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HIGHER EDUCATION IN THE CONTEXT OF DIGITALIZATION

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Annotation: This paper discusses the main scientific results of the study associated with the introduction of a new understanding of higher education quality management in pedagogical science related to the digitalization of the educational process at the university. The point is that when a student interacts with other subjects of the educational process, conditions are provided in which the student can realize his or her importance as a subject of the educational process, as a person who models the process of knowing his or her future professional activity, as a future member of the professional community.

Keywords:educational program, educational approach, education quality,interaction of educational process participants.

Introduction

In addition to subjective interaction, the elements of digital quality management of education are the interconnection of processes, procedures, conditions, i.e. all components of the educational process.The tasks of information support for digital quality management of education are the following: providing feedback; establishing reliability; objective and valid processing and storage; providing management solutions; the need to obtain various types of information presentation. The specifics of the interrelationships in digital quality management of education are significantly different from those existing today in the educational process of an educational organization of higher education. Thus, from the point of view of interaction, the dominant factors of digital quality management of education are:

– the relationship between the problem-setting process and finding ways to solve the tasks set to ensure that the student's need for self-realization is met;

– the relationship of the content of education with the personal achievements of the subjects of the educational process;

– the relationship of the choice of the personal and professional role of the subject with the already defined roles of other subjects of the educational process, his accomplices;

– the relationship of information support with technologies for processing, storing and providing information;

– the relationship between the process of achieving educational results and the created conditions for the research nature of the activities of the subjects of the educational process;

– the relationship between the level of education quality and the degree of mastering the individual learning trajectory and the student's development;

– the relationship between educational goals and professional means of their achievement by the subjects of the educational process;

– the relationship of the results of the coordination of the interests of the subjects with the definition of the result of their joint activity – the "intellectual product" of labor;

– the relationship between the unification of various types of activities of subjects and the creation of a single space for its implementation;

– the interrelation of the process of including new components, structures, spheres of activity, individual functions and the integrated implementation of tasks and their solutions in the educational process;

– the relationship between the mechanisms and procedures of interaction and the personal characteristics of the subjects of the educational process.

The result of the interaction is a change in the state of the subjects through interiorization. From this point of view, we will consider the main components of the structure of the digital education quality management process: the quality of goals, the quality of conditions, the quality of processes, the quality of results.Setting goals and determining the direction of activities together with other subjects of the educational process is an extremely difficult task.

To define a goal, it is necessary to have an accurate "knowledge" of the situation of its setting. In this case, the interaction helps to determine the purpose of the goal, its necessity and relevance. Thus, the student in the process of goal-setting will not face problems associated with a lack of experience or skills to predict future actions, something that is well-formed in other subjects of the educational process. Digital quality management ensures the process of transition from possibility to reality, thereby carrying out the process of interrelated selection of goals for future activities. It is extremely important that in interaction, not only the transformation of the main goal into a system or a set of sub-goals and tasks takes place most painlessly, but also the necessary joint analysis of cause-and-effect relationships between the designated goal, certain tasks, methods and results of further activities. Thus, the subjects of the educational process as participants in interaction develop, design, construct goals, make up a plan for further actions in the process of information exchange and intellectual communication.

Digital quality management of education is a system of relationships between subjects in which there is no rigidly established composition of participants. This is not a system of their involvement, but a "way of life" in the educational process, which determines the forms, mechanisms and ways of activity of subjects aimed at their development, self-actualization, communication activity, creative disclosure of each person's personality. Digital education quality management is a coordinate system that tracks changes in various functional states and structures of the educational process, characterized by dynamism and variability. This system provides for a comprehensive interaction of such elements: the regulatory framework; clearly defined goals and objectives of the educational process; educational and professional standards; educational programs, teaching materials and evaluation materials; systems for collecting, processing, analyzing and presenting information; modes, forms, methods and technologies of the educational process; fixing the course of the educational process.

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