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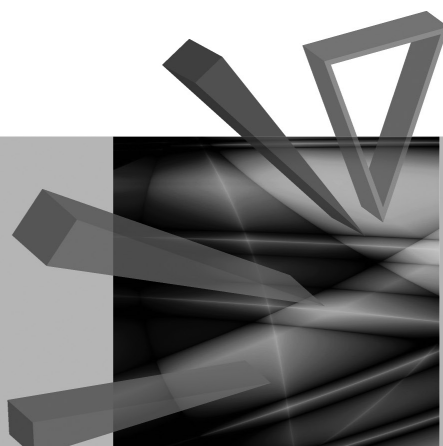
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296

Kryzys finansowy a programowanie rozwoju jednostek przestrzennych



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REGIONAL ASPECTS OF THE MANAGEMENT OF HIGHER ECONOMIC EDUCATION IN UKRAINE

Summary: At the end of the XXth century most European countries reformed the state administration by higher education, taking into account the tendency of globalization, internationalization, democratization of administration, decentralization, expansion of universities' autonomy and strengthening their accountability to the public etc. Strategic directions of education modernization in Ukraine are defined by objective tendencies of general development and are closely connected with internal processes. Taking into account widespread trend of globalization, which in particular means increasing competition between countries participating in it economically and in other areas, it becomes evident that only the country that will provide the development of education and science in a due course can hope for a decent place in the world.

Keywords: higher economic education, system of higher education, higher education institution (HEI), paradigm of management of higher education in the region.

1. Introduction

During the last decades higher economic education has become the research object of domestic scientists. This is explained as follows: firstly, after the declaration of independence Ukraine underwent a historic transformation in the politics, economy, social sphere and ideology, that led to changes in the economic priorities of the country, including education; secondly, the system of higher economic education promotes the transition to information society, and the young generation that received higher education is the major strategic reserve of the country during the implementation of social and economic reforms; thirdly, Ukraine's accession to the Bologna Process in order to improve national system of higher education, innovate and find the best world achievements in education and science requires the leadership to modernize the sphere of education. Higher education institutions identify themselves as an intellectual tool of material progress and a guarantor of preservation of universal system of values and humanization of social life. These features of high school determine a positive perspective of any state.

2. The management of higher economic education in Ukraine – regional aspects

State education authorities are the hierarchical system of leading authorities, including the highest, central, regional, local and county levels. Only the first three levels participate in the management of higher education in Ukraine, each having its own responsibilities for the realization of national education policy:

- the higher level defines goals, objectives, mechanisms of realization of the national education policy, develops bills, legal framework of functioning and development of education;
- the central level, headed by the Cabinet of Ministers of Ukraine, provides management of education through the Ministry of Education, Youth and Sports of Ukraine, ministries and departments governing educational institutions of education, the Higher Attestation Commission of Ukraine. The mentioned government agencies implement state educational policy, controlling its implementation and compliance with legislation in the field of higher education, develop the program of the growth of higher education and the standards of higher education, define the standards of material and technical, and financial support of higher education institutions, provide analytical and predictive activities in the sphere of higher education, identify the tendencies and strategic directions of its development, organize and control the educational and research activities of higher education institutions, etc.;
- the regional level – the Council of Ministers of the Autonomous Republic of Crimea, local executive authorities and local self-government – set the level of budget financing higher education institutions of the state and communal ownership, ensure the implementation of government programs in the sphere of higher education, provide social protection of participants of the learning process, provide development of higher education institutions' network, strengthening the material base, commercial service of institutions of higher education, study the needs of professionals in the field and make proposals on the volume of state demands for training, retraining and professional development, attract enterprises, institutions and organizations to solve problems of higher education, promote the employment of graduates of university that are subject to them.

Thus, the state of education authorities in Ukraine includes the Ministry of Education, Youth and Sports of Ukraine; ministries and departments of Ukraine governing education establishments, the Higher Attestation Commission of Ukraine, the Ministry of Education of the Autonomous Republic of Crimea, local authorities of executive power and local self-government authorities and their subordinate authorities of management of education.

However, also the local level of management, which is represented by higher education institutions of various forms of ownership, where education institutions

are considered to be an object, and their owners to be the subjects of management, participates in the implementation of the national education policy. State management of higher education establishments of development is carried out as the interaction between the subject (management authority) and the object (higher education institution) on the base of established between them forward and backward linkages. Today this process means active influence of the management object on the management subject that must fulfill all the requirements of the subject.

The system is «a set of selectively involved elements, in which the interaction and relationships take on the character of the elements of mutual perception to receive certain useful results (goals or objectives of the system).» Thus the main thing in the system are the connections of elements.

Each author, who conducts research into education as a management system, determines the elements that interact in order to achieve a certain result. For example, O. Kuklin, while studying the education as an economic system, identifies such elements of social wealth as knowledge, skills and personal qualities of the workforce. The social and economic level of the country depends exactly on these elements. I. Tymoshenkov considers education to be a social system with such elements as training, education and enlightenment. However, we disagree with the author statement that these elements can exist only within the system of education, because the main task, for example, of higher education is training of professionals for professional life in various spheres of activity of society. According to T. Bogolib, higher education institution as a control object is represented by such elements as the resources of the institution, project impact and results. The author affirms that the main target of influence of all the resources of the education institution are studying citizens. A lot of resource flows are oriented on them. Also, the resource that deserves special attention are the teachers, because their «qualification, pedagogic competence, working and living conditions, human and moral qualities and general culture decisively impact the training of students». V. Ogarenko shares the opinion that the specificity of the education system as an object of personnel policy is the fundamental feature of the teaching profession. V. Zhuravsky conducts research into the public policy as a system of actions, aimed at the realization of educational sphere goal, which is approved by the government and by public opinion and which specifies special state and private education programs. The scientist determines the directions of the system of actions for the implementation of education policy:

- main values and purposes aimed for these actions,
- main mechanisms of achievement of state education policy,
- key members of the national education policy,
- main norms of behavior and ways of ensuring the understanding between members of the national education policy.

All the above mentioned lead to the conclusion that the object of government is the system of higher education on which the management subjects direct competent

influence. However, the state management of higher education has its own specificity, i.e. the set of special qualities, peculiarities that are specific only to this area.

Existing traditional system of higher economic education declines, especially under the influence of globalization, and demands in terms of quality and competitiveness, in parallel with the existing norms, the intensive study and introduction of new aspects of education. Innovations in education need not superficial change of forms or methods of teaching process, but fundamental transformation of some moments in such main areas of knowledge as economy, education management, personnel management, pedagogy.

Ukrainian Universities do not have a stable reputation, cannot compete on equal terms with the West and often become the area for political debate. Cultural, and most importantly, intellectual capital is not replenished, but is wasted primarily due to the excessive centralization of higher economic education management, lack of legislative support and moral recognition of freedom in the study. University under such circumstances, instead of becoming a factor of acceleration of modernization of higher education and a generator of economic development of the country, may become an aggravating factor for domestic science. University gradually becomes a major social institution in modern society. As an elite higher education institution, recently it took on itself a large number of new features, including:

- 1) organization and conduct of joint international fundamental scientific research;
- 2) providing the society with qualified labour force;
- 3) development of general education.

According to the academician V. Kremen, in the globalized world only a country that will be able to increase its intellectual property, the sphere of knowledge as a substance of production, will be able to obtain a good place in the global community and to be competitive. Graduates should be primarily the subject of modern culture, the bearers of morality and social and economic activity.

The system of higher economic education can be transformed by the society under the influence of other vectors of development and current attitudes in society and the principles of social and economic lives. Internal or external orientation of the education system is determined by the peculiarities of educational space and the overall objectives of education, elected by the public and aimed at achieving certain economically desirable results, regardless of the objective conditions. Internal focus of system of economic education is aimed at meeting only the needs of the state which leads to the closure of graduate of this education system within the state. The focus of educational programs is to meet the goals of the country, but not to develop the person as a whole which will not allow it to be adequately represented on the global education market under the relations of current economic market. A specialist, a graduate of such a system, is focused on the needs of the country, he is a certified agent of the state policy and cannot be represented on the global labor market.

In a democratic society a graduate if he wants he may get some mobility, which will allow him, under certain circumstances (self-education, education in another country, a community of countries' economies), enter the global labor market and be active on it. External orientation of higher economic education will allow graduates of higher education have a professional opinion and professional skills that will be used for both the domestic and global labor market, and provides the basis for new economic knowledge.

Ukraine, like most post-Soviet states, has many features of Soviet-pragmatic system where personal development is still not a priority for the education system. In the preparation of experts the state interests and great influence on an education system of authorities and the central controls of formation are accurately traced, to which control functions – that is negatively reflected in the system functioning as a whole – are assigned.

Reform strategy of modern higher economic education system in Ukraine is characterized by a gradual transition from state to state and public forms of governance. This shift is due to the requirements of market economic system that has been built up in our country, and the relevant state documents directing the development of management education sector to enhance horizontal linkages by bringing the decision-making community, creating respective councils, committees, commissions, etc. Theory and practice of public administration education offers different ways for the development and implementation of public administration.

Primarily this development should come from both the institutional level and occur at the regional level. One option is to create a new paradigm of management education, due to the influence of globalization and the need to establish a positive environment for individual human development of socialization. At the same time self-actualization in the society must be held, focusing on such fundamental principles as continuity, innovation, democratization, individualization, humanization and liberalization, the national character of education coupled with conscious European integration in the field of education. Proposals for the formation of a new paradigm of higher economic education are proposed in Figure 1.

The implementation of these proposals recommends introducing at all levels of management in education: control that the central authority of the education department or the head of the educational institution is provided with – (higher) institutional level; a regional governing body or deputy head of the educational institution with certain type of activity – macro level: authority education department or functional subdivision of educational institutions (for example, educational department, methodical study, faculty, etc.), micro-educational institution in the region (area) or structural unit of an educational institution that is directly related to the educational process (cycle, chair) – middle level. Considering the most important issue of regional development – providing graduates with jobs – we show a possible model of relations between universities and enterprises in Figure 2.

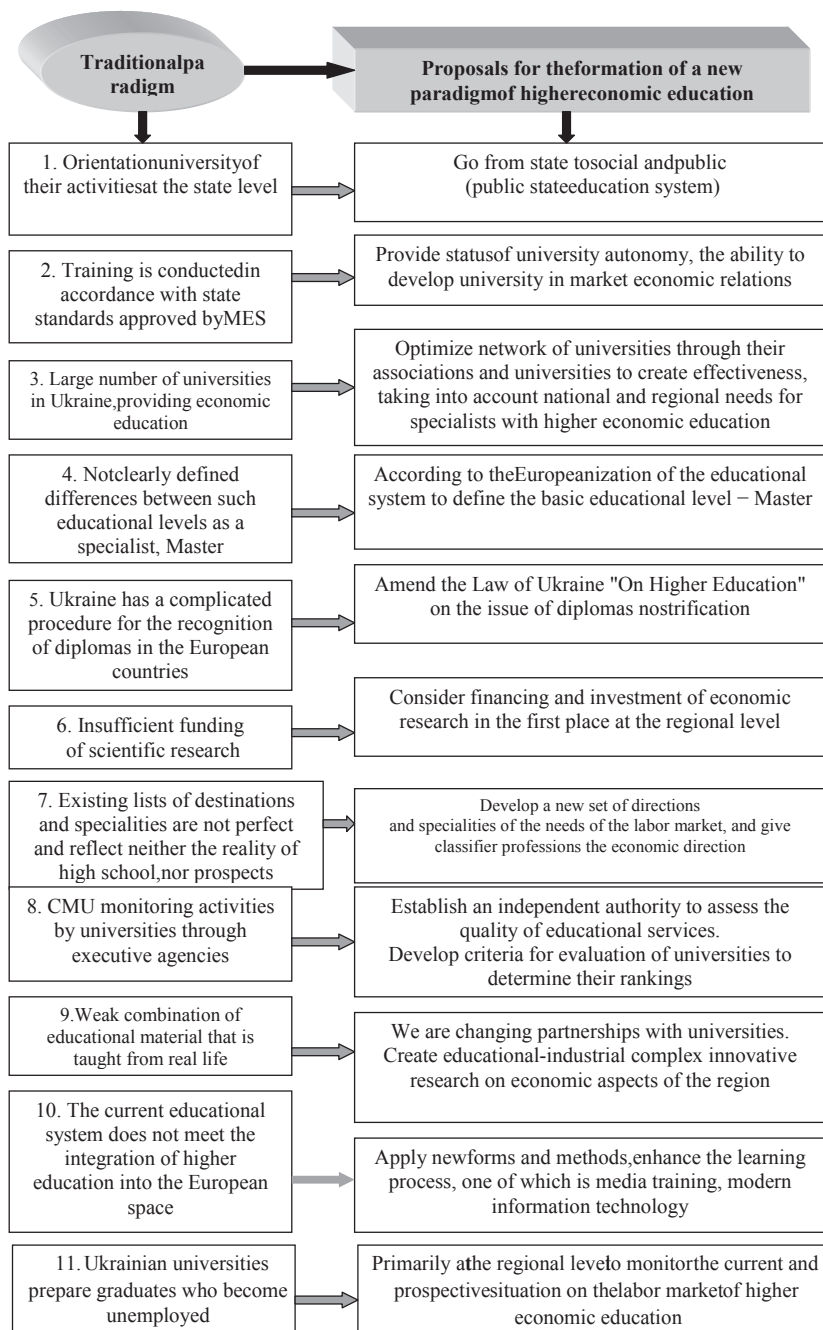


Fig. 1. Development of a new paradigm of higher economic education

Sources: own research.

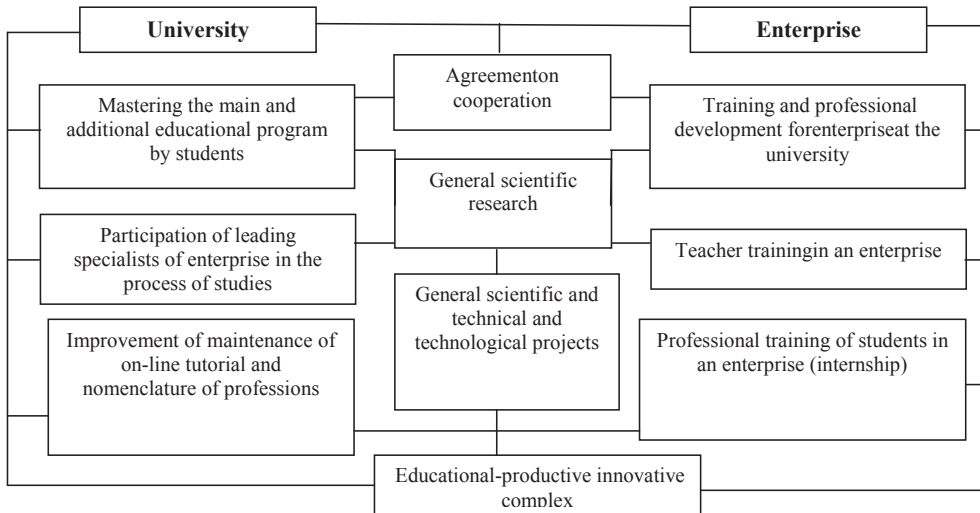


Fig. 2. Strategy of educational-industrial innovational HEI development in a region

Sources: own research.

The purpose of this educational-industrial complex is to solve large-scale innovative tasks such as upgrading production by the latest developments and to introduce management systems in the market economic relations. An enterprise uses intellectual capital HEIs teaching resource, experience of applied research, technical work experience in high school which enriches teachers with new teaching ideas and stimulates the creation of new educational technologies, helps better understand the real problems and features of a plant, the opportunity for students to become active participants of the learning process, skills of team work and have experience in solving specific problems.

3. Conclusions

Overcoming the crisis of the traditional system of higher economic education is possible only through a process of gradual and persistent transformation from a regional level, in accordance with time requirements. Comprehensive analysis of the transformation characteristics of the state's higher education revealed the main areas which should be modernized in Ukraine. First of all, it is the democratization and empowerment of public government in higher education. The close relationship and mutual economic and higher education necessities provide and support the efforts of higher education socially oriented market, innovation and integration policy with Ukraine's economy, which determines the conceptual directions of the national system of higher economic education.

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REGIONALNE ASPEKTY ZARZĄDZANIA WYŻSZĄ EDUKACJĄ EKONOMICZNĄ NA UKRAINIE

Streszczenie: Pod koniec XX wieku większość krajów europejskich dokonała reformacji administracji państwowej w zakresie edukacji wyższej, mając na uwadze zachodzące tendencje związane z globalizacją, internacjonalizmem, demokratyzacją administracji, decentralizacją, rozszerzeniem niezależności uniwersytetów oraz wzmocnieniem ich odpowiedzialności wobec obywateli. Strategiczne kierunki modernizacji edukacji na Ukrainie, określone przez obiektywne tendencje ogólnego rozwoju, są ściśle związane z procesami wewnętrznymi. Mając na uwadze rozpowszechnione zjawisko globalizacji, co w szczególności oznacza wzrost konkurencyjności (w zakresie nie tylko ekonomii, ale i innych obszarów) państw biorących w niej udział, należy stwierdzić, że tylko taki kraj, który zapewni rozwój edukacji oraz nauki, będzie miał szansę na zdobycie czołowego miejsca na świecie.

Słowa kluczowe: wyższa edukacja ekonomiczna, system edukacji wyższej, instytucje edukacji wyższej (HEI), paradygmat zarządzania szkolnictwem wyższym na poziomie regionalnym.