THE QUALITY OF HIGHER EDUCATION THROUGH THE PRISM OF VALUES AND TARGETING OBJECTIVES OF EDUCATIONAL ACTIVITY

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This article presents the results of research on the value and target priorities in the quality management process in higher education. It is determined that the quality of education is a mean of development of the individual and society, a condition of trust in the educational sphere, it reflects the degree of conformity of the properties and results of educational processivity to certain norms and standards of education. It is established that the quality is traced in the presence of competencies that characterize the ability of graduates of the institution to effectively pursue professional activity in modern socio-economic conditions.Each specific historical level of the qualitative parameters of higher education is the result of determining the goal, or the spontaneity and purpose of indifference, or the symbiosis of the two previous possibilities. It is necessary to take into account the fact that in the absolute majority of cases the quality of higher education does not have a self-sufficient target status, but rather becomes the context and prerequisite for achieving some other strategic goal of individual or supra-individual (social, cultural, civilizational, global) value. The totality of these circumstances exacerbates the need to analyze the quality of higher education through the lens of a hierarchy of targets. Goal setting is the

process of justification and goal setting. And the goal can be achieved by combining objective factors and ways and actions to do so. It is also proved that the structural components of personality, value orientations are the most important component of an individual's organization, his ethical-psychological and intellectual activity. And worldview is a set of views, principles, understanding of the world and program of action and forms the foundation of human consciousness. The acquired knowledge and beliefs, combined in the worldview, form a system of understanding by the man of the world and himself.

Therefore, the quality of education can be ensured if the management system is in place, which involves the organization of a continuous process of influence of the management entity on its object and the appropriate coordination of their joint activities. The process of quality assurance in higher education should be systematic and include monitoring of the educational environment, comprehensive analysis of the factors influencing the quality of education and developing models of quality management of educational services.

Keywords: value, purpose, target priorities, quality management of higher education quality, quality of education

Introduction. The quality of higher education has a dual value format: first, it is one of the value priorities of the individual and social consciousness, the place and value of which in the axiological hierarchy undergoes dynamic changes due to the peculiarities of socio-cultural dynamics; second, the value of society has a significant determinant effect on the realm of stereotypes and perceptions of the true and the proper, of the norm and the deviation from the norm, of the meanings, needs and ideals, all of which are referred to collectively as specific historical parameters of the quality of higher education, and on the prospects of raising the quality of educational quality in the perspective. In view of this

feature, the relevance of higher education quality through the prism of value priorities and the features of managing this quality cannot be doubted.

The essence of values, as noted by Rickert, is "in their significance, not in their actuality" [7, 128]. He defined value through the principles of being, knowledge, and reality. Science aims to reveal the unity of the problematic essence of the world. And since the special sciences, unlike philosophy, do not seek to grasp the whole, knowing a certain segment of reality, then the main task of philosophy is to create a theory of values that differentiates values by the variety of their types, specificity and relationships. The concept of "value" initiated a special field of scientific knowledge - axiology, which explores the nature of values, their place in the structure of social reality, the structure of the value world, as well as examines the interconnections of different values with each other, their reflection in the structure of personality. Formally, the beginning of the axiological stage (that is, a substantive study of the axiosphere) can be considered the emergence of three parts of the book Lotze "Microcosm" (1856-1864). The author of this paper saw the values as a primary regulatory function: what should be (Sollen) should serve as a guide to what is (Sein).

The purpose of the article is to analyze the quality of higher education as the main value guideline for the functioning of higher education**.**

Statement of the main material. Values are a tool for social regulation. They are an intermediate link that connects a person with social institutions, his ideals and requirements. This interconnection is achieved through social sharing and social action. One of the most important indicators of the development of society is the degree of organization of the system of social interactions, and stability - value-orientation systems. Thus, the level of balance and consistency of parameters in the social

system reflects a value space, which should be interpreted as a space of value values, which is a means of changing value orientations. The core of the system of social interactions is the value-normative system, which performs the function of regulating the relations between the subjects of the value space [8, 340].

The interactions in the value space are determined by the orientation to a particular value system. They occur in a particular segment of a given space or between segments. Elements of value space are social agents, value-oriented groups, social systems, social institutions that ensure their functioning, as well as social structures and interactions based on value-normative relations. The objective increase of interest in the problem of values study occurs in the period of value crises, breaking of the existing value system and finding new value bases of being oriented. It was in this case that Ukraine had to deal with it in the late 1980s, when the intense erosion of the previous system of values of Soviet society, the rethinking of the role, meaning and function of such values as personality, freedom, democracy, human rights, justice, the state, self-realization and more. Since values have the property of normativity, it allows a person to properly navigate in the social environment. Any system of social norms and values includes: identified socially significant incentives for activities that are the goal or ideal; patterns and rules of normal (generally acceptable for this social system) behavior; sanctions in case of deviation from social norms. Values and norms complement each other, and so are equally necessary cultural regulators of socio-political behavior. A clear understanding of differences, values and norms is not a formal requirement, but a fundamentally important way of managing personality behavior and self-management in various socio-cultural circumstances as effectively as possible.

The content of value orientations is conditioned by real social relations in which the individual is included in the process of his life. The formation of value orientations as internal determinants of activity is associated with the formation of a system of values. Value orientations are based on generalized value perceptions that reflect a person's social and individual experience, his or her multifaceted connections with the most significant aspects of reality.

Goal setting is the process of justification and goal setting. Goal setting reflects a person's ability to set conscious goals and realize them. As a motivating motive, the goal determines the way and nature of the action of the person, depends on his will and at the same time subordinates his will to himself. Conscious formation of an ideal image of new things and attitudes, development of the program of actions by choice of opportunities and motives, creation of means of labor, etc. human activity is fundamentally different from the instinctive behavior of animals. In fact, purposefulness reflects human freedom, a manifestation of an active human consciousness that not only reflects the objective world, but also creates it.

Goal setting is the process of actively shaping individual reality. The process of goal setting and further achievement of the goal is an important need of the individual, an attribute of his free will. Conscious goal-setting is the generation of the vectorial probability space of life. The goal setting itself influences both the probability of its achievement and the likelihood of other events. Goal setting is creativity, theoretical generation and implementation of the image of a new reality in practice [2, 209].

In the context of educational realities, this problematic aspect is further exacerbated by the incompatibility of many strategic and tactical targets. Higher education quality management is associated with the widespread disregard for the principle of systematicity and the failure to

take into account the systemic linkages within which the educational sphere functions and links education with other public spheres. Namely, double systematic: first, the system is the educational sphere in general and the sphere of higher education in particular; secondly, the education system, in turn, is an element of the broader system (megasystem), which can be played by both a particular society and the global format of the functioning of education. Another problematic component can be distinguished by the systemic nature: the different mega-system formats within which the higher education system may operate may have different needs, target priorities, strategic and tactical orientations.

This is why goal setting becomes an important management function. Governance theory and psychology operate on the law of gradient-purpose, the meaning of which is: the closer we come to the result, the greater the power of motivation and activity. The clearer the purpose is, the stronger the motivation to achieve it. If the purpose is to be as clearly visualized as possible, then this image acquires unique energy properties: it is hypnotizing, attracts attention, acquires the epicenter of motivational gravity. The stronger the motivation initially, the more subjective the likelihood of the goal becomes. This phenomenon can be useful in achieving current, short-term goals, but for the most part, it has a negative impact on the achievement of long-term perspective targets. Such a feature should be taken into account when building the strategy and tactics of higher education quality management [2, 4].

In order to ensure the integrity and unity of a society, it is necessary that it takes into account the interests of the subjects of the social process, as well as the contradictions that arise between them. Society must strive to harmonize its interests as closely as possible and coordinate the efforts of individuals and communities. Only in this way is it possible to ensure

effective integrity, substantive unity of society, its effective mobilization for the achievement of socially significant goals [9, 20].

The worldview forms the foundation of human consciousness. The acquired knowledge and beliefs, combined in the worldview, form a system of understanding by the man of the world and himself. The worldview is an integral education, a systematic basis of human experience. This is, first of all, the generalized knowledge obtained as a result of professional and practical activity; secondly, spiritual values that contribute to the formation of ideals. Thus, the worldview is a set of views, principles, understanding of the world and program of action.

Intellectual freedom of the university prompts the need for free communication, forms the ability to express their own thoughts, as well as the skills of civilized discussion - that is, the ability to respect the opinions of opponents [4, 87].

According Zakharov, "the cultural mission of the university involves a focus on the development of individuality, the unity of science and higher education, central to the structure of the University of the Faculty of Philosophy (Humboldt), the creation of conditions for the realization of the free pursuit of truth (Veblen), the duty of the intellectual. and the moral development of their wards, for the embodiment of the cultural values of their era (Flexner), the status of the center of support and translation of the values of their culture, the fight against the massification of society, the spiritual liberation of man and the focus on their own existence, the improvement of "moral character and intelligence", the key importance of the Faculty of Culture in the structure of the University (Ortega-i-Gasset), the creation of conditions for the realization of the inherently human service of truth, the status of the center of spiritual communication (Jaspers) and humane form oriented personality ”[12, 9]. One can agree with the thesis that “the formation of the concept of university education is based on a

certain methodological basis. Such in the conceptualisation of the genesis and evolution of the university are primarily liberal and utilitarian approaches. Liberal methodology is elitist in character: it aimed at the development of intelligence, spiritual potential of the person, raising the personal level. The pragmatic methodology in the development of the theory of the university was initially connected with the needs of society in professionals, specialists" [12, 33].

Liberal ideas that spread the values of freedom, property and the natural rights of the individual were the first to emerge. Explaining the principles of liberalism, Kekes noted: "Liberalism was born in the Renaissance as a reaction to religious orthodoxy, gained strength during the Reformation, and became one of the most influential political forces in the Enlightenment. He gradually lost the character of the negative reaction and acquired the signs of a positive political concept, which allowed him to become an alternative to all types of absolute authoritarianism… After the decline of Marxism, liberalism became the dominant ideology of our time" [3, 108]. However, liberal ideology should not be idealized: the basis of the postulate of liberalism (pluralism of ideas, equality, freedom, individualism) must be consistent with national interests, with the level of democracy and the mentality of the society in which they intend to establish themselves.

The constructive counterbalance to liberalism is often defined by the ideology of conservatism, which emphasizes tradition, spirituality, and order. Indeed, freedom, democracy and pluralism at the level of the conservative approach are balanced by organization, morality and order. The proponent of conservatism, E. Burke, asserted: "If prudence and prudence are integral parts of wisdom, then they undoubtedly also become integral parts of duty, when the subject of destruction and construction is not the brick and the boards, but the thinking creatures, because a dramatic

change of position. Conditions and Habits Can Throw Masses of People into Misfortune " [1, 478].

Conservatism is often identified with a reactionary or anarchic doctrine that promotes social stagnation and impedes the development of society. For the most part, such a statement is not true. The crux of the matter is that conservative ideology does not cultivate the idealization of the virtual perspective and honors the present, not because it is connected with antiquity or better than a possible alternative, but because it is tested by experience, to which the principle of continuity and development applies.

On this occasion Oakshott said: "One will find small and gradual changes more acceptable, welcoming every attempt to preserve the continuity of tradition. Some changes will be welcomed with a light heart, but not because they make significant improvements, but because they are easily absorbed: the changes of the seasons are related to their recurrence, and the growth of children is to be continuous. Being a conservative is not just about making any changes; it's also a way of adapting to the changes that all people need to make. Change is a threat to identity. However, the identity of a person (or community) is only a continuous test of chance, each of which is in the control of circumstances and the weight of each is directly proportional to her acquaintance" [5, 84-85]. As conservatives point out, any social transformation only makes sense when it promotes organic and positive change. Yaroslav Pelikan in the book The Idea of the University states that "the future of universities in all countries - as well as the future of these countries themselves - depends to a large extent on the ability to find in the 21st century such structures that would be able to fully realize the ideals of the university" [5, 42].

Conclusion. Education is the main component of the human development process, ensuring the transfer, absorption and consumption of knowledge and values. By the early twentieth century, their close

ontological and functional kinship remained - educational institutions were at the same time centers of culture.

Higher education quality contains, is based on, certain value prerequisites. The materiality of the value component of quality management in higher education is beyond doubt, because value is the basic category for building a picture of the world. We can talk about a special - value - perception of the world, which is significantly different from the rational, utilitarian and contemplative. Since the time of Kant, the professional environment has been operating in such a delineation: what we should do is determined by values, and what we want to do by interests. Values are generalized representations that function as ideals, stereotypes of individual and social consciousness. They function as ideal criteria for the assessment and orientation of the individual and society. Values are formed as forms that specify the range of boundary parameters of the desired transformations of reality. The goal setting (goal setting) aspect and planning of how to achieve them is important for any type of activity and management, it is a clear and detailed imaginary model of the result: it significantly facilitates its achievement, makes this procedure clear, predictable and predictable. A successful strategic plan is a hint for making the right tactical decisions in the face of dynamic change. Therefore, before starting an activity in a certain direction, it is necessary to formulate the goal as clearly as possible, since the goal essentially determines the feasibility of certain ways and ways of achieving it in the most efficient and economical way; it is the goal that determines the methodological, methodological and instrumental range that is most relevant to the implementation of the targets in practice. Goal setting is more an art of intellectual intuition than a science that relies on clear causation, laws, and patterns. This is its key feature, advantage and disadvantage, since in principle only the most general recommendations can be offered.

This characteristic trait of goal-setting is especially evident in the case of complex and systemic objects (landmarks) - a combination of many factors and trends, the hierarchical subordination of which is not a constant. In these circumstances, it is important to build an adequate relief of priorities, a balance of strategic goals and tactical steps towards achieving them. The formulated theoretical and methodological emphasis contains considerable illustrative potential in the field of higher education quality management, in which the problematic formats are layered. At the same time, the fact of the multifarious variability of the problems a priori denies the effectiveness of common approaches, insisting on the need to analyze each situation specifically - as a unique combination of many contexts, components and perspectives.

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