

in children have been identified. Among the recommendations highlighted by the author are the following:

- determination of the key goal, and its active implementation in all forms of work and communication;*
- the importance to provide conditions for children's natural need for movement; for this it is necessary to: organize space (premises, territory, equipment), change the views of adults on the safe behavior of children;*
- it is worth giving the opportunity to choose a favorite activity, but also include elements of learning in this activity;*
- communication of children from different groups and classes is desirable, but if the appropriate conditions are created for this: a sufficient territory, groups and the educational institution as a whole are not overloaded, the attention of educators or teachers can be given to all children;*
- allow children to learn to work and implement their ideas independently;*
- environmentalization of the whole life of children in the educational institution and at home;*
- active inclusion of children of preschool and primary school age in interaction with people of different ages, joint discussion of their problems and learning to resolve conflicts.*

The article does not pretend to be a complete study. Its results can be supplemented and deepened.

Key words: *the education system of Germany, children of preschool age, children of primary school age, social values.*

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THE DEVELOPMENT OF NON-STATE HIGHER EDUCATION IN THE GLOBAL DIMENSION

The research is devoted to the disclosure of trends and features of the development of non-state higher education in the global dimension. Based on the historiographical analysis, the degree of development of the chosen problem was clarified and it was confirmed that the development of the non-state sector of higher education belongs to the modern trends of the global market of educational services. With the use of terminological analysis, the key concepts of the study were clarified.

The dominance of the non-state sector of higher education in terms of quantitative characteristics and quality of educational services is shown. The types of higher education institutions of the non-state sector distributed in different countries of the world are characterized. Features of elite private universities and higher schools aimed at mass education are outlined. The significance of the positive experience of highly developed countries in the development of educational models in different countries of the world is revealed.

The strengthening of such trends in the development of non-state higher education at the beginning of the 21st century is revealed, such as: liberalization,

democratization, modernization of university autonomy, diversification, elitism, commercialization, integration, international coordination.

Key words: *development, non-state higher school, virtual university, non-state sector of higher education, globalization, global educational space, quality of educational services.*

Introduction In today's postmodern society, in the era of dominance of information systems and digital technologies, the relevance of the non-state sector, which develops in parallel with state education, is primarily related to the economic progress of mankind, the need to ensure the sustainable development of society and the training of competitive highly qualified specialists from various branches of the economy and national economy. According to modern researchers, a non-state higher school has a much higher level of social responsibility for the results of educational activities, taking care of the competitiveness of graduates, the relevance of specialties and improved learning conditions.

The analysis of scientific research shows that at the beginning of the 21st century, the active development of the non-state sector of higher education is characteristic for the developed countries of the world.

Analysis of the relevant research. In the process of researching the chosen problem with the use of historiographical analysis, the results of Ukrainian scientific investigations were summarized (L. Antoniuk, A. Pavlenko, N. Vasytkova, M. Kostetska, P. Orlov, T. Potapenko, I. Prokhor, A. Sbruieva, M. Skubii, etc.) and foreign authors (G. Gieseke, D. Levy, R. Reis, etc.). However, most of these authors touch on the chosen problem either in a broader context or narrowly, focusing on the experience of higher education development in individual countries. At the same time, there is a lack of studies in the modern scientific literature, in which a systematic analysis and generalization of the state of development of non-state higher education institutions in the world is carried out, taking into account quantitative and qualitative characteristics.

The terminological analysis proves the definitional uncertainty of the key concepts of the study, since higher schools of the non-state sector are positioned by various domestic and foreign authors as non-state, private, independent or "free", non-governmental (Korzh- Usenko, Sydorenko, 2020, p. 7). However, these concepts are often used synonymously in intelligence texts.

The aim of the article is to reveal the leading trends and features of the development of non-state higher schools in the world educational space.

Research methods Thanks to the retrospective analysis of the evolution of the world educational space, the historical aspects of the development of non-state institutions of higher education in the 20th century are presented. With the help of a synchronous analysis of the course of innovation processes in the world educational space, the regional and essential features of the development of the non-state sector of higher education in different countries of the world were revealed. The synthesis method summarizes the main advantages and disadvantages of non-state institutions of higher education in the world at the beginning of the 21st century.

On the basis of the method of generalization, the results, conclusions and prospects for the development of the selected problem are presented.

Synchronous analysis of the regional dimension of the development of the world educational space proves that at the current stage, non-state higher education is developing at a relatively fast pace in such countries of the European educational space as France and Germany.

Comparative analysis shows that today the non-state sector of higher education is developing most intensively in the countries of Central and Eastern Europe, Asia and the Middle East.

Main material. Retrospective analysis shows that if higher education in the United States of America, since its establishment, began to function mainly as a non-state institution on the basis of decentralization, regionalization, implementation of private and public initiative, then the intensive development of the non-state sector of higher education is characteristic of the Western European space, starting from the second half XX century, and for the countries of Central and Eastern Europe – from the 1990s (after the collapse of the USSR). For a long time, the flagship of non-state higher education in the world educational space was the USA, where the share of non-state higher education institutions is more than 50%. In the USA, there are about 2.5 thousand private colleges with a 4-year course of study (bachelor's level) and universities, in which more than 15 million people receive their education (Orlov, 2019, p. 8). The oldest and most prestigious institutions include eight universities of the "Ivy League" association, which are included in the category of world-class research universities, occupying prominent places in international rankings for the quality of teaching and research activities, the level of dissemination of knowledge and innovations, and the organization of international

cooperation. These are Brown University, Dartmouth College, Harvard University, Columbia University, Cornell University, Yale University, University of Pennsylvania, Princeton University, to which group today Stanford University, Massachusetts Institute of Technology, University of Chicago and Duke University are added.

Conducted studies show that elite US universities are characterized by selectivity in the selection of students and teaching staff, strong innovative and research potential, complete academic, personnel and financial autonomy; resource security (with several billion annual budgets). The selected teaching staff is represented by scientists with world names, leading political figures, and successful businessmen. Accordingly, it was the members of the Ivy League group that produced hundreds of Nobel laureates, political and public leaders, figures of education, science and culture.

Elite institutions are drivers of social progress, centers of fundamental and applied research at the interdisciplinary and transdisciplinary levels, acting as business partners in the integration of education, science and production, leading subjects of the national innovation system (with the infrastructure of business incubators, technology parks, innovation companies). In universities with high research intensity, the number of graduate students sometimes exceeds the number of students: for example, at Stanford University, the share of PhD students is 65% (L. Antoniuk, 2014, p. 8–9). Such educational institutions as Harvard University and the Massachusetts Institute of Technology, actively developing fundraising activities, attract from private donors, public charitable and state structures the resources necessary for the organization of the educational process or the implementation of socially significant non-commercial projects and direct about 50% of their funds to scientific research of the budget.

Synchronous analysis of the regional dimension of the development of the world educational space proves that at the current stage, non-state higher education is developing at a relatively fast pace in such countries of the European educational space as France and Germany. At the same time, higher education in Germany has traditionally been under state control combined with academic autonomy. The first German non-state university in Germany was founded only in 1982, although the Ukrainian Free University, as a private institution of higher education founded by Ukrainian emigrants, began functioning in Munich in 1945 on the territory of the American occupation zone. Since from the beginning of their creation, non-state

universities in Germany were focused on the training of foreign students, so teaching in them was carried out mainly in English. At the same time, most non-state higher education institutions in Germany fully comply with high state standards, so such institutions have diversified sources of funding and receive material support at the local level.

In Italy, only during 1990–2000, the number of non-state institutions of higher education doubled; this trend intensified in the following decade. The Spanish higher education system is characterized by exceptional uniformity, as 98% of students study at universities (52 state and 7 non-state), outside of which only specialists in tourism, crafts and some other professions are trained (M. Kostetska, 2017).

In Great Britain, there are such authoritative institutions of the non-state sector as the University of Buckingham (1973) specializing in financial management and business administration and the London Open University (1969), which is a leader in the organization of distance learning in the European Union and the world as a whole. providing training to over 209 thousands of students. Due to free access to educational services, applicants choose independently from hundreds of programs at the university or lower levels. The Open University in London has become an example for other similar institutions. Yes, the Spanish National University of Distance Education includes 58 training centers in Spain and 9 - beyond its borders. The National Center for Distance Education in France provides education to 35 thousand students from 120 countries of the world Among the best institutions in its category is the Virtual Global University in Germany, founded in 2001 year in a group of 17 professors from 14 various universities from Austria, Germany, Switzerland. The European Association of Distance Education Universities, under whose auspices the International European Open University, covering 17 open universities and faculties from 15 countries [Kostetska]. In general, the network of open universities significantly contributes to the massification of higher education.

Comparative analysis shows that today the non-state sector of higher education is developing most intensively in the countries of Central and Eastern Europe, Asia and the Middle East. The activation of the development of non-state higher education in the countries of Central and Eastern Europe is due to a number of factors: the change in the socio-political and socio-economic situation after the collapse of the Soviet Union and the "socialist commonwealth of states", the revival of the traditions of public and private initiative in the field of education, economic, political and spiritual freedom

as a guarantee of market relations and competition, the elimination of the state monopoly and the abolition of the practice of state distribution of young professionals, reorientation to the needs of regional labor markets, the availability of demand for personnel trained by non-state higher schools, the creation of favorable conditions for learning, leisure and living, the flexible use of financial incentives for the motivation of the teaching staff, aimed at attracting leading specialists. In some countries of Central and Eastern Europe, the share of non-state higher schools in the education system is very high: in Slovenia – 82%, in Poland - 63%, in Estonia and Romania - 60%, in Hungary - 52% (V. Biletska, 2018). However, for the most part, these are small higher schools with weak infrastructure and an unstable professor-teaching contingent, which mainly provide education in humanitarian and socio-economic specialties. Therefore, some researchers, namely H. Giesecke, D. Levy, R. Reisz, emphasize that the newly created educational institutions of the countries of Central and Eastern Europe are forced to “wage a daily battle, both from the point of view of viability and from the point of view of legality” (Giesecke, 1999, p. 4) in conditions of scarcity experience and imperfections of the normative and legal field.

The analysis of the literature shows the intensive development of the non-state sector of higher education in Poland: if previously only the Catholic University of Lublin belonged to it, which had the status of the only large non-state educational institution among the countries of the socialist camp, as of 2017 there were 11 state and 1 private classical universities in the country models, 15 technical universities and 2 institutes, 6 academies of economics and medical academies, 17 schools of arts and 6 institutions of higher education in physical education and sports. In total, there are 86 non-state institutions of higher education, but only 9 of them have the right to grant the "master's" qualification (M. Kostetska, 2017, p. 158).

Among the countries of the post-Soviet space, significant progress in the development of the non-state sector was achieved in Georgia after the corresponding reform in 2005 year In Kazakhstan, the number of state and non-state institutions of higher education is roughly balanced. Japan, Indonesia, the Philippines and the Republic of Korea (U. Parpan, 2018, p. 272) belong to the countries with more than 70% of non-state educational institutions in the structure of the educational services market, particularly in Japan - about 90%, which causes the phenomenon of the "economic miracle". At the same time, the number of "dwarf universities" – institutions

of higher education in which 200-300 students study at one or two faculties - is significant. Recently, a non-state higher education institution in China has achieved considerable success. A fairly extensive non-state sector of higher education in Singapore and South Korea complements the public one, which allows higher education to cover almost the entire adult population of these countries. The non-state sector of higher education is dynamically developing in some African countries, in particular in Egypt (especially the American University in Cairo, the German University in Cairo, the French University of Egypt) and Kenya, as well as Saudi Arabia and Israel, which actively use the American experience. In Iran, where the non-state sector is quite young (about 30 years), higher education institutions of this type have a number of preferences and are exempt from taxes. According to the results of international educational rankings, in recent years, higher education institutions in Malaysia have shown the most rapid positive dynamics, where the creation of private universities and university colleges was legitimized at the legislative level in 1996, although before that, private higher schools could not grant scientific degrees.

In developing countries, the non-state sector of educational services is primarily oriented towards the mass attraction of applicants. At the same time, the trend towards "privatization" of state universities is increasing at the current stage. Countries such as Australia and China have greatly expanded the powers of universities in the field of funding, thanks to which educational institutions are able to independently generate their own income. There is an active commercialization and diversification of funding sources: in addition to tuition fees, universities receive income from research funds, sales of innovative products, thanks to the activities of technology parks, consulting and research services, etc.

Coronavirus pandemic became a serious test for a non-state higher school. At the same time, Covid-19 prompted institutions of higher education in different countries of the world to transfer educational activities to the online format. However, the flagships of higher education (such as Harvard) continued to increase their scientific and research potential even in crisis conditions, and some institutions that carried out research in the field of medicine and the organization of distance learning even rose in the rankings due to the increase in the citation index of the works of teachers.

Synchronous analysis of the development of the modern educational space shows that significant success in expanding the non-state sector of

higher education was achieved by countries in which an increase in the gross national product was accompanied by an increase in the level of education, the creation of a social climate of desire and respect for knowledge, and the development of an appropriate regulatory framework (Germany, Japan, the USA, South Korea, Singapore). However, if many countries in Asia were characterized by complete privatization, then in Eastern Europe and Africa, quasi -privatization prevailed with an increased tendency to blur the state and non-state sectors due to their close partnership (I. Prokhor, 2017, p. 107).

Research results. So, as a result of the conducted research, the regional features of the development of the non-state higher education sector in the world educational space were revealed: if the higher school in the USA from the time of its formation began to function mainly as a private one, then the intensive development of the non-state sector of higher education in the Western European space is connected with in the second half of the 20th century, in the countries of Central and Eastern Europe, Asia and the Middle East - from the beginning of the 21st century. As evidenced by international educational ratings, Asian countries, which demonstrate the rapid development of IT technologies, are the leaders in terms of the dynamics of the development of non-state higher education institutions. The essential features of the leading non-state institutions of higher education in the world educational space are defined: elite (high-class) educational services, high-quality academic and cultural environment, high concentration and cultivation of talents among teachers and students, powerful material and technical base, productivity of research activity, powerful innovative potential, sufficient resources with a specific share of private sources of financing, which allows to ensure a high competitive status at the international level.

To the leading trends in the development of non-state higher education in the world educational space at the beginning of the 21st century include: liberalization, democratization, modernization of university autonomy, diversification, elitism, commercialization, integration, international coordination. In the higher education systems of many developed countries, there is a tendency to abandon the encyclopedic nature of curricula in favor of new ones aimed at the creative self-realization of the individual due to the expansion of the variable component of the content of education (up to 50% of subjects), the development of critical thinking and professional competence of

future specialists, communicative competences and abilities to teamwork, creative leadership and moral qualities, social integration of a specialist as an active member of civil society.

Conclusions. In the non-state sector of the world educational space, a wide range of higher education institutions is distinguished, including universities of the III millennium, university colleges, higher specialized schools with an emphasis on professional training, virtual universities with various programs and levels, as well as branches of well-known educational centers. It has been confirmed that the development of educational models in various regions of the world actively uses the positive experience of highly developed countries, in particular the USA, Great Britain, Germany, and France. However, if in the US non-state higher schools are elite institutions that are considered a benchmark for the quality of education, then in many other countries the non-state sector is primarily aimed at ensuring mass education services.

Prospective directions for further development of the chosen topic include studying the possibilities of using positive foreign experience in the non-state sector of higher education of Ukraine.

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АНОТАЦІЯ

Сидоренко Олена. Становлення недержавної вищої школи у світовому вимірі.

У сучасному постмодерному суспільстві, в епоху панування інформаційних систем та цифрових технологій актуальність недержавного сектору, що розвивається паралельно із державною освітою, пов'язана передусім з економічним прогресом людства, необхідністю забезпечення сталого розвитку суспільства та підготовки конкурентоспроможних висококваліфікованих фахівців із різних галузей економіки та народного господарства. Визначено сутнісні особливості провідних недержавних закладів вищої освіти у світовому освітньому просторі: елітність (висококласність) освітніх послуг, якісне академічне й культурне середовище, висока концентрація і культивування талантів серед викладачів та студентів, потужна матеріально-технічна база, продуктивність дослідницької діяльності, потужний інноваційний потенціал, достатність ресурсів з питомою часткою приватних джерел фінансування, що дозволяє забезпечувати високий конкурентоспроможний статус на міжнародному рівні.

До провідних тенденцій розвитку недержавної вищої школи у світовому освітньому просторі на початку XXI століття належать: лібералізація, демократизація, модернізація університетської автономії, диверсифікація, елітаризація, комерціалізація, інтеграція, міжнародна координація.

Ключові слова: розвиток, недержавна вища школа, віртуальний університет, недержавний сектор вищої освіти, глобалізація, світовий освітній простір, якість освітніх послуг.

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