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**THE RESEARCH OF FACTORS AFFECTING THE DEVELOPMENT
OF HIGHER EDUCATIONAL ESTABLISHMENTS IN UKRAINE**

The analysis of the latest publications concerning the given theme has been undertaken in the article. Macroeconomic indicators analysis of education in Ukraine has been undertaken in comparison with other countries of the world. Specific character has been determined and the factors affecting the development of higher educational establishments and the quality of higher education have been summarized. The main factors that can improve the educational process in Ukraine have been analyzed and the possibilities to apply them have been defined.

Keywords: *factors, conditions, quality, higher education, human resource, resources.*

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**ДОСЛІДЖЕННЯ ЧИННИКІВ ВПЛИВУ НА РОЗВИТОК ВИЩИХ
ОСВІТНІХ ЗАКЛАДІВ В УКРАЇНІ**

У статті проведено аналіз останніх публікацій стосовно обраної тематики. Проведено аналіз макроекономічних показників освіти в Україні у порівнянні з країнами Світу. Визначено специфіку та узагальнено чинники впливу на розвиток вищих навчальних закладів та якість вищої освіти. Проаналізовано основні чинники, які здатні покращити освітній процес в Україні. Виявлено можливості їх застосування в сучасній національній освіті.

Ключові слова: *чинники, умови, якість, вища освіта, людський капітал, ресурси.*

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**ИССЛЕДОВАНИЕ ФАКТОРОВ ВЛИЯНИЯ НА РАЗВИТИЕ ВЫСШИХ
ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ В УКРАИНЕ**

В статье проведен анализ последних публикаций относительно выбранной тематики. Проведен анализ макроэкономических показателей образования в Украине по сравнению со странами мира. Определена специфика и обобщены факторы влияния на развитие высших учебных заведений и качество высшего образования. Проанализированы основные факторы, которые способны улучшить образовательный процесс в Украине. Выявлены возможности их применения в современной национальной образовании.

Ключевые слова: *факторы, условия, качество, высшее образование, человеческий капитал, ресурсы*

Problem statement and its connection with important scientific and practical tasks. Modern conditions of economic development dictate specific requirements for functioning of modern national higher educational establishments that are instrument of economic development and indicator of life quality. So, the main factor of a country development is the quality of education that plays the main role in forming the united European educational system. It is also important that the quality of education is defined not only by the volume of knowledge, but it forms social, worldview and personal values that brings questions connected with the quality of education on a social level.

Dynamics of the development of information society, information technologies and the latest technologies of teaching requires providing the relevant level of higher education in Ukraine. So, the question of qualitative educational services and the system of effective management both in certain higher educational establishments and in the whole system of education is of great importance. That's it is very important to research the factors and systems affecting the development of higher educational establishments which can provide high quality of higher education on the base of retaining its fundamental character and correspondence to actual and advanced issues of a personality, society and a country.

The analysis of the latest publications on the problem. The latest publications on the problem of education in higher educational establishments have been published by the following authors: T.B. Lebeda, O.V. Mahuta, V.O. Pirus, B.E. Safonova and others. They state economic, innovation and marketing aspects which affect the development of higher education. The research connected with performance measurement of education has been conducted in works of I. Hryscshenko, E. Zhylytsov, I. Iliinskiy, V. Kutsenko, O. Sydorenko and others. Enforceability of educational, administration and financial policy of education has been researched by O.M. Koval, M.I. Kahadiy and others.

Unresolved parts of the research. In spite of significant research conducted by scientific workers in different aspects of higher educational establishments functioning, it should be noted that in literature and practical training the research that concerns the factors affecting the development of higher educational establishments in Ukraine is insufficient and unsystematic one.

Just specific character of higher educational establishments functioning in Ukraine in the post-Soviet area defines directions of national education system development on the way to European integration and specifies special aspects and unicity of factors affecting the development of higher education in Ukraine.

Goal of research. Defining specific character and generalization of factors affecting the development of higher educational establishments in Ukraine and the quality of higher education, that is identification and analysis of the main factors that can improve educational processes in Ukraine, detecting the possibilities of their application in modern national system of education.

Statement of the main results and their explanation. European integration and entry of Ukraine in the world scientific space stipulates the necessity and importance of higher education development. It is especially important while forming innovation system in the country that is directed at acceleration of social and economic and technological development of the country, what is mentioned in works of A.O. Kasich [1, 2]. Analyzing the higher education system reach level it should be noted that Ukraine is the country with traditionally high demand for higher education; the high indicator of which is shown in table 1, which is on the average 79% in the period of 2008–2014 and 82% in 2015.

Table 1

The number of people who have University diplomas in comparison with other countries of the world

Countries	Higher education system reach level, %*		Quality of education in 2015, % of people satisfied	The number of unemployed who have University diplomas in 2015, % of total number
	On the average in 2008–2014	In 2015		
Ukraine	79	82	50	17,66
Finland	94	89	81	17,96
Slovenia	86	53	78	17,51
Spain	85	89	57	39,15
Russia	76	79	51	11,42
Poland	73	71	67	12,4
Sweden	70	62	63	14,17
Turkey	69	79	51	21,65
Czech Republic	64	66	74	8,28
Great Britain	62	56	-	9,66
Germany	62	65	62	8,57
France	58	64	71	19,9
Hungary	60	53	55	10,35
Switzerland	56	57	83	9,17
USA	-	87	68	9,78
Canada	-	-	73	14,08
Kazakhstan	45	46	65	10,48

* percentage of people of appropriate age who get higher education.

Reference: [3, 4].

As you can see in the table, characteristic feature for Ukraine is a high level of people who have University diplomas, average level of unemployed who have University diplomas and very low level of education quality (50%) in comparison with other countries of the world. Despite their subjectivity, the indicators researched are mirror transformation of certain economic and social expectations from higher education system, so such situation shows disbalance of higher education system with requirements of economy and immaturity of reforms that are conducted in educational structure of the country. You can also see that contrast of the number of

people who have University diplomas to quality of education shows quantity doesn't mean quality and doesn't guarantee automatic employment.

The conducted analysis of macroeconomic indicators of education stipulates the necessity to define a specific character and to generalize the factors affecting the development of higher educational establishments and quality of higher education in Ukraine.

Higher education system in the post-Soviet area has its own specific character and special aspects. Introduction of the latest European reforms into educational process has let change Ukrainian model of higher education system (Table 2), adapt it to Bologna process, make cooperation contract between universities of Ukraine and European Union.

Table 2

Special aspects of higher education model have been put together on the basis

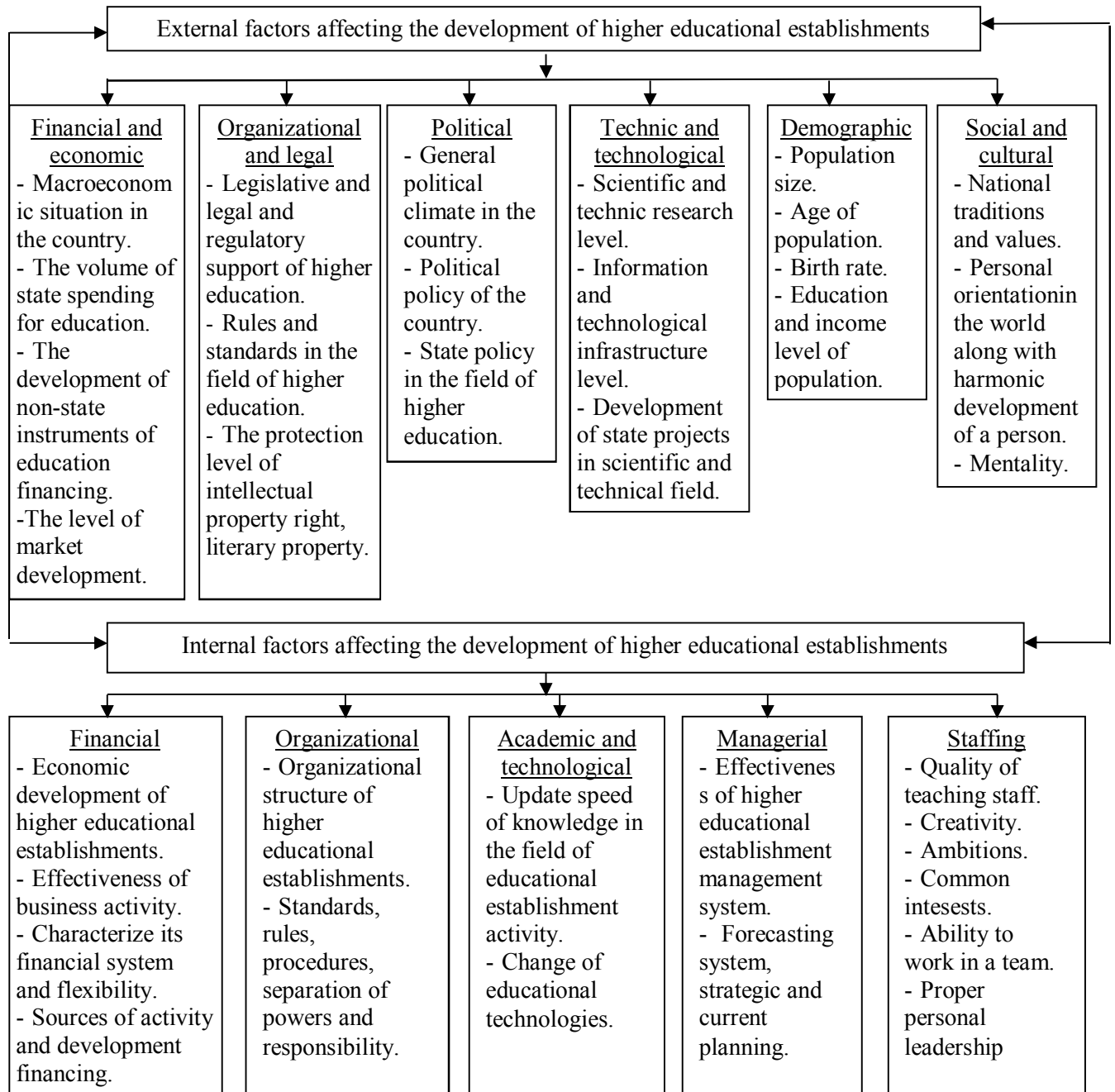
Characteristics of education models	American higher education model	European (Bologna) higher education model	Ukrainian higher education model before introduction of Bologna system	Special aspects of modern Ukrainian higher education model
Satisfying the requirements	Maximum taking into account interests of a student	Oriented at needs of a personality	Oriented at needs of a society	Орієнтована на потреби особистості
Structure	Exceptionally late speciality, individual approach, 70% of subjects of free choice of students, there is no shared schedule and individual and group lessons prevail	Choice plurality on all levels of training	Purposeful training with limited variants within chosen speciality	Choosing speciality while entering University with possibility of choice on all levels of training
Duration	Duration of training in University	During the whole life with many possibilities of retraining\changing career field	Age limits according to social utility, certain possibilities of advanced training or changing career field	During the whole life with many possibilities of retraining\changing career field

Continuation of Table 2

Characteristics of education models	American higher education model	European (Bologna) higher education model	Ukrainian higher education model before introduction of Bologna system	Special aspects of modern Ukrainian higher education model
Management	Developed university autonomy, individuality of teaching staff	University autonomy and partnership with regulatory authority; 'rules of the game' of higher educational establishments are worked out by academic society together with professional administration; variety and flexibility of management methods orienting at satisfying requirements of students	Strong regulatory pressure from higher management authority; 'rules of the game' of higher educational establishments are worked out by people who don't participate much in academic activity (Ministry, officials of ministry); management methods are oriented at requirements of higher management authority	Transition of universities to financial autonomy, but 'rules of the game' of higher educational establishments are worked out and controlled by the Ministry of Education and Science of Ukraine
Educational program	All courses are authorial. Representatives of administration acquaint themselves only with editorial calendar and can't visit classes and intervene in educational process	Formed by structural division of higher educational establishments orienting at meeting the requirements of a student with a few 'obligatory' courses	Defined and standardized by higher authorities orienting at meeting the requirements of society that have been stated by present government, minimum quantity of selective courses	Formed by structural division of higher educational establishments orienting at meeting the requirements of a student with a few 'obligatory' courses

Reference: made by the author on the basis of [5, p. 147–153; 6, p. 90–93; 7, p. 71–103].

As you can see from the research given above, educational process in Ukraine has its special aspects and differs considerably from American and European process despite adaptation to Bologna process. Taking into account these special aspects it is necessary to consider next the factors affecting the development of higher educational establishments (Figure 1).



Reference: made by the author.

Figure 1. Factors affecting the development of higher educational establishments in Ukraine

The majority of scientific workers note external and internal factors affecting the development of higher educational establishments in Ukraine [8, p. 221–227; 9,

p. 14]. L. Burdonos, while considering the factors affecting effectiveness of scientific and innovative activity of universities, confirms that effective functioning of higher educational establishment in general and its scientific complex is determined by many factors among which staffing, financial support and introduction of innovative technologies play the main role [9, p. 14–18].

It is necessary to note financial and economic, organizational and legal, political, technic and technological, demographic, social and cultural factors among factors of external social and cultural environment that can help form effective management system of higher educational establishment. Besides, such list of external factors combine the factors both of direct and indirect impact. Internal factors are factors that are directly connected with higher education establishment activity. In scientific literature these factors are grouped as financial, organizational, academic and technological, managerial, staffing.

The factors given above affect not only the development of higher education establishment, but also quality of educational process. So, the main factors affecting educational process are the following [10]:

- Quality of values, goals and standards that are considered to be the basis of assessment;
- Quality of national educational standards;
- Importance and updating of information that is used in educational process;
- Use of scientific research results in educational process;
- Correspondence of applied pedagogical methods to goals of study, subject content, potential of students;
- Use of innovative methods in study;
- Possibility to use modern educational equipment, information technologies in educational process;
- Pedagogical experience of teaching staff.

We think that it is important when both teachers and students are pleased with conditions and organization of educational process and relationship. Their view on goals of education that affects quality of educational process is important as well. So, social and cultural factors of higher educational establishment development which comprise organization and work and study conditions, psychological situation in a team and other conditions which affect satisfaction and motivation of teachers and students affect quality of educational activity.

Also the main factor which greatly affects result quality of educational process and development of higher educational establishment is interaction with employers not only within the scope of practical training, probation period and employment, but also in the scope of study of a specialist for the company and advanced training of the people working in the company; and also practical use of NDP results in a certain company.

Conclusions and prospects of future research. From the research done in the article as to the issues connected with the factors affecting the development of higher educational establishments in Ukraine the following conclusions can be made: the

development of higher education is of great importance for the development of the country and development of its authority among other countries of the world. It is necessary to note that Ukrainian higher education system model in spite of reforms introduced to adapt to Bologna process has not finished its development yet. And this stipulates future research within the scope of development of Ukrainian higher education system model.

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