

## MAIN TRENDS IN THE DEVELOPMENT OF EDUCATIONAL ORGANIZATIONS WITHIN THE SYSTEM OF HIGHER EDUCATION UNDER CURRENT CONDITIONS

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### INTRODUCTION

Firstly, let us analyze current trends in education development throughout the world. Analysis of the literature suggests that the interpretation of the world picture is changing rapidly. New information instantly spreads over the Internet, information technology is developing very fast, etc. On the basis of literature analysis<sup>1</sup>, it is possible to highlight the following trends in the development of the educational organizations: globalization, internationalization, quick changeability, innovativeness, continuity, humanization of education, quality of education, transformation into “entrepreneurial” institutions, development of educational institution a teaching and learning organization, ecologic focus.

Let us take a closer look at the highlighted trends.

Globalization is a transformation of a certain phenomenon into a worldwide/planetwide one<sup>2</sup>. Globalization affects all the aspects of human life and life of society, and, most significantly, education, particularly higher education. According to S. Kurbatov, globalization of the university education system has become a reality, determining its current state and prospects for further development. An example of this phenomenon is, in particular, the formation of common European education space (Bologna Declaration), aligning the education systems of all the European countries aiming to transform the European region into the most competitive region across the globe.

Besides, K. Stetsiuk<sup>3</sup> emphasizes that internationalization of education is one of the ways in which higher education replies to the possibilities and

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<sup>1</sup> Зінковський Ю.Ф. Досвід болонських перетворень вітчизняної освіти / Ю.Ф. Зінковський // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 2 (67). 2010. С. 57–61.

<sup>2</sup> McClelland D.C. Motivating economic achievement / D.C. McClelland, D. Winter // New York: Free Press; The Effects of achievement motivation training on small business. California Management Review. Vol. 21 (4). P. 13–28.

<sup>3</sup> Стецюк К.В. Освіта для збалансованого розвитку в контексті вимог здорового життєвого середовища / К. В. Стецюк // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 3 (72). 2011. С. 85–100.

problems of globalization. Internationalization of education is its openness, growth of students' and lecturers' mobility, development of the world market of educational services. Currently, in Ukraine there are a lot of international programs within the framework of internationalization of education, for example, Erasmus Mundus, "Erasmus+", IREX – Representative office of the International Research and Exchange Board, TEMPUS-TACIS, Free University of Berlin scholarships, the Visegrad Fund, Konrad Adenauer Foundation Scholarships, DAAD – German Academic Exchange Service and other.

Characterizing the picture of higher education throughout the world, it should be added that globalization resulted in the creation of various world rankings of higher education institutions, comparison of education in different countries, creation of optimal educational models.

An overall analysis of students' training in higher education institutions throughout the world shows that it has been a long time since such countries as, for example, India took a lead role on the international stage. Training of students majoring in engineering and technology is carried out at high-quality standards there, as evidenced by the fact that large American companies employ graduating students majoring in technology straight away<sup>4</sup>.

### **1. Analysis of current trends in education development in the world**

The characteristic feature of leading universities' functioning (as exemplified by the universities of the USA and Germany) is their huge monetary funds, availability of which has a positive influence on the development of higher education in these countries. Characterizing the universities of the USA, it is worthwhile to say that American higher education institutions spend a good deal of money on the development of library holdings.

Apart from the introduction of the Bologna system, European universities also founded the Utrecht network – the association of the European universities promoting the internationalization of higher education through summer schools, student and staff exchanges. Higher education institutions of Europe are among the oldest and the most prestigious in the world. Modern Germany preserves the reputation of the country with high scientific and research potential. As early as at the beginning of the XX century, a third part of the Nobel Prize Winners graduated from the German higher education institutions. A lot of Ukrainian scientists in the fields of Chemistry,

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<sup>4</sup> Захарченко В.І. Формування екологічної культури фахівців із регіонального управління як передумова сталого розвитку / В.І. Захарченко // Креативна педагогіка. Наук.-метод. зб. / Академія міжнародного співробітництва з креативної педагогіки. – Вінниця, 2010. Вип. 3. С. 25–31.

Biochemistry, Immunology, and Immunochemistry worked at the University of Strasbourg (France)<sup>5</sup>.

Ukrainian traditions of postsecondary education were formed under the influence of European education due to the geographical location of our country and its historical background. At the same time, it should be noted that the national higher education, which is currently looking for efficient educational models, should, by all means, preserve its own unique character. Y. Zinkovsky<sup>6</sup> also points out that it is imperative for the European educational transformations to preserve national features of the country's education.

Quick changeability is also an important trend in the development of modern education. According to V. Kremin<sup>7</sup>, modern civilization is innovative and it is characterized by constant and quick changeability: knowledge, technologies, information and living circumstances are changing. Furthermore, these changes are faster than the succession of generations. Innovative development of education, which is its essential feature, replies to the needs of information-oriented society, where intelligence, knowledge, individual's scientific, educational and cultural level are strategic resources for social and historical development. Introduction of innovations into education is a task of strategic importance. Traditional education is no longer capable of satisfying the needs of information-oriented society. It fails to keep up with the times, comes late with innovations, responds to scientific achievements too slowly, and faces difficulty in recognizing and implementing the newest social, practical as well as the common cultural experience.

Nowadays, among the leaders are the countries where the national product is information production and processing as well as innovative technologies. The role of modern universities lies in the development of innovative activity<sup>8</sup>.

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<sup>5</sup> Захарченко В.І. Формування екологічної культури фахівців із регіонального управління як передумова сталого розвитку / В.І. Захарченко // Креативна педагогіка. Наук.-метод. зб. / Академія міжнародного співробітництва з креативної педагогіки. – Вінниця, 2010. Вип. 3. С. 25–31.

<sup>6</sup> Зінковський Ю.Ф. Досвід болонських перетворень вітчизняної освіти / Ю.Ф. Зінковський // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 2 (67). 2010. С. 57–61.

<sup>7</sup> Кремень В.Г. Структурна модернізація освіти в контексті цивілізаційних змін / В.Г. Кремень // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 2 (71). 2011. С. 5–13.

<sup>8</sup> Голуб Т.П. Науково-дослідницька робота студентів у реаліях інноваційної інженерної освіти в університетах Німеччини та України / Т.П. Голуб // Наука і освіта. 2012. № 8. С. 46–49.

It has to be noted that at the beginning of the century, the scope of knowledge across the globe doubled every 30 years, though nowadays, the knowledge is replenished by about 15% annually<sup>9</sup>. The concept of “education for life” has been replaced by a new paradigm – “lifelong learning”<sup>10</sup>. The most knowledge-intensive industries are currently undergoing a “half-life of knowledge” period – less than two and a half years. One degree certificate is not enough to build a successful career, especially in business or politics. Young people aim to get two or three degree certificates. This is how political and business elite is nowadays formed all over the world.

It is also important to take into consideration the fact that quick information flow as well as the latest technology development call for continuous training and education. Thus, the context of modern higher education in Ukraine and worldwide should consider the concept of lifelong learning. At present, such education lays the foundation for recruitment policy of companies and corporations. According to the definition suggested by R. Dave<sup>11</sup>, “lifelong education is a process of accomplishing personal, social and professional development throughout the lifespan of individuals in order to enhance the quality of life. It is a comprehensive concept which includes formal and informal learning”.

Thus, it may be concluded that, apart from education for students, higher education institutions should become the basis for ensuring lifelong education for experts in various kinds of professional and managerial activity, which significantly increases the demand for intellectual property related to the implementation of modern educational technologies in higher education institutions.

Another important characteristic of modern higher education is the fact that in the last 25 years, the population going into higher education in the developed countries has increased from 25% to 80%. In the USA, the number of privately owned commercial higher education institutions has increased from 165 to 700<sup>12</sup>. Humanization of education presupposes laying the groundwork for personal fulfilment of students or pupils in the modern environment, which promotes eliciting an individual’s creative potential, critical thinking development, the formation of value system and moral qualities<sup>13</sup>. According to

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<sup>9</sup> Тоффлер Е. Третя хвиля / Е. Тоффлер; пер. з англ.; за ред. В. Шовкуна. К. : Всесвіт, 2000. 475 с.

<sup>10</sup> Dave R.N. Foundation of Lifelong Education: Some Methodological Aspects / R.N. Dave. Hamburg. 1976. 34 p.

<sup>11</sup> Dave R. N. Foundation of Lifelong Education: Some Methodological Aspects / R.N. Dave. Hamburg. 1976. 34 p.

<sup>12</sup> Інтеграція вищої школи України до європейського та світового освітнього простору. К. : “Вища освіта України”, 2012. 558 с.

<sup>13</sup> Голобор Н.Ю. Зарубіжний досвід освітньо-фахової підготовки управлінських кадрів та можливості його застосування в Україні [Електронний ресурс] / Н.Ю. Голобор. URL: <http://www.academy.gov.ua/ej/ej14/txts/Golobor.pdf> 54

the Law of Ukraine “On Higher Education”, the primary objective of higher education institutions is to carry out the academic activity, which ensures training of specialists according to appropriate education and qualification levels<sup>14</sup>. We believe that, within the framework of education humanization, training of specialists for the further professional and managerial activity should be accompanied by psychological training, which will promote their efficient personal self-fulfilment in life and in professional activity thereafter. All in all, higher education is intended not only to train a specialist of appropriate education and qualification level but also to educate a citizen who upholds social and public values as well as assists in the protection of interests and values of his or her native country’s citizens and the world.

According to E. Toffler<sup>15</sup> and other scholars, the world society is on the “third wave”, in the process of transition from industrial to more advanced society, also called post-industrial, new industrial, post-capitalistic, programmable, and digital. At the beginning of the XXI century, a newer term appeared – knowledge society<sup>16</sup>.

Thus, knowledge and technologies today are the capital assets of the society. That is why education is a matter of priority and an indicator of the country’s social development level.

The basis of the modern educational policy of the majority of countries worldwide is also the implementation of education quality strategies. National and foreign researchers interpret the quality of education in a broad sense as balancing the correlation of process, result and system of education with its goals, needs and social norms, that is to say – standards of education.

The European Association for Quality Assurance in Higher Education (ENQA) has 40 agencies from twenty countries. The Association is characterized by the diversity of political systems, higher education systems, and educational traditions, social and cultural expectations. This approach makes it possible to ensure the education quality standards which will not be based on merely one pattern for all. General educational standards should be accepted at the national level by all the countries participating in the Bologna process<sup>17</sup>.

All in all, according to R. Munch<sup>18</sup>, in order to improve the level of education and material supply in higher education institutions, research

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<sup>14</sup> Квіт С. Про “Закон про вищу освіту” [Електронний ресурс] / С. Квіт. URL: <http://opad.org.ua/index.php?newsid=4064>

<sup>15</sup> Тоффлер Е. Третя хвиля / Е. Тоффлер; пер. з англ.; за ред. В. Шовкуна. К. : Всесвіт, 2000. 475 с.

<sup>16</sup> Корсак К. XXI століття – епоха четвертої цивілізаційної хвилі / К. Корсак // Вища освіта України: науковий журнал / за ред. Андрущенко В. П. № 1. 2012. С. 31–37.

<sup>17</sup> Європейський досвід для створення ефективної системи контролю та оцінки якості вищої освіти в Україні. Аналітична записка. URL: <http://www.niss.gov.ua/articles/745/>

<sup>18</sup> Munch R. Globale Eliten, locate Autoritäten, Bildung und Wissenschaft unter dem Regime von PISA / R. Munch. McKinsey&Co.Frankfurt a.M.:Suhkamp., 2009. 267 p.

universities worldwide gradually transform into “entrepreneurial” institutions where rectors are forced to become managers and advertise their institution.

Higher education institutions should also develop based on the principles of learning organizations. Learning organization is a place where people continually expand their capabilities to achieve the best possible results, where new patterns of thinking are encouraged, where collective aspiration is free and where people are learning to teach. Learning organization facilitates the learning of all of its members and continuously transforms itself.

One of the most important development trends of modern higher education is its ecological focus. The threat of global warming, environmental pollution, environmental abuse and other issues determine certain requirements for the system of higher education, which is meant to promote environmental culture and a system of ecological values among the students. Environmental education should become a modern requirement for personal education. Development of a responsible attitude towards oneself, one’s own health and environment is a significant condition for the personality development of modern citizens. Ecological focus is essential to business processes, as part of making responsible decisions that may do damage to the environment or violate the integrity of nature<sup>19</sup>.

Further on, we shall do a review of the main education development trends in Ukraine.

## **2. Main education development trends in Ukraine**

Describing the problems of higher education development in Ukraine, there are worldwide trends of social development to consider. We believe that, in this context, it is possible to highlight the features of educational organizations’ development in Ukraine associated with: reforming of education; popularization of technical education; encouragement of public and private partnership; education quality assurance in educational organizations; ensuring autonomy of educational institutions; increase of scientific research in educational institutions; establish communication between employers and practice bases; improve international cooperation among educational institutions; joining network structures.

According to V. Viktorov and V. Prykhodko<sup>20</sup>, reforming is an important condition of improving the modern educational system of Ukraine, as it will

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<sup>19</sup> Еколого-психологічні чинники сучасного способу життя: колективна монографія / Ю.М. Швалб, О.Л. Вернік, О.М. Гарнець. Київ: Педагогічна думка, 2008. 276 с.

<sup>20</sup> Вікторов В.Г. Проблеми, тенденції та перспективи реформування вищої освіти в сучасній Україні / В.Г. Вікторов, В.В. Приходько // “Гілея: науковий вісник” : зб. наукових праць. 2009. Вип. 29. С. 265–276.

ensure the revival of the academic and spiritual potential of the nation and allow the country to go global.

In the “National report on the state and prospects of education development in Ukraine”, the following drawbacks of the national education (the system of education in general and professional/higher education in particular) were outlined: lack of unity, disintegration, resulting in considerable expenses and low institutional capacity, uncompetitiveness as well as the insufficient quality of education.

Highlighting the basic postulates of the higher education in Ukraine, S. Kvit<sup>21</sup> in his article emphasizes the need to develop innovative enterprises, reinforce internal freedom by economic independence of higher education institutions. He also pays attention to leadership development and involving outstanding leaders in the activity of higher education institutions of Ukraine.

Also, it is worth noting that 35% of Ukrainian citizens have a degree. On the territory of the former Soviet Union, it is very common that parents strive to provide their children with higher education in particular. In our opinion, such beliefs are caused by the stereotype that it is possible to achieve success in life only if a person has a degree. Thus, dispelling myths about higher education and popularization of secondary and vocational education is among the problems to be solved at the societal level. At the same time, the tendencies abroad differ, and a lot of people there do not want to go to university, because they have well-paid jobs right after college<sup>22</sup>.

S. Kvit<sup>23</sup> in his report gives an example of the Dutch Prime Minister who teaches in a vocational school in Hague. It is considered to be prestigious both for the vocational-technical school and the Prime Minister. Thus, having a good education does not necessarily involve having a degree. Nowadays, the development of technical education is particularly one of the promising trends in Ukraine. Alongside with that, the requirements for training specialists with university degrees are becoming more rigorous. Furthermore, according to the Law of Ukraine “On higher education”, higher education institutions are encouraged to implement private and public partnership in the field of higher education, as it develops scientific, scientific and technical as well as innovative activity of higher education institutions as well as their integration with production. Public-private partnership in the field of higher education presupposes cooperation between the state and a higher education institution

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<sup>21</sup> Квіт С. Про “Закон про вищу освіту”. С. Квіт. URL: <http://opad.org.ua/index.php?newsid=4064>

<sup>22</sup> Інтеграція вищої школи України до європейського та світового освітнього простору. К. : “Вища освіта України”, 2012. 558 с.

<sup>23</sup> Квіт С. Про “Закон про вищу освіту”. С. Квіт. URL: <http://opad.org.ua/index.php?newsid=4064>

carried out based on the special agreement in accordance with the procedure established by the Law of Ukraine “On public-private partnership” and other legislative acts.

According to N. Pavlenko<sup>24</sup>, implementation of public-private partnership concept in the field of higher education makes it possible to find extra monetary resources in order to finance the projects for the good of society. N. Pavlenko notes that over the last years the state finances higher education primarily under social expenditure items (salaries, scholarships and, partially, covering expenses for utility bills).

Another expense item is formed based on the proceeds from higher education institutions (for modern higher education institutions, the major source of their own income is student tuition fee). Besides, higher education institutions may receive funds from other sources: personnel training, retraining and professional development; provision of additional learning services; scientific research activity; other work performed to the order of enterprises, institutions, organizations and citizens; sales of goods produced during learning and practice classes, etc. In addition, higher education institutions can take up bank credits/loans, receive donations or material assets from enterprises, institutions, organizations or individuals.

Implementation of the domestic policy in Ukraine involves a lot of attention towards the quality of education, which is declared as “the national priority and precondition for national security, observance of international rules as well as the Ukrainian legal requirements regarding the enforcement of the right to education”.

In this respect, an important improvement in the educational policy of the state is the establishment of the National Agency for Quality Assurance in Higher Education, which is one of the governing bodies in the field of higher education.

The Regulation on the procedure for exercising the academic mobility right has been approved. Key aspects of the given regulation include the right to participate in academic mobility programmes to all participants of the education process. Besides, there is a clear definition of types and forms of academic mobility, the procedure for the transfer of credits in accordance with the European Credit Transfer System (ECTS). Transfer of credits is carried out through the comparison of the content of academic programmes. It is important that the studying seat and educational allowance for students as well as the job for academic staff participating in the academic mobility

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<sup>24</sup> Павленко Н.М. Фінансові механізми підвищення енергоефективності вищих навчальних закладів освіти / Н. М. Павленко // Управління розвитком складних систем. № 10. 2012. С. 131–133. URL: [http://www.knuba.edu.ua/doc/zbirnyk1/urss10\\_pdf/131-133.pdf](http://www.knuba.edu.ua/doc/zbirnyk1/urss10_pdf/131-133.pdf)



programmes have to be preserved. The crucial point in the educational reform is the cancellation of the compulsory credit-modular system<sup>25</sup>.

As practice shows, one of the shortcomings of modern education in Ukraine is the duration of the introduction of changes into the system of higher education, because over that period we continue losing students. It is important to emphasize herein that while things are changing in our country, the number of university/college applicants from Ukraine is increasing, and they go to study to Poland, Germany and other countries of the world, because they consider education abroad to be more prestigious and of higher quality. Besides, receiving education abroad makes it possible to find a job and stay in that country. In particular, according to the Polish educational organization “Perspektywy”, the number of Ukrainian students in Poland has almost tripled over the years. In Poland, they often talk about “Ukrainization” of Polish higher education institutions. Poland is a leader among 28 countries of the European Union as far as the number of Ukrainian students is concerned<sup>26</sup>.

Characterizing the state of the higher education in Ukraine, O. Shokalo emphasizes that Ukraine has been awarded the status of the donor country because, apart from natural resources, it provides the world with invaluable national resource – people. Only due to the fact that scientists and highly knowledgeable specialists leave the country, Ukraine suffers a loss amounting to over 1 billion US dollars every year.

According to V. Kremin<sup>27</sup>, human capital, its quality and competitiveness will determine success or failure of Ukraine in the competitive way of modern life under the circumstances of consolidation of research and innovative type of progress as well as the strengthening of all-embracing globalization. This and the other reasons predetermine the need for the efficient, competitive national educational system.

Granting more autonomy to higher education institutions may be considered as a positive change in the educational policy of Ukraine as of 2005. According to the Law of Ukraine “On Higher Education”<sup>28</sup>, the characteristic feature of the state policy is the fact that the participants of the

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<sup>25</sup> Стратегічні пріоритети розвитку міжнародної співпраці Східноєвропейського національного університету імені Лесі Українки . URL: <http://eenu.edu.ua/uk/articles/strategichni-prioriteti-rozvitku-mizhnarodnoyi-spivpraci-shidnoevropeyskogo-nacionalnogo>

<sup>26</sup> Інтеграція вищої школи України до європейського та світового освітнього простору. К. : “Вища освіта України”, 2012. 558 с.

<sup>27</sup> Кремень В.Г. Структурна модернізація освіти в контексті цивілізаційних змін / В.Г. Кремень // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 2 (71). 2011. С. 5–13.

<sup>28</sup> Дробноход М. Експертна оцінка проекту нової редакції закону України “Про вищу освіту” / М. Дробноход // Освіта і управління: Науково-практичний журнал / за ред. Дробноход М.І. Т. 13. Ч. 2–3. 2010. С. 7–12.

educational process have been entitled to more autonomy and academic freedom. It is noted that autonomy will determine the need of higher education institutions for self-organization and self-governance; make them open to criticism; motivate them to serve public interests, find the truth regarding the challenges that our state and society are facing; manage the higher education institutions demonstrating openness and transparency; public higher education institutions will be able to deposit their own funds obtained from educational, scientific as well as training and production activity into the bank accounts, etc.

Analyzing the research level in higher education institutions of Ukraine, it should be pointed out that the situation there is not very favourable, because in Soviet times, the state was the ordering customer of the research, and over the period of independence of Ukraine, higher education institutions failed to reorient themselves to other ordering customers. For this reason, the number of real research activity and the development of innovations in higher education institutions is at a low level. Y. Lihum<sup>29</sup> emphasizes in his work that there is such an axiom: only those higher education institutions that carry out significant research activities and prepare highly trained staff may be considered as universities. At present, not many higher education institutions fall under the above mentioned characteristic feature.

As far as the level of students' employment after graduation is concerned, there are a lot of problems too. There is a considerable disparity between job market demands and practical results of higher education institutions' activity, resulting in discontent among consumers of learning services and employers. For example, a lot of employers complain about the low level of knowledge among higher education institutions' graduates.

N. Holobor<sup>30</sup> and other scientists point out that employers should monitor the quality of education. It is worth mentioning that in Ukraine there is basically no interconnection between higher education institutions and employers.

Evaluation of the education quality of the graduates carried out by employers is one of the most optimal and independent<sup>31</sup>. According to the data of the

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<sup>29</sup> Лігум Ю.С. Якість освіти і новітні технології навчання в контексті інтеграції в європейський освітній простір / Ю.С. Лігум // Педагогіка і психологія: Вісник АПН України науково-теоретичний та інформаційний журнал НАПНУ / за ред. Кременя В.Г. № 2 (71). 2011. С. 22–27.

<sup>30</sup> Голобор Н.Ю. Зарубіжний досвід освітньо-фахової підготовки управлінських кадрів та можливості його застосування в Україні / Н.Ю. Голобор. URL: <http://www.academy.gov.ua/ej/ej14/txts/Golobor.pdf> 54

<sup>31</sup> Сурякова М.В. Психологічні особливості кар'єрних очікувань майбутніх інженерів-металургів у процесі професійного становлення : автореф. дис ... канд. психол. наук: 19.00.03 / М.В. Сурякова. Українська інженерно-педагогічна академія. Х., 2009. 20 с.

Analytical Centre of Kyiv International Institute of Sociology the representatives of such companies as DTEK, Ernst&Young, KPMG, AMC “Kinto”, INCOM, Kyivstar, MTS, SCM, Carlsberg Ukraine, Coca-Cola Beverages Ukraine believe that, most commonly, young professionals lack practical professional skills, the ability to solve problems and skills of work with clients. Leading employers of Ukraine believe that within the system of Ukrainian higher education there is a considerable gap between the theoretical knowledge provided by the higher education institution and their practical application in real life.

O. Bondarchuk<sup>32</sup> in her work expresses the idea that it is necessary to use organizational approaches for active interaction of educational traditions and innovations.

The quality of education may be ensured in the context of real cooperation with employers and practice bases or creation of their own practice bases at higher education institutions, where it is also possible to carry out researches. International cooperation is also important in modern academic circles, as it allows monitoring future trends of innovative activity. Students and lecturers of educational institutions can participate in the international programmes mentioned above (in particular, “Tempus”, “Erasmus Mundus”, “Jean Monnet”, “Youth in action”, etc.).

International cooperation with UNESCO (United Nations Educational, Scientific and Cultural Organization), whose primary target is the maintenance of peace through strengthening the intellectual cooperation among states in the fields of education, science, culture and communication, is of significant importance for Ukraine. UNESCO involves participating countries in the international cooperation in various fields, such as biosphere, geology, oceanography, hydrology, focusing on environmental protection and promoting the spread of experience in scientific and cultural fields<sup>33</sup>.

International cooperation in the field of education is an important norm of the Bologna process, as it raises academic staff and student mobility as well as the level of their self-organization.

One of the priority development areas of the international cooperation of Ukraine is its relations with the European Union<sup>34</sup>.

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<sup>32</sup> Бондарчук О.І. Технологія психологічної підготовки керівників освітніх організацій до діяльності в умовах змін / О. І. Бондарчук, Н. І. Пінчук // Теорія та методика управління освітою: електронне наукове фахове видання. 2014. URL: <http://www.umo.edu.ua/elektronne-naukove-fahove-vidannya-qteorya-ta-metodika-upravlnnya-osvtoyuq>.

<sup>33</sup> Офіційний сайт ЮНЕСКО. URL: <http://www.unesco.org>

<sup>34</sup> Стратегічні пріоритети розвитку міжнародної співпраці Східноєвропейського національного університету імені Лесі Українки. URL: <http://eenu.edu.ua/uk/articles/strategichni-prioriteti-rozvitku-mizhnarodnoyi-spivpraci-shidnoevropeyskogo-nacionalnogo>

Within the EU, supranational integration institutions with a unified legal framework have been created, and the citizens of participating nation-states are the citizens of the EU at the same time. During the European integration of Ukraine, the issues of attraction of foreign financial resources are of particular significance, and their solution will promote the improvement of the investment climate in the state.

Besides, ever since Ukraine joined the EU, the requirements to the Ukrainian higher education institutions are increasing, as they have to meet the European quality standards of delivery of learning services.

There is a low level of activity with which the Ukrainian higher education institutions join various economic, educational, research and innovative network structures, which will make it possible to solve the above-mentioned problems successfully.

Network structures are network organizations, network forms of organization, intercompany networks, management networks, flexible specialization, quasifirms, etc. The dominant feature according to which any given organizational form may be considered as networking is the autonomy of its economic agents, which are constantly carrying out the exchange, but meantime their existence is interconnected and they obtain their own benefits.

Network organizations are among the most efficient organizational forms. Network organizations use total assets of several companies, functioning in different chain links. For example, in the previous organizational structures, the control over the resources was kept single-handedly to the fullest possible extent. Networking structures are also referred to as the management with no leading core. In networking companies, informational flows among the net members are much better established, and they can cooperate among themselves, supply products in order to maintain a certain position in the value-based chain.

A. Mahomedova<sup>35</sup> emphasizes that in the age of high-speed technologies, we better realize the value of information and knowledge as strategic resources, quality and quantity of which ensures competition among the organizations.

We believe that the higher education institutions of Ukraine, especially technical universities, which are the centres of academic and research activity, have the greatest opportunities for the development of network structures.

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<sup>35</sup> Магомедова А.М. Передумови розвитку мережових структур у національній економіці / А.М. Магомедова // Теоретичні та прикладні питання економіки. Вип. 27. Т. 1. С. 375–379. URL: [http://tpe.econom.univ.kiev.ua/data/2012\\_27\\_1/Zb27\\_1\\_47.pdf](http://tpe.econom.univ.kiev.ua/data/2012_27_1/Zb27_1_47.pdf)

### **3. Peculiar features of the development of higher education institutions as educational organizations in Ukraine**

Let us start by analyzing the notions of “institution”, “educational institution”, “education establishment”, “higher education institution”, “types of higher education institutions”, “organization”.

An institution is a body exercising certain managerial, cultural, educational and social functions. It is the staff with the administration that is in charge of any given sector or sectors of the national economy, trade, culture, science, etc. It has an individual budget or is funded through the government budget.

An educational institution is an institution that carries out the educational process, implementing one or more educational programmes. An establishment is an institution with certain staff and administration working in any field of education, science, culture, etc. Consequently, the branch of activity (education, culture, medical treatment, etc.) is determinant for differentiation. Education establishments are singled out according to branch-wise division.

An educational establishment is an institution that implements educational activity based on the programmes approved by the Ministry of Education and Science of Ukraine for secondary, secondary vocational-technical and vocational-technical education as well as issues educational certificates.

According to the Law of Ukraine “On higher education”, higher education institution is a separate institution being a legal entity of private or public law. A higher education institution acts according to the license for educational activities and is obliged to implement scientific, research and technology, innovative, methodic activity, etc.<sup>36</sup>

The notion of “organization” is regarded as an association of people and resources created to perform particular tasks, serving the interests and satisfying the needs of people.

It is pointed out in the literature that the notion of “organization” is broader and includes the notion of “institution”. Besides, institutions operate on a non-profit basis while an organization may either for-profit or non-profit. Consequently, in our opinion, it is expedient to use the notion of “educational organizations” when we refer to the higher education institutions because it broadens the borders of its functioning not only as an organization that provides educational services but also conducts entrepreneurial activity.

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<sup>36</sup> Квіт С. Про “Закон про вищу освіту” / С. Квіт. URL: <http://opad.org.ua/index.php?newsid=4064>

O. Bondarchuk<sup>37</sup> emphasize that while we are investigating educational organizations, it is first of all necessary to define their content and specific nature that lies in particularity and complexity of the mission. And the mission, in its turn, lies in ensuring training, education and personality development.

L. Karamushka<sup>38</sup> states that the final product of the educational organization functioning is a personality – a social individual involved in social relations, a figure (party) of such a relationship.

It is also necessary to distinguish among such notions as “educational organization”, “organization that implements the educational activities”, “organization that carries out training”. An educational organization is a non-profit organization that acting under the license implements the educational activities as its primary activity in accordance with its initial targets. An organization implementing educational activities is an educational organization that carries out training. The organization carries out training, implements educational programmes, ensures the personal development of students. An organization that carries out training is a legal entity that under the license and along with its primary activity implements the educational activities as its secondary activity<sup>39</sup>.

The core activity of educational organizations within the higher education system (institutes, academies, universities) is learning activity in compliance with higher education programmes and scientific activity.

We believe that within the current development trends of educational organizations in the higher education system worldwide and in Ukraine, educational organizations within the higher education system should be transformed from the ones whose primary purpose was to provide learning services into the ones whose central goal is to develop and implement the advanced knowledge, technologies and equipment in the field of education and in the other sectors of scientific activity (engineering and technical, psychological, economic, law, natural sciences, etc.). Thus, innovative activities are expected to be the mission of educational organizations within the higher education system.

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<sup>37</sup> Бондарчук О.І. Технологія психологічної підготовки керівників освітніх організацій до діяльності в умовах змін / О.І. Бондарчук, Н.І. Пінчук // Теорія та методика управління освітою: електронне наукове фахове видання. 2014. URL: <http://www.umo.edu.ua/elektronne-naukove-fahove-vidannya-qteorya-ta-metodika-upravlnnya-osvtoyuq>.

<sup>38</sup> Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. Львів: Сподом, 2011. 216 с.

<sup>39</sup> Бочелюк В.Й. Психологія управління інноваційними процесами в закладах освіти: монографія / В.Й. Бочелюк, І.Ю. Антоненко. Запоріжжя: КПУ. 2011. 416 с.

Innovative activity is aimed to gain the profit from knowledge as well as creation and market promotion of innovative technology. An outcome of the innovative activity is a new or updated product. The development of the innovative activity in higher education institutions allows for the development of the higher education institution as a profit-making organization.

Therefore, a modern educational organization within the higher education system is a kind of organization focused on innovative activity with a view to creating and implementing the advanced knowledge, technologies and equipment in the fields of education and in the other fields of professional activity, as well as delivery of educational services, which ensures economic and cultural development of the state and the world.

We believe that the basic trends of the higher education institution development as an educational organization include: innovative activity (creation of brand new educational technologies, development of scientific and research study base); organizational development (improvement of material and technical base; psychological and managerial aspects of management and personnel activity in educational organizations; specific features of organizational culture, etc.).

Analyzing the educational organization of the Ukrainian higher education system, innovative activity should be made a priority.

Innovative activity of educational organizations within the higher education system may be presented according to the following directions: the creation of brand new educational technology, ensuring the efficiency of learning and teaching activity; creation of conditions for academic research work aiming to develop and implement innovative products, projects, inventions, etc.

According to the Law of Ukraine “On higher education”, supporting innovative activity in the educational establishments is among priority directions of government assistance. The goal of the government educational policy is the creation of conditions for innovative activity development in higher education institutions as well as reinforcing their cooperation with production operation. A higher education institution should combine educational, scientific and research as well as innovative activity in the educational process.

Public higher education institutions are entitled to create innovative structures of various types (scientific, technology parks, business incubators, small enterprises, etc.). Innovative structures of higher education institutions may unite the interests of science, education, hi-tech companies, business and state with the purpose of implementing innovative projects.

Besides, the primary task of innovative activity and science lies in gaining new knowledge through scientific research and development focused on the

creation and implementation of new technologies and equipment. It also ensures innovative development of the society, training of innovative type specialists.

Describing a modern higher education institution, it is worth noting that the organizational development of the educational organization plays an important role in the development of the innovative activity. Organizational development presupposes the capacity of the organization for changes. R. Daft defines changes as the acceptance of a new idea or behaviour model by the organization.

According to L. Karamushka<sup>40</sup>, organizational development of educational organizations is among the priorities of the educational organizations. Organizational development of educational organizations presupposes the assignment of new tasks that should meet the changes in society. Besides, organizational development of educational organizations makes it possible to forecast innovative changes and lay the grounds for their implementation.

Psychological foundations of organizational development are presented in the works of J. L. Gibson<sup>41</sup>, L. Karamushka<sup>42</sup> and other. The development of the humanistic approach ideas within the organization management was carried out by G. Ball, L. Karamushka<sup>43</sup> and other. The role of directors of educational organizations as an important condition for organizational development was studied by O. Bondarchuk<sup>44</sup> and other.

L. Karamushka<sup>45</sup> believes that the organizational development of the educational institutions within the higher education system is due to a set of conditions, particularly the following ones: improvement of material and technical base; management of teaching and educational process (includes

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<sup>40</sup> Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. Львів: Сподом, 2011. 216 с.

<sup>41</sup> Gibson James L. Organizations: behavior, structure, processes / J.L. Gibson, J.M. Ivancevich, J.H. Donnelly. – Business Publications, 1982. 659 p.

<sup>42</sup> Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. – Львів: Сподом, 2011. 216 с.

<sup>43</sup> Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. – Львів: Сподом, 2011. 216 с.

<sup>44</sup> Бондарчук О. І. Технологія психологічної підготовки керівників освітніх організацій до діяльності в умовах змін / О.І. Бондарчук, Н.І. Пінчук // Теорія та методика управління освітою: електронне наукове фахове видання. 2014. URL: <http://www.umo.edu.ua/elektronne-naukove-faxove-vidannya-qteorya-ta-metodika-upravlnnya-osvtoyuc>.

<sup>45</sup> Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. – Львів: Сподом, 2011. 216 с.



exercising of such managerial functions within educational organizations as planning, organization, control), implementation of psychological and managerial aspects of the activity of educational organization managers and staff, consideration of organizational culture.

The research has shown that innovative educational organizations have a higher level of organizational development than traditional educational organizations. The research has proven that such difficulties as “insufficient financial and economic resources” are in the first place and well ahead of the other indicators. According to L. Karamushka, insufficient financial and economic resources reflect an objective situation that exists in the majority of state-owned domestic organizations, which, due to lack of funds, cannot define and implement new and innovative directions of their activity. Consequently, according to the researcher, the improvement of material and technical base of educational institutions within the higher education system is essential for its organizational development.

The difficulties caused by psychological and managerial aspects of the activity of educational organization managers and personnel go second. According to L. Karamushka<sup>46</sup>, this group of difficulties includes the following ones: “indifferent attitude of administrative personnel towards the problem of organizational development”; “ignorance of the essence of organizational development”; “personnel inertness”; “indifferent attitude of management towards the problem of organizational development”; “unpreparedness of the personnel to ensure organizational development”.

O. Bondarchuk<sup>47</sup> studied the role of educational organization directors in the organizational development of the educational organization. The researcher believes that directors of educational organizations are often “unwilling” to self-development, which makes the changes in the organization impossible. According to O. Bondarchuk, directors of educational establishments should receive special training focused on the change of their managerial policy, etc.

L. Karamushka<sup>48</sup> and O. Bondarchuk<sup>49</sup> emphasize in their researches that it is necessary to introduce special organizational development training of managing directors and staff of educational organizations at all levels.

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<sup>46</sup> Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. – Львів: Сподом, 2011. 216 с.

<sup>47</sup> Бондарчук О.І. Технологія психологічної підготовки керівників освітніх організацій до діяльності в умовах змін / О.І. Бондарчук, Н.І. Пінчук // Теорія та методика управління освітою: електронне наукове фахове видання. 2014. URL: <http://www.umo.edu.ua/elektronne-naukove-fahove-vidannya-qteorya-ta-metodika-upravlnnya-osvtoyuq>.

<sup>48</sup> Карамушка Л.М. Психологія підготовки майбутніх менеджерів до управління змінами в організації : монографія / Л.М. Карамушка, М.В. Москальов. К. – Львів: Сподом, 2011. 216 с.

Characteristic features of organizational culture within the educational organization play an important role in its organizational development. Organizational culture is a set of norms, rules, values, sanctions, goals of the organization. We believe that organizational changes in the educational organization within the higher education system result from characteristic properties of goals, values, and norms, rules, which have been established in the educational organization and describe its organizational culture.

## CONCLUSION

Therefore, the activity of modern higher education institutions in Ukraine is conditioned by the special features of the development of the educational organizations within the higher education system. These features belong to the following three levels: *peculiar features of the development of educational organizations in the world*: globalization; internationalization; rapid changes; innovativeness; continuity; humanization of education; quality of education; transformation into “entrepreneurial” establishments; development of educational establishment as an educational organization; ecologic focus.

*Peculiar features of the development of educational organizations in Ukraine*: reforming of education; popularization of technical education; encouragement of public-private partnership; quality of education in educational organizations; autonomy of educational establishments; increase of scientific research in educational institutions; establishment of communication between employers and practice bases; improvement of international cooperation among educational institutions; joining network structures.

*Peculiar features of the development of higher education institutions as educational organizations*: innovative activity (creation of brand new educational technologies, development of scientific and research study base); organizational development (improvement of material and technical base, psychological and managerial aspects of management and personnel activity in educational organizations; specific features of organizational culture).

After having analyzed the current trends in education development in the world and in Ukraine, it may be concluded that the professional training of students in the current context should include the development of a lot of psychological qualities, which will promote the following: student mobility; creative, ecologic and entrepreneurial focus; flexibility, willingness to develop

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<sup>49</sup> Бондарчук О.І. Технологія психологічної підготовки керівників освітніх організацій до діяльності в умовах змін / О.І. Бондарчук, Н.І. Пінчук // Теорія та методика управління освітою: електронне наукове фахове видання. 2014. URL: <http://www.umo.edu.ua/elektronne-naukove-faxove-vidannya-qteorya-ta-metodika-upravlnnya-osvtoyuq>.

leadership skills. These factors will ensure their competitiveness on the world job market.

## SUMMARY

The article disclosed the main trends in the development of educational organizations within the system of higher education under current conditions. Analysis presented current trends in education development in the world.

The article indicated on the main directions of education development in Ukraine. Discovered the peculiar features of the development of higher education institutions as educational organizations in Ukraine.

Was concluded that the professional training of students in the current context should include the development of a lot of psychological qualities, which will promote the following: student mobility; creative, ecologic and entrepreneurial focus; flexibility, willingness to develop leadership skills. These factors will ensure their competitiveness on the world job market.

These features belong to the following three levels: peculiar features of the development of educational organizations in the world; peculiar features of the development of educational organizations in Ukraine; peculiar features of the development of higher education institutions as educational organizations.

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