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КАЧЕСТВА ВЫСШЕГО ОБРАЗОВАНИЯ / ISSUES OF QUALITY ASSURANCE  
IN HIGHER EDUCATION**

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<sup>1</sup> **Burbekova S.,** <sup>2</sup> **Suleimenova Sh.,** <sup>1</sup> **Kassenov Kh.,** <sup>3</sup> **Kuchanskyi O.,** <sup>4</sup> **Kuangaliyeva T.**

<sup>1</sup> Astana IT University, Astana, Kazakhstan

<sup>2</sup> Academy of Public Administration under the President of the Republic of Kazakhstan,  
Astana, Kazakhstan

<sup>3</sup> Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

<sup>4</sup> Academy of physical education and mass sports, Astana, Kazakhstan

**COMPARATIVE ANALYSIS OF THE CONCEPT OF  
“QUALITY ASSURANCE” IN THE SCIENTIFIC LITERATURE**

**Abstract.** The article gives an overview of the updated analysis of the concept and nature of “quality”. The present research on systematic review of literature of scientific articles and theoretical documents is aimed at identifying concepts, theories, and research trends and methods linked to the quality management in educational setting. The review findings demonstrates that theoretical papers, such as reports, policies, and concepts of the concept “quality” identifies three common approaches to the concept “quality”: quality as a process, as a procedure and as a result. Analysis of the empirical papers revealed that the most prominent concepts were the quality assurance, control, and quality culture in education setting. Following the inductive analysis, this study investigated common research trends and conceptual framework how the “quality” concept is defined in educational setting. Different data analysis techniques have been applied in this article. Meanwhile, the definition of the concept “quality” includes content analysis, descriptive analysis, and inferential analysis.

**Key words:** quality assurance, quality monitoring, quality control, quality culture.

**Introduction.** Commonly used internal and external quality assurance procedures in educational settings have been searched in scientific literature as well as the criteria used to evaluate the quality in the context of higher education. The standard setting and quality of education management fulfillment process is the bases of education quality assurance system. Quality assurance is the entire systematic action plan to provide satisfaction of certain quality requirements where the key requirements of effective quality assurance are the improvement of the purpose when every member of the organization contributes to the quality process. In ESG and ISO the notion of “quality” is represented as a broad term and definitions have common meanings “quality” as considered as compliance with established standards, requirements, inherent characteristics, and stated goals [1,2]

From this conventional definition, a more robust definition of quality is a compliance with the requirements of licensing, state compulsory education standards, and consumers. Part of the broad definition of quality is "quality values": academic, managerial, pedagogical and employment oriented. Therefore, quality can be generally defined as superiority, perfection, compliance with high standards. This literature review is the groundwork for the future implementation of the notion of quality in education setting.

ESG uses the term “quality assurance” to describe all activities within the continuous improvement cycle (i.e., quality assurance and quality improvement activities), centering quality activities on two interrelated goals: reporting and improvement [1]. Based on this, as part of the analysis of scientific literature, we will adhere to the following definitions of the term “quality assurance of higher education”:

- 1) quality assurance of higher education as a process of forming and maintaining the required properties and characteristics of educational services;
- 2) quality assurance as a procedure for maintaining the required properties and characteristics of educational services as they are provided;
- 3) quality assurance of higher education as a result of the formation of the required properties and characteristics of educational services.

The “required properties and characteristics of educational services” mean: i) quality of higher education content; ii) the quality of the university student population; iii) quality of university staff; iv) the quality of the infrastructure of the organization of higher and postgraduate education [3].

### **Methodology**

A systematic review of literature as a process of scientific analysis has been used for assessing the concept of “quality” in educational setting. Systematic Reviews and Meta-Analyses methods have been used to ensure the effectiveness of the document search strategy in the largest multidisciplinary databases, such as Web of Science (WoS), Scopus to search for studies in field of quality assurance. In this study also, the policy documents, publications, and reports on up-to-date information on quality have been investigated and gathered. The filters on keywords “quality assurance, quality monitoring and control, quality culture” were set to search the open-access articles and journals related to social science and education. Being published in educational and social science publications including both theoretical and empirical research (quantitative, qualitative, or descriptive methods) were the criteria of selection in open access articles. Within the literature review have been performed many types of data analysis based on data collection tools and data distribution methods, including descriptive and diagnostic analyses, reliability, principal component analysis, correlation, comparative analyses, and content analysis.

Evaluation of article titles and abstracts to determine their suitability for the research question and literature review methodology were involved in the screening stage. Eligible 50 sources including scientific articles, policy documents, theoretical and empirical studies have been reviewed and analyzed. concepts and theories, research trends, and methods have been categorized to answer the research questions. Concepts on “quality” and theories of the quality assurance extracted from both policy documents, theoretical and empirical publications compile information on research trends and methods based on empirical studies.

### **Systematic Literature Review of prior scientific research**

A review of educational research on the concept of “quality” is the initial step to understanding relevant concepts and conducting empirical research. Both narrative and systematic reviews help identify research gaps and develop research questions, respectively. This literature review aims to identify concepts and theories, research areas, research trends, and research methods associated with the research of the notion “quality” in educational setting. Own quality management theories have been developed by many researchers and used in practice. As the quality is first principle of material and non-material world this fact leads to different perception of the quality concept. J. Juran, Deming and Crosby, etc. [4] are considered to be the founders of quality management. Within the European Standards and Guidelines for Quality Assurance in Higher Education (ENQA, 2005) many aspects of

quality assurance such as the academic standards quality, the assessments relevance, stakeholders' involvement of within the reliability of internal practices have been addressed [5].

The concept of "quality assurance" is noted for its multidimensionality in the definition and involves a combined approach to the definition of the term "quality" [1, 6]. There are different approaches to defining the concept of quality, for example, in the Report on the Quality Culture Project of the Association of European Universities, 8 quality concepts were proposed: "quality as fit for purpose"; "quality as approval (zero defects)"; "quality as customer satisfaction"; "quality as superiority"; "quality as value for money"; "quality as transformation"; "quality as modernization"; and "quality as a means of control" [7]. Brennan & Shah offer four main types of "quality values": academic, managerial, pedagogical and employment-oriented [8].

The authors of this study, for obtaining data on approaches to defining the concept of quality in general sense and defining the term "quality" in the context of higher education processes, conducted an article selection based on the keywords as "quality monitoring and control", "quality culture", "quality assurance of higher education". Meanwhile, systematic reviews include not only information obtained from the literature but also the adopted approach and where and how the literature was found. The significance of a systematic literature review can be seen in the criteria used to assess whether a selected article is appropriate to study for the review. Therefore, our research contains policy documents, theoretical and empirical papers to provide updated information on quality management and assurance in educational context. Table 1 presents quantitative data on how many sources in the result of search have been found in the Scopus and Web of Science databases based the keywords.

Table 1 - Scopus and Web of Science databases search results

	<b>Web of Science</b>	<b>Scopus</b>
quality assurance	2394	2355
quality monitoring	1531	3286
quality control	3938	42
quality culture	2839	1512

Having reviewed 50 sources, the authors of the article have grouped the researches into three categories:

- 1) quality assurance of higher education as a process of forming and maintaining the required properties and characteristics of educational services;
- 2) quality assurance as a procedure for maintaining the required properties and characteristics of educational services as they are provided;
- 3) quality assurance of higher education as a result of the formation of the required properties and characteristics of educational services.

Quality as a "process" is considered by number of scholars. Astin, Schellekens, Crozier, Dill, Campbell & Rozsnyai, Shishov, Kleijnen, Abad-Segura state "quality" as a process of transformation and change. According to scholars Stensaker, Birnbaum, Gulden, Sluijsmans quality also may be viewed as management process. Jessop, Bendermacher, Yesenbaeva discussed the importance of quality assurance as the measures taken for improvement.

Quality as a "procedure" to improve the cost-effectiveness of the quality management processes and take objective decision in quality management is offered by Manarbek. Much research has been done in investigating various approaches to quality measurement (Kalanova, Bishimbaev, Baartman, Prins), quality assessments and assessment practices

reflection (Sluijsmans, Hobson, Joosten-ten Brinke), difficulties in quality monitoring and assessment, process of evaluating to ensure the programme's overall quality (Sridharan, Vlăsceanu, Boud, Falchikov, Baartman, Kloppenburg).

Lee, Greena, Tripathi, Jeevan, Kalanova, Bishimbaev offer to define quality as “a result” of formation of the required properties and characteristics of educational services and compliance with established standards. According to Van Damm, Juran, Gryna, Valikhanova, Harvey and Stensaker quality is “a result” to satisfy the requirements of consumers and production of such a product or the provision of such a service, which demonstrates the degree of consumers' satisfaction.

Some authors of the article also have combined approach to defining the concept of “quality” where quality is seen as a continuous process of quality assessment, a set of planned, systematic procedures and activities for quality control (Vlăsceanu, Grünberg, Pârlea). According to Sârbu, Galkute, Mishin quality is the set of the educational system activity results, quality of the educational system and process and quality of educational services and conditions.

### **Discussion**

Results of literature review analysis of scientific literature of the concept “quality assurance” in higher education demonstrates the opinion of the authors who considers quality assurance of higher education as a “process” of forming and maintaining the required properties and characteristics of educational services. Astin, Schellekens et.al. views the concept of "quality" as a process of transformation and change involves the development of the individual and his talents. [9, 10, 11]. When defining strategic objectives, educational organizations take as a basis the concept of quality assurance as a key factor in the formation of the mission of the university and quality assurance policy, in which quality assurance is considered as a set of policies, procedures, internal or external systems and practices, as a set of indicators of an educational institution ( the content of education, forms and methods of education, material and technical base, etc.) The issue of responsibility distribution in the quality assurance process plays an important role, since a special place is given to the formation of a sense of responsibility for quality management (Dill, Campbell & Rozsnyai, Shishov) [12, 13, 14]. Stensaker and Birnbaum [15] referred to the rising discussion of “quality management” as “trend” and “management fad”. Now the quality becomes on the agenda of external parties like HEIs, governmental bodies and business sector not only the lecturers who used to be responsible for the quality of education as their personal obligation as in the past. Gulden et al. states in [16] that the organization capacity and readiness for changing directly effects the organizations' management system. The study of institutionalism and its elements can help to determine the universities organizational structures and their response to the external environment. Sluijsmans et.al. considers the quality assurance as the measures taken to determine guaranteed educational quality [17].

According to Jessop et.al. “quality assurance requires a comprehensive, integrative approach, because it involves a complex evaluation of programme outcomes that represent both the educational programme's philosophy and the complexity of outcomes” [18]. Continuous improvement and assessment quality ensuring necessitates a “shift away from quality control (with an emphasis on accountability) and towards increased autonomy based on the experiences and expertise of the stakeholders involved” [19]. Yesenbaeva et.al. states the importance of fostering such a learning culture shift in introduction and implementation [20]. Kleijnen et.al. in their study view the quality as a “transformation, a process of change that adds value to students through their learning experience which highlights the possibility to develop and enhance learners' competencies [21, 22].

Table 2 - The result of the concept grouping: quality as a “process”

N	Authors
1	Astin A. <i>Achieving Educational Excellence: A Critical Assessment of Priorities and Practices in Higher Education</i> . San Francisco – Jossey-Bass Inc. – 1985. – P. 25–31.
2	Schellekens, L.H., van der Schaaf, M.F., van der Vleuten, C.P.M., Prins, F.J., Wools, S. and Bok, H.G.J. (2023), "Developing a digital application for quality assurance of assessment programmes in higher education", <i>Quality Assurance in Education</i> , Vol. 31 No. 2, pp. 346-366.
3	ENQA. <i>Terminology of quality assurance: towards shared European values?</i> Fiona Crozier, Bruno Curvale, Rachel Dearlove, Emmi Helle, Fabrice Hénard
4	Dill, D. (2007), <i>Quality Assurance in Higher Education: Practices and Issues</i> , Elsevier Publications, Chapel Hill, NC.
5	Campbell, C. & Rozsnyai, C., <i>Quality Assurance and the Development of Course Programmes. Papers on Higher Education Regional University Network on Governance and Management of Higher Education in South East Europe Bucharest, UNESCO. 2002</i> – P. 32
6	Shishov, S. E. <i>Monitoring the quality of education at school.</i> / S. E. Shishov, V. A. Kalney M.: RPA, 2013.-352 p.
7	Stensaker, B. (2008). <i>Outcomes of quality assurance: A discussion of knowledge, methodology and validity.</i> <i>Quality in Higher Education</i> , 14(1), 3–13.
8	Gulden, M., Saltanat, K., Raigul, D., Dauren, T., Assel, A. <i>Quality management of higher education: Innovation approach from perspectives of institutionalism. An exploratory literature review.</i> (2020) <i>Cogent Business and Management</i> , 7(1),1749217
9	Sluijsmans, D., Joosten-ten Brinke, D. and van Schilt-Mol, T. (2015), “Kwaliteit van toetsing onder de loep. Handvatten om de kwaliteit van toetsing in het hoger onderwijs te analyseren, verbeteren en borgen”, Maklu.
10	Jessop, T., McNab, N. and Gubby, L. (2012), “Mind the gap: an analysis of how quality assurance processes influence programme assessment patterns”, <i>Active Learning in Higher Education</i> , Vol. 13 No. 2, pp. 143-154.
11	Bendermacher, G., Oude Egbrink, M.G., Wolfhagen, I. and Dolmans, D.H. (2017), “Unravelling quality culture in higher education: a realist review”, <i>Higher Education</i> , Vol. 73 No. 1, pp. 39-60.
12	Yesenbaeva G.A., Kakenov K.S. <i>Model of the internal education quality assurance system at a university in the context of the bologna process. Advances of modern natural science.</i> – 2014. – № 11 (part 3) – pp. 96-98
13	Kleijnen, J., Dolmans, D., Willems, J. and Hout, H.V. (2013), “Teachers’ conceptions of quality and organisational values in higher education: compliance or enhancement?”, <i>Assessment and Evaluation in Higher Education</i> , Vol. 38 No. 2, pp. 152-166.
14	Abad-Segura, E.; González-Zamar, M.D.; Infante-Moro, J.C.; Ruipérez García, G. <i>Sustainable management of digital transformation in higher education: Global research trends.</i> <i>Sustainability</i> 2020, 12, 2107.

So, in this category the term “quality” is stated as a process of forming and maintaining the required properties and characteristics of educational services in higher education institutions.

Institutional quality management has become a crucial issue in quality assurance and a part of organization responsibility. Today HEIs exercise challenges for providing quality services and preserving competitiveness at the national and international markets. So quality assurance is viewed as a “procedure” for maintaining the required properties and characteristics of educational services as they are provided.

It is important for educational institution to know the cost-effectiveness of the quality management processes. Manarbek et al evaluated literature combining institutional and

instrumental reasons to investigate the internal dynamics of organizational change within higher education institutions [23]. The authors of scientific articles consider various approaches to quality measurement, such as TQM (Total Quality Management) of Total Quality Management and PDCA as a quality assessment method (Kalanova, Bishimbaev, Baartman, Prins) [24, 25]. Measurement of physical properties, product (services) parameters and characteristics is the first approach to the quality concept mental quality assessment form product (service) is defined as second approach. In Gulden’s study findings the importance of the curriculum design and development of degree programmes are highlighted as well as varying teaching methods to ensure quality of degree programmes.

Manarbek et al states that quality management tools, concept development and many management issues remain open. To take objective decision in quality management it is necessary to supplement and revise factors in quality assessing control and monitoring [26].

According to Sluijsmans effective approach to increase external and internal quality is self-evaluation report which can result in improvement of concrete points and raise awareness about the quality assessments [27]. PDCA - plan, do, check, act procedure can be another method to facilitate assessment practices reflection [28]. To ensure assessment quality the PDCA procedure is used at the “assessment cycle” stages which generally consist of generally four stages:

1. the stage of design, for formulating module learning outcomes, the content, purpose, and assessment method;
2. the stage of administration to properly administrate and assess;
3. the stage of evaluation to analyze and evaluate the test scores;
4. the stage of action to formulate actions for final stage of improvement to close the PDCA.

The university study programmes have difficulties in quality monitoring and assessment. To clearly demonstrate alignment is problematic because of gaps in module and programme outcomes and lack of transparency. [29]

Vlăsceanu et.al. identify quality assurance as “an ongoing, continuous process of evaluating (...) the quality of a higher education system, institutions, or programmes” [30].

Continuous student learning is facilitated via various assessment practices [31]. The quality of the assessment practices should be carries out to ensure the programme’s overall quality via multiple stakeholders regularly review [32]. This requires the stakeholders’ involvement to overview the study programme and being familiar with the quality indicators of the procedures used for evaluating assessment quality [33].

**Table 3 - The result of the concept grouping: quality as “a procedure”**

#	##	Authors
15	1	Manarbek, G., Seyfried, M. Winds of change? Academics’ views on the introduction of quality management in Kazakhstan. (2022) <i>Quality Assurance in Education</i> , 30(4), c. 416-430
16	2	Kalanova Sh.M., Bishimbaev V.K. Total Quality Management in Higher Education: Textbook - a practice-oriented monograph. - Astana: Publishing house "Foliant", 2006. - 476 p.
17	3	Baartman, L.K.J., Prins, F.J., Kirschner, P.A. and Van der Vleuten, C.P.M. (2007), “Determining the quality of assessment programs: a self-evaluation procedure”, <i>Studies in Educational Evaluation</i> , Vol. 33 Nos 3/4, pp. 258-281
18	4	Manarbek, G., Kondybayeva, S., Sadykhanova, G., Zhakupova, G., Baitanayeva, B. Modernization of educational programmes: A useful tool for quality assurance. (2019) <i>Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019: Education Excellence and Innovation Management through Vision 2020c</i> . 4936-4945

19	5	Sluijsmans, D., Joosten-ten Brinke, D. and van Schilt-Mol, T. (2015), “Kwaliteit van toetsing onder de loep. Handvatten om de kwaliteit van toetsing in het hoger onderwijs te analyseren, verbeteren en borgen”, Maklu.
20	6	Hobson, R., Rolland, S., Rotgans, J., Schoonheim-Klein, M., Best, H., Chomyszyn-Gajewska, M., Dymock, D., Essop, R., Hupp, J. and Kundzina, R. (2008), “Quality assurance, benchmarking, assessment and mutual international recognition of qualifications”, <i>European Journal of Dental Education</i> , Vol. 12 No. s1, pp. 92-100.
21	7	Sridharan, B., Leitch, S. and Watty, K. (2015), “Evidencing learning outcomes: a multi-level, multi-dimensional course alignment model”, <i>Quality in Higher Education</i> , Vol. 21 No. 2, pp. 171-188.
22	8	Vlăsceanu, L., Grünberg, L. and Pârlea, D. (2004), <i>Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions</i> , Unesco-Cepes Bucharest.
23	9	Bok, H.G., Teunissen, P.W., Favier, R.P., Rietbroek, N.J., Theyse, L.F., Brommer, H., Haarhuis, J.C., van Beukelen, P., van der Vleuten, C.P. and Jaarsma, D.A. (2013), “Programmatic assessment of competency-based workplace learning: when theory meets practice”, <i>BMC Medical Education</i> , Vol. 13 No. 1, p. 123.
24	10	Boud, D. and Falchikov, N. (2006), “Aligning assessment with long-term learning”, <i>Assessment and Evaluation in Higher Education</i> , Vol. 31 No. 4, pp. 399-413.
25	11	Baartman, L., Kloppenburg, R. and Prins, F. (2017), “Kwaliteit van toetsprogramma’s”, <i>Toetsen in Het Hoger Onderwijs</i> , Bohn Stafleu van Loghum, Houten, pp. 37-49.

So, in this category the term “quality” is stated as a procedure for maintaining the required properties and characteristics of educational services as they are provided in higher education institutions.

Another group of authors considered the quality assurance of higher education as “a result” of the formation of the required properties and characteristics of educational services. In [2] and [34] the definition of the concept of "quality" is considered as compliance with established standards, requirements, inherent characteristics and stated goals. Harvey considers quality in five categories: 1) something special, 2) perfection, 3) fitness for purpose, 3) value for money transformation [35]. Van Damm considers four models of quality: quality as standards of excellence; quality as fitness for purpose; quality as basic standards; quality as consumer (client) satisfaction [36].

In the national context, Kalanova and Bishimbaev consider the concept of "quality" as compliance with the requirements of licensing, state compulsory education standards, and consumers [24]. The concept of "quality" is considered not only as compliance with established standards, but also as superiority, perfection, compliance with high standards (Lee Harveya, Diana Greena, Tripathi, Jeevan) [37,38,39].

The concept of "quality" can be considered as interaction and transformation. Thus, the Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area (ESG) define the concept of "quality" as a result of the interaction between teachers, students and the learning environment.

The definition of the concept "quality" is based on the ability to satisfy the requirements of consumers. Thus, according to the definition, "quality" is considered as the production of such a product or the provision of such a service, the characteristics of which satisfy specific requirements that have a numerical value; the second - as the degree of satisfaction of consumer expectations when applying or using this product or service (Van Damm, Juran, Gryna). [40]

Valikhanova identifies the quality concept as "quality is the customer wants" which mostly considers the university services customers' [41]. To succeed in today the customer-oriented methods used by the universities aims at improving possible requirements like clients' customer satisfaction service. Harvey and Stensaker identify quality in various ways as "exceptional", "fitness for purpose" or "value for money" [42].

Zinchenko et al. [43] concluded that the existing education system is still "teaching" society. The authors identified that strategic resource is communication that significantly contributes to the HEIs' sustainable development and its competitive advantages of educational services in the national and global markets. Zinchenko et al. concluded that HEIs should be transformed and improved as institutions that are focused on all types of young people with disabilities; must be "gender sensitive"; create and strengthen a safe, non-violent, inclusive, and effective learning environment for all; and provide training for qualified educational staff, including through international cooperation of developed countries with developing countries.

Table 4 - The result of the concept grouping: quality as a "result"

#	##	Authors
26	1	Standards and guidelines for quality assurance of higher education in the European Higher Education Area (ESG) (ESG)
27	2	Omirbaev S. National model for ensuring the quality of education in Kazakhstan. Education. Quality assurance, IAAR, 3 (24), 2021, p.24-29.
28	3	PakYu.N. Accomplishment potential. Higher school in search of answers to the challenges of the time // "Modern Education". - 2017. - No. 1 (105). - S. 23-27.
29	4	ISO 9000:1994: International Standard ISO 9000:2005. Quality Management System. Fundamentals and vocabulary. - M.: Publishing house of standards, 2005. - S. 3-7.
30	5	Harvey L. 'Editorial: The quality agenda'. Quality in Higher Education. 1995; 1(1) -5-12 pp.
31	6	Van Damm D. Standards and Indicators in Institutional and Programme Accreditation in Higher Education. – UNESCO CEPES, 2003. – 143 p.
32	7	Kalanova Sh.M., Bishimbaev V.K. Total Quality Management in Higher Education: Textbook - a practice-oriented monograph. - Astana: Publishing house "Foliant", 2006. - 476 p.
33	8	Lee Harveya, Diana Greena. Defining Quality. University of Central England, Birmingham
34	9	Quality Assurance in Higher Education A Practical Handbook Central European University Yehuda Elkana Center for Higher Education Budapest, Hungary 2016
35	10	Tripathi M, Jeevan VKJ. Quality assurance in distance learning libraries. Quality Assurance in Education. 2009; 17(1)- 45-60 pp.
36	11	Juran J., Gryna F. Juran, S. Quality Control Handbook. - New York: Mc Graw - Hill book Co., p. 21.
37	12	Valikhanova, Z. Formation of a modern quality management system of education in marketing-oriented institution of higher education. (2018) Espacios, 39(15),31
38	13	Harvey, L. and Stensaker, B. (2008), "Quality culture: understandings, boundaries and linkages", European Journal of Education, Vol. 43 No. 4, pp. 427-442.
39	14	Zinchenko, V.; Bryzhnik, V.; Gorbunova, L.; Kurbatov, S.; Melkov, Y. Analysis of Leading Domestic and Foreign Experience on Higher Education Strategies in Terms of Internationalization for Sustainable Development of Society; Institute



		of Higher Education of the National Academy of Educational Sciences of Ukraine: Kyiv, Ukraine, 2020; p. 270.
40	15	Sârbu, R., Ilie, A. G., Enache, A. C. & Dumitriu, D., 2009. The quality of educational services in higher education–assurance, management or excellence. <i>Amfiteatru Economic</i> , 9(26), p. 385. Shewhart, W. A., 1931. <i>Economic control of quality of manufactured product</i> . Newtown: ASQ Quality Press.

So, in this category the term “quality” is stated as a result of the formation of the required properties and characteristics of educational services in higher education institutions.

In the result of literature review the authors of the article found the combined approach to defining the concept of “quality”. So, the concept of "quality" became the subject of discussion at international forums of international organizations, where the concept of quality is seen as a continuous process of quality assessment, a set of planned, systematic procedures and activities for quality control [44, 45, 46, 47].

The quality of education strategy ensures the quality process for continuous improvement. The single macro system integrated into the university system include the following components like quality of the educational system activity results, quality of the educational system and process and quality of educational services and conditions. Sârbu, et al. in the formation of the quality of education management process proposes that it is necessary to consider and use modern tools of management, control, and monitoring [48]. Galkute et al. defined quality as “a central tool for the transformation of universities”. The analysis result of the quality assurance within the sustainable development context, the “fitness of purpose” approach is advocated with the systematic goal and continuous transformation within the sustainable development achieving context. Based on the analysis of the internal quality systems Galkute et al. have concluded that the key role is “sustainability-literate, change savvy, inventive, ethically robust leaders for tomorrow, and for this to happen, a profound transformation of our HEIs is necessary” [49]. Mishin et.al. states five important things to be considered in the process of the quality assurance implementing such as guidelines, policies, targets, management mechanism, and activities. The five factors are considered to be a source of power in the implementation of quality improvement [50].

Table 5 - The result of the concept grouping: combined approach to defining the concept of “quality”

#	##	Authors
41	1	AUN-QA. Quality Assurance Guide to AUN-QA Assessment at Programme Level. ASEAN University Network. 2015.
42	2	Qualities in Higher Education: Textbook - a practice-oriented monograph. - Astana: Publishing house "Foliant", 2006. - 476 p.
43	3	Developing an Internal Quality Culture in European Universities. // Report on the Quality Culture Project 2002-2003. – EUA, 2005. – P. 50.
44	4	INQAAHE, 2005. Biennial Conference Wellington, New Zealand Quality, Assurance and Diversity (29 March 2005) To What End? The Effectiveness of Quality Assurance in Higher Education
45	5	Terminology of quality assurance: towards shared European values? Fiona Crozier, Bruno Curvale, Rachel Dearlove, Emmi Helle, Fabrice Hénard
46	6	Council For Higher Education Accreditation (CHEA) 2001, Glossary of Key Terms in Quality Assurance and Accreditation

47	7	Vlăsceanu, L., Grünberg, L. and Pârlea, D. (2004), Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions, Unesco-Cepes Bucharest. p. 74.
48	8	Brennan, J., & Shah, T. (Eds.). (2000). Managing quality in higher education. Milton Keynes: OECD, SRHE & Open University Press.
49	9	Galkute, L.; Fadeeva, Z.; Mader, C.; Scott, G. Assessment for Transformation—Higher Education Thrives in Redefining Quality Systems. In Sustainable Development and Quality Assurance in Higher Education—Transformation of Learning and Society; Palgrave Macmillan: London, UK, 2014; pp. 1–25.
50	10	Mishin, V. (2005). Quality management. 2nd edition ed. Moscow: IuNITI-DANA.

So, in this category combined approach to defining the concept of “quality” in broad sense is applied.

### **Findings**

Analysis of 50 sources contained various research methodologies conducted such as 18 quantitative research, 17 qualitative research, and 15 descriptive methods. We found differences in the research instruments, analysis, and participants based on their research design and methods observed. Analysis of 50 sources showed that “quality” notion was explained using different concepts based on the research area and trends. An overview of concepts related to the concept of quality can be found in Table 6.

Table 6 - Analysis of concepts related with “quality” notion.

<b>Approaches to the defining the concept of “quality”</b>	<b>Number of sources</b>
Quality as a process	14
Quality as a procedure	11
Quality as a result	15
Combined approach to the concept of “quality”	10

The review results demonstrated that theoretical papers, such as reports, policy document, and quality concepts contains different approaches to the concept “quality”: as a process, as a procedure and as a result. The authors of the article also found the combined approach to the definition of the concept “quality” where it (the “quality”) is viewed as the complex of different components. Different attempts in formulating new theories and applying existing ones, researchers have yet to develop a strong theory of quality. This study’s concept analysis identified the concept of “quality” as the complex of different components where the major factors of defining the quality tool are international reputation, quality research activities, smart students, international collaborations, qualified teaching staff, infrastructure, new courses and effective management.

The concept of quality has been generated in the analysis of empirical study’s research problems. These studies have investigated the relation between the different approaches to the concept of quality as a process, a procedure and as a result The instrument examination has revealed different tools like different data analysis techniques, including content analysis, descriptive analysis, and inferential analysis used to assess the concept “quality”.

Nevertheless, it must be emphasized that the study has the limitations. Several empirical studies that were not in Scopus, WoS databases may be missed because only indexed open-access articles have been selected. Additional research may have a different effect on the results. The subsequent systematic reviews and meta-analyses are recommended on the concept of quality assurance in indexed articles incorporated in other databases. The basis for further studies can become the prior studies’ use of quality concepts to build comprehensive theoretical

frameworks in line with the current situation. Researchers may also conduct future reviews examining the history of research instruments used in quality definition and considers the results of each empirical study.

### **Conclusion**

The aim of the literature review was identifying theories, concepts, trends, issues, and research methodologies associated with the concept “quality” in educational context. The authors of the article have addressed to the concepts of quality assurance, quality monitoring and control, quality culture in the context of higher education. The result of the research in literature review highlights the different approach to definition of the concept “quality” which has yet to be developed and applied a strong theory in a new context. In the reviewed 50 articles and strategic documents the issues with guiding principles and basic quality concepts, problems surrounding the quality definition in educational settings, and challenges regarding the notion of quality have been discussed. Also, regarding methodology, the techniques, tools, data analysis have been examined. In the result of review the authors of the article have identified three common approaches to the concept “quality”: quality as a process, as a procedure and as a result. As the study has the limitations, to overcome these limitations and provide a more general overview of the research topic, another systematic review of quality management and assurance literature may be additionally conducted.

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<sup>1</sup>Бурбекова С., <sup>2</sup>Сулейменова Ш., <sup>1</sup>Касенов Х., <sup>3</sup>Кучанский О., <sup>4</sup>Куангалиева Т.

<sup>1</sup>Astana IT University, Астана қ., Қазақстан

<sup>2</sup>Қазақстан Республикасы Президентінің жанындағы Мемлекеттік басқару академиясы, Астана қ., Қазақстан

<sup>3</sup>Тарас Шевченко атындағы Киев ұлттық университеті, Киев қ., Украина

<sup>4</sup>Дене шынықтыру және бұқаралық спорт академиясы, Астана қ., Қазақстан

## ҒЫЛЫМИ ӘДЕБИЕТТЕРДЕГІ «САПАНЫ ҚАМТАМАСЫЗ ЕТУ» ҰҒЫМЫНА САЛЫСТЫРМАЛЫ ТАЛДАУ

**Аңдатпа.** Мақалада «сапа» тұжырымдамасы мен табиғатын жаңартылған талдауға шолу жасалады. Ғылыми мақалалар мен теориялық құжаттардың әдебиеттерін жүйелі түрде шолуға бағытталған бұл зерттеу білім беру мекемелеріндегі сапаны басқарумен байланысты тұжырымдамаларды, теорияларды, зерттеу тенденциялары мен әдістерін анықтауға бағытталған. Шолу нәтижелері есептер, саясат және «сапа» ұғымының тұжырымдамалары сияқты теориялық жұмыстарда «сапа» ұғымына үш жалпы көзқарас ерекшеленетінін көрсетеді: сапа процесс, процедура және нәтиже ретінде. Эмпирикалық жұмыстарды талдау ең

маңызды ұғымдар білім беру ортасындағы сапаны қамтамасыз ету, бақылау және сапа мәдениеті екенін көрсетті. Индуктивті талдаудан кейін бұл зерттеу білім беру ортасындағы «сапа» ұғымын анықтаудың жалпы зерттеу тенденциялары мен тұжырымдамалық негіздерін зерттеді. Бұл мақалада Деректерді талдаудың әртүрлі әдістері қолданылды. Сонымен қатар, «сапа» ұғымының анықтамасы мазмұнды талдауды, сипаттамалық талдауды және логикалық талдауды қамтиды.

**Кілт сөздер:** сапа кепілдігі, сапа мониторингі, сапаны бақылау, сапа мәдениеті.

<sup>1</sup>Бурбекова С., <sup>2</sup>Сулейменова Ш., <sup>1</sup>Касенов Х., <sup>3</sup>Кучанский О., <sup>4</sup>Куанғалиева Т.

<sup>1</sup>Astana IT University, г. Астана, Казахстан

<sup>2</sup> Академия государственного управления при Президенте Республики Казахстан, г. Астана, Казахстан

<sup>3</sup> Киевский национальный университет имени Тараса Шевченко, г. Киев, Украина

<sup>4</sup> Академия физической культуры и массового спорта, г. Астана, Казахстан

### СРАВНИТЕЛЬНЫЙ АНАЛИЗ ПОНЯТИЯ «ОБЕСПЕЧЕНИЕ КАЧЕСТВА» В НАУЧНОЙ ЛИТЕРАТУРЕ

**Аннотация.** В статье дается обзор обновленного анализа концепции и природы «качества». Настоящее исследование, посвященное систематическому обзору литературы научных статей и теоретических документов, направлено на выявление концепций, теорий, исследовательских тенденций и методов, связанных с управлением качеством в образовательных учреждениях. Результаты обзора демонстрируют, что в теоретических работах, таких как отчеты, политика и концепции понятия «качество», выделяются три общих подхода к понятию «качество»: качество как процесс, как процедура и как результат. Анализ эмпирических работ показал, что наиболее важными понятиями были обеспечение качества, контроль и культура качества в образовательной среде. Следуя индуктивному анализу, в этом исследовании были изучены общие тенденции исследований и концептуальные рамки определения понятия «качество» в образовательной среде. В этой статье были применены различные методы анализа данных. Между тем, определение понятия «качество» включает контент-анализ, описательный анализ и логический анализ.

**Ключевые слова:** обеспечение качества, мониторинг качества, контроль качества, культура качества.

#### Авторлар туралы мәліметтер

**Бурбекова Сауле Жорабековна** - филология ғылымдарының кандидаты, Астана IT университетінің сапаны қамтамасыз ету департаментінің бас менеджері, Қазақстан; e-mail: saule.burbekova@astanait.edu.kz

**Касенов Ханат Нурбикович** - Педагогика және психология Ғылымдарының Кандидаты, Astana IT University, Қазақстан; e-mail: khanat.kassenov@astanait.edu.kz

**Сулейменова Шынар Қайратқызы** – Қазақстан Республикасы Президентінің жанындағы Мемлекеттік басқару академиясының докторанты, Астана қ., Қазақстан, e-mail: sh.suleimenova@apa.kz.

**Кучанский Александр Юрьевич** – техника ғылымдарының кандидаты, Тарас Шевченко атындағы Киев ұлттық университеті, Ақпараттық технологиялар кафедрасының доценті, Киев қ., Украина, e-mail: kuczanski@gmail.com

**Куанғалиева Тұрсынзада Куанғалиевна** – Куанғалиева Тұрсынзада Куанғалиқызы – экономика ғылымдарының кандидаты, доцент, Дене шынықтыру және бұқаралық спорт академиясының проректоры, Астана, Қазақстан, e-mail: kuantu\_80p@mail.ru.

**Сведения об авторах**

**Бурбекова Сауле Жорабековна** – кандидат филологических наук, главный менеджер Департамента обеспечения качества, Astana IT University, Казахстан; e-mail: saule.burbekova@astanait.edu.kz

**Касенов Ханат Нурбинович** – PhD по Педагогике и психологии, Astana IT University, Казахстан; e-mail: khanat.kassenov@astanait.edu.kz

**Судейменова Шынар Кайратовна** – докторант Академии государственного управления при Президенте Республики Казахстан, Астана, Казахстан, e-mail: sh.suleimenova@apa.kz.

**Кучанский Александр Юрьевич** – кандидат технических наук, доцент кафедры информационных технологий, Киевский национальный университет имени Тараса Шевченко, Киев, Украина, e-mail: kuczanski@gmail.com

**Куангалиева Турсынзада Куангалиевна** – кандидат экономических наук, ассоциированный профессор, проректор Академии физической культуры и массового спорта, Астана, Казахстан, e-mail: kuantu\_80p@mail.ru

**Information about authors**

**Burbekova Saule** - Candidate of Philological Sciences, Chief Manager of the Quality Assurance Department, Astana IT University, Kazakhstan; e-mail: saule.burbekova@astanait.edu.kz

**Kassenov Khanat** – PhD in Education, Astana IT University; Kazakhstan; e-mail: khanat.kassenov@astanait.edu.kz.

**Suleimenova Shynar** – doctoral student at the Academy of Public Administration under the President of the Republic of Kazakhstan, Astana, Kazakhstan, e-mail: sh.suleimenova@apa.kz.

**Kuchansky Alexander** - PhD in Engineering, Associate professor at Department of Information System, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine, e-mail: kuczanski@gmail.com

**Kuangalieva Tursynzada** – Candidate of Economic Sciences, Associate Professor, Vice-Rector of the Academy of Physical Culture and Mass Sports, Astana, Kazakhstan, e-mail: kuantu\_80p@mail.ru