In the article the problem of international cooperation in the higher education sphere is examined in 1990s, it is accentuated attention to the necessity of strengthening of this component as an important factor of integration of the national education system into global educational space and strengthening of its competitiveness at the market of educational services.

An international component is analyzed in the activities of Ukrainian higher educational institutions, which has been rapidly developing since Ukraine gained independence. Especially noticeable was the rapprochement of Ukrainian higher education with European universities, international organizations, participation in the EU’s Tempus educational programs, UNESCO, and others.

The international component in the activities of higher education in Ukraine in the 1990s provided an opportunity to domestic universities to participate in mutually beneficial research projects with European partners, as well as to explore and creatively borrow the accumulated experience of organizing the educational process. It is pointed out to the minuses in the conduct of educational policy, namely, in the organization of the module-rating system of knowledge control, testing of graduates of schools, the transition to graduated training of students, etc.

Key words: higher education, higher school, higher education institutions, international cooperation, integration, mobility.

Introduction. In today’s world, against the background of sharp competition in the market of educational services, the world's leading universities are constantly working to improve the quality of education. Ukrainian society and Ukrainian universities, aspiring to take a worthy place in the European development system, must also respond to the challenges. In the "National Strategy for the Development of Education in Ukraine for 2012-2021", indicates a significant role in optimizing the integration processes of the active international activity of the modern university.

The current state of higher education is largely determined by the processes of its reform, which began after independence. Therefore, the consideration of international activities in the field of higher education in the 1990's remains relevant from a theoretical and practical point of view, allowing for a deeper understanding of today's educational problems.

Analysis of research and publications. Problems of the development of the international activity of the University in the conditions of globalization are presented in the works of B. Clarke [7], B. Kindings [12], M. Kogan, D. Kogana [19], K. Moticimera [20], and others. Questions of international cooperation in the educational sphere in the considered period were investigated by V. Andrushchenko [2], Y. Alekseyev, S. Kulchitsky, A. Slyusarenko [1], and others. The tasks of the development of international relations of the Ukrainian higher education in the specified period are outlined in the normative legal documents, first of all, the Law of Ukraine "On Education" (23.05.1991), the State National Program "Education" ("Ukraine XXI Century") (3.11.993) [10]. However, this problem has not yet received an objective coverage in the historical literature, using a wide range of sources.

The purpose of this intelligence is to analyze the main tasks and directions of international activity of the Ukrainian higher education in the 1990's in the context of state-building on the basis of archival sources and mass media publications.

Research results. At the end of the twentieth century, in the national systems of higher education, internationalization processes have grown. UNESCO defined this as one of the forms by which higher education responded to the opportunities and challenges of globalization. It covered curricula, educational process and research, institutional agreements, mobility of teachers and students, various forms of cooperation, etc. [18, p. 6]. With the participation of UNESCO, the concept of higher education at the international level "Reform and Development of Higher Education" was
developed. Program Document "(1995) [11]. In this document, UNESCO considers higher education as the most important part of the cultural structure of society responsible for the state of the education system as a whole. Higher education was supposed to create a system of massive coverage by its graduates of high-tech processes, as well as professional training of personnel adapted to them. ZWOs need to pursue vocational education on the basis of a diversified and flexible access system to higher education and towards the development of lifelong learning for all [11]. The difficult challenges faced by higher education in the new conditions were the coverage of the World Conference on Higher Education (Paris, 1998).

The new challenges faced by higher education in the world were a significant challenge for the young Ukrainian state. The reform of Ukraine's education should be aimed at "ensuring Ukraine's integration into the world educational and scientific space in order to attract foreign education, science, technology, culture, attracting foreign investment for the development of domestic education and science, mutual training and retraining of specialists" [10]. Through the media popularized the idea of an ideal model of training organization in England, USA, Germany, France, etc.

Meanwhile, the western high school since the 1970s was in a crisis, as evidenced by at least the names of research by Western scholars: "The crisis of education in the modern world" [8], "University in ruins" [12], "... decline, redistribution and reduction of states "[20]," Attack on higher education "[19], and others like that. Everything became noticeable by the lag of European universities from the American ones for the attractiveness of students. European governments curtailed funding and abandoned the economic regulation of higher education, stimulating it for extrabudgetary funding, new management methods, and decentralization. European ZLOs began to turn into "entrepreneurial", "corporate", "academic capitalism," and so on. At the head of the universities were representatives of the scientific community, which had experience in managing large organizations, thinking in terms of economic benefits and not dependent on teachers. In view of the new management, ZOO attracted extrabudgetary funds and used them for their own development. Thus, the University of Strathclyde (UK) reduced budget funding from 80% in 1975 to 45% in 1995, Joesuu (Finland) from 94% in 1985 to 66% in 1995, Chalmers Technical University (Sweden) ) from 67% in 1980 to 55% in 1995 [7, p. 63, 88, 113]. This led to the introduction of entrepreneurial culture in the academic environment.

Ukrainian higher education in the early 1990's experienced similar problems: reducing budget funding, finding additional funds, new management, emerging new types of ROI, competition for students and teachers. However, the ways of solving problems and consequences have turned out to be different.

The State National Program "Education" ("Ukraine XXI Century"), which was based on the Law "On Education" (1991), the relevant state acts, international documents, in particular, the International Standard for the Classification of Education of UNESCO, was adopted in order to determine the strategic goals of education. The strategic tasks of international cooperation in the program "Education" were defined: ensuring the process of integration of Ukraine into the world scientific and educational space; ensuring wide participation of the domestic educational system in the world scientific and pedagogical life, in international contacts. Priority directions were identified: the establishment of a system of direct links in the field of education and science with other countries; introduction of specialized scientific and youth exchanges; expanding cooperation with UNESCO and other international organizations; improvement of the system of training specialists for foreign countries. The main ways of this development are: the creation and implementation of a long-term program of international cooperation, a wide exchange of students, postgraduate students, doctoral students and scholars; participation in international contests for scientific grants; improvement of the regulatory framework that would provide educational authorities and educational institutions the opportunity to independently determine the forms and methods of international cooperation; his financial security; creation of data bank and information network between educational establishments of Ukraine and foreign countries, joint centers of education, as well as enterprises, firms and temporary research groups, technology parks and consulting centers; conclusion of international agreements on the issue of diplomas and other documents on education. The Decree of the Cabinet of Ministers approved the Measures to implement the State National Program "Education" ("Ukraine XXI Century") with specific tasks, responsibilities and timelines [10]. The program mainly took into account the main tasks for modernization of the industry and its development towards the European space, as understood by the state education authorities of that time.

Already from the beginning of the 1990s work began on new curricula, Ukrainianization of higher education, the system of licensing of law enforcement, a step-by-step system of education, new types of universities were opened, in particular, the non-state form of ownership, etc. The movement continued to spread the independence of ZOO.

The organization of step-by-step training was the fundamental basis of the reform of higher education, which was associated with the inclusion of the European system. Even the Law of Ukraine "On Education" established a graduate system of training - a bachelor, a master's degree, along with a traditional level - a specialist. During 1991-1992, the Ministry of Education developed its concept, which attracted about 3 thousand specialists [14, ark. 136]. In order to work out the technology of organization of graduation training an experiment was started in a number of institutes. The most difficult was the harmonization of the content of
education, curricula for the preparation of bachelor, specialist, master's degree in different types of ZVO, which showed the lack of a single concept. Educational and professional bachelor's programs were approved in June 1994, specialist - in February 1995, and the master's degree - were not created. Various ZOO offered an uneven number of qualifications and educational levels, degrees, and terms of study. According to the results of a survey conducted by the heads of 26 ZVOs conducted by the Kharkiv State University, the main obstacles to the introduction of graduate training were mentioned: lack of a state program, incentives for reforming - 48%, insufficient material and technical base - 45%, lack of development of concepts of graduate education - 27%, lack of training -methodical base - 18%, passivity of educators - 6%, low qualification of scientific and pedagogical personnel - 5% [15, ark. 26-27, 33]. Thus, at that time, the introduction of step-by-step training prevented the lack of necessary normative documentation, lack of training programs, methodological literature, regulations on graduate training and training of specialists of various levels, etc. [see: 15, ark. 26-29]. There was also a misunderstanding of the population, part of the educators of different levels of higher education. Ukrainian labor market was not ready to accept new educational-professional levels. Thus, the transition to graduate education was extended to two decades.

International standards also required clarification of the current List of training courses and specialties. In the USSR, narrow-footed training of specialists at the request of enterprises prevailed. According to international practice, it was more appropriate to train specialists for integrated areas through new economic conditions and the development of science. When creating a new list of training areas and specialties Ukraine took into account the International Education Classification Standard (ISCED) and professions (ISCO). "The list of training courses for specialists with higher education in professional fields, specialties of various qualification levels and working professions" was approved by the Cabinet of Ministers in May 1994, but the time of its action was short-lived, as the principle of a systematic approach to the classification of the sphere of labor and education was violated. In 1997 the list was revised.

A qualitative new feature in the international activity of ZWO was the intensification of contacts and the establishment of direct links with foreign universities on the initiative of rectors, scholars and students. The practice of Ukrainian NGOs included agreements on cooperation with the universities of Europe, Asia, America, the participation of scientists in the competitive system of grants of foreign funds, and others. So, at the National Technical University "KhPI" in 1991, the company "Commonwealth-T" was created, where, together with the University of Manchester, began to apply methods of system analysis for energy-efficient reconstruction of the heating system. During 10 years more than 3500 plate heat exchangers were put into operation, over 1500 heat points were reconstructed in 18 regions of the country [9]. Lviv University in 1992 established direct relations with 14 universities in the USA, Canada, Germany, France, Poland, Holland, etc. It provided an opportunity to study, exchange students and teachers [6]. In Odessa Polytechnic University equipment and software for the international space satellite "Inkrrobol-1", launched from the "Plisetsk" cosmodrome on 08.07.1995 [3, arc. 191-192]. Donetsk State Technical University together with Siemens created regional automation centers, which became the catalyst for scientific research and training of specialists in electric drives and software management systems [16, ark. 167-168]. At NTU "KhPI" every year, 10-15 international grants were issued for 2.2 million euros commissioned by firms from Austria, India, Italy, South Korea, Russia, Switzerland, and others, [4, ark. 7-16]. With the participation of the scientists of NTUU "KPI", systems of thermostatization of electronic equipment of the German satellite "Bild" [5, ark. 208]. The ROTOR project was created at the Eastern Ukrainian State University, which was carried out within the framework of the European program "Eurika" together with specialists from Poland, the Czech Republic and Sweden [17, ark. 116-119].

Ukraine's accession to the Council of Europe (1995) has called for the practical harmonization of educational legislation with European requirements. As a result, the Partial Statute of the State Property Law, the Regulations on Educational Qualification Levels (step-by-step education), the Draft Provisions on the Training of Scientific and Research Pedagogical Personnel, the Information and Search System "State Register of Higher Educational Institutions of Ukraine", the State Standard of Higher Education, were introduced in A new list of specialties and specializations, and so on.

According to the relevant international organizations, the system of Ukrainian higher education in its capacity is recognized as one of the super-powerful in Europe and is understandable in terms of organization, content and tasks of training specialists. Information about Ukraine's OWS specifying the specialties, admission conditions, legislation, organization of the life of students was entered into data banks, directories of UNESCO and the Council of Europe, which increased the number of foreign students in 1997 by 2 thousand (13.5 thousand studied in general) [ 17th arc 63-68]. The decision of the 29th General Conference of UNESCO to celebrate the centenary of NTUU "KPI" was introduced to the list of outstanding world events.

In the structure of the Ministry of Education the Directorate for cooperation with the EU and the Concept of cooperation development were created. Universities have opened the Centers for Cooperation with the EU, the UNESCO Chair. By 1999, the country had concluded more than 60 relevant international agreements. In particular, within the framework of the EU educational program Tempus, which was
implemented since 1993, ZVO implemented 85 large projects, and 20 million ECU was invested in higher education in Ukraine (since 1993) [17, pp. 64]. The European Union was the largest donor of Ukraine. Together with the institutions of the Council of Europe implemented programs for the implementation of European educational standards, its experts helped in the development of laws.

It should be noted that the effectiveness of Ukraine's bilateral contacts with the EU countries and the former socialist states in the field of higher education was different. Thus, according to the characteristics of the Ministry of Education, cooperation with Britain, France, Finland, the Netherlands, Belgium had a concrete, prompt, responsible character. With Romania, the Czech Republic, Hungary, Poland, there were mutual claims and lack of specificity, with post-Soviet countries - voluntary and inaccessible. The most productive among the western partners was Germany. By 1999, between the ZVO of Ukraine and the Federal Republic of Germany, 77 agreements were concluded, among them between the Association of Rectors of Ukraine and the Conference of Rectors and Presidents of the ZVO of Germany on academic cooperation, the representation of the German Academic Exchange Service was opened, which annually provided Ukrainian students with 150 scholarships for studying and internships in Germany. Only in the 1998/99 academic year 907 teachers were sent to Germany for training. On a bilateral basis, 35 Ukrainian ZVOs cooperated with 53 ZVO Federal Republic of Germany, and 7 had agreements with 11 RF RF [17, ark. 63-68]. From the point of view of the Ministry of Education, the imperfect legal framework, the lack of funding and specialists in international law [ibid] prevented the improvement of cooperation with Western partners.

In fact, far from all the possibilities of international cooperation were properly used by Ukraine [see: 13, p. 109-111]. Our country was not ready to implement the Lisbon Convention "On the recognition of higher education qualifications in the European region", which was developed under the auspices of the Council of Europe and UNESCO, and which Ukraine signed in Lisbon on 11.04.1997 (ratified on December 3, 1999). Under the Convention, Ukraine was required to ensure the openness of procedures and the reliability of the criteria for qualifying, which provided for such rules for admitting to OHS, granting scholarships, etc., which were in line with those adopted in Europe. This demanded, in particular, the improvement of educational legislation, the creation of a national system of nostrification of education documents, and the joint efforts of the Ministries of Education, Foreign Affairs, Finance and Justice.

Conclusions After Ukraine gained independence, an attempt was made to quickly move to a Western model of higher education, democratization of relations, academic freedom, etc. But without creating the appropriate socio-economic, organizational conditions, the interest of educators, this attempt was quite successful. The branch of education, like other public spheres, was in an extremely difficult state, but it had its own specifics. The scale of the industry, its conservatism gave inertia to development, slowing down the processes of both destruction and reform.

The achievements of this period should be considered as the active development of international contacts at the state level and individual ZOO. Adoption, albeit with delay, of the State Program of Development "Education", other normative-legal acts. There has been a shift in the organization of training, although the test trials of school graduates, modular rating systems and the transition to graduate training did not receive broad support and were postponed for years. However, despite the objective complexity, inconsistency and contradictory nature of the processes in higher education in Ukraine, educational transformations slowly but steadily continued and continue in the European direction.

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Сичаренко Г. Г. Європейський компонент в діяльності вищої школи України В 1990-х рр.
У статті розглядається міжнародна складова в діяльності українських закладів вищої освіти, яка з часу отримання Україною незалежності стрімко розвивалася. Особливо помітним було зближення української вищої школи з європейськими університетами, міжнародними освітіні організаціями, участь у освітніх програмах ЄС «Темпус», ЮНЕСКО та ін.

Міжнародний компонент в діяльності вищої школи України у 1990-х рр. надав можливість втілюванням ЗВО брати участь у взаємовідносинах наукових проектах з європейськими партнерами, а також опрацювати і творно запозичити накопичений досвід організації навчального процесу. Взагалі нею в проведенні освітньої політики, зокрема, в організації модульно-рейтингової системи контроля знань, тестових випробувань випускників школ, переході до ступеневої підготовки студентів та ін.

Ключові слова: вища освіта, вища школа, зближення вищої освіти, міжнародне співробітництво, інтеграція, мобільність.

Сичаренко Г.Г. Європейський компонент в діяльності вищої школи України в 1990-е рр.

В статті розглядається міжнародна складова в діяльності українських висших учебных заведений, которая в моменте получения Украиной независимости стремительно развивалась. Особенно заметным было сближение украинской высшей школы с европейскими университетами, международными организациями, участие в образовательных программах ЕС «Темпус», ЮНЕСКО и др.

Международный компонент в деятельности высшей школы Украины в 1990-х гг. предоставляет возможность отечественным вузам участвовать в взаимовыгодных научных проектах с европейскими партнерами, а также изучать и творчески заимствовать накопленный опыт организации образовательного процесса. Указывается на минусы в проведении образовательной политики, и именно, в организации модульно-рейтинговой системы контроля знаний, тестирования выпускников школ, переходе к ступенчатой подготовки студентов и др.

Ключевые слова: высшее образование, высшая школа, высшее учебное заведение, международное сотрудничество, интеграция, мобильность.

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