

with all educational conditions and particularities of a would-be profession; creation of the rehabilitation structures in higher educational institutions has restricted potentialities.

Originality. Any educational setting, be it favorable or inclusive, comprises three components: spatiotemporal, social, and psycho-didactic components. However, some differences between favorable and inclusive settings affect each component of the setting. These differences are related to quantitative and qualitative indicators as well as to the prescribed value of each of the component. The spatiotemporal element is of primary importance for the inclusive educational setting. Physical space must be considered and organized in a special way, and all educational materials must be adapted to meet students' special needs whereas favorable inclusive environment doesn't emphasize meeting the needs of students with disabilities; the system may not have specially organized support. Typical students in the favorable educational setting have more diversified opportunities for learning. The social component has proved to differ in both settings. While the inclusive social component underscores values of inclusion that consider every student with disability as equal, as the one who belongs, as the one who is entitled to be included, the favorable setting takes it for granted. The favorable setting doesn't focus on the support system for students assuming that students can adjust to the setting, set up relationships with peers with ease. The favorable setting underlines the importance of creating conditions for student personal growth and professional development through helping a student to plan the individual professional trajectory. The psycho-didactic component reveals more differences in the qualitative context. The inclusive setting relies heavily on assistive technology, teacher's efficacy, teacher inclusive competence that ensures teacher self-efficacy and professional efficacy. The favorable setting offers diversified instruction for typical students expecting them to be independent and capable of making necessary choices. So, diversified instruction and the conditions for personal growth and professional development are similar for both the inclusive and the favorable setting.

Conclusion. Thus, the higher education setting can be described as inclusive and favorable, however the concept "inclusive" broadens the opportunities for students with disabilities. Today, the universities in Ukraine are focused on developing the favorable educational setting that can provide necessary conditions for student personal growth and professional development because of its many 'inclusive' characteristics.

Key words: higher education, student with disabilities, favorable educational setting, inclusive educational setting.

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RANKINGS AS A TOOL FOR MONITORING THE QUALITY OF HIGHER EDUCATION

The article studies the quality of higher education and rankings as a tool of monitoring the quality of higher education. Special attention is dedicated to the methodological approaches to understanding the quality of higher education. There has been proved that today the ranking systems have become widely distributed and applied in the world and European educational space. There has been researched different approaches to classifying the most significant international and Ukrainian rankings, their demands and indicators. There has been studied that the ranking assessment of the

activities of higher education institutions of all forms of ownership is an integral part of international and national monitoring of higher education.

Key-words: *ranking, quality, higher education, educational service, monitoring, indicator, higher education institution, assessment.*

Introduction. In the context of pedagogical research, the important methodological issues are determining the quality of functioning of the higher education system. The quality of education as a social institution is one of the key indicators of the effectiveness of higher education, if understand it as a public good.

Today the ranking systems have become widely distributed and applied in the world and European educational space. The ranking appraisal of the results of the activity of higher education institutions of all forms of ownership is an integral part of international and national monitoring of higher education. This component satisfies the demand of consumers at the market of educational services and the labor market in the information about reputation of a higher education institution, its achievements and the specific results of scientific and educational activity.

The overview of literature. Such scientists as I. Gryshchenko, I. Kalenyuk, V. Kremen, A. Marchuk etc., studied the theoretical issues of considering the market of higher educational services education and rankings as a tool for the quality of higher education.

Originality and theoretical meaning of the research. The topicality of the research is determined by the direction of the article, its problems and the need to put forward new hypotheses for studying the quality of higher education and rankings as an efficient tool of its assessing.

The purpose of the research is to analyze rankings and define its role in assessing the quality of higher education institutions.

The main body. Scientific literature and official sources provide some methodological approaches to understanding the quality of higher education. World Declaration "On Higher Education for the 21st Century: Vision and Action" states that the quality of education is a set of such elements as systemic, multifactor manifestation, versatility of practical result, etc. [13]. Such a criterion for evaluating the quality of higher education is highlighted as the ability of a graduate of a higher educational institution to satisfy his or her material and spiritual needs, as well as the needs of society.

The analysis of the development of higher education systems in the world shows that the number of people studying at higher education institutions is being gradually increasing. Hence, higher education becomes more massive. The above-mentioned process leads to the loss of individualization of training, and also catalyzes the growth of the role of education technologies, which lead to decreasing the role of the teacher as a subject of knowledge transfer and "leader" of socialization. Hence, the mass of higher education necessarily leads to decrease of its quality [2; 12].

According to the analysis of scientific research, there are different approaches to the definition of mechanisms on the basis of which it would be possible to measure or assess the contribution of higher education to the social and economic development of a person and society. For an individual, higher education is of economic value, since it provides the opportunity to receive higher salary, provides employment, creates conditions for accumulation and enrichment, improvement of working conditions and mobility. At the same time, as a rule, productivity of labor is increased, national and regional markets are developed, the level of consumption is raised, capacity and labor quality are increased, etc. [3, p. 20-28]

The quality of an educational service is the subjective notion, because quality is the degree of satisfaction of the needs of consumers, and consumers of educational services (students) have different needs. Some students want to learn in order to do their favorite work,

others – in order to earn a lot of money, to get a career prospect, to move to a big city, go through international socialization and improve language skills (if a student is studying abroad). Consequently, the quality of educational services will be fundamentally different even for consumers who study in one academic group, because in the process of their training they satisfy fundamentally different needs that are totally individual [4, p. 1016].

Understanding the relevance and significance of this problem, scientists and practitioners had to seek scientifically based solutions to find methodological approaches to the objective assessment of the quality of education provided by higher education institutions. And such a solution was found – these are the rankings of higher education institutions that are compiled at the leading research centers.

In world and European educational space ranking systems have become widely distributed and applied. The ranking appraisal of the results of the activity of higher education institutions of all forms of ownership is an integral part of international and national monitoring of higher education. This component satisfies the demand of consumers at the market of educational services and the labor market in the information about the reputation of a higher education institution, its achievements and the specific results of scientific and educational activity.

The rankings allow to monitor the effectiveness of management by higher education institutions in terms of their adaptation to new challenges and threats. It is not a secret that international and national higher education systems are under constant influence of dynamic changes of political, legal, regulatory, economic, international, scientific and technological, environmental, socio-humanitarian and demographic challenges. Ensuring the quality of education provided by higher education institutions under such conditions depends on an adequate preventive response of the management of the institutions to these changes.

We can distinguish the list of institutional reasons that lead to constant monitoring of higher education and the application of rankings of higher education institutions, namely:

- the intensification of the competitive struggle of higher education institutions in the international and the national educational space;
- globalization and internationalization of higher education (students can choose to study at higher education institutions of other countries);
- providing opportunities for potential consumers who are not experts in the field of assessing the quality of education, based on the ranking results, to make independent conclusions about the quality of education in a particular higher education institution;
- establishment of "reference values" of activity of higher education institutions and introducing the policy of equation into a standard at a particular institution [3; 6; 8].

Applying rankings of higher education institutions is an effective tool for monitoring the quality of higher education, as well as encouraging management and research and teaching staff of higher education institutions to improve the efficiency of their activities.

Today ranking is the most comprehensive and versatile method for identifying and assessing the international status of a higher education institution and the corresponding level of provision (production) of educational services. This method is perceived as an effective tool for evaluating the academic quality and reputation of the university. Rankings received recognition not only among entrants and their parents, but also among the academic community, scientists and pedagogues, as well as government organizations [4, p.768].

The ranking of higher education institutions leads to the stratification of higher education institutions in terms of quality of education, which is revealed, in particular, through the allocation of a group of "elite universities" (both within the state and within the regional markets of educational services), the formation of a market of education on the basis of a certain hierarchy, built on clearly defined criteria. It becomes not only possible, but also necessary.

In Ukraine considerable work is dedicated to the development and improvement of various ranking methods of higher education institutions. National, regional, branch and institutional rankings are applied. Each ranking provides specific goals and has relevant target groups of users [5].

From the standpoint of maintaining reputation, joining a recognized (prestigious) higher education institution ranking provides some benefits, namely [5; 6; 9]:

- the presence of an institution in the prestigious ranking is perceived by the community, students and applicants as a guarantee of high quality of educational services;
- recognition of the scientific and educational achievements of the institution by the international community, which is becoming a significant competitive advantage at the market of educational services;
- information about the winners of the ranking is published in official reference books (for example, the results of Times ranking in the form of the Times Higher Education reference book - QS is distributed in over 100 countries worldwide);
- information about the higher educational institution, regardless of its place in the ranking, is published on the official website of the ranking, which is a powerful channel of marketing communications;
- the ranking administration opens profiles for institutions that are included in the final list and places them on the official site, in the future, these profiles can be adjusted by the higher educational institution;
- information about the higher education institution is published on the site's ranking in various languages and, thus, becomes accessible to Internet users from different countries, which is a benefit in attracting foreign students for study;
- the higher education institution receives benefits in various competitions and grants;
- the higher education institution has the opportunity to involve foreign teachers and researchers more actively to carry out scientific and other projects;
- the international activity of the higher education institution is being intensified, particularly, in the implementation of world-recognized standards for the assessment of the quality of education.

Today two international rankings have received the world recognition: the Times (THES), administered by Times Higher Education magazine (supplement to the Times newspaper on higher education) and the Academic Ranking of the Universities of the World "Shanghai" (ARWU), which is administered at the Institute of Higher Education at Shanghai University Jiao Tong.

The Times ranking takes into account the following indicators [10]:

- peer review score;
- employer review score;
- staff/student score;
- citations/staff score;
- international staff score;
- international student score.

Shanghai ranking takes into account the following indicators [1]:

- alumni of an institution winning Nobel Prizes and Fields Medals (weight – 10%);
- staff of an institution winning Nobel Prizes and Fields Medals (weight – 20%);
- highly cited researchers in 21 broad subject categories (weight – 20%);
- papers published in Nature and Science (weight – 20 %);
- papers indexed in Science Citation Index-expanded and Social Science Citation Index (weight – 20 %);
- per capita academic performance of an institution (weight – 10 weight).

Shanghai ranking includes the top 500 top universities in the world.

The Academic Ranking of World Universities (ARWU) was first published in June 2003 by the Center for World-Class Universities (CWCU), Graduate School of Education (formerly the Institute of Higher Education) of Shanghai Jiao Tong University, China, and updated on an annual basis. According to the results of Shanghai Ranking 2017, the best universities in the world were Harvard University (USA), Stanford University (USA), University of Cambridge (UK) [1].

The practice of creating rankings for higher education institutions exists in Ukraine as well. Several rankings of higher education institutions are regularly compiled in our country. The most reputable rankings are "TOP-200 Ukraine", Webometrics Ranking, "Consolidated Ranking" (portal "Education.AU"), Scopus database ranking.

The ranking of "200 Best Universities of Ukraine" (sometimes called "TOP 200 Ukraine", or "UNESCO ranking") is the ranking of higher education institutions, which was compiled by the staff of UNESCO Chair "Higher Technical Education, Applied Systemic Analysis and Informatics". The external expertise of the "TOP-200 Ukraine" ranking is carried out by the experts of the supervisory board of the international expert group for assessing universities (IREG Observatory). While determining the final ranking of higher education institutions, three complex indicators are taken into account: the index of quality of scientific and pedagogical potential, the quality of education index, the index of international recognition. To form the indicated indices, 20 objective indicators and 2 expert assessments are used. The sources of these indicators are given by the Ministry of Education and Science of Ukraine, international associations and higher education institutions themselves. Starting from 2011, the ranking includes the index of information resources (the quality and comprehensiveness of the websites of higher education institutions). The results of the ranking are published annually in the reputable newspaper Dzerkalo Tyzhnia.

According to "TOP-200 Ukraine" ranking, the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Kyiv National Taras Shevchenko University, Kharkiv National Karazin University became the best higher education institutions of Ukraine in 2017 [11].

The National Library of Ukraine annually compiles the ranking of higher education institutions of Ukraine on the basis of Scopus science-based database. Scopus database provides records of the publications of scientists and institutions where they work, and the statistics of their references. While calculating the ranking, two criteria are taken into account: the number of publications in the publications included to the scientific database "Scopus" and the number of references in these editions. On this basis, the so-called Worst Index (h-index) is calculated. According to the ranking in 2017, Kyiv National Taras Shevchenko University, Kharkiv National Karazin University, Chernivtsi National Yuri Fedkovich University became the best higher education institutions of Ukraine [11].

Webometrix ranking is administered by the Cybermetrics Lab research group at the Consejo Superior de Investigaciones Cientificas Research Center (Spain). Ranking assessments are determined on the basis of the following criteria: the size of the website of a particular university, that is, the number of pages that are located on search engines; its visibility; number of external links to the site; number of downloaded files; the number of reference-indexed publications evaluated by Google Scholar. The ranking is aimed at assessing the effectiveness of the presence of a higher education institution in the Internet environment, as it is believed that this factor is one of the key factors of ensuring the high quality of educational services. The ranking includes only those higher education institutions that have their own independent web domain [11].

The "Consolidated Ranking", administered by portal osvita.ua, is based on ranking assessments "TOP-200 Ukraine", "Compass" and "Webometrics". In the consolidated ranking, each university is awarded a score equal to its sum of places in UNESCO "TOP 200

Ukraine", Compass and Webometrics Ranking. If in any of the rankings, the university was not presented, it was awarded a place that follows the last in this ranking. Consolidated ranking includes all higher education institutions that are present at least in one of the above rankings (except for medical institutions that are not included in the consolidated ranking, because they were not rated in the Compass Ranking) [7].

Conclusion. One of the key indicators of the effectiveness of higher education, if it is considered as a public good, is the quality of education as a social institution. From the standpoint of the individual, the quality of education is the aggregate result of the acquired knowledge, skills and skills that increase the labor force at the labor market at a fair (reasonable) price.

In world and European educational space ranking systems have become widely distributed and applied. The ranking assessment of the performance of higher education institutions of all forms of ownership is an integral part of international and national monitoring of higher education. This component meets the demand of consumers at the market of educational services and the labor market in the information about the reputation of a higher education institution, its achievements and the specific results of scientific and education activity.

Applying rankings of higher institutions is an effective tool for monitoring the quality of higher education, as well as encouraging management and research and teaching staff of higher education institutions to improve the efficiency of their activities. At the same time, the analysis of forming criteria for international and Ukrainian rankings proves the necessity of compiling a universal international integrated ranking that takes into account the peculiarities of the activities of various institutions and is as informative as possible.

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Abstract. Introduction. The article studies the quality of higher education and rankings as a tool of monitoring the quality of higher education. Special attention is dedicated to the methodological approaches to understanding the quality of higher education. Today the ranking systems have become widely distributed and applied in the world and European educational space. There are different approaches to classifying the most significant international and Ukrainian rankings, their demands and indicators.

The purpose of the research is to analyze rankings and define its role in assessing the quality of higher education institutions.

Results. Today two international rankings have received the world recognition: the Times (THES), administered by Times Higher Education magazine (supplement to the Times newspaper on higher education) and the Academic Ranking of the Universities of the World "Shanghai" (ARWU). The most reputable rankings of Ukraine are "TOP-200 Ukraine", Webometrics Ranking, "Consolidated Ranking" (portal "Education .AU"), Scopus database ranking.

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Originality. The topicality of the research is determined by the direction of the article, its problems and the need to put forward new hypotheses for studying the quality of higher education and rankings as an efficient tool of its assessing.

Conclusions. The analysis of forming criteria for international and Ukrainian rankings proves the necessity of compiling a universal international integrated ranking that takes into account the peculiarities of the activities of various institutions and is as informative as possible.

Key-words: ranking, quality, higher education, educational service, monitoring, indicator, higher education institution, assessment.

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РЕЙТИНГУВАННЯ ЯК ЗАСІБ МОНІТОРИНГУ ЯКОСТІ ВИЩОЇ ОСВІТИ.

У статті досліджується якість вищої освіти та рейтингування як інструмент моніторингу якості вищої освіти. Особлива увага приділяється методологічним підходам до розуміння якості вищої освіти. У контексті педагогічних досліджень важливими методологічними питаннями є визначення якості функціонування системи вищої освіти.

Актуальність дослідження визначається напрямом статті, її проблемами та необхідністю висувати нові гіпотези для вивчення якості вищої освіти та рейтингування як ефективного інструменту її оцінки.

У результаті дослідження визначено, що рейтингова оцінка діяльності вищих навчальних закладів усіх форм власності є невід'ємною частиною міжнародного та національного моніторингу вищої освіти. Застосування рейтингів вищих навчальних закладів є ефективним інструментом моніторингу якості вищої освіти, а також заохочення керівних та науково-педагогічних кадрів вищих навчальних закладів для підвищення ефективності їх діяльності. Досліджено різні підходи до класифікації найважливіших міжнародних та українських рейтингів, їх вимог та показників.

Ключові слова: рейтинг, якість, вища освіта, освітня служба, моніторинг, показник, вищий навчальний заклад, оцінювання.

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