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IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 07 Volume: 75

Published: 18.07.2019 <http://T-Science.org>

QR – Issue



QR – Article



Arthur Alexandrovich Blagorodov

Institute of Entrepreneurship and Service sector (branch) DSTU
bachelor, g. Shakhty

Dmitry Olegovich Bordukh

Institute of Entrepreneurship and Service sector (branch) DSTU
bachelor, g. Shakhty

Angelina Vladimirovna Kopylova

Institute of Entrepreneurship and Service sector (branch) DSTU
bachelor, g. Shakhty

Vladimir Timofeevich Prokhorov

Institute of Entrepreneurship and Service sector (branch) DSTU
Doctor of technical sciences, professor, g. Shakhty

Igor Mikhailovich Maltsev

Institute of Entrepreneurship and Service sector (branch) DSTU
associate Professor, Ph. D.-m. n., g. Shakhty

Tatyana Pavlovna Lopatchenko

Don State Technical University
associate Professor, candidate of technical Sciences, Rostov - on - Don, Russia

ABOUT THE POSSIBILITIES OF EDUCATIONAL TECHNOLOGIES FOR TRAINING HIGHLY QUALIFIED SPECIALISTS FOR PRACTICAL ACTIVITIES

Abstract: In the article, the authors investigated the problems that prevent today to implement the training of highly qualified and sought-after specialists for their practical activities. We consider that this task can be realized only at good level of the organization and control of educational process with use of entrance testing with an assessment of level of knowledge at certified, it is necessary to develop system of the normative documents defining the principles of construction of educational process with use of credits regulating methods of certification of students with use of point-rating systems, the implementation of such procedures and the achievement of the goal the University guarantees a high level of quality of training of specialists for enterprises in accordance with the requirements of the GEF in the framework of the QMS, ie to return the level of professional training

Key words: highly qualified, demanded, training, specialists, testing, level of knowledge, quality of preparation, QMS, standard, education, process, identification, description definition, SOCA, PDCA, cycle, orientation, team, qualification characteristic employment.

Language: English

Citation: Blagorodov, A. A., Bordukh, D. O., Kopylova, A. V., Prokhorov, V. T., Maltsev, I. M., & Lopatchenko, T. P. (2019). About the possibilities of educational technologies for training highly qualified specialists for practical activities. *ISJ Theoretical & Applied Science*, 07 (75), 173-180.

Soi: <http://s-o-i.org/1.1/TAS-07-75-30> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.07.75.30>

Classifiers: Technical sciences.

UDC: 335. 685. 17- 59

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Introduction

Today, high school is not experiencing the best years of its development, and the issue is not only in poor funding, and the indifference of the state to its final product - a specialist.

In high school, exposed to market forces, under-graduate kids, accustomed to the fact that they will always take care of teachers and parents take for them most of the decisions, as it was in high school, so the problem for them begin with a psychological unwillingness to study in high school. The most topical of them in the near future are:

- approval of understanding standard in Russia and Europe;
- the development of national and European qualification criteria based on the competent approach;[1]
- The development of guidelines and assessment procedures and quality assurance;
- definition of rights and responsibilities between universities, the academic community associations, citizens receive education, business and the state in the development of standards and quality control of education;[2]
- The development of a uniform comparison of the degrees of the content in a multi-level system of education;
- matching system transfer credits (EST8 system);
- inclusion in the process of mutual recognition of qualifications after passing the accreditation of higher education institutions in any of the EU recognized independent social and professional agencies (organizations);
- creating conditions to ensure competitiveness of Russian education in the European and world educational space [1, p. eight].

Formulated challenges may be considered, depending on the readiness of each university to the perception of the principles of the Bologna Declaration. One thing is certain: Each institution must establish a system of education quality assurance, to provide graduates with the opportunity to meet the requirements of the ever-changing conditions on the labor market.

Main part

The ideology of satisfying consumers of products and services of high school every year will be all the more energetic break in the life of universities. Quality is becoming a universal criterion in setting the competition. Quality is the basic measuring device, with which comparisons will be carried out. The first steps have already been made in Russia, formed an independent system of certification and control of the quality of education based on the concept of multidimensional quality management of educational institutions, contests on the issue of

"Management of the quality of education" projects. We believe that higher education institutions have declared as their main purpose will be to live and fight for prosperity, and those that refused to pro-gram quality, waiting for an uncertain future.

Formation of the European area of education demands from the Russian universities considerable effort to bring the educational process in accordance with the higher education criteria to facilitate the recognition of independence of powers and the development of student mobility. To this end, universities recommended to undergo international certification. One of the most important ways to improve the educational process taking into account the common European principles is to introduce and improve the quality assurance system. The main conditions for the introduction and effective quality management system in high school activities is compliance with the standards ISO 9001: 2015 "Quality Management Systems. Requirements." This standard specifies requirements for a quality management system and is aimed at customer satisfaction.

In accordance with the standards of ISO quality is defined as a set of characteristics of the object relating to its ability to meet established and prospective customers needs. The object can be an activity or process, product or result of the service provision, organization or system [2, p. 232-233]. In this context, we can say:

- the quality of the performance of educational processes;
- the quality of the processes themselves;
- the quality of the system or the organization of activity and their relationship.

The quality of educational services presupposes their ability to meet the needs and expectations of a specific consumer. Naturally, the high quality of educational performance, which is determined by the level of knowledge and skills of high school graduates can only be achieved with a good level of organization and control of the educational process. This quality, in turn, is determined by, on the one hand, the content of education, and on the other - resourced: logistical, educational, informational, personnel. The major component can be considered as the content side of education.

ISO standards are based on the ten principles of quality management, one of which is the process approach. The introduction of the process approach allows to better manage activities and related resources in order to achieve the desired result. In accordance with this principle, the ISO standards require that were determined are identified and the processes described in the university. At the heart of all these schemes is well-known idea of quality control by quality management processes. Strictly

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quality control is reduced to the use of standard SDCA and PDCA cycles.

Unconditional jump to the PDCA cycle is the need for continuous improvement of the quality of resources and processes. It is important to note that the improvement results can occur only after a certain time lag (for educational process - through one semester or one year). In case of problems outside the competence of a team provided by the delegation of the problem unit the higher level, for example, from the pulpit to the faculty. Corrective exercises can be conducted in the form of mandatory training in the training schedule, in the form of additional voluntary fee-based services, or in the form of independent work of students with intellectual computer simulators. As a rule, the task of ensuring the functioning of this circuit will be at the teacher, who should be familiar with the established indicators of the quality of teaching process. Note that requirements for quality parameters "input" and "output" should be stable, i.e. agreed between customers and suppliers [3].

The use of standard cycles SDCA PDCA and eventually determines the effectiveness of a new university management model. Their realization is possible if to comply with some conditions for their use.

Today it is necessary to limit the autonomy of the departments and employees, as if it may sound paradoxical. Time passed geniuses. An era of brilliant organizations, teams collaborate. A clear orientation to work in teams, which is an integral part of the strategic quality management philosophy, allows people to work together on common rather than on independent goals.

Process approach involves designing the quality management system as a set of interrelated processes wherein each process must be provided with main characteristics: the inputs, outputs, consumers each of the processes must be identified and their demand during operation system should be studied their satisfaction with the results of the process.

In this case, the learning process can be described as a system of getting the students knowledge on GEF Disciplines included in the curriculum of the specialty (sub - set of interrelated actions on teaching students specific subjects of the curriculum). Then, for the organization of interaction is necessary to define sub-inputs of each of them, as the needs of the knowledge and skills necessary to teach to digest the volume of the discipline. At the output will also be some learning outcomes, ie consumer satisfaction. For consumers can be attributed, as the students and teachers of this and subsequent disciplines, since it is the teacher, using the basic level of training students, determines the specific subjects and volumes of sections of their discipline (including GEF VO requirements).

To ensure the quality of the educational process and its compliance with the requirements of the GEF IN and interested parties, should:

- identify the information that is needed for the system implementation of the main stages of the learning process for each of the disciplines;

- identify the information flows that are the inputs and outputs for all processes. It is important that the yields have to work on the preparation of an appropriate specialist requirements of the market, and therefore the information content of the disciplines should take into account not only the requirements of the GEF IN, but also employers;

- it is necessary to conduct ongoing monitoring of compliance with the outputs of each of the processes that are currently performed in the process of approval of the work programs of disciplines of scientific and methodical council specialty insufficient systematic, formal [4].

The learning process should be divided into related threads, which must be within the framework of implementation of the QMS to identify and agree. The task of such coordination is facing the direction of the NMS at the design stage educational complex directions, as well as subsequent adjustments, if inconsistencies are identified. Based on the principles of quality management system, these problems must be addressed by the process owner. In this case, it is - SSN (Department of profiling), which provided the appropriate authority for the organization and provision of educational process and who is responsible for the efficiency, effectiveness and compliance with the requirements of the process.

Basic requirements include:

- 1) efficiency - i.e. controlled process supports the strategy and is aimed at the realization of certain objectives of the school and faculty;

- 2) the effectiveness - learning process to be debugged, the problem areas are identified and constantly monitored, also requires the use of measures to improve the process;

- 3) compliance - learning process must take place in compliance with regulatory and educational document and in the borders of certain process description;

- 4) the ability - the process must be able to perform the required functions and produce the output products or services with fixed or expected properties [5, p. 389].

Based on the requirements of the process of training, SSN (profiling chair) shall:

- o to coordinate, monitor and improve the educational process;

- o define the boundaries and contents of the process together with other owners of interacting processes, ie review and approve the agreed work program and other guidance documents in various

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disciplines, while ensuring the continuity and the relationship of the learning process;

- o to take responsibility for the effectiveness, efficiency, relevance and the ability of the process to provide output relevant training requirements STATE IN and other consumers;

- o constantly to determine whether the process objectives are achieved;

- o apply appropriate measurement and evaluation means for determining the current process parameters (performance, quality, number KR, KP, protected in time, the number of the debtor and causes);

- o initiate and coordinate measures to improve the educational process.

As a result, there are three problems to be solved:

- 1) establish the relationship of core courses in a particular specialty, which according to the current guests are required to know the student during the development of the majority of subjects of the curriculum;

- 2) Development of the input test for evaluating residual (required) knowledge;

- 3) the development of the output of tests confirming the output level of knowledge after studying the next course.

Introducing the entrance test, we pursue the goal:

- an objective and independent verification of the quality of students' knowledge before the start of the current study specific subjects on the most important for this discipline sections studied earlier training courses;

- the expansion of methods and tools for measuring the quality of teaching and the teaching results;

- diagnosing learning defects and timely correction of the knowledge and skills of students in certain sections of the previously studied disciplines;

- adaptation of the process of teaching and discipline of the current program for the timely improvement of the quality of education, taking into account the real quality of "input data";

- the creation of predictive models for further improvement of the learning process, aimed at improving the quality of students' knowledge.

Testing is carried out by an independent group of educational management staff without the involvement of teachers in coordination with the Center of Education Quality Management. Disciplines involved in the process of testing, divided into two groups: 1) "discipline suppliers", 2) "discipline-consumer". For each "vendor-discipline" makes test unit. Tests are prepared in the previous semester, the joint team of teachers' discipline-provider "and" discipline-consumer "according to the agreed rules and sections. The number of such units is determined by the number of "supplying disciplines" [7. 131]. The number of test questions in each block must be greater

than the number of questions asked (10) is not less than 5 times. Costs associated with the development of tests and testing shall be paid in the prescribed manner by the Academic Council of the university.

Testing is conducted in the first week term in accordance with the learning schedule at all "disciplines supplying" for 2 hours, usually on a computer. Testing is performed using a single computer program for quality management center established procedures. The test results are transmitted over a computer network in the quality management of the University Center of Education and after the automated processing of the next day returned to the relevant department.[5]

The degree of student performance test is measured using the formula $K_i = S_i / S$, where S_i - total points scored student; S - the total number of test points. When the degree of importance of the test student $K_i \geq 0,55$ test is passed. There are procedures for re-testing and training to eliminate the detected defects in knowledge. The test results are recorded as the first stage of monitoring of "discipline-consumer." knowledge level may be high ($K_i > 0,9$); good ($0,7 < K_i < 0,9$); satisfactory ($0,55 < K_i < 0,7$); low ($K_i < 0,55$). Correcting the knowledge and skills of students provides a course of additional training.

Recheck the quality of knowledge and skills of students who have shown poor results in the initial test, and have undergone additional remedial classes, held immediately after the end of the occupation of the previously discussed form. The implementation of this procedure and the achievement of this goal will ensure the elimination of the identified deficiencies in the knowledge of the students in these disciplines and the university will ensure a high level of quality of training for enterprises in accordance with the requirements of the GEF IN under the QMS.

What is happening now in high school, colleges, high schools and secondary schools, namely that of a stir there are currently in high school? Particularly disappointing poverty, poor logistics training process engineering disciplines. Changeling bachelor led to the desire of high school as the class of employees to eliminate the preparation of the engineering staff, because Magistrates completely different purpose and objectives, which are mostly common with the Graduate School [1, p. 6-7].

It is sad that the voices of prominent Russian scientists in support of engineering education were not heeded, and the lack of funding for their training has led to the fact that today Russian industry is like a tree without leaves, causing surprise that more vividly. Attempts to offer a solution to these problems due to the invitation of the best foreign graduates of engineering schools are absurd in fact, because they have to present a healthy desire to compete and objective assessment of their skills compared with

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their homegrown. Non-clear on what basis the higher school management decided that it has the right to determine the levels of engineering education in our country. We believe that it will be difficult to solve the problem, if we can revive, regain honored, recognized by the international community priorities, which are so obviously we had in comparison with foreign higher education in the old days.[6]

Residual principle of financing higher education has provoked an outflow of her outstanding scientists, talented practitioners, significantly depleting the level and quality of the educational process. AN Kosygin, probably the only Russian prime ministers, it is understood and death stood guard preserve the best of its traditions, which were so abundant in our high school. He liked to repeat the same phrase: it is better to cook mediocre engineers than bandit, repeat offenders, drug addicts, alcoholics, people on treatment and correction of which society will have to spend considerably more money than those that would be required to maintain the higher school at the proper level. And it industry and the best Research Institute had engaged in the development and production of scientific stands, instruments, testing machines, the level of which is very quickly approaching such a recognized foreign authority as Zwick, Instron and others that you are a called in the hearts of high school workers hope filling the teaching laboratories of higher schools priority equipment, instruments and stands. This would significantly improve the quality of higher education, and the level of engineering education. And as these truths are clear and understandable to all, but especially to those who make the decisions, but unfortunately, we are once again trying to fulfill someone's selfish ends, which are harmful to the cause, provoking a significant deterioration of the situation in higher education for the preparation of highly skilled engineering staff [2, p. 136-137].

Leapfrog with the curriculum, GOSami, their lowest level in no way confirmed by and unjustified, provoked the university authorities to adapt to all these absurdities that come from the higher school management, their dashing and unwillingness to fight for the preservation of all the good that has been accumulated by the higher school, the collapse of the secondary vocational and basic vocational education (SPO and NGOs), which have always been fed for higher education in the formation of a high quality set due to talented graduates of these training s institutions, contributed to the formation of middle managers and workers of higher qualification. A vacuum is created to provide businesses a talented leader, who will be able to eliminate congestion and provide a dramatic leap forward to achieve new heights, and not give rise to the disaster and not

willing to explain their origin lack a strong scientific base to prevent such facts, such troubles (catastrophe).

Completely inexplicable fact indifference to high school. The Company does not deserve any respect, if not able to provide a decent life for their children, pay as much attention to their development and formation, as they are able to perceive, and to divide children on peripheral and elite, to worthy of our attention on those who are deprived of elementary attention to their needs, problems. The media are the facts of embezzlement of public money in such volumes, funds which would be enough to solve all the social problems that children really had a happy childhood and the ability to get a decent education and training. Such an attitude to their future provoked the lack of influx of talented young people in higher education [3, p. 6-7].

It looks strange in this regard the decision of the higher school leadership to conduct ratings. They have forgotten that the public universities of different needs: those whose names have always been at the hearing (Fiztekh, Moscow University, "Baumanka" Technology and many, many of the best universities of the country), and those located in Tambov, Lipetsk, Stavropol, Kemerovo and other cities. Their role was assessed much wider. Today, teachers of higher educational institutions, colleges, high schools and middle schools recklessly give their knowledge and love of the children, to give them the amount of knowledge, which will enable young people to be in demand by society, not thrown into the street. But in Kaluga I lived and worked great Tsiolkovsky, Kazan - Mendeleev; then we did not divide the city on unnecessary and priority. Can one sick child to be worn around the world in the desire to help him; and that's fine, if a number were not others who are not "lucky", and they were in the wrong place at the wrong time. Every life is the way society, the indifference - a terrible evil. Indifference is more dangerous than cancer, as a manifestation of human callousness, indifference and a betrayal.

Let us return to the higher school problems. Today, in the learning process a lot that does not guarantee the creation of conditions for the training of highly qualified specialists. We call and describe the problem. First of all, it should be noted that negated the role of the teacher as the main factor shaping the level of training of highly qualified specialists. Assessment of the level of quality of the educational process is reduced to the formal criteria, we refer to them competencies that will not help to create a high level of training. Formally, the Ministry of Education issued an order obliging universities to open branches special graduate departments in enterprises and major research institutes, but it is advertised in the absence of any coordination with the Union of Employers within the Chamber of Commerce of the form and

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nature of the interaction between universities and businesses. Its content does not contain any legal or institutional, or other forms of legal co-operation, that is started up at random, which means that you need, in principle, the decision on strengthening the links between universities and enterprises can not be realized.

Not marked with any terms or forms of addressing the logistics of universities, which negates publicized restructuring of high school on the basis of the introduction from 01.09.2014, the new GEF IN, proposed in the framework of its implementation to prepare a bachelor. This dashing once again confirms the lack of a strategy for the withdrawal of the higher school of the deep crisis in which it was the fault of non-deliberate, compromising policy of the Russian Federation Ministry of Education leadership, which publicly condemned the most part presiding Lei leading universities and, of course, the teaching corps Russia . Actually they lost their role and importance for the higher school rectors of the Russian Union of high school, UMO universities of Russia. Universities lack of coordination and exchange of experience of the best universities of the Russian Federation and can not adopt the best achievements at home, in high schools, located in the so-called peripheral regions [5, p. 26]. Ministry eliminated existing forms of training of teachers on the basis of the leading universities in the direction of training, which is completely unjustified and led to a significant reduction in the level of pedagogical skills of teachers of high schools, and, consequently, to a decrease in the level of training.[7]

Advertising aimed at persuading in obligation to achieve improvement of quality of preparation of specialists at the expense of the invitation of leading scientists from foreign universities will provoke a result similar to the situation in the Russian national team, when such leading players invited for a fortune in the club teams, had raise the skills of domestic football, but all ended in failure, and this was expected. The path must be different: it is necessary to revive the training school of the Olympic reserve school club and pay great attention to logistics of these schools, creating the opportunity for growth of children and young people skills. All this - truths. The same state of affairs and the preparation of specialists on demand for domestic enterprises. It is necessary to return to the traditional scheme: improvement of the situation in secondary schools, lyceums and colleges will return the authority of higher education and promotes a dramatic improvement in training highly qualified specialists.

Hostages of this situation remains the youth, our future. Blindness, lack of understanding of the situation it is actually pain-she harmful to higher education, threaten the future of the Russian scientific

community, to remedy the situation will take decades. It is good that today survive enterprises of light industry to provide the population with marketable products. So there is hope that will be a need for engineering staff, without whom restore light industry at least to the level of 1986 is not possible.[8]

The concept of employment of young experts is far ambiguous. Under it is possible to understand and employment of the graduates of the specialty acquired in college, and just getting a job after graduation, regardless of whether it meets the qualification and employment for the prestigious best work, without taking into account of the profile of educational attainment. Each of these representations shows the variety of problems, but you can not find effective ways to solve the problem of employment of college graduates.

Interdepartmental program of adaptation to the graduates the market says about the effective employment as employment in the specialty, which should seek any higher education institution. graduate employment problem is nowadays one of the most pressing. Especially acute it becomes for people graduating from higher education institutions. In a planned economy, the graduates enjoyed the special care of the state, had benefits as an intern. Mandatory distribution-division graduates guaranteed them employment and gave the opportunity to acquire practical experience in the specialty at the enterprises within three years [9].

Labor market realities in Russia at the moment is such that many students who have completed higher education, are faced with employment problems. The tasks of the higher education institution, in addition to the direct instruction of students, should include monitoring of their employment, and also you-effect level of knowledge obtained graduates for future professional activities.

Conclusion

In conditions of market relations the effectiveness of the educational institutions in the vocational education system is determined not only by the degree of demand for graduates of different skill levels in the labor market, but also the knowledge of the real situation of young people in the labor market, the ability to look for a job and successfully present yourself to the employer. Graduates, young professionals, are one of the most poorly protected socially populations. In order to prepare graduates for independent search of work and a successful adaptation of the regional labor market, it is necessary that the graduate had an idea about the upcoming employment, professional career, as the knowledge he had received, abilities and skills, as well as employers' requirements to be met by the graduates of the university [7. 111].

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The general approach is based on the principles of total quality management (Total Quality management TQM) and a quality management system requirements of the International Organization for Standardization (ISO). In this context, taking into account the requirements of ISO 9001-2015 Quality Management System foundation of the university should be:

- customer focus;
- Leadership in setting goals and achieving them;
- involvement of all participants in the educational process in the solution of problems of the university;
- process approach to the organization of all kinds of high school activities;
- a systematic approach to its management;
- continuous improvement of the quality of education.

The problem of quality of vocational training must be addressed at all stages, including:

- intelligent analysis of labor market;
- conceptual work planning;
- conceptual planning training;
- Development of working curricula;
- methodical, informational and technical support of the educational process;
- Admission to the university organization;
- organization of the educational process;
- control of knowledge and qualification tests;

- employment of graduates and their adaptation to the enterprises;

- the organization and the quality of postgraduate education and training.[10]

It should be noted that there is a tendency to reduce the number of graduates employed on contracts with enterprises. Decrease in the number of signed contracts say the reluctance of enterprises in an unstable economy, the possible reduction of production to go on long-term relationship, to enter into commitments on employment. Companies are not willing to spend the funds for targeted training specialist, even on an individual plan of study, as well aware that graduates come to them with a request to do its job, having the knowledge and competencies needed to practice. More willing to conclude agreements on strategic partnership, which determine a wider range of cooperation between the parties in various areas of activity than a hundred pro-employment of graduates of higher education.[11]

It's sad, but students can acquire practical skills and know the features of modern technology. Students are not allowed to practice on those same companies where like so need experts. Therefore, it is necessary to sit at the "round table", to engage in dialogue with employers on how to jointly build a learning process, so that enterprise came precisely those specialists and in such an amount that would be needed not only for today, but the main thing - tomorrow .

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