“Peculiarities of development and dynamics of economism and the commercialization of Ukrainian higher education”

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PECULIARITIES OF DEVELOPMENT AND DYNAMICS OF ECONOMISM AND THE COMMERCIALIZATION OF UKRAINIAN HIGHER EDUCATION

Abstract

Upon nearly twenty years since the beginning of commercialization of the Ukrainian higher education system, the intensity of discussion of its purposes, results and possible amendments did not decrease neither among experts nor among the interested public. Supporters and opponents of commercialization note that education is the social branch, which participates in the formation of prerequisites of economic growth. The main point of the article is to disclose the essence of the phenomena of economism and commercialization. Economism is seen as part of globalization of education, a global corporatization of education provides training for the global labor market, using human capital economic theories. As noted by George Spring, the human capital, economists argue that investments in education lead to economic growth, reducing income inequality and increasing employment.

The article confirms that the state educational policy as a component of social policy is one of instruments of influence of the state on formation of social structure and is directed to the solution of problems of societal level. It performs relevant sociological examination of transformational processes in education and, in particular, results of commercialization. Thus, it is possible to claim that the educational system tests the uncommon influence of globalization, forming and building a peculiar system of the relations and interaction.

Keywords university, sociology of education, economism, social institution, higher education, modernization

JEL Classification A14, I21, I23, I25, I29

INTRODUCTION

The attention of the Ukrainian sociological community is constantly drawn to education as a social institution and social aspects of higher education (Strihul & Khomeriki, 2018). Modern theories consider the level of development and efficiency of the education system to be one of the most important factors of the socio-economic development of society; at the same time, it is noted that in developing countries, high level of educational development does not guarantee the proportional socio-economic growth. Hence, the emphasis is given for reproduction of the following efficiency conditions:

- rational structure of education agreed to the needs of society;
- efficient use of the present educational potential;
- high level and adequate structure of investments in education;
- high quality of education;
- correctly chosen education strategy.

The aim of the article is to represent the notion of the phenomena of commercialization and economism of the system of higher education throughout the system of sociological knowledge.

1. LITERATURE REVIEW

For the purpose of formation of a complete picture, institutions of higher education of an economic, humanitarian, pedagogical and technical profile were chosen for the research.

According to results of the conducted survey, it is noted that the reduction of the value of knowledge, increase in value of the diploma is characteristic for students of institutions of higher education with the non-state form of ownership.

Institutions of higher education of an economic profile are characterized considerably by bigger awareness in the use of enterprise technologies, however, don't understand the essence of the concept "enterprise university". Expert interviews have allowed to create ways of realization of the enterprise ideas in the Ukrainian formation and transformation of the universities in the enterprise.

Focus group researches have revealed the tendency: growth of the cost of training, payment for additional educational services, development of second higher education, courses, trainings, etc., absence of influence on the improvement of material and technical resources of institutions of higher education, teaching level, use of innovative technologies at all.

Economism and commercialization, according to us, are corner processes in modern education (Strihul & Khomeriki, 2018). However, the level of understanding and knowledge on these questions even among students of institutions of higher education and teachers remains quite low.

In the Ukrainian institutions of higher education, commercialization is understood as an introduction of payment for additional services, increase in the cost of training, increase in the number of foreign students, increase in the number of students in contract form of education and reduction of public financing of education (Swapnali, 2016).

Besides, it has a number of essential shortcomings: considering the students a source and clients, and institutions of higher education as institutions that look for profit in the form of capital (Yagodzinskyi, 2016). The Ukrainian institutions of higher education have significantly other form of commercialization focused mainly on receiving the profit (Klyov & Khomeriki, 2014). Therefore, they face such problems as reduction of the value of knowledge, increase in value of the diploma, teaching deterioration, deterioration in material and technical resources, and it has to be essential opposite. Commercialization in the Ukrainian institutions of higher education causes a catastrophic falling of the prestige of science and the value of education (Khomeriki, 2015).

Institutions of higher education with the non-state form of ownership, unlike the state ones, attract a large number of students, foreigners and, without having public financing, resort to various methods: increase in the cost of training, diversification of sources of financing, introduction of payment for working off of occupations, repeating an examination and so forth. There is a tough compliance of the universities with the requirements of large business. "Depreciation of diplomas" is observed promptly. Such phenomenon is especially characteristic of institutions of higher education with the non-state form of ownership. However, it has to be essentially an opposite situation if institutions of higher education in Ukraine were considered as "the enterprise universities" (Ritzer, 2000).

Most of respondents don't understand in fact the concept "economism", don't consider expedient need of institutions of higher education to be engaged in business activity and don't recognize the need for the existence of elements of business structures for higher education.

It is appropriate to carry out the analysis of manifestation of commercialization in the structure of each of the studied institutions of higher education for the analysis of the state and non-state educational system.

There should be noted the increase in the number of students in contract form of education (14%) in connection with reduction of public financing of higher education (12%), introduction of payment for additional services (second higher education, courses, etc.). Deterioration in material and technical resources is noted (especially outdated equipment on technical specialties).

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A special problem is the general insufficient funding of the educational sphere, which creates a number of shortcomings and forms a peculiar outlook in the opinion of the student, recognizes the university as the profitable organization.

Institutions of higher education of the pedagogical direction resort to increase in cost of training and increase in number of the foreign students studying only on a contract form (Lebedeva, 2017), don't resort to such methods as diversification of sources of financing, improvement of material and technical resources of institution of higher education and, certainly, improvement of quality of teaching rather (Klyov & Khomeriki, 2014).

Nevertheless, bright manifestation of a tendency of "depreciation of diplomas", described by Ritzer, takes place in the Ukrainian society (Ritzer, 2000).

The university has lost the prime appointment and became a huge supermarket, offering different types of knowledge. The rational action consists in the aspiration to take different types of knowledge. The rational action consists in the aspiration to buy the most qualitative goods – the diploma of the prestigious university, which can be successfully converted into the official and economic status (Vasilenko, 2016). The system of higher education of the students is not perceived as the successor of specific epistemological traditions of knowledge any more, joins many generations of scientists, but more likely as consumer of educational services. The intellectual model of students changes dramatically. The abovementioned makes a McDonaldization manifestation essence (Ritzer, 2000).

We consider the maintenance of economization through social education and in the context of its critical theories of understanding of economization through social education (Klyov & Popov, 2015).

This contribution is directed to ambiguity of sense of an economization as principle because of criticism of four sociologists: Marx, Weber, Polanui, and Luman. The most successful of the possible directions of the analysis of the concept "economization" through social education are:

- analysis of a concept of society, influence of society, socialization and its competing components;
- recognition of ambiguity of the concept of an economization by identification of possible reviewers;
- development of a concept a commodification (transformation of a product into goods) in relation to not commodity productions, quasi-goods, fictitious goods, real goods and the fictitious capital;
- communication explanation between an economization, expansion of the market and various values of economic determinism, including economic domination, economic hegemony and ecological domination;
- recognition of accumulation by one of concepts of an economization;
- establishment of connection of an economization with potentially ecological domination of the receipt focused, market mediated have arrived in the world community;
- consideration of world domination and economic growth;
- extension of the analysis of financialization and financial capital;
- research of borders of expansion of the market in relation to market economy and market society (Collini, 2012).

The present situation of the universities globally is also characterized by washing out of borders between the industry and the academic circles. Thinkers-economists claim that references to scientists should be changed to "the human capital", and "students" to call them "clients". The typical task of the universities has to be changed in the primary activity, and they have to become corporate players who deal with "knowledge as goods". In this regard, there is a question: do these economic concepts arise only as public requirement or new paradigm?

Nevertheless, it's worth claiming that the economic measurement of the universities shouldn't be

the main function of these institutions. The economic transformation of the universities establishes a progressively new paradigm and describes the purpose of creation of the universities.

In this connection, one should apply three key terms, namely "university", "economism" and "the revolution of the paradigm".

First of all, to understand the idea of the university of economic type, it is essential to define typifications of the characteristics of the university. In 2012, the British scientist Collini asked the determination of an entity of the universities. Collini specifies that such question, of course, should be researched, and addresses to Keynes who analyzes the needs of economy for society, particularly reminding people that "the pursuit of wealth was ended in itself, and means to wise and pleasant life". Collini applies this statement in the universities and claims that any discussion of the place of the universities in the modern society will be inevitable and is finished with a statement. The scientist agrees that it's not necessary to underestimate expenditures of these institutions or to assume that they were financed. At the same time, he emphasizes that it is necessary to attach significance and importance to the universities. According to Collini, there is a need to create intellectual, educational and scientific conditions for development of the universities. Under educational conditions the scientist means "something bigger than only vocational training" and "scientific" doesn't mean being completely dictated, and requires the solution of urgent practical problems". The scientist also defines the original idea of the university, which consists in the validity of knowledge and application of "some forms of institutional autonomy within the intellectual activity". However, the scientist agrees that the universities have the spiritual purpose and they should be considered as a public benefit. We may find the interpretation of rather difficult point of view of Collini (2012) who marks out three (historically developed) points of view for tasks of the university: 1) formation of human life, 2) service to society, 3) scientific preparation. The first and second of them are treated by Collini (2012) as professional, practical, cultural and public functions of institutions of higher education, however, the third is too powerful.

The abovementioned in general allows to speak about negative tendencies of commercialization and its manifestation in the structure of the higher education, namely:

- firstly, the administration of institutions of higher education and the faculty doesn't pay priority attention to improvement of quality of teaching;
- secondly, efforts of institutions of higher education are directed to receiving profit in a clean form (from a tuition fee and investments of foreign citizens);
- thirdly, poor quality of teaching by the caused low orientation of institution of higher education to innovative and creative activity, the outdated educational and methodical equipment, unsatisfactory material resources of institutions of higher education, increase in load of teachers and decrease in level of their salary. Institutions of higher education of an economic profile are more focused on innovative and grant activity (9%), improvement of material and technical resources (8%). The fact of improvement of quality of teaching (7%) deserves attention.

Institutions of higher education with the non-state form of ownership, unlike the state ones, are more focused on innovative and grant activity. For example, University of Modern Knowledge – 10%, Kyiv International University – 9%, European University – 11%, Interregional Academy of Personnel Management – 8%.

In modern conditions, the universities demand the increased financing, therefore, there is a need for diversification of sources of financing (Lyasota, Strigul, & Polovaya, 2018).

Besides, it is necessary to concentrate attention on institutions of higher education with the non-state form of ownership. Analyzing features of manifestation of commercialization, it has been noticed that:

- there is peculiar autonomy of institutions of higher education with the non-state form of ownership, which, in turn, provides increase

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in a tuition fee, introduction of a payment for additional educational services;

- the promptly diploma value increases, the value of knowledge decreases (Kniaz, Shpak, Myroshchenko, & Kolomiyets, 2014).

On the basis of the conducted research, a thesis about an education decline in quality, its scale, mass nature at the same time and high cost has been created conventional.

Consideration of private institutions of higher education has allowed to compare all-statistics and to define the private higher education in Ukraine, which was more commercialized. A number of the university additional private services for the students are also focusing the attention more not on dissemination of knowledge as a main objective of an institution of higher education, but on receiving means for results of the activity (Strigul, 2018).

It should be noted that private institutions of higher education focus the attention on innovative and grant activity and also are guided by the principles of diversification of sources of financing, which arises as one of commercialization manifestation forms.

The universities which have turned into agents of education market create the conditions of the cooperation with business. It, in turn, leads to open competition between institutions of higher education, both on national and at the global level. In similar conditions, to replace accepted in the academic practice to joint methods of decision-making, based on reaching consensus, practice of corporate business management comes, and the speed of decision-making is more important than the development of the coordinated position of mutual understanding. Therefore, the universities are more and more perceived as the scientific enterprises having own autonomy. However, this phenomenon is more inherent only in institutions of higher education with private form of ownership, as institutions of higher education with the state form of ownership are in the state, providing, financing and control and the rights of own autonomy are often deprived (Collini, 2012).

Thus, the fact of existence of such indicator is denied: the population of Ukraine perceives the higher education as a necessary component of policy of the state and anyway counts on the state support. Having the insignificant help from the state, institutions of higher education have to be able to provide the requirements of own institution of higher education (Khomeriki, 2015). However, in the conditions of insufficient financing from the government and the state, the Ukrainian universities turn into the centers of commercialization as work only in the interests (Burachek, 2017).

Ensuring the state support doesn't guarantee in Ukraine the skillful order public funds yet and, in turn, creates a number of obstacles:

- firstly, the system of higher education of Ukraine isn't calculated on diversification of sources of financing;
- secondly, outdated principles and traditions work in the educational system;
- thirdly, transformational and modernization processes in the educational sphere are necessary, which significantly reform the educational system.

2. METHODS

There was conducted a standardized questionnaire of students for the analysis of processes of economism and commercialization at the Ukrainian school of six state institutions of higher education – National Aviation University, National Pedagogical Dragomanov University, Borys Grinchenko Kyiv University, Kyiv National Economic University named after Vadym Hetman, Kyiv National University of Trade and Economics, Kyiv National University of Technologies and Design, and 4 institutions of higher education with private form of ownership – Kyiv International University (KyIU), European University, Interregional Academy of Personnel Management, University of Modern Knowledge (questionnaires with 31 and 20 questions) (n = 875: the stratified selection; controlled signs: gender, "age", an error ± 2.1%, reliable probability – 95.45%) and also focus group researches of students of NAU (n = 40).

The research was carried out in 2 stages.

The first stage – questionnaire of students – 3 weeks.

The second stage – a focus group student poll – 2 weeks and expert surveys – 2 weeks.

The first investigation phase consisted in studying the features of commercialization at National Aviation University and its influences on quality of providing educational services (150 respondents).

The second stage consisted in studying of forms of manifestation of commercialization and economism in the higher education system of Ukraine (725 respondents).

Target audience of the research stood on different investigation phases is as follows: students of NAU of all courses (various institutes), 150 respondents – students – representatives of other institutions of higher education.

The main methods of the applied research also became an interview with representatives of the administration of the state and non-state universities.

3. RESULTS

However, analyzing the processes of commercialization of higher education, it is impossible to bypass a question of quality of education in general. It should be noted that education is considered quality by 44%, though 38% don't see it in such a way, and 18% are at a loss with the answer.

According to experts, for today the educational sphere isn't provided with any certified system. It is not astonishing that after all the provision of quality of education needs modernization of education system, which isn't provided with any certified system for today. On the way to the creation of similar system, reforming and modernization of education is necessary. Collection and synthesis of data about the existing systems of ensuring quality of knowledge in institutions of higher education, innovative models of quality management of education on the basis of educational standards, introductions of the principles of the Bologna declaration have to become the first steps in this direction. Together with this, full and objective monitoring of quality of education has to be carried out. The quality and accreditation which are strongly connected among themselves put forward before not bad developed domestic system of licensing and accreditation new tasks to use of the European quality standards and therefore our participation in the European network in ensuring quality in higher education (ENQA) is obligatory already in the nearest future.

Addressing a main objective of obtaining the necessary level of knowledge occupies 12%, but receiving highly paid work – 54%. In general, it confirms a thesis that knowledge doesn't play the dominating role in modern society, and receiving profit has key value.

The cost of higher education has to correspond its qualities (64%). It is a quite natural phenomenon. However, payment cost on the highly prestigious specialties exceeds 20,000 UAH (the average value

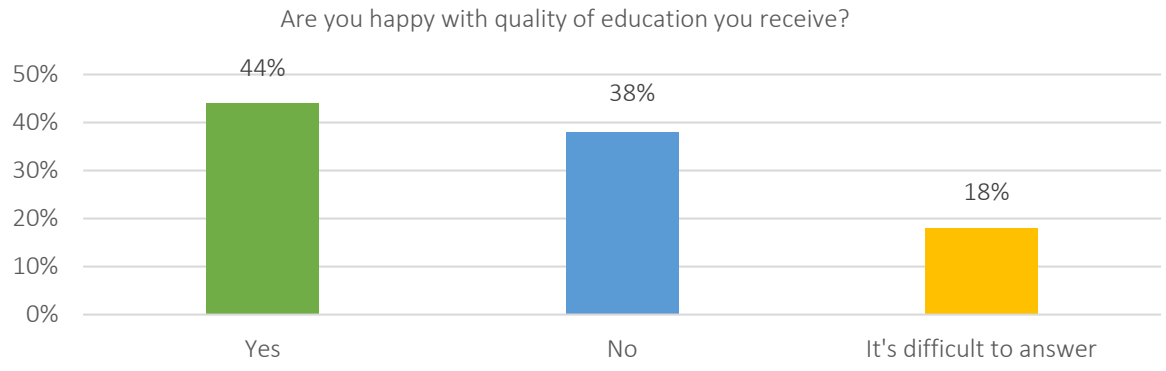

Figure 1. Level of satisfaction with quality of education, %

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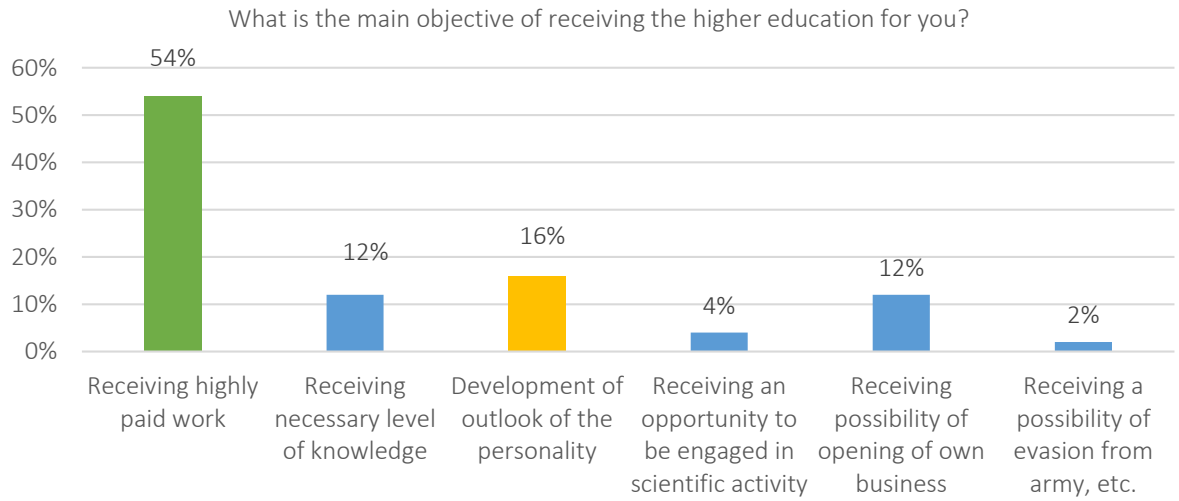

Figure 2. The main objective of receiving the higher education, %

calculated on specialties of the National Aviation University, namely "The international relations", "The international information", "The international business", "Journalism", "Tourism").

Being considered necessary, the main objective of higher education has been defined (see Figure 2).

In modern conditions, second higher education and additional education arise to some extent from commercialization development factors. Eighty-five percent of the interviewed respondents note the need of its receiving, and sixty-six percent note the existence of need for second higher education in general, however, it is irrelevant today.

Assistance in career development, desire of the organization of own business (18%), self-development (15%) arise motivation to receive additional and second higher education.

It is worth paying attention to such indicators as criteria of the choice of educational institution. The majority prefers criterion of the data (94%), criterion of popularity (83%), criterion of the recommendation (82%).

It should be noted that the Ukrainian society doesn't perceive a phenomenon of "the enterprise university". It confirms a thesis that most of the respondents (60%) don't recognize the existence of the principles of business in institutions of higher education and, in particular, creation of enterprise bases of the universities.

In general, on the basis of a research, it is defined that the Ukrainian society doesn't recognize economic bases of business at the universities, but their existence isn't denied in the scientific community. Analyzing characteristics of institutions of higher education, it is recognized that there is

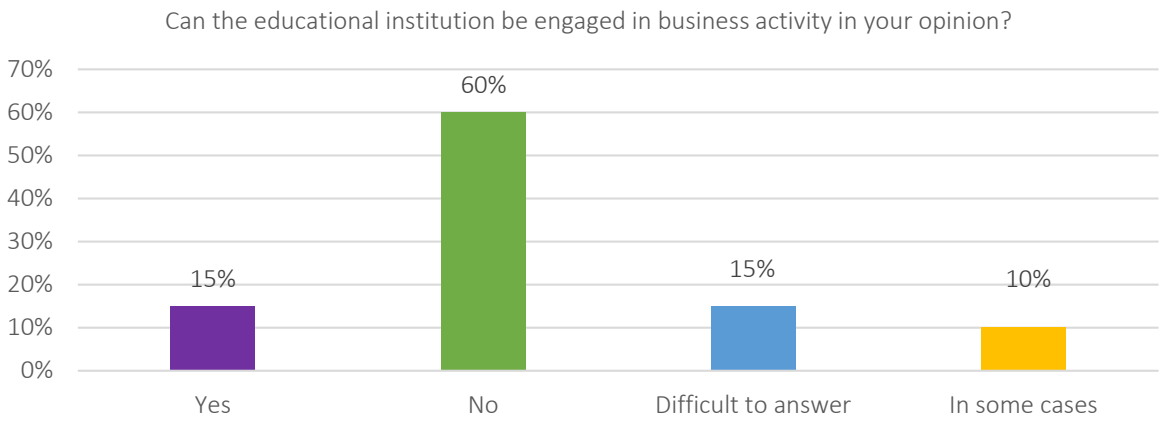

Figure 3. Features of business activity of institution of higher education, %

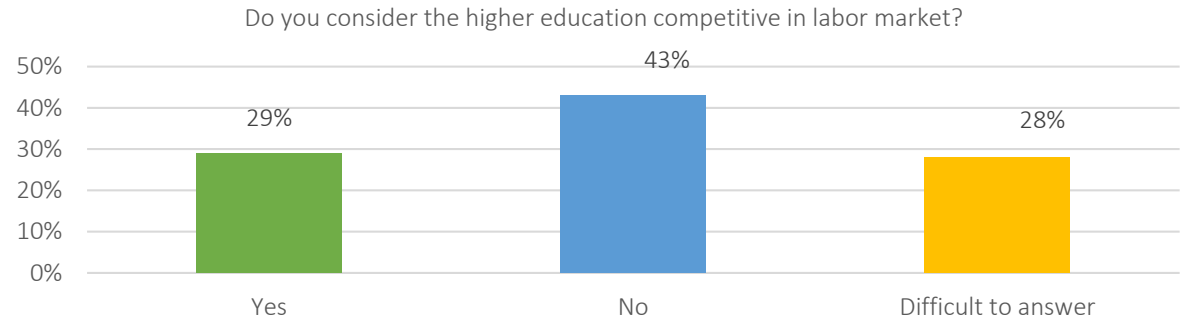

Figure 4. Competitiveness of the higher education, %

competitiveness, whereas 43% don't think so, and a third part (28%) is at a loss with the answer. In general, it confirms the value of the diploma and recognizes that education for the majority is getting the diploma, but not knowledge acquisition, professional development and the place in the labor market.

However, a bright form of manifestation is higher than the designated tendency as follows: 85% of the interviewed respondents thought of receiving second higher education, whereas 15% of respondents reject such requirement. However, telling about essential possibility of receiving second higher education, 66% of respondents are recognized by opinion that such requirement exists, but isn't relevant yet. Eighteen percent are noted by its relevance and sixteen percent in general deny existence of requirement of receiving second higher education now.

The thought concerned is interesting if there is a requirement of second higher education, then what can be not relevant. Fifty-two percent of respondents consider that they have no time for additional education, whereas thirty-three percent note that there is no financial opportunity.

Increase in the number of students in contract form of education (14%) in connection with reduction of public financing of higher education (12%), introduction of payment for additional services (second higher education, courses, etc.) is defined. Deterioration in material and technical resources is noted (especially outdated equipment on technical specialties). Institutions of higher education of an economic profile, unlike technical, are more focused on innovative and grant activity (9%), improvement of material and technical resources (8%). The fact of improvement of quality of teaching (7%) deserves the attention. However, analyzing processes of commercialization of higher education, it is impossible to bypass a question of quality of education in general. It is noted that 44% consider education as qualitative, at the same time, 38% don't see it as such, and 18% are at a loss with the answer. Most of the respondents (60%) don't recognize the existence of the principles of business in institutions of higher education and, in particular, creation of enterprise bases of the universities. According to main objective of education, it is established that 12% are engaged in obtaining the necessary level of knowledge, but receiving highly paid work – 54%. In general, it confirms a thesis that knowledge doesn't play the dominating role in modern society, and receiving profit has key value.

During expert assessment (10 competent experts-heads of structural divisions and representatives of the faculty of institutions of higher education have participated in the research), it has been defined that rather adverse economic and social situation of the country causes a number of problems in the educational sphere. Educational actions have to be directed to growth of expenses of the educational sphere, increase in its efficiency, creation of necessary conditions for attraction of extra budgetary funds, assignment of information support, formation of the transparent control system of quality of education.

However, it is necessary to avoid educational inequality, social stratification, reduction of the number of the budgetary places, and eventually, replacement of the state form of payment.

In a present economic state, the state order doesn't reflect objectively public needs for experts with

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higher education. The feature of the educational system is that its normal functioning takes place only when it isn't connected with the solution of temporary tasks and considers the prospects of economic development and growth of the need for certain experts. In the educational sphere, all actions and movements have to be weighed, because they cause negative economic consequences. Development of economy and society assumes expansion of activity of the educational system. The special attention should be concentrated on institutions of higher education of a technical profile, as educational laboratories of technical colleges and engineering schools are created within many decades.

Reforming of educational system in similar conditions demands attraction of extrabudgetary funds to the educational sphere. It is necessary to provide for the educational system the financing of not lower than 6% of GDP. However, from the economic point of view, it means that the average salary of the teacher has to exceed the average salary in the industry. The level of the salary won't affect the creativity level, however, will influence personnel structure and development of modern educational techniques and updating of the educational process. However, the means received out of the budget shouldn't play a role and it isn't necessary to create conditions under which the existence of extrabudgetary funds will influence the volume of the budgetary financing. Correctly constructed tax policy of the state is capable of providing additional receipt of extrabudgetary funds in an educational system.

Everything in general promotes the emergence of actually Ukrainian forms of commercialization, which differs from Western Europe. Its essential difference consists in tendentiousness, orientation on profit, consumerism – a peculiar type of consumer behavior. In educational system, the principles of consumerism are postponed for introduction of payment for various additional services (trainings, advanced training courses, working off of occupations, retaking the examinations, etc.). However, not all these concepts have to invest in a commercialization basis of Ukraine.

The prospect of the creation of the enterprise, universities in the territory of Ukraine is rather far-sighted, as commercialization mechanisms in the Ukrainian education arise due to:

- adverse economic and social situation of the country in general;
- low and sometimes unsatisfactory level of the state support of higher education;
- insufficient financing of institutions of higher education and the choice of irrational forms of government in the educational sphere;
- insufficient reforming of system of higher education;
- rapid development of private education and emergence of institutions of higher education of non-state form of ownership;
- choice of ways of modernization of the educational sphere and insufficient support of the European educational tendencies;
- existence of a peculiar type of culture, mentality and consciousness of individuals that actually promotes rejection of innovations.

4. DISCUSSION

The interview with representatives of the administration of the universities was carried out on the basis of the interview developed by the author the article. The Chairman of labor union of Ukraine Hennadii Trukhanov, the Vice-Chairman of labor union of Ukraine Serhii Romanenko, the Doctor of Pedagogical Sciences of Lilliia Baranovska, the Doctor of Social Sciences, the honored worker of science and technology of Ukraine Mariia Piren, Doctor of Philosophical Sciences Leonid Chupriy.

The content of the interview has been directed to obtaining profound information concerning the features and characteristics of administrative management of innovative processes in the surveyed institutions of higher education, perception of the Bologna innovations and assessment of dynamics and their advance, the main problems of introduction of innovations. The guide contained the questions concerning sources of those infor-

mation channels on which the interview gains knowledge about Bologna process, a question of assessment of activity of divisions of the university, a condition of implementation of provisions of the Bologna declaration, assessment of results of multilevel training of students, the personal relation of the interviewer to occurrence of Ukraine in uniform European educational space, about demand in labor market of bachelors and masters, about threats on institutional barriers of native education at the present stage, the main problems of higher education.

All expert interviews contained data about the respondents: the name of institution of higher education in which the respondent works, position, length of service in positions, length of service in administrative structures, academic degree works.

An important condition for comparison is the community of welfare bases in the educational systems of Ukraine and the leading European countries. It is known that the Ukrainian higher education has developed under the influence of the European educational and cultural traditions. Therefore, communicating with respondents on a subject of changes in modern higher education, first of all, their views of the effectiveness of the introduction of the Bologna system and assessment of the main disadvantages and advantages of reforming of modern education interested us. All respondents have complained about:

- insufficient attention of the modern power to higher education;
- vulnerability of the rights of educators;
- shortcomings of introduction of the Bologna system, in particular small awareness of teachers of opportunities of the Bologna system.

All respondents noted:

- crisis insufficient funding of education and innovative technologies;
- lack of support of integration processes from the state, in particular academic mobility.

The system of assessment of quality of education accreditation remains an important question for native education.

Efforts of private institutions of higher education with the low level of teaching and the lack of a concept of the state order for certain specialties create prerequisites for:

- commercialization of education, profanation of quality of the diploma of the state sample;
- depreciation of a mission of education in general.

Falling of the general level of training of teaching personnel communicates with:

- lack of strict control of the process of receiving an academic degree;
- corruption of the leading device.

The most widespread diseases, which have struck the modern higher school, are as follows:

- corruption;
- low level of the scientific sector in education;
- weak work practice of students on a number of specialties.

In the opinion of heads (their deputies and deans) of four universities, the basic indicators of the crisis phenomena of the higher education are as follows:

- weak material and technical equipment of institution of higher education;
- aging of research and educational personnel of the institution of higher professional education and, as a result, weak susceptibility to innovations;
- misunderstanding by scientific and pedagogical community of the reasons and problems of the carried-out changes in the organization of management of institution of higher education in the context of accession of Ukraine to the Bologna declaration;

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- weak knowledge of scientific and pedagogical workers in the sphere of the carried-out transformations and insufficiency of various forms of education for managers and teachers of institution of higher education.

The transformation of higher education in perception of the management has to be followed by mass training of personnel. In the institution of higher education, especially state, not enough financing from the budget is allocated for these purposes, therefore process goes very slowly. Understanding the relevance of the solution of this problem, heads allocate money from extrabudgetary funds, but they aren't enough.

For the solution of tasks of transformation of institution of higher education in the conditions of Bologna process, heads call such necessary conditions: the publication of the regional and departmental regulations promoting an institutionalization (regulation) of activity of institution of higher professional education at entry into uniform European educational space; on their basis, development of the local documents of institution of higher education regulating process of creation of new administrative structures of the organization in the field of education quality management; multilevel preparation; international cooperation; systematic professional development of administrative shots and increase in financing from budget funds for the solution of these problems.

Among answers to a question about threats of higher education, it is necessary to mark out dissimilarity in thoughts of the respondents concerning formation of the non-state sector of the higher education. Heads of state universities consider that commercial institutions don't pay due attention to fundamental disciplines, in training applications, quality of training of students very low prevail. Heads of non-state institutions of higher education (University of the Right, Interregional Academy of Personnel Management) don't agree with it. On the contrary, they consider that the functioning of the non-state sector at high school shows how success can be the institution of higher education, which isn't burdened with strict control of the state on material and technical resources and quality of teaching on the deficiency of the faculty. Practitioners agree that of the state control of results of activity of institution of higher education, but not behind training process is admissible.

The analysis of answers of respondents of the sociological research conducted by the author has revealed the following:

- practitioners agree that of the state control admissible by results of activity of institutions of higher education, but not throughout training. The statistics demonstrates that only the few non-state institutions of higher education left at a boundary of criteria of state universities;

- the system of the Ukrainian higher education undergoes changes of high degree of complexity, the economic, organizational and sociocultural living conditions of institutions of higher education caused by change now. These transformations are expressed in politically operated processes of reforming of the higher school in various ways and consequences of adaptation of institutions of higher education to the changing conditions, a conversion of the relations in labor market and also in sociocultural dynamics of motivations of subjects of the higher education.

In recent years, in the sphere of native education, certain experience was accumulated, but still there are unresolved problems, despite the existence or lack of such factor as Bologna process. Therefore, it is expedient to define main of them. According to respondents, they are as follows:

- difficult system of scientific degrees in comparison with all-European that complicates mobility of scientists in Europe;

- existence of a large number of institutions of higher education, but at the same time, in Ukraine, the menacing tendency to education deterioration is observed;

- unsystematic, unmotivated creation of a large number of structural divisions of institutions of higher education with all forms of ownership and submission;

- excess quantity of the educational directions and specialties;

- insufficient recognition of the bachelor level as qualification level, disinterest with it by Ukrainian economy;
- duplication of training of specialists in some directions and specialties within a certain region;
- increase in a rupture of communications between education and labor market;
- low level of financing of education and so on.

CONCLUSION

All this in general allows to define factors of manifestation of commercialization and economism in the Ukrainian society and to tell about economism and commercialization as two separate the social processes existing in the Ukrainian educational system. However, the form of their dynamics and development remains quite peculiar.

At the same time, because of the existence of political and transformational factors in Ukraine, the higher education became more a source of cynicism and corruption and also negative moods in society. The Ukrainian higher school hasn't passed examination in the Ukrainian state in the confirmation of ownership advantage. The innovative ideas, transformational strategy hasn't been carried out. However, institutions of higher education together with the statesmen occupied in the management of the educational sphere bear considerable moral responsibility for similar miscalculations and a catastrophic state in which there was today's Ukrainian state. The modern history of Ukraine has a lot of on expectations, the lost losses and unrealized hopes. The system history of Ukraine is rich of expectations, the lost losses and unrealized hopes. The executive system and monitoring have to be effectively adjusted as without fully reforming the system of higher education can be doomed to losses.

Thus, in the sphere of the higher education of Ukraine, there were certain contradictions, main of which are:

- contradiction between the sphere of the higher education and labor market;
- contradictions in education system (the conflict between requirement of an education system and uselessness of knowledge);
- contradiction in mentality of society (formation of "new mentality" in education: essential changes in the relation of students and teachers of institutions of higher education to training process).

All the abovementioned allows to draw a conclusion that the current state of mechanisms of functioning of the Ukrainian higher education is in the process of search of the most effective ways of development of education in the occurrence of the national educational sphere of world educational and scientific space.

From the point of view of reapprochement of the Ukrainian and European educational system, the timely solutions of a number of problems in the field of higher education of Ukraine, which have arisen in connection with the accession of the country to the Bologna process, becomes pressing. The National Institute of strategic researches has defined key problems of implementation of the requirements of the Bologna process in Ukraine.

So, according to experts, the next several years can be key and critical in the Ukrainian higher education, taking into account that, first, in connection with demographic recession, the number of entrants who will come to study to institutions of higher educational will decrease. At the same time, the offer of places in institutions will begin to exceed the real number of entrants that will lead to the competition where only those institutions of higher education will win, which have positively proved in the

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education market. Secondly, the new law on higher education will be perhaps adopted, which in a new way will define operating conditions of native education. So, the future of higher education of Ukraine substantially depends on political decisions on activity of the branch.

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