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NON-STATE HIGHER SCHOOL OF UKRAINE IN MODERN CONDITIONS OF HIGHER EDUCATION REFORM DEVELOPMENT FEATURES

A new milestone in the development of the non-state sector of higher education began after Ukraine gained state independence (1991). The development of modern scientific research allows to carry out a comparative analysis of the state and non-state sectors of domestic higher education. The use of the extrapolation method made it possible to actualize the identified positive experience and outline the prospects for its use in the modern conditions of reforming higher education in Ukraine regarding: activation of private and public initiatives for the development of a non-state higher school; involvement of representatives of the academic community in the development of a strategy for the development of the field of higher education; deepening the individualization and differentiation of education and upbringing of student youth; ensuring the innovative orientation of the educational process in combination with the cultivation of the best academic traditions; strengthening the flexibility of educational programs and the variable component of the content of education in accordance with changes in the needs of society, the state and the requests of consumers of educational services; diversification of higher education based on the principles of democracy, equal access to knowledge, practical expediency, close connection with science, industry, local government; growth of academic mobility and international cooperation of representatives of academic communities, activation of interaction between teachers and students to ensure personal self-realization of subjects of the educational process.

Ukraine has one of the largest systems of higher education in the world, which developed under specific socio-economic, socio-political and cultural-educational conditions. The crisis state of education at the end of the 20th century was due to the ideologicalization and complete nationalization of the education system, excessive centralization of education management and funding under the conditions of the Soviet Union, long-term isolation from world educational experience, and the inability to adapt to market conditions.

Key words: *Non-state, higher school, higher education, reformation, development features.*

Introduction Active socio-political and socio-cultural processes in Ukraine at the turn of the 20th-21st centuries, the aspiration to integration into the European and world educational space condition the dynamic renewal of the education system, aimed at the formation of a new generation of citizens taking into account democratic values and national educational traditions, which depends on the effectiveness of building a legal civil society and the standard of living in the country. As a

result of the adoption of the Laws of Ukraine "On Higher Education" (2014), "On Education" (2017) and other documents of state importance, the rights of higher education institutions of various forms of ownership in the implementation of educational activities were equalized in order to expand the opportunities of citizens in realizing the right to education.

Analysis of the relevant research. Modern scientific literature is characterized by a specific increase in research from various fields of science, devoted to the current problems of higher education institutions of the non-state sector of Ukraine at the current stage (V. Astakhova (2000; 2001; 2003; 2011; 2013), K. Astakhova (2014), L. Bilyi (2007), V. Buiashenko (2017), S. Zharaia (1998), M. Mykhailichenko (2017), V. Oharenko (2001), U. Parpan (2018), O. Prysvitla (2016), I. Prokhor (2015), N. Riezanova (1999), H. Sichkarenko (2010), I. Tymoshenko (1998), T. Udovyt'ska (2002), etc.). Historical and theoretical aspects of the development of non-state higher education are presented in general studies on the history of higher education (V. Benera (2011), L. Bereziv'ska (2008), Z. Zaitseva (2000), O. Kirdan (2017), L. Korzh-Usenko (2019), H. Kosinova (2003), M. Kruhliak (2010), V. Kurylo (2000), N. Levytska (2012), D. Rozovyk (2004), O. Sukhomlynska (2005), A. Tkachenko (2018) and others) and highly specialized intelligence (L. Bilan, S. Bilan (2011), V. Virchenko (2006), N. Demianenko (Demianenko, Prudchenko, 2005), O. Drach (2011), K. Kobchenko (2007), I. Matiash (2000), O. Melnyk (2009), L. Mikhnevych (2009), T. Pavlova (2012), I. Prudchenko (2005), A. Stavyt'ska (2015), I. Fedosova (2014)), A. Chutkyi (2013) and others). Entrepreneurial and philanthropic activities of representatives of various social strata and public associations, in particular regarding the foundation and support of non-state educational institutions, became the subject of research by P. Bilichenka (2008), L. Vovk (1997), I. Dobrianskoho and V. Postolatiia (1998), O. Donika (2005), O. Druhanovoi (2009), N. Pobirchenko (2001), N. Seiko (2006) and others.

The aim of the article is to reveal the peculiarities of the development of a non-state higher school in the modern conditions of the reform of higher education in Ukraine.

Research methods According to the historiographic analysis the degree of the development of the selected problem was shown out and the authorial exploration was disclosed. The method of retrospective analysis periodically formed the formation and development of non-state higher school of Ukraine in modern conditions. Appeal to systematic, anthropocentric and cultural approaches contributed to the coverage of

the history of non-state higher school of Ukraine in terms of opportunities for self-realization of subjects of the educational process, the combination of academic traditions and innovations, preservation of national identity and intercultural interaction. On the basis of a comparative analysis of the state of higher education in Ukraine, non-state higher school of Ukraine and in the countries of Europe, the tendencies and peculiarities of the organization of the educational process in the studied institution are revealed. The method of generalization outlines the specificity of non-state higher school of Ukraine, outlines the historical significance and impact on the development of non-state higher school of Ukraine.

Main material. Taking into account the socio-political choice of Ukraine, it is worth emphasizing that public higher schools in the West (especially in the USA) constitute a relatively small segment of the sphere of higher education, which are often inferior to private ones in terms of prestige and rating indicators. However, in recent decades, domestic education has developed in the direction of Eurocentrism, and the experience of European countries proves the effectiveness of a rational combination of the traditional state and new non-state sectors in the higher education system.

A diachronic analysis of the development of higher education allows us to state: if in the Soviet period private property ceased to exist in a state with a planned economy and all educational institutions were privatized, then in the conditions of a market economy, openness to the outside world, the need for specialists of various profiles is changing at an accelerated pace. The sluggishness and bureaucracy of state higher education, which was reformed extremely slowly, became the main reason for the active formation of a new sector of non-state higher education, which is more flexible and adapted to the needs of training specialists.

Based on the interests of society and the state, it is vitally important to make the position of educational institutions of all forms of ownership equal for the full-fledged development of Ukraine. Let us agree with the opinion of modern scientists (Astakhova, 2014; Buiashenko, 2017; Problems of modernization, 2019; Finikov, 2002) that without such adaptation to world standards, the domestic higher education will not be able to develop effectively, therefore the country will be doomed to fall behind. Taking into account the above, we share the opinion of V. Astakhova regarding the need to provide direct state support to private institutions of higher education in accordance with generally recognized

practice in the world (Astakhova, 2011), because this is seen as an effective means of further optimizing the activities of universities, which have a significant prognostic potential regarding development of the industry and the state as a whole. The importance of non-state institutions of higher education in overcoming the socio-economic crisis in the country cannot be overestimated: the creation of thousands of new jobs; training of specialists in areas of acute shortage; promotion of national self-identification, development of national culture, mastering of the values of world culture, deepening of international cooperation in the scientific, educational, and cultural spheres (Romanovskyi, 2012). World practice has convincingly proven not only the effectiveness of the functioning of non-state institutions of higher education, but also the speed of their adaptation to the competitive environment. Moreover, Ukrainian higher education institutions today are forced to compete not only on the domestic market, but also on European markets (Poland, the Czech Republic, Slovenia, Slovakia, the Baltic countries, Bulgaria, Germany) that are attractive to applicants from the point of view of future employment prospects. The developing countries of the European Union, in conditions of labor shortage due to the flows of labor migration in the open European borders and the aging of the population of the countries, especially in Western Europe, feel an urgent need to attract promising young people for training and further work. In these conditions, the Ukrainian education system is in fierce competition with educational institutions of the European Union, which have more powerful funding and geography of coverage of applicants (Romanovskyi, 2012).

Researchers determine that the most important legal acts that had a significant impact on the formation and development of non-state higher education after the declaration of independence were the Constitution of Ukraine (1996) and the new edition of the Law "On Education" (1996) (Oharenko, 2001; Problems of Modernization, 2019). Thus, the Constitution of Ukraine proclaimed the equality of all forms of ownership and freedom of entrepreneurial activity. And in accordance with the Law "On Education", adopted back in 1991, it was foreseen the possibility of formation and equal functioning of institutions of various organizational and legal norms - state, municipal, non-state. Accordingly, society's interest in the existence of higher schools of various forms of ownership is related to the creation of a competitive educational environment. We would like to emphasize that the adoption of a number of regulatory documents contributed to the further

formation of the network of domestic non-state educational institutions. Thus, the analysis of the National Doctrine of Education Development in Ukraine (2002) testified that "the strategic task of the state at the current stage is the formation of a multivariate investment policy, which provides for the possibility of attracting various funds to finance the education sector: private individuals, enterprises, organizations, international funds and societies, clerical contributions, etc. (National Doctrine, 2002). In the preamble to the Law of Ukraine "On Higher Education" (2014), it is determined that financial pluralism "establishes the basic legal, organizational and financial principles of the functioning of the higher education system, creates conditions for strengthening the cooperation of state bodies and business with institutions of higher education based on the principles of higher education autonomy combining education with science and production in order to prepare competitive human capital for the high-tech and innovative development of the country, self-realization of the individual, ensuring the needs of society, the labor market and the state in qualified specialists" (Law, 2014). All this creates favorable conditions for the further development of the non-state sector of higher education in Ukraine, but also prompts the development of a whole package of normative acts. In fact, from the position of the power structures, higher education obtained in non-state higher schools is not considered as a public value, but as a private interest, which contradicts modern ideas about the basic constitutional rights and freedoms of a person and a citizen. A vivid example of an ambiguous attitude are the norms of the Law of Ukraine "On Higher Education" (2014), which provide for equal access to the state order for the training of specialists with higher education for universities of different forms of ownership (Law, 2014). That is, in accordance with the provisions of the normative document, it is established that applicants themselves must choose the universities in which they would like to obtain higher education at state expense. However, the experience of implementing the Law confirms the declarative nature of the specified provisions. The Resolution of the Cabinet of Ministers "On Approval of the Procedure for Placing a State Order for the Training of Specialists, Scientific, Scientific-Pedagogical and Labor Personnel, Advanced Qualification and Retraining of Personnel" (2013), according to which "executors of the state order can be higher, professional technical educational institutions, institutions of postgraduate education, scientific institutions of state and communal ownership" (Kremen, Nikolaienko, 2015), which is ignored in practice. However, we agree with

I. Prokhor that the further implementation of the new Law "On Higher Education" is capable of ensuring equal rights of non-state higher schools in carrying out educational, scientific and other types of activities, providing educational services under non-accredited programs (issuing their own documents on higher education), participate in the formation of the National Agency; apply for the distribution of state contracts, form educational, educational-scientific and educational-scientific-production complexes, scientific parks and become part of a consortium, while maintaining the status of a legal entity and financial independence, form its own structure in accordance with the needs of educational activity (in contrast to the state sector with clearly regulated requirements for faculties and departments) (Prokhor, 2015, p. 105). After all, the state standard of education applies to the non-state sector - a set of norms that determine the normative term of education, the content of higher education, the amount of educational workload, requirements for educational and qualification (educational) levels of students, means of diagnosing the level of training and quality of education (Zaiets, A. P., Zhurakovskiy, 2003).

We focus on the fact that with the declaration of independence of Ukraine, the opening of non-state institutions of higher education took place taking into account the conditions of the educational services market and the labor market, taking into account the existing demand for higher education, left as a legacy from Soviet times. An analysis of the experience of non-state higher schools of Ukraine allows us to state that most of them at the beginning of their formation trained specialists in 3-4 specialties, which provided opportunities for the implementation of an individual approach to students. Training of specialists in these universities was mainly carried out in such areas as economics, management, marketing, law, medicine, foreign languages, international relations, sociology, psychology, journalism, land management, etc.

Scientists agree that since 1995, the non-state sector of higher education has been stabilizing in Ukraine (Mykhailichenko, 2017; Prokhor, 2015). After all, at the beginning of their activity, non-state institutions of higher education suffered from the underdevelopment of the material base, the uncertainty of their status, the turnover and lack of scientific and pedagogical personnel, the absence of social guarantees for teachers and students, their own academic traditions, and the necessary regulatory acts (Tymoshenko, 1998). In addition, the majority of teachers and students of these higher schools were weakly involved in the implementation of scientific topics (in

particular, their participation in scientific conferences was insufficiently representative); the work on the publication of scientific collections, registration of these publications as professional, preparation of own textbooks and methodical manuals slowly unfolded (Astakhova, 2003, p. 27).

The development of the non-state sector of higher education was significantly facilitated by the activities of specialized public associations. Thus, since 1993, the Association of Privately Owned Educational Institutions of Ukraine has been operating, created to unite the efforts of educators and scientists in the search for innovative forms of education for the purpose of raising the intellectual and spiritual level of the Ukrainian people, renewing national education, taking care of protecting the interests of non-state higher schools and representing them interests in all state bodies (Association, 2019). In 1999, with the aim of coordinating the efforts of the scientific and pedagogical community of Ukraine to ensure the effective development of the non-state sector of higher education, strengthening its authority at the state and international levels, the Confederation of Non-State Higher Educational Institutions of Ukraine was created, which united universities from almost all regions of the country (Confederation, 2019).

The analysis of the practice of the functioning of non-state higher schools in Ukraine indicates the existence of significant problems on the way to their further development, including: a shortage of highly qualified scientific and pedagogical personnel, managers capable of generating and perceiving the necessary innovations, due to the low prestige (often created artificially) of the teacher of the non-state sector higher education, limited mobility, the critical situation of the advanced training system; obstacles in the development of the material educational and scientific base of most universities; low level of interaction with employers in ensuring the conditions of quality production practice; the uncertainty of the functioning of the non-state sector of higher education in the conditions of the continuous education system, the presence of barriers between its levels and degrees; lagging at the technological level, limited use of active learning methods, insufficient flexibility of educational programs, their weak connection with the needs of the labor market; inefficient institutional structure and methods of internal management, weak connection with local self-government bodies, regional business structures, imperfection and instability of the operating conditions of individual universities; lack of a clear strategy and tactics for the

development of the non-state sector of higher education, a stable position of the Ministry of Education and Science of Ukraine; insufficient consideration of the needs of the labor market aimed at improving the quality of education; the underdevelopment of its own innovative infrastructure and, as a result, a decrease in the scientific level of the educational process, the qualifications of teachers, and the preparation of students for scientific and innovative activities (Problems of modernization, 2019). However, the awareness of the mentioned shortcomings and troubles became an incentive for the further active development of non-state higher schools, the introduction of new approaches to solutions to extraordinary problems, initiative and effective innovative activities, which contributed to the professional self-realization of teachers and students. We agree with the opinion of H. Sichkarenko, which indicates that newly created institutions of higher education actively introduced the latest educational courses, author's programs, non-standard methods of education and training, selection of students, teaching and management personnel, educational and methodical literature (and its publication) (Sichkarenko, 2010). They established relations with universities of Western countries, widely used their programs, methods, exchange of teachers and students, which later began to be actively used by state educational institutions, which at the present stage are the flagships of providing quality educational services. The strengths of universities of the non-state sector were and remain flexibility and responsiveness to socio-economic challenges, innovative opportunities, an individual approach to students, etc.

A modern non-state higher school is a self-regulated organization (capable of responding independently and quickly to external factors), self-financed (satisfies its expenses with income from the implementation of educational services), entrepreneurial (acts at its own peril and risk, solely under its own responsibility, taking care of the result - the quality of educational process and financial income) (Problems of modernization, 2019). Today, a non-state higher school is an integrated structure that constitutes a separate sector in the higher education system. However, the expansion of the scope of higher education intensified the problem of the quality of education. Modern society needs highly educated and mobile specialists, therefore it takes on the task of ensuring the quality of higher education, influencing the labor market of young specialists. According to the definition of modern researchers (M. Mykhailichenko

(2017), H. Sichkarenko (2010), I. Tymoshenko (1998)), leading and stable non-state higher education institutions made a significant contribution to overcoming the systemic crisis in Ukraine, providing important social functions for creating thousands of jobs, expanding opportunities for obtaining higher education for thousands of young people (saving many of them from unemployment and antisocial manifestations), provision of the state with specialists of in-demand specialties, creation of a base for approbation of educational innovations, etc. In the modern education system of Ukraine, the process of optimizing the network of higher schools, including non-state ones, continues. The analysis of information resources allows us to single out ten leading universities of Ukraine in the specified sector as of the beginning of the 2019–2020 academic year: Kyiv Medical University, Alfred Nobel University, Poltava University of Economics and Trade, Ukrainian Catholic University, Academy of Bars of Ukraine, Kyiv International University, Ukrainian-American Concordia University, Kharkiv Humanitarian University "National Ukrainian Academy", IT STEP University, Lviv Medical Institute. The relevant rating table was published by the educational information resource "Osvita.ua", which compiled a consolidated rating of higher education institutions of Ukraine in 2019, taking as a basis the most authoritative national ratings among experts and mass media ("Top-200 Ukraine", "Scopus" and "Score of ZNO for the contract"). It is worth noting that most of the mentioned institutions demonstrate not only consistently high rating indicators, but also provide high-quality training of specialists in various specialties that are in demand at home and abroad.

The development of modern scientific research allows to carry out a comparative analysis of the state and non-state sectors of domestic higher education. The main disagreements include such signs as: execution of a state order or a society order; different methods of financing and forms of taxation; different levels of responsibility for the results of one's work; support of a specific microclimate that contributes to the formation of citizenship, patriotism, moral principles and ideals (Sydorenko, 2011, p. 13).

In modern literature, the opinion has been established that non-state educational institutions enjoy wider self-governing rights compared to state ones, at least in terms of financial and economic activity, and can freely set the level of payment of teachers, form a staff list, determine the ratio of the number of teachers to students, although some of these indicators are clearly prescribed in the documents that regulate the process of licensing

and accreditation of educational activities in higher schools (Problems of modernization, 2019, p. 233). In our opinion, the advantages of non-state educational institutions of Ukraine should include the following: the ability to respond constructively to changes in the socio-economic situation in the state and priorities in society, to develop original educational and professional programs that, after approval, can be implemented in the training of personnel in state universities; systematic investment of funds in one's own development, to improve the quality of education, aimed at revealing the potential of the individual and acquiring practically oriented professional skills; satisfaction of demand in the field of educational services not fully covered by the state sector (primarily in the field of economy, finance, commerce, jurisprudence, management, humanitarian knowledge, art, social work), as well as non-traditional areas of personnel training; meeting the demand of a special category of consumers of educational services who need non-stationary forms of education or have a need for external education to obtain a second higher education and others. It is non-state institutions of higher education that are more actively introducing new educational management; optimize spending of funds on administrative and economic needs; promptly introduce new specialties, the need for which is actualized in the era of the formation of the knowledge society; contribute to the formation of an individual who is able to think and act constructively, realizing his own civic position and making constructive decisions. The most significant problems in the development of non-state higher education include the imperfection of the regulatory and legal framework, the insufficient quality of educational services and the low efficiency of the interaction of the subjects of the educational process, namely: great competition with the state sector; lack of proper government support in the form of a state order for the training of specialists, scholarships or additional social security for teachers; lack of state support to ensure the entry of non-state higher education institutions into the international market of educational services; instability of scientific ties with academic research institutions; limitation of scientific opportunities due to insufficient funding; lack of coordination of the work of scientists in interdisciplinary research and the outflow of intellectual resources abroad; difficulties in establishing international cooperation due to inconsistencies in terms, methods of training and quality control, differences in educational qualifications, etc. (Problems of modernization, 2019). State universities are inferior to non-state universities in terms of mobility, orientation towards the new,

individual approach to students and teachers, promptness of decision-making. However, their advantages are achieved thanks to a more stable teaching staff, the organization of educational and scientific activities, the training of highly qualified specialists, as well as the support of state authorities. Let us emphasize that autonomy has always been a tool for increasing the quality of Ukrainian higher education institutions, ensuring their competitiveness in the international arena, and democratizing student life. However, these processes are accompanied by the "optimization" of the network of higher education institutions, which leads to the destruction of a unique academic environment aimed at the growth of knowledge and the formation of intellectual capital. At the same time, despite the trend towards a general decrease in higher education institutions, Ukraine is experiencing a spontaneous massification of higher education. After all, at the current stage, the majority of graduates of Ukrainian schools become students, which is accompanied by an infantile attitude towards education and the chosen profession. The task of forecasting the needs of the development of the economy, culture, and society in general is extremely relevant for higher education in Ukraine (especially for non-state institutions of higher education). For this purpose, non-state higher schools should not only support the functioning of those specialties, which are called "specialties of the future", but also carry out scientific research aimed at ensuring the trends of sustainable social development. In our opinion, non-state higher schools are able to respond more promptly to society's requests regarding the formation of certain competencies in students, adjusting educational programs, which will allow the student of higher education to have competitive advantages in the labor market. The need to introduce individual educational trajectories of students is currently extremely relevant. Even now, it is difficult to imagine the system of domestic higher education as a whole without the non-state sector (from small, narrowly specialized universities to multi-specialized giants). Both among non-state and state higher schools there are prestigious institutions with a low educational level. The prestige and authority of the higher education institution does not depend on its form of ownership - future applicants choose their future "alma mater" based on qualitatively different criteria - high qualifications in the chosen specialty and a diploma that will contribute to successful employment. Modern conditions require changes both in the education system (developing the ability of the state to support an effective education system, to increase the intellectual potential of the nation), and in the

system of supporting the private sector and entrepreneurship (by forming and maintaining a favorable investment and innovation environment) and the quality system (holding a workshop transformation of ideas and technologies into competitive goods and services) (Moiseienko, 2007). Undoubtedly, the potential of a non-state higher school (namely, its intellectual, material, informational, socio-cultural resources) can contribute to the reform of the national system of higher education, innovative educational activities, the introduction of the latest scientific and technological achievements into the practice of training specialists, the intensification of scientific research, the provision of creative self-realization and harmonious development of the personality of a specialist, deepening of cooperation and cooperation of institutions of higher education and scientific institutions; integration of non-state education into the pan-European and global educational space (Problems of modernization , 2019).

Research results. So, today, the development of the non-state sector of higher education in Ukraine is the result of the renewal of the educational system, its full entry into new socio-economic and socio-political conditions, which encourages competition among providers of educational services, and, therefore, the growth of the quality of education. In general, non-state higher schools are more adapted to reforms in the field of higher education and the course of decentralization of state authorities and local self-government, which require a wide autonomy of higher education institutions.

Conclusions. It was established that the implementation of academic, organizational and financial autonomy in the non-state sector of higher education gained more realistic prospects with the adoption of the new Law of Ukraine "On Higher Education" (2014). In the process of research it was found out features of modern non-state institutions of higher education in Ukraine: the ability to respond constructively to changes in the socio-economic situation in the state and the priorities of society's development based on the development of original educational and professional programs; the possibility of choosing popular specialties and specializations; management autonomy and continuous improvement of management models; investing funds in the development of the institution and improving the quality of education, systematic work on creating a positive image of the institution; satisfaction of demand not fully covered by the public sector and from non-traditional areas of personnel training; implementation of the needs of a special category of

consumers of educational services who need remote and other specific forms of education, etc.

Among the most significant problems in the development of non-state higher education at the current stage, the following are noted: imperfection of normative and legal regulation; the weakness of the infrastructure and material and technical base compared to state educational institutions; turnover of the teaching staff; low level of training of entrants, infantile attitude to study and chosen profession; weak involvement of international charitable funds, organizations, projects, programs, sponsors; limitation of advertising and information activities abroad regarding the possibility of providing educational and scientific services to foreign citizens in Ukraine; lack of proper government support in the form of a state order for the training of specialists, appropriate social protection for teachers and students; overly burdensome taxation system; ensuring transparency of activity (publication of the charter on the official website, reports on financial, scientific and other activities); lack of constant monitoring of the quality of the provision of educational services; the increase in cases of fraud related to trade in diplomas, etc.

The use of the extrapolation method made it possible to actualize the identified positive experience and outline the prospects for its use in the modern conditions of reforming higher education in Ukraine regarding: activation of private and public initiatives for the development of a non-state higher school; involvement of representatives of the academic community in the development of a strategy for the development of the field of higher education; deepening the individualization and differentiation of education and upbringing of student youth; ensuring the innovative orientation of the educational process in combination with the cultivation of the best academic traditions; strengthening the flexibility of educational programs and the variable component of the content of education in accordance with changes in the needs of society, the state and the requests of consumers of educational services; diversification of higher education based on the principles of democracy, equal access to knowledge, practical expediency, close connection with science, industry, local government; growth of academic mobility and international cooperation of representatives of academic communities, activation of interaction between teachers and students to ensure personal self-realization of subjects of the educational process.

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АНОТАЦІЯ

Сидоренко Олена, Клочко Лариса. Недержавна вища школа України в сучасних умовах реформування вищої освіти: особливості розвитку.

Нова ера у розбудові недержавного сектору вищої освіти розпочалася після здобуття Україною державної незалежності (1991). Опрацювання сучасних наукових розвідок дозволяє здійснити порівняльний аналіз державного та недержавного секторів вітчизняної вищої освіти. Використання методу екстраполяції дозволило актуалізувати виявлений позитивний досвід та окреслити перспективи його використання в сучасних умовах реформування вищої освіти України щодо: активізації приватної та громадської ініціативи для розбудови недержавної вищої школи; залучення представників академічної громади до розроблення стратегії розвитку галузі вищої освіти; поглиблення індивідуалізації та диференціації навчання й виховання студентської молоді; забезпечення інноваційної спрямованості освітнього процесу в поєднанні з культивуванням кращих академічних традицій; посилення гнучкості навчальних програм та варіативного компоненту змісту освіти відповідно до змін потреб суспільства, держави та запитів споживачів освітніх послуг; диверсифікації вищої освіти на основі принципів демократизму, рівного доступу до знань, практичної доцільності, тісного зв'язку з наукою, виробництвом, місцевою владою; зростання академічної мобільності й міжнародної співпраці представників академічних громад, активізація взаємодії викладачів і студентів для забезпечення особистісної самореалізації суб'єктів освітнього процесу.

Ключові слова: недержавна, вища школа, вища освіта, реформування, особливості розвитку.