

імені Олеся Гончара [4]. Окрім того, ці матеріали були розміщені на сайті Національної академії правових наук України, Національного юридичного університету імені Ярослава Мудрого, Ради молодих вчених при Міністерстві освіти і науки України, Офісу підтримки вченого [4].

Література:

1. Формулювання наукових результатів у дисертаціях та інших наукових працях із права: пам'ятка для дослідників / уклад.: Д. П. Євтеєва, А. В. Лапкін; за ред. В. С. Батиргарєєвої. Харків: НДІ вивчення пробле злочинності імені академіка В. В. Сташиса НАПрН України, 2025. 7 с. URL: <http://surl.li/bzsuno>.
2. *Написання наукових праць в академічному підстилі наукового стилю*: пам'ятка для дослідників / уклад.: Д. П. Євтеєва, А. В. Лапкін; за ред. В. С. Батиргарєєвої. Харків: НДІ вивчення пробле злочинності імені академіка В. В. Сташиса НАПрН України, 2025. 4 с. URL: <http://surl.li/efhkgb>.
3. Формула якісного правового дослідження: навч. посіб. / Д. П. Євтеєва, В. С. Батиргарєєва, А. В. Лапкін / за редакцією д. ю. н., проф. В. С. Батиргарєєвої. Харків: Майдан, 2024. 110 с. URL: <http://surl.li/gpjtnv>.
4. Інформація про впровадження посібника «Формула якості правового дослідження» (2024 р.) та пам'яток для дослідників «Написання наукових праць в академічному підстилі наукового стилю» і «Формулювання наукових результатів у дисертаціях та інших наукових працях із права» / Сайт НДІ вивчення проблем злочинності імені академіка В. В. Сташиса НАПрН України. URL: <https://ivpz.kh.ua/впровадження-навчального-посібника/>.

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IMPLEMENTATION OF US EXPERIENCE IN THE CONTEXT OF MONITORING THE QUALITY OF EDUCATION IN THE EDUCATIONAL ENVIRONMENT OF UKRAINE

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Modern Ukrainian education policy has clearly defined the direction of the vector for entering the European and global space, declaring the problem

of improving the quality of education, providing high-quality modern STEM education and high-quality educational services a national priority and a prerequisite for national security of the state, compliance with international norms and requirements of the legislation of Ukraine regarding the implementation of citizens' right to education [1], [2], [3]. Research into the education system in Ukraine shows the need to implement a modern model of the education quality monitoring system, which would provide politicians, managers, practitioners, teachers, scientists, representatives of civil society, customers and consumers of educational services with objective, comparative information about the state and prospects of the functioning of the educational system of our state and have legal, institutional, regulatory, managerial, methodological, informational and professional support at the state level. A significant contribution to the modern educational environment is the experience of the United States, where an effective regional system for monitoring the quality of education has been developed and is successfully operating [4], [5], [6].

The quality of education is a multi-vector category, has a multifaceted dimension and characterizes the educational and pedagogical environment of each state. Given this multifaceted concept, modern science analyzes the category of "quality of education" from the standpoint of a systemic approach and considers it in the unity of various aspects – philosophical, social, pedagogical. Educators, heads of departments of education and educational bodies of the United States of America, sociological services of the country are guided by a clearly defined interpretation of the quality of education, namely: «Education is considered high-quality if, as a result of its monitoring, compliance with a set of requirements is proven, namely: achievement by students of established educational standards; ensuring all children the opportunity to receive education, including children with special needs and immigrant children, children deprived of parental care or those who do not have a permanent place of residence; ensuring high-quality leadership and management of the educational institution; ensuring learning conditions; the presence of financial responsibility of the educational institution and the corresponding rational use of financial support» [7], [8]. Therefore, monitoring the quality of education requires the creation of appropriate mechanisms for its implementation. Such mechanisms in the USA are comprehensive measurements of the quality of education as a whole and its components, and as a result, the creation of means of motivating the improvement of its efficiency and effectiveness. In education, such functions are performed by monitoring, which is an integral management tool that allows you to collect, store, process, and disseminate information about the activities of the educational system, determine its status, and predict development. No less important is the formation of the national educational policy of the United States at the national level. This policy is based on the financing of the educational sector. The traditional approach to education, namely, state financing of education without taking into account differences

in states and regions; and the productive approach to education, taking into account various characteristics and features of states and regions, make the issue of monitoring transparent and understandable for society. Financing of certain educational units in the United States is carried out according to a productive system, that is, taking into account many characteristics, because the quality of knowledge obtained depends not only on the place of education (city or rural area), but most of all on the conditions of study. Therefore, federal educational policy requires that all changes in the educational activities of the state and the receipt by the state of financial support for creating the necessary changes in education be carried out after monitoring each program. This experience should be adopted by the educational environment of Ukraine, possibly with respect to individual territorial areas and cities, especially those located in the territory of hostilities. Monitoring the quality of general education in the USA, carried out in accordance with the above requirements, forms an integral link between the Department of Education and the states. Strong constitutional provisions serve as the basis for the formation of the legislative framework of the states on education. Such a legislative framework is made up of laws or educational codes. As a rule, the components of such codes are the definition of the goals and objectives of education in the state, the terminology used in the educational sphere, the features of the state and regional organization of the general education system, the organization of this system at the local level, the rights and obligations of participants in the educational process. A separate set of issues declared in the educational codes of the states is the organization of the educational process, which includes issues of verification and assessment of the quality of education, preparation of curricula, implementation of federal and regional educational programs, provision of schools with textbooks, computer equipment, etc., issues of accountability of educational institutions. A comparative analysis of the organizational and methodological support for monitoring the quality of general education in the USA allows us to identify components that are absent in the domestic system. To prevent the negative consequences of monitoring the quality of education, such as concealing the real state of the measuring object, narrowing educational standards, providing unreliable information of a non-cognitive nature, etc., Ukrainian educational policy must adhere to certain criteria, namely: 1) transparency, openness and accessibility of information for all consumers of educational services; 2) explanation to consumers of educational services of the requirements for the level of educational achievements; 3) ensuring reporting on learning outcomes at the level of students, schools, regions and the country as a whole; 4) assistance in making management decisions in the field of education to heads of educational institutions. Compliance with these requirements will contribute to the formation of a domestic system of monitoring the quality of higher education on the principles of integrity, systematicity, transparency, openness and accessibility.

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