

Nyrko Mykola

Kyiv National University of Technologies and Design (Kyiv, Ukraine)

Language and scientific supervisor – Kugai K., senior lecturer

STATE AND DEVELOPMENT OF MODERN HIGHER EDUCATION INSTITUTIONS IN UKRAINE

The quality of higher education is the compliance of learning outcomes with the requirements established by educational standards. At the same time, compliance with the state strategy of forming the knowledge economy and educating a patriot-citizen should be taken into account. The main problem in the development of higher education remains the lack of a long-term strategy for socio-economic development of Ukraine. This fact complicates the creation of higher education model adequate to the goals of the country's future.

The purpose of the study is to analyze the state of higher education institutions in Ukraine and their development strategies.

According to the Law of Ukraine «On Higher Education», the purpose of higher education is to obtain a person with a high level of scientific (creative, artistic) professional and general competencies necessary for activities in a particular specialty or in a particular field of knowledge [3].

Low employment opportunities after graduation, sometimes together with unsatisfactory quality of education, encourage the most prepared, talented and ambitious young people to enter foreign universities. The tendency to «educational emigration» is exacerbated by simpler conditions for admission to foreign universities. During the period from 2008 to 2017, the number of Ukrainians who went abroad for higher education increased more than threefold.

This is not the first year that Ukraine has been included in the QS Higher Education System Strength Rankings [1], which identifies countries with the world's strongest higher education systems. In this ranking of the 50 countries studied in 2018, Ukraine ranked 44th. It should be noted that according to this

rating, Ukraine is ahead of Poland – 46th place, but the positions of leading countries are still unattainable: Great Britain took 2nd place, Germany – 4th.

Ukrainian universities are actively advancing on the world stage. In the ranking of about 1,500 best universities in the world Times Higher Education World University Ranking 2020 there are 9 Ukrainian universities, Polish universities – 19, 48 universities representing Germany and 101 universities – from the UK [2].

The formation of the contingent of higher education seekers is largely determined by the number of school graduates. After 2003, the figure gradually decreased and in 2018 amounted to only 195 thousand people, which is 63.0% less than in 2003. This situation is due to the demographic crisis.

During 2021-2026, the number of school leavers will gradually increase, and by 2031 it will have hardly changed. But due to hostilities in our country, many universities are closing down, many students are being transferred to foreign universities, and applicants also prefer foreign universities.

A generalized problem of the higher education system is the lack of demand for higher education by Ukrainian society as an institution and the main resource for the country's development, which in combination with the massification of higher education causes distortion of the educational process and unsatisfactory results.

This issue is broken down into several interrelated problems that reinforce each other:

- inconsistency of the content and quality of higher education with the current needs of society and the national economy, low intensity of interaction with science and business;
- lack of funding and unsatisfactory financial support for higher education;
- insufficient level of autonomy, inefficient management of higher education;
- deterioration of university staffing;

- distortion in the formation of the contingent of university students;
- weak integration of Ukrainian higher education into the world and European educational and scientific space.

For the effective university development the most important is the student's acquisition of the following competencies: the ability to learn, process information, quickly master new technologies, the ability to think critically and creative approach to tasks.

The skills of systems thinking, programming, intersectoral communication, the ability to work in conditions of uncertainty, multiculturalism and multilingualism, environmental thinking, multifunctionality are also becoming relevant. The high complexity of the tasks for the future requires specialists to be able to concentrate, manage their emotions, maintain mental and physical performance, plan workloads. Thus, the university faces the task of combining the development of such students' abilities and at the same time providing them with specialized knowledge and skills in the chosen profession.

There will also be changes in teaching methods due to the change of focus from teaching to active student participation in the process. The function of the teacher in the future is mainly to create an environment for learning and management. At the same time, the teacher must constantly maintain their knowledge and skills in the current state. The forms of education will be dominated by mixed, with the widespread use of digital technologies.

The authors of the strategy identified seven goals for the development of the higher education system of Ukraine by 2031 [4]:

- improving the education management system and ensuring the autonomy of universities;
- ensuring the balance in the labour market of specialists with higher education;
- ensuring the quality and accessibility of higher education for

different segments of the population;

- integration of science, education and business for economic growth of the country;
- development of human resources potential of universities;
- development of the system of continuous education and lifelong learning;
- integration into the European and world educational space, considering national interests.

Conclusion. Based on the data of international rankings, we can note an ambiguous picture: Ukraine has a fairly high level of higher education system, while in the leading world rankings of universities there are only a few Ukrainian institutions that occupy far from the first positions.

The main expected results of the strategy are overcoming the problems of higher education, making the most of its opportunities and preventing national and global risks.

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