

нестандартних ситуацій. Всі небезпечні зони виділені кольоровими лініями. По-третє, у всіх виробничих зонах постійно підтримується лад.

Виходячи з вищезазначеного, доходимо висновку, що забезпечення охорони праці є комплексним завданням, яке включає в себе як технологічне оновлення, так і впровадження певних організаційних вимог і, як наслідок, забезпечує якіснішу продукцію. Враховуючи реалії України сьогодення, вирішення проблеми охорони праці для українських підприємств є першочерговим завданням для забезпечення конкурентоспроможності національної продукції на світових ринках.

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### **The position of higher education in Ukraine in the comparison of the international trends in higher education**

Considering the transformation processes in Ukraine, most of the sectors are required the reforming of the economy and the transition to the advanced methods of management, the availability of high-quality competitive higher education is an important condition. So competitiveness of higher education — is an indicator of success of society. Now, higher education transmits the achievements of modernity to our future generations because of the result of their work — highly intellectual and human resources [1].

Higher education as a factor of innovation development of the economy is an essential determinant. Therefore, in terms of the integration of the national economy to the European Space, higher education is the basis, the foundation for the development and the long-term growth prospects.

In addition, the issue of quality of the higher education becomes especially acute in the conditions of the globalizational changes and the transformation to the knowledge economy.

Higher education trains the highly skilled workforce and contributes to the research base and innovation capacity that increasingly determines competitiveness in the knowledge-based global economy [2].

The current stage of economic development of any country of the world depends on the environment, which not only affects on the internal processes, but also corrects them by using world trends. Therefore, it is appropriate to analyze the competitiveness of higher education in Ukraine and the development of international trends.

The Universitas 21 Ranking is the only one in the world to assess national higher education systems, which was developed the Rankings as a benchmark for governments, education institutions and individuals, and the project aims to highlight the importance of creating a strong environment for higher education institutions to contribute to economic and cultural development, provide a high-quality experience for students, and help institutions compete for overseas applicants. U21 points to the best educational systems of each country and includes four areas, in particular: "Resources", "Environment", "Connectivity" and "Output".

According to the table 1, we rate the positions of the represented countries by 2014-2015 years. We should note that the ranking includes only 50 countries.

Table 1. The positions of national systems of higher education in the world by the rating «The Universitas 21» in the 2014-2015 years

Country	The total position of ranking		including by components:							
			Resources		Environment		Connectivity		Output	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
The USA	1	1	4	7	3	1	15	12	1	1
Sweden	2	5	3	4	10	20	2	3	4	5
Canada	3	6	2	2	33	33	10	11	3	3
Denmark	4	3	1	1	36	31	4	4	7	4
Finland	5	4	5	6	6	3	11	7	5	8
Switzerland	6	2	7	5	35	17	1	1	8	5
Netherlands	7	7	10	10	1	4	9	8	9	9
The UK	8	8	21	26	16	8	3	5	2	2
Australia	9	10	16	18	8	6	8	13	6	7
Singapore	10	9	9	3	11	9	5	6	19	16
Austria	12	13	11	11	23	23	6	2	21	20
Belgium	13	11	14	13	5	7	12	9	13	12
Germany	14	14	17	15	34	29	14	14	10	11
New Zealand	16	16	23	27	2	5	13	10	15	18
France	18	17	15	16	14	18	20	18	17	15
Japan	20	20	25	24	21	19	31	22	11	13
Czech Republic	26	23	33	22	12	22	19	19	30	30
Italy	27	29	35	36	42	42	27	28	26	24
Poland	31	32	30	33	7	11	47	44	32	32
Chile	33	31	31	30	25	13	37	35	37	37
China	35	34	46	47	28	24	46	47	25	25
Russia	35	33	36	40	29	25	48	40	28	28
Brazil	38	40	34	34	40	37	43	46	33	34
Romania	39	42	38	45	13	10	42	39	45	46
Bulgaria	40	43	49	48	9	38	38	36	36	40
Argentina	41	38	37	35	38	39	41	42	40	36
<b>Ukraine</b>	<b>42</b>	<b>41</b>	<b>28</b>	<b>28</b>	<b>43</b>	<b>46</b>	<b>44</b>	<b>41</b>	<b>38</b>	<b>45</b>
Iran	49	47	42	38	44	45	50	50	43	43
India	50	50	40	39	47	47	49	49	48	47

Джерело: [3]

Analyzing the table. 1, we observe that the USA, Sweden, Canada, Denmark, Finland, Switzerland, Netherlands, the UK, Australia and Singapore are led the rating in 2014-2015 years (as, incidentally, in 2013). In particular, the USA remained the leader, Sweden gave the second position to Switzerland, Canada moved from the third place to the sixth, Singapore rose to the ninth. Ukraine in 2014 took only the 42th position, whereas in 2015 Ukraine's position in the overall ranking of national education systems consolidated the 41th position, including the component "Resources" - the 28th, "Environment" - the 43th in 2014 and the 46th in 2015 year, "Connectivity" - the 44th in 2014 and the 41th in 2015 respectively and "Output" - the 38th and the 45th positions, respectively. India is on the last position of the ranking in 2014-2015 years [3].

Thus, the position of Ukraine is very low. Poland, for example, has a much higher position than Ukraine, which explains the trends to popularize the Polish education in Ukraine in comparison with the rest of the countries of the EU: low cost, but the recognition of diplomas by the European community, that was reflected by using the component "Environment". As we can see, this component for Ukraine is the lowest among the rest.

Among the key global trends of higher education are given off [4]:

- global student mobility, which has four trends, including:

1. Growth will continue. The OECD projects that the world's population of international students will reach eight million by 2025. This represents a slightly cooler, but still very impressive, projected growth rate of 60% in overall global mobility over the next decade [5].

2. Leading destinations losing share. The US remains the world's leading study destination, and, together with the UK, Germany, France, and Australia, hosts about half of the world's mobile tertiary students. Many of these leading destinations, however, are losing market share in recent years: the US share of internationally mobile students dropped from 23% in 2000 to 16% in 2012, even as the absolute number of foreign students in America continues to climb. The UK has lost ground as well. Both Canada and Australia have gained a greater share of international students over the last decade. But other countries have also gained ground. The OECD reports that outside of these leading destinations, "significant numbers of foreign students were enrolled in the Russian Federation (4% market share in 2012), Japan (3%), Austria (2%), Italy (2%), New Zealand (2%), and Spain (2%) [5].

3. Middle class driving growth. The growth of the middle class in emerging economies around the world is another key factor in overall demand levels for study abroad.

4. Regional student mobility. "Global student mobility follows inter-and intra-regional migration patterns to a great extent. The growth in the internationalisation of tertiary enrolment in OECD countries, as well as the high proportion of intra-regional student mobility show the growing importance of regional mobility over global mobility." [6].

- Universities as international brands, which has the following trends in particular:

1. International branch campuses are expanding to include non-traditional countries. Over the past decade a number of universities have opened branch campuses overseas – Nottingham's campus in Ningbo, China and NYU's branch in Abu Dhabi are perhaps best known – bringing the total to nearly 220 campuses worldwide.

2. International engagement is increasingly research-focused. There is a growing shift away from student-focused initiatives, that is, international student recruitment and branch campuses, towards developing research capacity in partnership with colleagues overseas. In part this is a tactical shift reflecting the growth of academic engagement in industrial R&D, and in part this has grown out of an understanding that developing research partnerships works for the benefit of both institutions.

3. Institution-industry partnerships overseas are growing and diversifying. Many universities are developing broader links with industry as a way to strengthen and diversify their research. In many areas these links are explicitly encouraged and supported by government initiatives, as with Horizon 2020 in Europe, the largest multinational research programme in the world.

4. The appeal of 'education hubs' is broadening. Education hubs are the newest development in the international higher education landscape. Countries, zones and cities are trying to position themselves as reputed centres for higher education and research. At present, all six countries with education hubs have a significant degree of host government support: for instance, the Qatari government fully covers rent and operating costs, Malaysia provides 50% funding, and Dubai has provided land and infrastructure (though resident universities cover their own rent and operating costs).

- Technology is becoming increasingly central to education worldwide, which has the following trends in particular:

1. Widening access. Massive Open Online Courses (MOOCs) have become one of the most high profile aspects of the use of technology in teaching in recent years, with 142 universities providing free courses open to all participants via Coursera and edX alone.

2. New ways of teaching (virtual learning environments, flipped classrooms and blended learning, etc)

3. Internationalising access to research. The digital curation and preservation, data and analytics, and open access to peer-reviewed scholarly research are already significantly shaping both research and teaching.

4. Open access.

- Education as a tool to achieve economic success and development, which has the following trends in particular:

1. Internationalisation' to achieve other goals

2. Improving the quality of higher education

3. Professional education and job training

In this regard, given the aforementioned circumstances and international experience, the modern directions of increasing the competitiveness of higher education should be based on the following principles:

– public funding should primarily focus on the directions of training, which are required for the development of the national economy;

– conditions of the access to the quality of higher education should conform the strategic interests of the country, which lie in the fact that to such education, in the first place, could get talented citizens, regardless of their place of residence and income of their families;

– level of public funding of universities should depend on the quality level of the training specialists, but the state should at the same time stimulate increasing the quality of training in the regional universities in order to increase the accessibility to quality higher education in low income levels of the population;

- creation of positive investment climate in the sphere of higher education to improve the efficiency using of budget funds and funds of the private investors;
- bringing of price level on the educational services of university to the level of real cost of education, taking into account the raising salaries of the teaching staff and improving the necessary material and technical provision of the training process;
- creating the real economic mechanisms and ensuring accessibility quality higher education for the talented young persons, by means of the diversified model of financial provision of this process, using of direct budgetary financing of the training of students in higher education, and the use of instruments of real preferential loans, grants, etc.;
- stimulation for the employers and local governments to participate in the financing of the establishments of higher education and the training of personnel for internal needs for their own means;
- strengthening the monitoring for graduates of the universities, who have studied for budgetary funds to improve the effectiveness of this process and the establishment of mechanisms for the targeted training specialists on order from certain organizations or enterprises;
- transformation of the model of funding science in accordance to the public priorities and the level of quality of the most researches in universities, stimulation of the development of scientific research and innovation activities;
- stimulating the cooperation among the universities, research institutions and the corporate sector in the sphere of the scientific research, organization of the manufacturing practices, conduction of the scientific and practical seminars and conferences for the purpose of attracting the modern knowledge in the educational process [7, p. 284-285];
- intensifying the participation of universities in the world rankings and international cooperation, improving the quality of education to the European standards, increasing the academic mobility of teachers and students.

Thus, the state of the higher education in Ukraine needs the reforming in view of the international trends. Because in conditions the increasing competition and the spread of global mobility, the Ukrainian universities can remain the students, as a consequence, to provoke the outflow of the professional potential. Therefore, to enhance the competitiveness of higher education, we consider for the necessary, not only to create a National Agency for Quality Assurance in Higher Education, it is only the first step towards the improving the quality of national higher education and also to join the OECD's Assessment of Higher Education Learning Outcomes (AHELO), which is a voluntary international comparative assessment designed to provide higher education institutions with feedback on the learning outcomes of their students and which they can use to foster improvement in student learning outcomes [8]. Overall, the strengthening of the position of the national higher system should be a full-scale process that is appropriate to carry out from the standpoint of the successful international experience, along with the fact, it must be remembered also about the need of the appropriate funding and the positioning of universities in Ukraine. Consequently, as a result the restructuring of the current higher education system, as one of the determinants of innovative development of national economy, Ukraine will be able to the strengthening of the competitive positions at the international arena.

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