RESEARCHES OF HIGHER EDUCATION DEVELOPMENT
IN UKRAINE (1990s)

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ДОСЛІДЖЕННЯ РОЗВИТКУ ВИЩОЇ ОСВІТИ
В УКРАЇНІ (1990-ті рр.)

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The article deals with the state of research in the contemporary historical scientific literature of the problems of higher Ukrainian education in the 1990s, and clarifies a range of topical and promising issues for the study of the educational field. Various studies on the history of higher education in Ukraine are controversial. After all, the evolution of educational systems is determined by the educational policy, which is a field of interaction, interconnection of different social groups with the involvement of public institutions to realize their interests and needs. The consistency and directionality of the analysis is ensured by the use of the problem-chronological approach and the structural-functional method, which allows to determine the level of knowledge regarding the different stages of development of the educational process in the scientific literature. Therefore, the historiography of the development of higher education in Ukraine in the 1990s has undergone several major stages. The writings of the early 1990s were dominated by negative evaluations of Soviet higher education and over-optimistic expectations about its reform and borrowing from the achievements of the Western Defense Law.

The purpose of the article is to provide a historiographical overview of the basic scientific approaches of historians to the development of higher education in Ukraine in the 1990s. In modern research, there is a tendency to consider higher education in the 1990s through the prism of certain elements of its system: legislation, structural changes, quantitative indicators, funding and more. There is a lack of research that combines all the components of higher education and, most importantly, with the subjects of the educational process, human potential. The complex causes of the crisis phenomena in higher education, the peculiarities of the formation of the higher education network, the role of public organizations, the protection of the interests of participants in the educational process, the shadow relations, and so on, remain unanswered. To this day, comprehensive coverage by historians of the deep problems of higher education is relevant, which will help to understand the causes of its current crisis and the optimal ways to solve it.

Keywords: historiography, higher education, higher education institutions, university, private higher education institutions, students.

Formulation of the problem. Education is one of the basic social institutions whose weight is increasing in the modern world. Higher education in Ukraine has been in a state of permanent reform since independence, seeking a better solution to the problems that have accumulated in its system. To understand this process scientifically, it is necessary to conduct historiographic analysis of these processes, which has both scientific and applied importance, and also shows insufficiently researched problems.

Analysis of research and publications. The methodology of the historiographic process is actively studied by historians (J. Gritsak, L. Zashkilnyak, J. Kalakura, I. Kolesnik, V. Yaremchuk, etc.). The works of the Institute of History of the National Academy of Sciences of Ukraine, which are presented, in particular, in the periodical collection "Historiographic Studies in Ukraine", edited by V. Smoly, are valuable. However, historiography of the problem of development of national higher education among historians is not sufficiently presented, the writings of historians are considered alongside the intelligence of representatives of other sciences, without taking into account the specifics [11; 18]. Thus, the analysis of the historiography of the development of higher education in the first decade of independence still requires scientific coverage in the historical literature.

The purpose of the study is to provide a historiographical overview of the basic scientific approaches of historians to the development of higher education in Ukraine in the 1990s.

Presenting main material. Scientific analysis of the development of higher education in Ukraine during the 1990s varied in content, methodology, periodization, and evaluations of researchers. This was influenced by the historical course of events, the political situation, theoretical and empirical studies in related disciplines, awareness of the consequences of the transformation of
education and the process of moving to the European space. The specificity of the topic is that it is closely related to the state policy. Not only representatives of all social and humanities disciplines, but also politicians, officials and others are widely involved in higher education research. The work of historians is a significant minority of these publications.

Historiography can be divided into two stages: 1) 1990s; 2) from the beginning of the XXI century. By type and form of work are divided into monographs and dissertations, as well as articles in scientific publications.

It should be noted that for the works of the early 1990s, as a transition period, there are contradictory approaches, the desire to blame all the problems of the previous Soviet system, the underestimation of the real deep processes in the sphere of education, as well as the limitations of the source base. Among the first historical works of this period are the research of R. Kigel [15] and Yu. Rarog [26], which considered the legal basis of higher education, state policy in the field of science, etc. Works of L. Gerasina [12], M. Dobruskina, A. Murashko, E. Petrov [10] and others. are devoted to the organization of scientific research in higher education institutions (HEIs), training of scientific-pedagogical personnel, etc. Most scholarly studies of this period are characterized by polemicism and criticism of existing public education policies, given the real negative socio-economic consequences of reforms.

Since the mid-1990s, a new phase in historiography has begun, characterized by a desire for more weighted estimates. The deepening of the crisis processes in higher education, the significant expansion of the university system, paid education, the outflow of qualified specialists, and the change of the state's approach to the role of higher education in society required the use of new theoretical approaches. We distinguish the works of Y. Alekseev [1], V. Astakhova, G. Klimova [3], L. Batchenko, D. Cherevatsky [6] and others. The scientific comprehension of the development and periodization of ZVO begins with the non-state form of ownership in the works of V. Astakhova, K. Astakhova, G. Klimova [2; 3], I. Tymoshenko, Z. Tymoshenko [34] and others. The main principles of stage separation were the governmental processes and government measures to regulate education policy. It is worth noting the research of V. Ogarenko [24] on the development of non-state higher education. The authors, based on a wide range of sources, analyzed the first steps of a private higher education institution, the contradictory positions of the process participants and summarized the main results. However, the findings do not always relate to public higher education.

M. Golik's dissertation is devoted to the formation of higher military education in Ukraine [13]. The author, based on a wide source base, has highlighted the legal documents, the state of the material and technical and scientific base of the military profile, especially the educational process, which contributed to a better understanding of the evolution of military education and higher education in general.

In the 1990s, studies appeared on the history of the student movement, the dynamics of life aspirations of young people. These are the publications of V. Golovenko, O. Kornievsky [14], I. Koliak [16], and others, where empirical material provides new assessments of the role of student youth in society, the formation of its values, and the periodization of the youth movement.

In general, the historiographical improvements of this period can be divided into two directions. Representatives of the former positively evaluated the educational policy of the state, focusing on the achievements in norm-making activity, deideologization, diversification, development of private education, the growth of the network of ZVO, universities, students. These are the works of Yu. Alekseev, V. Astakhova, V. Surun [4], and O. Navrotsky [23] and others. The representatives of the second direction focused on crisis phenomena in higher education and science, the student environment (based on materials of sociological research). This is primarily the study of V. Ogarenko, I. Tarapov [33], etc.

In general, these works outline and develop important approaches to understanding the nature of the evolution of higher education in the new historical context. However, in our opinion, they were of a somewhat descriptive nature, did not sufficiently reveal contradictions, crisis phenomena and the role of the public in the educational process.

By the beginning of the XXI century, the attitude of the authorities and the public towards the reform of higher education is changing, the range of sources has increased, the amount of facts has increased, the opportunity has been given at some distance, to evaluate the consequences of higher education transformation more objectively. The second stage of historiographical exploration begins.

The monograph by V. Savchuk and M. Polyakov [25], dedicated to the evolution of classical universities, examines the transformation of higher education in Ukraine on the eve of the 21st century. The focus is on the processes of autonomy and self-governance of the HEI as an important component of the very idea of the university. K. Astakhova's monograph on the history of the formation of personnel potential of higher education [5] examines the causes of the crisis in the environment of teachers in the 1990s, personnel policy in general. The work of T. Finikov and O. Sharov [36] consistently analyzes the process of licensing and accreditation of HEIs against the background of the world experience of monitoring the quality of higher education, and draws attention to the biased attitude towards private HEIs by governmental structures.

The development of various aspects of higher education and the reform of the higher education system in the 1990s were considered in a large number of PhD theses in Ukrainian history. In the work of N. Safonova [29] the legal bases, organizational measures, stages,
directions of reforming, licensing and accreditation process are explained. The source of the research is the regulatory documents of higher authorities, separate archives, information-analytical, statistical materials. In the work of O. Levchynshyn [21], the types and the network of ZVO, financing of the reform, its influence on the material base, social status of students, scientific and pedagogical staff are considered. The research of R. Sopovnik [32] analyzes the role of students in the educational process, their participation in public and political organizations, including the example of specific HSEs, on a considerable source basis.

The regional aspects of higher education development are devoted to the dissertations of I. Kravchuk [17] and O. Latysheva [20]. I. Kravchuk's work traces the stages of development of higher education in the Donbass, identifies the main sources of the problem, the dynamics of the number of HSE, teachers and students, areas of research, etc. O. Latysheva's work analyzes the activity of state and public bodies in forming the system of education of the Crimean Tatars, the experience of the Crimean State Industrial-Pedagogical Institute in training specialists from the Crimean Tatars. It has been proved that the revival of national education was contradictory, which became noticeable in the second half of the 1990s. Funding by the government, especially in the first stages, was carried out without proper control, many decisions were made without public opinion. The mentioned works highlight interesting points of view on the nature of the evolution of higher education in the regions, and develop important approaches to understanding the nature of the evolution of higher education in the 1990s.

Separate directions of higher education development were covered in the works of S. Bilan, G. Mishechkin, E. Rachkov, L. Roshchina [7; 22; 27; 28], etc. The authors, based on a wide source base, found out the state of the material-technical and scientific-information base of a certain profile, the peculiarities of the educational process, sought to reproduce a holistic picture of the processes in the educational sphere in the 1990s, which contributes to a better understanding of certain aspects of the evolution of higher education.

A historiographical analysis on the subject revealed V. Astakhova's scientific school at the Kharkiv Humanities Institute "People's Ukrainian Academy", which studies the development of private higher education. The research substantiates, on the one hand, the unity of the educational space of the country, on the other - public and private HEIs are recognized by different models of education not only by ownership, but also by function, financing, taxation, level of responsibility for the results of work, attitude by the state etc. The constant survival of non-governmental institutions is called continuous innovation. Particular attention was paid to research, human resources, legal regulation of private universities. Collective monographs [19, etc.], which analyzed the formation of private education, its quantitative characteristics, legal and international relations, the activities of the Association of Educational Institutions of Extra-budgetary Financing, and regional universities, were the result of studies of non-state education.

In recent years, many studies have been published that are relevant to certain areas of higher education in the 1990s, but have been prepared mainly by representatives of other sciences. A generalizing material for understanding the transformation of higher education from a historical point of view can be found in the publications of G. Sichkarenko [see: 30], which reveal the contradictions between educational policy and real changes in HSE.

The scope of foreign studies is quite limited, but they can be analyzed in some specific problems. The leader is the American researcher J. Steter, who was one of the first (later with his colleagues) to critically analyze the formation and development of private air defense in Ukraine in the 1990s. [40] His works are based on statistical and sociological data. Of particular interest is the consideration of funding sources for private higher education institutions, methods and levels of industry management. Studies by J. Stetar, E. Berezkina, and J. Stoker [41] draw attention to the low state support and selective assistance to individual HEAs in Ukraine, to an inadequate governance structure, to the spread of corruption, and to claim that licensing was a corrupt process and that Ukrainian tax policies private ZVO did not meet world standards.

The shadow processes in higher education are also covered in the writings of A. Osipian, who concluded that corruption in higher education in Ukraine had deep roots and traditions in its organizational structure, its own culture, functions and mechanisms, being an organic part of general corruption in society [39]. An interesting study of the American Bar Association [37] is devoted to the analysis of private legal education in Ukraine, which also examines the shortcomings and the opacity of state certification and accreditation procedures and their impact on the HEA activities.

An important source for highlighting the topic was research into the modernization of European higher education through the convergence of different systems to create a single European space. A critical analysis of these processes was made in the works of M. Carney [38], Leslie David V., Fretwell EK Jr. [37] and others. They called for some cautious attitude to borrow European models, to rely on their own national educational traditions. Unfortunately, this was not taken into account when implementing the reforms.

Thus, it can be stated that the main interest of foreign researchers was raised by new questions for Ukrainian historiography, namely: formation and development of private educational institutions, problems of certification and accreditation of HEIs, the process of European educational integration of Ukraine, academic values and shadow relations in the educational sphere. Comparable enough material for analysis can be found in numerous studies by Russian historians on relevant problems [see: 9; 35].
Conclusions. Therefore, the historiography of the development of higher education in Ukraine in the 1990s has undergone several major stages. The writings of the early 1990s were dominated by negative evaluations of Soviet higher education and over-optimistic expectations about its reform and borrowing from the achievements of the Western Defense Law. In the mid-1990s, there were studies that drew the attention of public authorities and the public to the urgent need to resolve economic, legal and organizational problems of the HEA, emphasized the growth of crisis processes, the need for increased budget financing, and so on. Many publications are characterized by polemicism and criticism about public education policy in view of the negative socio-economic consequences of the transformation of higher education and science. At the same time, a scientific understanding of the phenomenon of development of a new type of ZVO based on non-state ownership is beginning. Historical science, since 1991, gradually got rid of ideological restrictions, took on new methodological positions, used different approaches.

In the second half of the 1990s, most historians' estimates of higher education became more prudent. They can be divided into two directions. On the one hand, those who generally praised the state's educational policy, focusing on the achievements in its rulemaking activities, the development of private higher education, the de-ideologization of the educational process, the growth of the HSE network, the number of universities, students, etc. On the other hand, there has been an increase in the number of critical studies (especially historical and philosophical, sociological plans) that have focused attention on the crisis phenomena in higher education, which has been associated with the deepening of the economic crisis, commercialization, transformation of higher education into mass, service, and other services. qualified teachers and the decline in quality of education.

In modern research, there is a tendency to consider higher education in the 1990s through the prism of certain elements of its system: legislation, structural changes, quantitative indicators, funding and more. There is a lack of research that combines all the components of higher education and, most importantly, with the subjects of the educational process, human potential. The complex causes of the crisis phenomena in higher education, the peculiarities of the formation of the higher education network, the role of public organizations, the protection of the interests of participants in the educational process, the shadow relations, and so on, remain unanswered. To this day, comprehensive coverage by historians of the deep problems of higher education is relevant, which will help to understand the causes of its current crisis and the optimal ways to solve it.

References
Січкаренко Г. Г. Дослідження розвитку вищої освіти в Україні (1990-11 рр.)

У статті розглядається стан досліджень в сучасній історико-науковій літературі проблем вищої української освіти в 90-ті роки, а також уточнюється ряд актуальних і перспективних питань для викладення зоосвіти. Різні дослідження з історії вищої освіти в Україні сучасних науковців відрізняються не тільки алеям, яка є полем взаємодії, але і залежить від різних соціальних груп із захоплення державних інститутів для реалізації своїх інтересів і потреб. Послідовність і спрямованість аналізу забезпечується використанням проблемно-історико-функціонального підходу і структурно-функціонального методу, який дозволяє визначити різницю значень різних етапів розвитку освітнього процесу в науковій літературі. Тому історико-географію розвитку вищої освіти в Україні в 1990-ті роки проіснує кілька основних етапів. У роботах початку 1990-х років переважали не такі оцінки радянської вищої освіти і надмірно оптимістичні очікування щодо його реформи та запозичення досягнень західного закону про обороною.

Метою статті є надання історико-географічного огляду основих наукових підходів істориків до розвитку вищої освіти в Україні в 1990-ті роки. У сучасних дослідженнях спостерігається тенденція розглядати вищу освіту в 1990-х роках через призму певних елементів його системи: законодавства, структурних змін, кількісних показників, фінансування і вага цього іншого. Бракує досліджень, що поєднують в собі всі складові вищої освіти і, зокрема, з суб'єктами освітнього процесу, людини потенціал. Складні причини кризових явищ у вищій освіті, особливості формування мрежі вищої освіти, розв'язання соціальних проблем, рівень підготовки, особливості відновлення державних інститутів вищої освіти, які допомагають зрозуміти причини його нинішньої кризи і оптимізм їхнього розв'язання.

Ключові слова: історико-географія, вищу освіту, вщерця навчальні заклади, студенти.

Січкаренко Г. Г. Исследование развития высшего образования в Украине (1990-е гг.)

В статье рассматривается состояние исследований в современной историко-научной литературе проблем высшего украинского образования в 90-е годы, а также уточняется ряд актуальных и перспективных вопросов для изучения сферы образования. Рассмотрены исследования по истории высшего образования в Украине противоречивы. Ведь эволюция образовательных систем определяется образовательной политики, которая является полем взаимодействия, взаимосвязи разных социальных групп с привлечением государственных институтов для реализации своих интересов и потребностей. Последовательность и направленность анализа обеспечивается использованием проблемно-историко-географического подхода и структурно-функционального метода, который позволяет определять уровень знаний о разных этапах развития образовательного процесса в научной литературе. Поэтому историография развития высшего образования в Украине в 90-е годы прошла несколько основных этапов. В работе начата в 90-х годах преобладали негативные оценки советского высшего образования и прерывистые оптимистичные ожидания относительно его реформ и замечаний достижений западного законодательства по обороне.

Целью статьи является предоставление историографического обзора основных научных подходов историков к развитию высшего образования в Украине в 1990-е годы. В современных исследованиях наблюдается тенденция рассматривать высшее образование в 1990-х годах через призму определенных элементов его системы: законодательства, структурных изменений, количественных показателей, финансирования и многое другое. Не хватает исследований, сочетающих в себе все составляющие высшего образования и, главное, с учетом развития образовательного процесса, человеческий потенциал. Сложные причины кризисных явлений в высшем образовании, особенности формирования сети высшего образования, роль общественных организаций, защита интересов участников образовательного процесса, отношения и т. д. Остаются без ответа. На сегодняшний день актуальным является всестороннее освещение историками глубоких проблем высшего образования, что помогает понять причины его нынешнего кризиса и оптимальные пути его решения.

Ключевые слова: историография, высшее образование, высшие учебные заведения, университеты, частные высшие учебные заведения, студенты.

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