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# **PERSPECTIVES OF WORLD SCIENCE AND EDUCATION**

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## TABLE OF CONTENTS

1.	ABDULLAEVA N. S. SIGNIFICANCE OF HEALTH-SAVING TECHNOLOGIES IN A PRESCHOOL EDUCATIONAL ORGANIZATION.	14
2.	ABDIMURODOV O. U. USE OF CASE STUDY TECHNIQUES IN PRACTICAL EXERCISES OF THE COURSE OF NATURAL GEOGRAPHY OF UZBEKISTAN.	17
3.	ARTEMOV A. V., NEVEROVA O. G., ILYINA S. I., MURZIN V. N. THEORY OF AGING: A BIOMEDICAL PROBLEM WITHIN THE FRAMEWORK OF LAWS OF NATURAL SCIENCE.	22
4.	BELIKOV A. B., BELIKOVA N. I., VATAMANYUK N. V., BELIKOVA L. O. SUBSTANTIATION OF CLINICAL AND TECHNOLOGICAL CLASSIFICATION OF PALATAL AND UPPER JAW DEFECTS FOR THE SELECTION OF A TREATMENT METHOD.	30
5.	BOROVYK L. V., RUDYK O. YU., MELNYK YA. I. APPLICATION OF COMPUTER SIMULATION AND ANALYSIS TO PROFESSIONAL EDUCATION.	39
6.	CHUGUNOVA N. V. SOME INNOVATIVE METHODS OF TEACHING ENGLISH.	46
7.	CUI LONG. STUDY ON THE TRAINING MODE OF PHYSICAL EDUCATION TEACHERS IN COLLEGES AND UNIVERSITIES IN THE BACKGROUND OF EDUCATIONAL INFORMATIONIZATION.	49
8.	EZHNEDE M. A., HOROSHKO O. M., ZAKHARCHUK O. I., MATUSHCHAK M. R. THE PLACE OF PHYTODRUGS IN PHARMACOTHERAPY.	55
9.	FIDIRKO M., ANTIPOVA Z. ANALYSIS PHYSICAL PREPARATION FIRST-YEAR STUDENTS.	59
10.	HYLIARSKA O. I. THE TASK APPROACH TO FORMING OF THE PROFESSIONALLY ORIENTED RHETORICAL COMPETENCE OF FUTURE TEACHERS IN PEDAGOGICAL COLLEGES AND WAYS OF ITS REALIZATION.	66
11.	HOLUBONKOVA H., CHIRKA V. THE IMPACT OF GLOBALIZATION ON HIGHER EDUCATION POLAND AND UKRAINE.	70
12.	HRITCHENKO T., LOIUK O. CURRENT PROBLEMS OF FORMATION AND DEVELOPMENT OF PRIMARY SCHOOL PUPILS' NATURAL IDEAS AND CONCEPTS.	80
13.	IMOMOV M. BASES OF FORMING A PROFESSIONAL CULTURE IN THE CONDITIONS OF FORMATION OF THE INFORMATION-COMMUNICATIVE ENVIRONMENT OF A MODERN ORGANIZATION.	84

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**THE IMPACT OF GLOBALIZATION ON HIGHER EDUCATION POLAND  
AND UKRAINE**

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**Abstract** The article analyzes the dynamics of the main indicators of higher education in Poland and Ukraine. The main tendencies in the structure of higher education institutions by type of ownership, number of students, amount of foreign students per country of origin. The main factors that influence and substantiate the expediency of increasing marketing efforts and developing a promotion strategy both at the state level and at the institution of higher education are identified.

**Kew words** higher education institution, student, higher education market, marketing, promotion.

The modern world is becoming more globalized every day. This applies to all areas of activity. But the most dynamic changes are happening in the field of higher education. Unfortunately, most of the changes are related to the external environment: changing the attitude of employers to higher education diplomas, reducing restrictions on getting education abroad, increasing geometrically the number of open courses of the best universities in the world, etc.

On the other hand, higher education is one of the systems with a high level of inertia and bureaucratization. That is why higher education institutions should pay more

attention to global trends and quickly implement modern innovations in their activities, including in the field of developing a strategy for promoting their services, in order to maintain their positions and stay ahead of competitors.

Higher education is becoming increasingly globalizing through the rapid development of technology, the popularity of distance learning, international internships, and the growing number of international academic programs. Studying abroad provides students with important cultural and personal experience, and increases their chances of finding employment in globalized sectors of the labor market.

***Modern higher education is characterized by certain trends:***

- deepening international cooperation in the field of education;
- orientation of most countries towards the transition from elite education to high-quality education for all;
- significant dissemination of innovations while preserving national traditions and national identity of countries and regions.

The international market for higher education is about \$ 100 billion. According to UNESCO, higher education institutions in more than 140 countries are present on the world market of educational services. According to statistics, a foreign student spends about a fifth of their own expenses in the host country on study, and four-fifths on accommodation, food, entertainment, and the like. In the United States, higher education is the fifth export item of the American economy in monetary terms, which sometimes exceeds the amount of revenue from arms exports. In Australia, the education industry is the third-largest source of budget revenue to the country's economy. In 2014, the Canadian government recognized international education as a key factor in creating new jobs and improving welfare and plans to double the number of international students to 450,000 by 2022. This will increase the cost of foreign students in the country to 16.1 billion dollars and will create at least 86.5 thousand new jobs in Canada [1].

For understanding of tendencies at the market of higher education, consider the education system in general and compare the Polish and Ukrainian systems-table. 1.

**Table 1****Comparative characteristics of education systems in Poland and Ukraine**

Specification	Duration of study	Age	Required conditions for the next level
	Ukraine		
Pre-primary education	1-4	2-6 By law, it is mandatory from 5 years old, in fact, it doesn't work	-
Primary education	1-4 grade	6-10	State final certification, which takes place in the school Specialized schools have the right to take entrance examinations to secondary school
Lower secondary schools	5-9 grade	11-15	State final certification, which takes place in the school
Upper secondary schools	10-11 grade from 2026 year – 10-12 grade	15-17	External independent evaluation conducted by a special authority exclusively outside of school
Post-secondary schools/ Professionally-technical education	3-4 years	15-19	External independent evaluation conducted by a special authority exclusively outside of school
Bachelors' studies	4 years 2-3 years after associate's degree	17-18	Entrance exams
Master's studies	1,5 -2 1-3 years in the field of medicine, veterinary	21-22	Entrance exams
Doctoral degree programs	from 4 years	from 21-22	
Specification	Poland		
Pre-primary education	1-3 grade	3-6	mandatory "0" reception class

Primary education	1-8 grade	7	compulsory exam
Lower secondary schools	-		-
Upper secondary schools	3-year special job-training schools 4-year specialised secondary schools 5-year technical secondary schools 2-3 year sectoral vocational schools	required to study until 18. year of life	Matura examination / Secondary school-leaving examination
Post-secondary schools/ Professionally-technical education	1-2,5	19-20	-
Bachelors' studies	3 years - first-cycle programmes with bachelor's degree 3,5- 4 years first-cycle programmes with engineer title	19-20	-
Master's studies	1,5 -2 years	22-23	-
Doctoral degree programs	from 2 years	25	-

The table is based on the data of the [2, 3, 4]

In General, the systems have more similarities than differences.

One of the main differences is the age of admission to higher education institutions. If in Ukraine it is 17-18 years, in Poland-19-20 years. In Poland, studying in a public institution of higher education financed from the budget, which enables all citizens to receive education in these institutions at public expense in private institutions of learning occurs through individuals, but not eliminated the social and academic scholarships. In Ukraine, state institutions of higher education have the opportunity to study both at public expense and at the expense of individuals.

Higher education is one of the sectors in Poland that has developed most dynamically and undergone the most radical transformations since the early 90's of the XX century. The higher education system in Poland is represented by public and non-public higher education institutions. Non-public organizations have existed since 1989. All higher education institutions have the same standards for the organization of teaching and educational process. In Fig. 1. shows the number of higher education institutions in Poland by type of ownership. The data shows that the number of state institutions is stable - their number from 102 units in 1990 reached its maximum in 2010 (139 units), today equals 130 units [5].

While private higher education institutions have started to grow rapidly - the first institutions were established in 1989, the maximum came in 2010, as of 2018, the number will be 267 institutions [6].

#### **Fig. 1. Dynamics of the number of higher education institutions in Poland**

Since the dissolution of the Soviet Union, the network of universities in Ukraine has grown largely due to the emergence of private services. According to statistics, the number of institutions of higher education has increased from 149 in 1990 to 353 in 2009, after which the number gradually drops to 282 2018 [7]. Consider the dynamics of the number of higher education institutions in Ukraine - Fig. 2.

#### **Fig. 2. Dynamics of the number of higher education institutions in Ukraine**

The number of higher education institutions, both public and non-public, has been increasing in Ukraine. Thus, public institutions increased from 102 in 1990 to 242 in 2009, and decreased to 267 in 2018. The number of private higher education institutions has also grown rapidly since 1991, peaking in 2005-2008 - 113, down to 73 in 2018 [7].

With similar general trends, the dynamics of the number of higher education institutions in the two countries, there are certain differences-the growth of public institutions in Poland was 27%, and in Ukraine-40%. The number of non-public institutions in Poland as of 2018 exceeds their number in Ukraine by 3.6 times.

The fig. 3 shows the dynamics of the number of students in these countries [6,7].

### Fig. 3. Dynamics of the number of students in Poland and Ukraine

If in 1990 the number of students in Polish universities was twice lower than in the Ukrainian (403.8 and 881.3 thousand, accordingly), then by 2018 their number is almost equal. The common trend is going to decrease. For evaluation general indicator of situation in higher education, created table 2, in which indicators are calculated for Ukraine, Poland and Germany.

**Table 2**

#### Main quantitative indicators of higher education (2018/19)

Indicator	Poland	Ukraine	Germany
Population, million persons	38,3	42,1	83,02
Number of students, in thous.	1230,25	1322,3	2868,2
Number of students per 10 thousand population, persons	321	314	345
Number of full-time students, in thous.	809,2	1119,1	2776,4
%	65,8	84,6	96,8
Number of part-time students, in thous.	421	203,2	91,8
%	34,2	15,4	3,2
Number of foreign students, in thous.	78,3	48,8	394,7
%	6,4	3,7	13,8
Number of higher education institutions, units	397	282	426
including non-public, units	267	73	120
%	67,3	25,9	28,2
The average number of students in one institution, persons	3099	4689	6733
Number of students studying abroad, in thous.	44	83	140,4
%	3,8	6,5	5,7

The table is based on the data of the [5,6,7]

These calculations show the difference in the number of population and students in these countries, the share of students is about 3%, so in Poland there are 321 students per 10,000 people, in Ukraine – 314, in Germany – 345. The ratio of the form of

study is different: in Germany only 3.2% of students choose part-time study, in Ukraine - 15.4%, and in Poland - more than a third - 34.2%. This is explained by the fact that in Germany, it is more affordable to study for public funds, full-time education in Ukraine allows young men to a postponement from service in the Armed forces of Ukraine. In Poland, almost every third university is non-profit, where tuition must be paid by student, but a lots of Polish students choose a part-time form of study that costs less and makes it possible to combine study with work.

Polish higher education is more integrated into the European Higher Education Area than Ukrainian. EU membership gives an opportunity for Polish universities to participate in academic exchange programs such as Erasmus +. There is also integration on the European continent outside EU structures: CEEPUS, Fundusz Stypendialny and Szkoleniowy. In addition, Polish law has more loyal conditions for the recognition of foreign diplomas of higher education or academic degree. The result is twofold number of foreign students studying in Poland. Although this is far less than in Germany. Among these countries, unfortunately only in Ukraine, the number of Ukrainians receiving higher education abroad is almost twice as high as foreign students.

Ukraine is the largest student donor country for Poland - fig. 4.

Since 2014, the number of Ukrainians in Polish universities has started to grow rapidly, which is facilitated by the following factors: language and territorial proximity; simplified admission procedure, without External independent evaluation (EIT); the cost of studying in private universities does not exceed the cost in Kiev institutions of higher education; the easiest way to legalize their stay in Poland on the one hand, political and economic instability in Ukraine on the other hand.

**Fig. 4. Countries of origin of foreign students from Polish universities (2018) [8]**

Among foreign students in Ukraine, the largest number is occupied by citizens from India, Azerbaijan, Morocco and Turkmenistan- fig. 5.

**Fig. 5. Country of origin of foreign students of Ukrainian Universities (2018) [7]**

The main problem of attracting foreign students to study at the universities of Ukraine is that the education sector of Ukraine is not oriented towards European

students. Higher education institutions practically do not offer programs aimed at the formation of international student groups (such as Eastern studies at the University of Warsaw), the number of universities which offers English-language education does not exceed ten.

**The analysis showed the following results:**

- the number of students is decreasing both in Poland and in Ukraine;
- political and economic instability in Ukraine contributes to increased student migration, mainly to Poland;
- decline in the number of students in Poland has slightly stopped, because of Ukrainian students, but this is a temporary situation.

All this leads to increased competition between higher education institutions for each student. Moreover, both in Poland and in Ukraine. To ensure success in this struggle, it is necessary to develop the marketing strategy of the institution in common: to study the target segments of consumers and form an appropriate range of their services, to make decisions regarding pricing policy. Special attention should be paid to the communication strategy: with whom, how and when to communicate. In the context of globalization, it is an effective communication strategy that will ensure the necessary demand for higher education services.

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