

**Педагогічні науки**  
**УДК 378(477):378(100)**

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## **UKRAINE'S PERSPECTIVES IN THE WORLD MARKET OF HIGHER EDUCATION**

**Abstract.** *Modern democratic countries care about engagement of young intellectuals into their scientific space, about raising of its level through “exchange of intellectuals” and receiving additional fees for preparation students for other countries. At the same time, an increasing of the number of foreign students in universities is not only one of the direct indicators of scientific potential of educational institution, its financial stability, but also positively characterizes country of its location according to criteria of social and multicultural tolerance, terroristic safety.*

**Key words:** *mobility, higher education, student, educational space, foreigners.*

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## **ПЕРСПЕКТИВИ УКРАЇНИ НА СВІТОВОМУ РИНКУ ВИЩОЇ ОСВІТИ**

**Анотація.** *Сучасні демократичні країни дбають про залучення молодих інтелектуалів у свій науковий простір, підвищення його рівня шляхом «обміну інтелектуалів» та отримання оплати за навчання студентів для інших країн. Водночас збільшення кількості іноземних студентів у ВНЗ є не тільки одним із безпосередніх показників наукового потенціалу навчального закладу, фінансової стабільності, але й позитивно характеризує країну, її місцезнаходження за критеріями соціальної та полікультурної толерантності, терористичної безпеки.*

**Ключові слова:** *мобільність, вища освіта, студент, освітній простір, іноземці.*

At the present stage of higher education development each country systematically implements its own model of education renewal. Reforms of higher education in the United States and Western Europe in addition to structural adjustment affected the content of programs, the distribution of educational time, taking into account the scientific activity of students. The number of foreign students in an educational institution in recent decades has become as the quantitative indicator of the quality of education, which affects the position of university in world rankings of universities. It has been found that over the last 40 years the rate of increasing of student flows

crossing the national boundaries for higher education has significantly increased. According to UNESCO, the level of international student mobility has grown by 300% over the past 25 years. As of 2005, the world number of students studying abroad was 2,73 million [8, p. 19], in 2009 – already 3,4 million [7, p. 6], in 2011 – 4,5 [6, p. 342], and by 2025, according to experts, can reach an index of 8 million [5].

Comparing the indicators given in the UNESCO Global Education Digest in 2004 and 2008, with the latest sources for 2013-2014 we should note that the positions of the countries – leaders in the organization of education for foreign students have not changed. In total foreign students are provided by more than 130 countries of the world. From this number, 886,052 students are educated in the United States, 435,500 persons came in Great Britain, 300,909 – in Germany, 288,544 – in France, 289,590 – in Australia, 189,198 – in Spain, 160,735 – in Canada, 186,606 – in Russia, and 69,969 – in Ukraine, – it is in the first twenty of countries exporting educational services.

The reform of higher education was studied by such national scientists as O. Gluzman, O. Dzhurynskyy, K. Lavrynenko-Ometsynska, Yu. Margolis, A. Meshchaninov, K. Polyakov, G. Tishkin and others. The question of the development of higher education in the United States is thoroughly analyzed by: K. Astakhova, M. Dudka, V. Kremen, A. Lyutysh, M. Stepko and others. The Polish experience of studying was researched by A. Vasylyuk, S. Kasyanova, K. Korsak, Y. Fedoryk, A. Kharchenko, and others.

The systematization of the main factors motivating the choice of the place of education is associated with a significant number of tasks of a targeted and organizational nature. The subjective effect of the education's obtainer manifests itself in the orientation on the world market of educational services, the choice of the country of study, the coordination of their expectations with the presented proposals on the form of training, its content, timing, payment, the procedure for legalization of stay in the country, the right to work in their free time, solving issues of living, feeding, medical care, social and personal protection, observance of rights and freedoms, etc. Therefore, the purpose of our study is to summarize the experience of foreign countries that accept the most powerful flows of foreign citizens, and countries that are geographically and socio-culturally are the main rivals of Ukraine in the educational market. In the study, we will use such characteristics that have a major impact on a student from position of the attractiveness of a country for studying at university, and which we consider as factors that motivate the student's choice.

The first motivating factor is the orientation, integrity and systematic nature of the state policy, which includes the effective promotion of educational services for export by independent agencies and public organizations with state support. The second is the cost and accessibility of training, the availability of grants and scholarships. We consider these factors as determinants of choice and interchange, since the state policy, that stimulates intellectual migration, makes the cost factor less meaningful, and vice

versa, when the price of education does not matter to the student. The third and fourth are interdependent factors: the quality of education, reputation and ranking of university, its scientific and professional potential; the features of the country's location of the university, its socio-cultural, in particular the legal environment, the level of terroristic safety, the overall comfort of stay.

Regarding *the first motivating factor*, it was found through analysis of sources that state policy in the direction of creating a system of educational services for foreign students and lobbying for the interests of national educational institutes in the international space develops in two ways of activity's organizing and there are countries that use the capabilities of both. In countries such as Great Britain and Germany, for a long time there are subdivisions of governmental organizations for foreign students (ministries of education, immigration ministries) or structures that are close to the level of ministries in terms of legal status and operating by resources. Government initiatives and legislation create conditions and encourage universities to attract foreign students, regulate the issues of simplifying procedures for obtaining student visas. Such normative documents have been ratified in recent years by the governments of Australia, Poland, Russia, and others. We believe that the most representative model of effective public policy is the *British Council*, the non-ministerial government department, registered as a charitable organization funded by the Ministry of Foreign Affairs and Affairs of the European Union, it has been operating since 1934. The status level of activity of the organization is illustrated by the fact that its chairman is Neil Kinnock, a former leader of the British Labor Party and deputy chairman of the European Commission. Through its offices in different countries and e-resources, the Council is actively lobbying for the educational services of its country abroad, offering funding for education through scholarships, curricula at courses, in schools, colleges, universities throughout Britain, provides the opportunity to order materials and contact directly with educational institutions. The *Agence EduFrance* (Agency for French Education, now it is called *Campus France*), similar structure as for the direction of activity, was founded in 1998 by the Ministry of Foreign Affairs and the Ministry of National Education in order to organize international mobility, implementation the state policy of the attractiveness of the French system of the higher education. It cooperates with two key operators of academic and scientific mobility CROUS and EGIDE.

In Germany, the *Deutscher Akademischer Austausch (DAAD)*, German Agency for Academic Exchanges represents the activities of various types of non-governmental organizations and structures that, according to their status, belong to a non-profit, but implement a national strategy. It is an intermediary organization promoting the foreign cultural-educational policy of its country, setting the task of developing cooperation in the field of higher education, offering scholarships for education from high school to postgraduate education and advanced training. Abroad, DAAD is represented by a

wide network of information centers that provide international contacts, programs and consultations. The peculiarity of this organization's activity is the establishment of permanent contacts. There are special programs for former DAAD-scholars. Studying online resources and official sites of world-known universities has shown that universities in developed countries use different opportunities to popularize their export services. In order to increase the proposals of their programs in international campaigns, they actively and independently promote them in foreign markets, fully use marketing strategies; promote their educational services and products on the principle "from producer to consumer", that is, without a mediator; create affiliates in other countries; enter into agreements on cooperation between higher educational establishments or their subdivisions; use distant and double (daytime and distant) forms of study.

The *motivating factor – the cost of training*, includes the expenses on accommodation, feeding, transport, leisure. According to official sites of governmental services, educational agencies, universities it was found that tuition fees are organized in four ways. All of them can be used within one country.

*The first* is that tuition fees are paid by the government of the host country, or formed by educational foundations of charitable organizations. This method is used by most states of the European Union, it is actively developed by Russia, Poland and each state, which seeks to establish a larger foreign policy activity or to direct migration policies to attract highly-skilled migrants. So, in 1999 the British government announced strategic changes in recruiting foreign students, increasing of governmental scholarships, marketing activities abroad, appropriation 700 million pounds sterling. One of the best universities in the United States, Yale, has about 10% of foreign students and often offers them not only grants for study, but also other expenses, but also fares, as written by M. Barber, K. Donnelly, S. Rizz [1, p. 162]. Russia in 2008 has increased in its universities the quota for studying of foreign students at the expenses of the state budget annually from 7 to 10 thousand places. Minister of Education and Science of Russia D. Livanov, argued that as of 2012, in various educational institutions of Russia, more than 40,000 foreigners were trained at the expenses of the budget [2]. In October 2013, the quota increased from 10 to 15 thousand. At the end of 2013, deputy minister. V. Kaganov noted that the government refers to the issues as already solved to provide students scholarships and medical insurance, migration support, and among the problems not yet resolved – transportation costs to 800-900 million rubles a year [3]. In total, according to Rosstat, 164,8 thousand foreign students studied in Russia in 2013. From 2016 it is planned to increase the quota to 20 thousand per year [4]. We believe that such an organization of educational export services allowed Russia to increase the number of foreign students, but it is unclear whether such a policy will be maintained in the future.

*The second way* – payment for studying foreign students is higher compared to domestic ones. Specialists from the National Center for Education Statistics of the United States said: “During the period 2000-2001 to 2010-2011, the prices for tuition from the bachelor’s program, living and feeding expenses in public educational institutions grew by 42 %, while in private non-profit organizations – by 31 % » [1, p. 165-166].

*The third way* is the same payment for students without distinction of their country of origin. This practice is more typical for well-known universities, in which the number of foreign students is significant.

*The fourth way* – the tuition fee depends on the language in which it is performed. If a student is studying in the language of the country, then payment for a foreigner is the same as for a domestic student who is studying on a contract basis. If the language of training is not the official language of the country, then such payment is much more expensive. This practice is used by many countries.

*The motivating factor – the attractiveness of a reputation* and the rating of an institution of higher education, the authority of the country of the university, its scientific and professional potential, as the motive for choosing to obtain the higher education, – is determined by the following.

1. Differences in the approaches to the organization of higher education.
2. A characteristic feature of higher education – the presence of a diploma and the awarding of the title (licensed, bachelor, specialist, master) does not yet give the right to be engaged in professional activities (there are exceptions).
3. The authority of the country and the location of the higher educational establishment additionally means the choice of the level of organization of scientific researches, access to scholarships and projects in a particular industry, the availability of modern, technologically equipped laboratories in universities, the space for scientific development, which has a great importance for the formation of the image of the educational institution, including material prospects.
4. Reputation and rating of universities. Universities use indicators of quality of education as a factor of attractiveness for foreign students, displaying ratings on sites, in reports, advertising and jubilee publications. The most popular are the International Academic Ranking of World Universities (ARWU), where are dominated American and English universities, and the World University Ranking Times Higher Education (THE) of 200 universities, in which the top five are reflected in the following areas: natural sciences and mathematics; engineering, technological and computer sciences; biology and agricultural sciences; social sciences.
5. The presence of the mechanism of external evaluation of the quality of knowledge of the student in developed countries, and, accordingly, the level of higher education. These are the cycles of the tests checking of fundamental, professional, professional-practical knowledge of students, performed by the method of external

quality monitoring by means of independent agencies. Indicator (score in points) is obligatory for the student to continue studying at the next level.

The motivating factor – *the general authority of the country* where the institution is located, the particularities of its socio-cultural, legislative environment, the level of terroristic safety, and the comfort of stay – those factors that attract students to their educational programs of USA, Australia, Great Britain, Canada, France, Germany: cultural-orientation – the opportunity to improve the cultural space of self-realization, to avoid cultural shock, pressure, to reduce the influence of intercultural differences, manifestations of racism, intolerance, etc.; professional-orientation – the quality of higher education, including professional perspectives; high social and living standards of the host country; availability of English language training courses and English-language professional and scientific environment; flexibility and variability of educational programs, educational levels, forms of education, scholarships and grants. It has been found that by choosing other, less powerful countries, students are guided, besides the named above, by additional motives. To them belong such as:

- a sufficiently high educational-scientific level of undergraduate education in higher educational institutions;
- developed national standards of professional activity taking into account international;
- general condition and availability of medical and pharmaceutical services in Ukraine;
- established relationships with a number of Asian and African countries, young people of which traditionally educated in the Soviet Union, the Ukrainian SSR, and who prefer to study in Ukraine;
- valid from the 50's of the XX century the system of organization of training for foreign students in universities, adjusted activity of preparatory faculties and faculties for foreign citizens;
- moderate, in comparison with European prices, payment for tuition and living conditions, which attracts a significant number of students from countries whose standard of living is lower than the ones offered;
- the transition from the state system of recruitment of foreign students and financed by the state budget to the contract type and autonomy of the university.

They raise the attractiveness of Ukraine, as well as those countries that are its closest competitors in the market of educational services.

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**Педагогічні науки**  
**УДК 377.2**

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## **ПРОЕКТУВАННЯ УПРАВЛІНСЬКОЇ ДІЯЛЬНОСТІ У ПТНЗ НА ОСНОВІ МАРКЕТИНГУ**

*Анотація.* У статті охарактеризовано підходи до організації діяльності професійно-технічних навчальних закладів на основі маркетингового управління. Досліджено вплив соціально-економічних чинників на проектування управлінської діяльності керівників ПТНЗ.

*Ключові слова:* маркетинг, професійно-технічні навчальні заклади, управління.

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## **DESIGNING MANAGEMENT ACTIVITIES AT VOCATIONAL SCHOOLS ON THE BASIS OF MARKETING**

*Abstract.* The article describes the approaches to the organization of the activities at vocational and technical educational institutions on the basis of marketing management. The influence of social and economic factors on the designing of the management activities of the heads of vocational schools is considered.

*Key words:* marketing, vocational schools, management.