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**EXPLICATION OF CONCEPT “HIGH EDUCATION QUALITY” (FOREIGN EXPERIENCE)**

The article analyses the essential common and distinctive characteristics of the concept of "high education quality." The actualization of the concept as a key in national and foreign pedagogical science was argued. The ways of creating and determination of concepts "quality", "high education quality" were studied. The application of the term "quality" to the education is caused by: life itself and searching for a generally accepted definition and formation of measurement tools and comparison rating of education in different countries or different types of institutions in one country. In the interpretation of education quality in foreign pedagogy is based on three main approaches: objectivist, relativistic and concept of development. There are many definitions of quality of education, this shows the complexity and diversity of the concept. The explication problems of "quality of higher education" concept with the usage of foreign experience are highlighted. We investigated The origins of the problem of determination "quality of higher education" concept are studied and possible ways of its solution in modern pedagogical science are indicated. The approaches of foreign and domestic scientists about the nature of higher education quality are researched priority of this issue in the modernization of vocational training according to the requirements of modern times are determined.

The concept of higher education quality is understood differently through all over the world. This is due to the primarily different aspects of its interpretation. We believe that the distinguished scientists determine the concept of "quality education" in the broad and narrow senses. Thus, as a result of narrowing the concept of "quality education" we can tell that there is the concept of "quality training", which can be seen at different levels. So, the study of different approaches of foreign scientists about the nature of higher education quality enable to state the priority of this issue in the modernization of vocational training according to the requirements of modern times. We believe that the new methodology for quality education should be based on the interaction of traditions, innovation and ensuring the quality education during all stages and levels while evaluating its effectiveness. We may notice that quality management is one of the main tasks of our time, which should not only be a pedagogical or purely scientific task but also social, political and administrative one.

**Keywords:** concept, quality, high education, high education quality, explication, determination, ways of formation, foreign experience.