims to adopt advanced educational technologies and management methods to ensure the provision of high-quality educational services and the economic security of higher education institutions. Unlike industrial benchmarking, in education it is necessary to find ways of gently introducing advanced practices to prevent rejection by participants in the educational process.

Benchmarking can be considered at three levels:

- internal (conducted within one higher education institution, comparing performance results of comparable departments);
- competitive (studying advantages of educational institutions in the market of related specialties);
- sectoral (analyzing higher education institutions of different forms of ownership and sizes regardless of the fields of specialist training).

H. Z. Chekalovska views competitive benchmarking of a higher education institution as a tool to ensure its competitiveness based on systematic and continuous inter-university evaluation and comparison of educational services, followed by applying the best practices of competitors [5, p. 77]. The use of benchmarking is justified for conducting accreditation of higher education institutions and reviewing educational standards.

For innovative renewal of quality management of educational services, it is also advisable to apply outsourcing, which is most often understood as the transfer by a company of non-core functions to an external organization that is recognized as a specialist in the relevant field. Outsourcing is based on the principle of "each does what it does best": focusing on the core activity and transferring additional functions to companies specialized in their respective fields.

The specificity of educational outsourcing lies in the concentration of the higher education institution on educational activities and the transfer, mainly, of management functions to the outsourcing company. These may include services such as personnel management (recruitment and downsizing, conflict resolution), accounting, material and technical support, computerization of the educational process, internal control, financial management, contract oversight, etc. Outsourcing is especially promising in the corporatization of higher education institutions.

Educational outsourcing can take the form of:

- a. full outsourcing (transferring the execution of main functions to the outsourcing company, except strategic planning);
- b. partial delegation of functions (transferring some specific functions such as personnel management, marketing research, etc. to an external company);
- c. external outsourcing (transferring management of a specific function to an external company during horizontal expansion and vertical shortening of business processes);
- d. internal outsourcing (redistribution of management functions within the institution, delegating certain functions to a partly separate subdivision of the educational institution, which has its own subaccount within the institution's financial account).

An effective innovation in the provision of educational services can be educational reengineering. Business process reengineering is a way of rethinking and redesigning activity processes and reorganizing a company. It can be carried out based on SWOT analysis and developing a development strategy that takes into account the strengths and weaknesses of the higher education institution's activities, its growth opportunities, improving the quality of educational services, and threats to the institution's security.

Effective functioning of higher education institutions in modern conditions, ensuring their economic security, and improving the quality of educational services is impossible without promptly responding to the demands of direct consumers of educational services and the labor market. To achieve this, it is necessary to apply marketing research tools and promote new educational programs (advertising, advocacy), as well as utilize information and communication projects.

In this regard, direct selling can be effective, which involves delivering goods and services to consumers outside the traditional sales network through individual presentations. An example of educational direct selling may be the development of specialized training programs based on labor market demands and training employees of specific enterprises under contract.

The development of higher education institutions will be supported by the use of leasing when necessary funds for technical re-equipment on an innovative basis, replacement of outdated equipment, acquisition of various tools for interactive learning, and computerization are lacking. An innovative function of systematic management in the education sector may also be controlling – a system that influences planning, accounting, financing, risk management, and control processes based on analytical methods aimed at developing and making operational and strategic management decisions.

In the educational services market, which is intensively renewing despite negative development trends, competition is intensifying; therefore, it is necessary to apply new approaches to the provision of educational services, improving their quality, managing them, and ensuring the economic security of higher education institutions.

Conclusions. Based on the generalization of theoretical principles and methodological approaches, a conceptual model for managing the quality of educational services in higher education institutions has been improved. This model allows understanding the "educational service quality management system" as a functional component of the organizational management system, which is a set of interconnected elements involving the formation of policies, setting goals, and processes to achieve the proper quality of educational services provided and, on this basis, ensuring the economic security of the higher education institution through planning, provision, control, and improvement of educational service quality.

A higher education institution should be considered as a system, a kind of model built taking into account all the processes occurring within it, their interconnections, and sequence. Like any model, the system of a higher education

institution has inputs (the needs of direct and indirect consumers) and outputs (consumer satisfaction with the services received).

All stages can be divided into groups: leadership responsibility, resource management, lifecycle processes of providing educational services, and processes of measurement, analysis, and improvement. The system includes normative and reference information, as well as resource and technological support. The system outputs results in learning, scientific developments, and the formation of specialists for the labor market.

The educational service quality management system must be fully subordinated to the requirements of the economic security system of higher education institutions, which is a higher-order system ensured by providing high-quality educational services. At the same time, the evaluation of educational service quality must consider the requirements of ensuring the economic security of the higher education institution.

The relationship between the quality of educational services and the economic security of higher education institutions is mutually conditional: as the quality of educational services provided by the institution improves, its operational efficiency, profits, and consequently economic security increase. Conversely, strengthening the economic security of higher education institutions stabilizes their operations and enhances opportunities for improving educational service quality and its management system.

It is recommended that higher education institutions adopt a scientific and practical approach to forming a strategy for ensuring the quality of educational services and the economic security of the institution based on the use of GAP analysis to identify quality components that the strategy should focus on. This strategy should be chosen by calculating strategic gaps and using game theory. This will enable rapid identification of causes for deviations from the safe level of the institution and substantiate the appropriateness of the chosen strategy.

Higher education institutions that actively implement educational innovations and change approaches to the organization and management of the educational process can also be considered innovative. In such institutions, stereotypes change, and innovations are developed based on experimentation and testing. The management mechanism of the educational process also requires updating: content, forms, methods, and management technologies. This may include updated managerial functions, public-state forms of governance, economic management methods, ranking of higher education institutions, etc.

It is recommended that higher education institutions more widely apply existing management tools characterized by specific features for managing the quality of educational services, which will contribute to optimizing educational activities and strengthening the institution's economic security.

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Національна академія сухопутних військ імені гетьмана Петра Сагайдачного

1.3. Гуманітарна складова формування іншомовної культури майбутніх офіцерів у педагогічному процесі ВВНЗ

У дослідженні висвітлюється ключова роль іншомовної культури у підготовці сучасних офіцерів Збройних сил України, особливо в контексті євроатлантичної інтеграції та прагнення до членства в НАТО. Наголошується на необхідності трансформації військової освіти для підготовки офіцера, здатного до ефективної міжнародної взаємодії. Іншомовна мовленнєва культура визначається як інтегративна якість, що охоплює лінгвістичні, соціокультурні, міжкультурні, етичні та професійно-комунікативні компетенції. Аналіз вимог НАТО підкреслює, що знання англійської мови за стандартами STANAG 6001 є критичним для оперативної сумісності, доступу до інформації та участі в багатонаціональних операціях. Деталізуються гуманітарні складові іншомовної підготовки, які включають розвиток міжкультурної комунікації та толерантності, формування етичних та моральних цінностей, а також осмислення історико-культурного контексту військової справи. Ці аспекти виховують офіцера з широким світоглядом, критичним мисленням та здатністю долати культурні бар'єри. Обґрунтовується необхідність вивчення іноземних мов через призму доступу до світового військового досвіду, можливості участі у міжнародних місіях, розвитку аналітичних здібностей та кар'єрного зростання. Розглядаються сучасні методики навчання іноземних мов: комунікативний підхід, метод кейсів, проєктна діяльність, використання автентичних матеріалів та симуляцій, а також професійно орієнтоване навчання. Особлива увага приділяється ролі штучного інтелекту, який завдяки адаптивним платформам, чат-ботам та системам розпізнавання мовлення може персоналізувати навчання та забезпечити миттєвий зворотний зв'язок, доповнюючи роботу викладача. Наголошується на важливості безперервного удосконалення мовних знань офіцерів після закінчення ВВНЗ через курси підвищення кваліфікації, самостійне навчання, участь у міжнародних програмах та активне використання мови у службовій діяльності.

Постановка проблеми у загальному вигляді. Іншомовна мовленнєва культура офіцера ЗСУ – це інтегративна якість особистості військовослужбовця, що формується у процесі професійної підготовки та безперервного самовдосконалення, і характеризується високим рівнем володіння іноземною мовою (переважно англійською, як мовою міжнародного військового співробітництва та НАТО), а також комплексом соціокультурних, міжкультурних, етичних та професійно-комунікативних компетенцій. Вона забезпечує ефективну та коректну взаємодію в іншомовному військовому та цивільному середовищі, враховуючи мовні,