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QUALITY MANAGEMENT OF HIGHER EDUCATION IN THE CONTEXT OF DIGITALIZATION

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ANNOTATION: The development of content in the form of modules will ensure the organizational and substantive unity of students training. We accept lectures and practical classes, as well as group and individual ones as the main methods of the educational process. Learning the material based on the results of lectures, practical training and self-training should allow students to form the qualities specified in our profesionogram. How the educational material proposed for study is learned should be checked during the control activities, starting from the initial-input control and ending with the final control.

KEYWORDS: Technology, professionogram, module, educational program, educational approach, training content,control, evaluation, monitoring.

INTRODUCTION: Today, it can be argued that "quality management of education" is a phrase that in the last decade of the development of pedagogical science has become fundamental both for characterizing education as a whole and for characterizing the educational process, educational results, and educational programs. The concept of "education quality management" has been revealed from various approaches and structures in a number of studies.

The system of interaction in the structure of digital quality management of education provides the process with flexibility and mobility, the ability to change and adjust, model and reconstruct. So, for example, in joint activities, when determining the purpose of a specific task, there may be a mismatch of subject positions, then methods and technologies for solving the problem with various "exits from situations" change: attracting experts, making evidence, using non-standard or non-traditional methods of solving the problem, etc.

For digital quality management of education, as for any system aimed at improving and obtaining new achievements, a special organization of the educational process is important, based also on the interaction of all its participants. Until now, there is no precise definition of the concept of "quality of the educational process" in scientific terminology. It may include: a set of activities (scientific, educational, research, management, etc.) carried out in the higher education system; a list that "unites" the educational program, the scientific and pedagogical skills of the teaching staff, the potential level of students, and the teaching tools used. The quality of the educational process, in our opinion, is one of the main indicators of the effectiveness of digital quality management. Therefore, the interacting "subject-subject" paradigm becomes the main guideline in the reorganization of the educational process.

Answering the question, it is necessary to highlight the advantages of interaction:

– in interaction, the development of discipline materials and problem solving occurs directly based on the capabilities, abilities and individual characteristics of the student, at the same time, the "results obtained" for the teacher are also an indicator of his individual style and pedagogical skills;

– the expansion of the range of interactions between the subjects of the educational process allows the educational process to acquire a more practice-oriented orientation, at the same time

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"examines" the content and directions of discipline development chosen by the student and the teacher;

– the most important thing is also the choice of methods and technologies of the educational process. Thus, the interaction of subjects immediately determines their dialogic nature and versatility;

– in the situation of the student's participation in the choice of the content, forms, and methods of the educational process, firstly, certain "duties" are assigned to him, and not only to the teacher, but also to himself and other subjects. Secondly, he has to show much more independence in solving the tasks formulated and outlined in the interaction, including self-organization and self-management of his activities;

– the control of learning outcomes loses its conceptual essence in interaction. Since the process of digital quality management of education is based on constant interaction, the process itself becomes the result of mastering the educational program, at the same time contributes to the development of self-organization and self-assessment of their activities. In an interactive intellectual environment (as a condition of the functioning of the digital quality management system of higher education), control acquires the properties of multi-subjectivity in determining and evaluating the quality of education. This is due to the fact that the assessment of the quality of education is carried out by a variety of subjects, as a result of which the interaction becomes diagnostic, i.e., to some extent, establishing the "level of quality of education". This process helps to increase the level of self-organization of students, develops in them qualities related to the ability to plan, rationally allocate academic and extracurricular time, perform training tasks by strictly defined deadlines, master the most effective techniques and methods of educational, research and search work.

In interaction, the role of control as an integral component of any educational process is mitigated precisely in that part of it that negatively affects the motivation of the student. Control becomes interesting and useful for the student, because it is not only the result of joint activities, but also establishes responsibility for the result, which reflects his "area of responsibility" in this interaction. In an interactive intellectual environment, such a part of digital quality management of education as control is not identified with the academic performance of students. Control in these conditions becomes much broader in its tasks, forms, methods and range of implementation than just accounting and evaluating students' knowledge according to a five-point system. This is due to the possibility of digital management to carry out daily control, which turns out to be a great incentive and motivation for the educational activities of students, contributes to the formation and development of self-control skills, self-analysis of the work done and upcoming work. At the same time, the individualized focus of control in the digital quality management system significantly "disciplines" the teacher, at the same time "opens up" new directions for the development of methodological and evaluation materials not only for classroom work,but also for the successful and effective organization of independent work of students.

Digital quality management of education is a complex, the organizational structure of which is aimed at forming the necessary "long–lived" and invariant components of human culture, revealed through knowledge, methods of activity, experience, and creative potential.The complexity of the digital education quality management system lies in the fact that, being a multifactorial system, it combines two processes that are completely different in nature: formally logical and "intuitively" creative. The system can also be attributed to the system of innovations

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in the educational process, which significantly expands the possibilities of its activities in the improvement and reformation of higher education.

The digital education quality management system, due to the operating conditions and capabilities, becomes an open system for intensive changes, allowing you to solve complex search-type tasks. It is a system of actions and tools that allows you to explore the set educational and problem tasks in a new way, to create fundamentally new products of intellectual activity. In this system, the subjects of the educational process are rapidly expanding their individual characteristics and capabilities, in an integrative system that forms the appropriate parameters of their "future".

CONCLUSION: Digital quality management of education can be considered a "dynamic network" of interconnected pedagogical events created by the joint efforts of all subjects of the educational process, both in collective and individual forms, while acting as an integrated condition for personal development of a person. The main element of the system becomes a personally significant "event", a way of joint existence of the subjects of the educational process on the basis of a constant dialogue, as a result of which their relations in joint activities are established.

The prospect of further research work may be associated with the study of the features of the axiological aspects of the activities of the subjects of the educational process, with the development of digital quality management technology in the system of continuing education, with the study of the formation of special competencies of students in an interactive intellectual environment.

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