

## PRESERVING NATIONAL IDENTITY OF UKRAINIAN HIGHER EDUCATION IN THE CONTEXT OF GLOBALIZATION

Tetyana Okolnycha<sup>1</sup>, Larysa Kostenko<sup>2</sup>

<sup>1</sup>Doctor of Pedagogical Sciences, Professor, Associate professor of the department of pedagogy and education management, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine, e-mail: t.vladimirovna.75@ukr.net, ORCID: <https://orcid.org/0000-0003-3740-2495>

<sup>2</sup>Doctor of Pedagogical Sciences, Senior lecturer, Department of pedagogy and education management, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Ukraine, e-mail: shkoda44@ukr.net, ORCID: <https://orcid.org/0000-0003-2930-7404>

**Abstract.** *The article reveals the impact of globalization on changes in the field of higher education, which are characterized by creation of a unified European educational space, increasing the importance and awareness of the need for purposeful training of the national elite in the country's universities. It was found out that with the development of globalization educational services extended beyond the national borders, transnational and international educational programs are developing. Among the reasons for high growth rate of the global system, the article highlights: increasing the number of adults receiving additional education in one form or another, and rapid introduction of information technology in the educational process (distance learning courses, e-textbooks, curricula, e-learning systems, etc.). In the context of globalization, the task of strengthening internal national, civic ties, patriotic unity of the nation, the people gains more importance, because globalization is a tendency not only to the unity of the world, but also to intensifying - in a civilized framework - competition between nations. And only a consolidated nation will be able to realize its own national interest and effectively defend it in relations with other states. It is revealed that nation-building is impossible without national self-consciousness and self-identification; higher education in Ukraine as an institution of human development is intended to ensure personal direction of human development on intellectual, spiritual and moral background; state support is not a decisive factor in the development of higher education, but is a guarantee of maintaining national identity and self-identification in the context of globalization.*

**Key words:** *higher education, globalization, national self-identification, national self-identity, international cooperation, European integration, innovation.*

**JEL Classification:** A22, I23

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 7

**Introduction.** The formation of a democratic independent state is a complex, multidimensional process that affects all aspects of its citizens' lives. Among them, the priority is the problem of education as the basis of state power. Without realization of the role played by higher education in the process Ukrainian state formation, its place in socio-cultural transformations, further progressive development of our society is impossible.

One of the main trends of our dynamically developing modern world is the search for the most effective educational systems, the efforts of countries and their political systems to interact, integrate in the field of educational system, strengthen international cooperation in this area. At the same time, Ukraine emphasizes the need to preserve the effective features of the national component.

Modern reforms in higher educational system, taking place on the background of Ukraine's joining European educational space, are aimed at improving its quality. Ukraine's integration into the world educational space requires constant improvement of its national higher educational system, search for effective ways to improve the

quality of educational services, real equal access of the citizens to quality higher education, opportunities and freedom of choice in higher education, modernization of higher education content and its organization in accordance with the world trends and labor market requirements, ensuring continuity of education and lifelong learning.

**Literature review.** The works of scientists outlining general pedagogical and methodological aspects of the development of higher education (T. Baibara, N. Bibik, V. Bondar, M. Vashulenko, P. Gusak, O. Dubaseniuk, N. Kichuk, A. Kucheryavy, S. Skvortsova, G. Tarasenko, L. Khomych, L. Khoruzha, etc.) are essential for the study of higher education in Ukraine.

Important is the study of comparative pedagogy, which characterizes modern educational systems of developed foreign countries (N. Abashkina, N. Bidyuk, I. Gushlevskaya, N. Dichek, N. Lavrichenko, O. Lokshina, L. Pukhovskaya, A. Sbrueva, etc.).

The purpose of the article is to reveal the features of preserving national self-identification of higher education in the context of globalization.

**Methods.** In the article, general scientific research methods, empirical (description) and theoretical (analysis, generalization, explanation, etc.) methods were used.

**Results.** These days scientists express the view that the most important characteristic of the modern world is "globalization" [1; 2; 6; 7], that, in its turn, causes changes in the field of higher education, which are characterized by the creation of a unified European educational space; increasing the importance and awareness of the need for purposeful training of the national elite in the country's universities.

Let's point out that globalization is a complex and controversial phenomenon. On the one hand, it creates opportunities and benefits for social progress, on the other hand, they are not evenly distributed between nations and states, and between representatives of certain social groups. The main danger of globalization is seen in the fact that instead of unity in diversity and expanding educational opportunities, it is possible to obtain unification, uniformity and loss of original creative potential of national (regional) educational systems. This explains the ambiguous attitude to this process.

As soon as much of the world's population is deprived of the benefits of globalization, its course is highly controversial and therefore ambiguous. Globalization should not be regarded as a factor that creates a model of a harmonious world community, and a universal process of global integration, in which cultures and civilizations come together.

Globalization affects education in different ways:

- causes changes in the labor market (widening the gap between the incomes of skilled and unskilled workers, so the number of people wishing to obtain higher qualifications, university degrees and continue their lifelong studies is growing;
- requires additional resources from the educational system (skilled workers need quality education; at the same time, national governments face challenges in trying to allocate additional resources to the political sector because it is not favorable for expanding the role of the public sector);
- raises issues of decentralization and privatization of education;

- requires international measurements and evaluations of educational systems;
- accelerates the development of information technology, which allows you to create a global educational network;
- promotes global culture (certain social groups feel left out of the process of cultural globalization, they oppose it by joining the anti-globalization movement and trying to return to traditional local and national values. This creates a new conflict of values in the context of global economy).

Accelerating the processes of globalization in the economy and politics advance new demands concerning the structure and quality of education. During the last 10-15 years, globalization has significantly increased the impact on the transformation of national higher educational systems.

Scientists link the globalization of higher education with the fact that at the turn of the millennium the humanity entered a new type of civilization and acquired a new way of thinking and a variety of progress [1; 2; 6; 7].

Science as a field that produces new knowledge, and education as a field that humanizes this knowledge gain the highest priority in the XXI century. At the same time, we should avoid only declarative nature regarding priority of education, associated with many challenges of globalization, namely the intensification of competition between traditional universities and young educational providers.

The views of scientists [1; 2; 6; 7], which link globalization with the formation of educational inequality deserve attention. Unequal access to knowledge, information technology and languages of international communication is one of the main reasons of inequality in the field of education.

Progressing cultural globalization is challenging the entire higher educational system. In recent years, higher education is increasingly regarded as a product and its commercialization is reaching the level of the world market [5].

The emergence of educational providers is a particular threat to national higher educational systems. In economically less developed countries, this trend increases the "outflow of intellect" abroad. As a result, the flow of immigration of talented young people will increase.

The potential of educational providers is growing with globalization, which is objectively accelerated by the actions of UNESCO European Center of Higher Education, the Council of Europe, the European Commission and other international European organizations.

We can say that cultural globalization of higher education is an unbalanced, contradictory and complex phenomenon. Despite a great number of opinions concerning this complex phenomenon, it is obvious that globalization of higher education leads to a qualitatively different entity - a "cosmopolitan" university, built on the cultural values of the Western world. Therefore, not everyone will be able to take advantage of this process, except the countries of Euro-Atlantic civilization with a certain set of socio-cultural characteristics.

With the development of globalization, educational services have crossed national borders, transnational and international educational programs are developing. The indicator of the integration process is cooperation of educational organizations and

national educational systems in the development of common quality standards and units of measuring academic loading. The role of education in the modern world is also changing: it is becoming a long and continuous process, because during the whole life a person faces the problem of knowledge obsolescence, the need of their updating, broadening and mastering new professional areas.

Among the reasons for the high growth rate of the global system are the increase of adults receiving additional education in one form or another, and rapid introduction of information technology in the educational process (distance learning courses, curricula, e-textbooks, training programs, e-learning systems, etc.).

Ukraine, which seeks to integrate into the world and European space, cannot stand aside from the globalization processes that are taking place today and affect almost all countries. However, in our opinion, more attention should be paid to the process of internationalization of education.

Higher education in the age of globalization is a factor of social stability, economic well-being of the country, its competitiveness and national security. Therefore, it should be approached as a national, strategically important problem.

In the context of globalization, the task of strengthening internal national and civic ties, patriotic unity of the nation and the people gains more importance because globalization is a tendency not only to the unity of the world, but also to intensifying - in a civilized framework - competition between nations. And only a consolidated nation will be able to realize its own national interest and effectively defend it in relations with other states.

The present political and socio-economic situation in Ukraine made the country's citizens and educators think over preserving national self-identification of higher education in Ukraine in the context of current transformation. The experience of the leading countries that managed to preserve national features and historical heritage in their higher education system is being actively studied, and this experience shows that national self-identification should play a prominent role both in the citizens' conscience and in the activities of educational institutions.

Ukraine can base the educational process on its own national achievements, adapting and transforming them in accordance with present day challenges. In the current political and socio-economic situation, it is worth remembering certain historical facts and events, in particular the absence of age restrictions for students; encouraging professors for searching the truth and appropriate sources of knowledge, adapting the logic of thinking, which corresponds to the current provisions of the theory of noosphere and critical-innovative thinking.

A profound humanistic content of Ukrainian culture, its significance for the national identity of the Ukrainian people is analyzed by culturologists, educators, sociologists, philosophers as a holistic system that exposes the spiritual world of the people on the background of historical objectivity without artificial division them by residence, wealth, religion, etc.

It is noteworthy that the formation of a personality in the information society is taking place by means that have developed historically - culture, education, science. Culture is a spiritual and material foundation of the organized society, sustainable

human development, civilizational progress and is expressed through the external form of existence and internal content.

The updated legislation in the field of higher education of Ukraine (laws, bylaws, letters of instruction, etc.) is aimed not only at reforming the system in the context of European integration, but also at preserving national heritage and emphasizing responsibility for one's own actions.

In our opinion, one of the main tasks is to improve the educational space that would meet the present day needs and at the same time ensure the development of the educational sphere of the state, which would have its own advantages and achievements. This will be facilitated by the formation of a personality with a new creative innovative thinking, which could self-improve, realize himself/herself and advance constructive proposals with their further implementation in practical professional and social activities.

Since education and, accordingly, educational policy has been, is and will be a strategic area of development of the state and society, which in the long run determines and shapes the human factor, it is important to develop and improve the educational space through the formation of worldview and innovative thinking of the citizens.

The innovativeness of education should be manifested in the creation of a system of purposeful training of specialists that are patriotic, professional, spiritual and moral. Such specialists are competitive in the labor market in the context of European integration.

The University is the centre of forming a new type of a person with innovative thinking.

Thus, we affirm the legitimacy of the triad "higher education - research - innovation". We see innovation as creating new future. For its (new future) creation, strategic tasks include, in particular, ensuring the transition of the economy to an innovative model of development, accelerating the development of high-tech industries, the introduction of resource-saving technologies etc. It is the triad "higher education - government - production" that should ensure the implementation of these tasks.

Priority areas of scientific and technological development include the main areas of research that can lead to the creation of new technologies and industries that contribute to the development of the national economy and social sphere. Without University researches aimed at solving these issues, it is impossible to solve the outlined provisions.

In the age of the information society, the strategic role belongs to science, high technology, intellectual resources, and, accordingly, merging of science, education and culture, which are the means of human formation. Education, as a component of culture, in its change and modification is inseparable from the areas of perspective development of Ukrainian culture: issues of existence of the individual, nation and state, national traditions and their renewal in accordance with the requirements of time, cultural dialogue at the international and interstate levels. awareness of the proper place of the nation in the world historical process [3].

Culture is the manifestation of the level of historical progress achieved by mankind. Globalization, establishment of the information society, market relations and democratization require appropriate cultural support in the context of growing importance of intellect and a desire to give (acquire) education.

The civilizational challenges of the XXI century, which national educators should focus on are:

- unceasing globalization, which covers all spheres of society and not only enriches the humanity and makes it interdependent, but also intensifies competition between countries, peoples, individual citizens in the process of their interaction and geographical and economic mobility;
- variability that progresses in any field of activity and is based on an innovative type of development;
- democratization and humanization of modern societies along with strengthening the requirements for personal competence and human self-sufficiency;
- formation of a new civilizational phenomenon of network society through innovative development of ICT.

Higher education acquires a greater social dimension, as the mission of higher educational institutions includes such a component as the labour market, which provides for the interaction on the level of "employer – higher educational establishment", expands the list of socio-economic professions, regulating the relationship "an individual - social institution". These professions involve graduates who possess legal, sociological, psychological competencies in general, organizational, managerial and conflictological competencies - at a high level of implementation in practice, formed by project-research thinking.

Ukraine is characterized by the tendency of not only curtailing the production of its own cognitive product, but also of reducing it to the local level. Significant for understanding the position (of possible leadership) of the country in the globalized world is the level of human capital development as an integration indicator that determines the country's internal capacity to produce knowledge and its use in industrial and social development.

**Discussion.** Thus, a new relationship is formed between countries that produce knowledge and countries that have shortage of knowledge what is seen as cultural confrontation of globalism, as it involves culture of thinking, planning (predicting), modeling, production and application of creative cognitive product.

Educational environment of the university is a system of forming a new type of a personality with the freedom to choose worldviews, positions, ideals; it is personality-oriented, as it develops the potential of students and promotes the development of their professional qualities; it is adapted to social conditions, challenges of society; it is dynamic and determines the development of the individual; it is multicultural and tolerant of the achievements of the past.

The tasks of the state in the field of higher education are to optimize the network of higher educational institutions and streamline their separate structural units, improve the quality of educational services, to create the most professional and independent licensing and accreditation system that would act in the interests of consumers of

educational services, full support of scientific activity. Also unresolved are the problems of expanding the rights of higher education institutions to allocate financial resources, diversifying of funding sources, transparency and accessibility for public control of all their academic and financial activities.

**Conclusions.** Thus, nation-forming is impossible without national self-conscience and self-identification; higher education in Ukraine as an institution of human development is intended to ensure the personal trajectory of human development on the intellectual, spiritual and moral background; state support is not a decisive factor in the development of higher education, but it is a guarantee of maintaining national identity and self-identification in the context of globalization.

We see the prospects for further research in the identification of the determinants in the development of higher education that contribute to the preservation of national identity and self-identification.

**Author contributions.** The authors contributed equally.

**Disclosure statement.** The authors do not have any conflict of interest.

### References:

1. Vitvyts'ka, S. S. (2015), *Praktykum z pedahohiky vyshchoyi shkoly: navch. Posibnyk* [Practical Course on Pedagogy of Higher Education], K.: Tsentr navchal'noyi literatury. [in Ukraine]
2. Vitvyts'ka, S. S. (2014), *Suchasni tekhnolohiyi pidhotovky mahistriv v umovakh stupenevoyi pedahohichnoyi osvity* [Modern technologies of masters' training in the context of multy-stage pedagogical education], Visnyk Kyyivs'koho mizhnarodnoho universytetu, K.: KMU, Seriya: Pedahohichni nauky. Vyp. 5. [in Ukraine].
3. Hura, O. I. (2008), *Teoretyko-metodolohichni osnovy formuvannya psykholoho-pedahohichnoyi kompetentnosti vykladacha vyshchoho navchal'noho zakladu v umovakh mahistratury* [Theoretical and methodological foundations of forming psychological and pedagogical competence of a teacher of a higher educational establishment in the magistracy], Avtoref. dys. na zdobuttya nauk. stupenya d-ra ped. nauk: spets. 13.00.04 "Teoriya i metodyka profesiynoyi osvity". [in Ukraine].
4. Lazarev, V. S., Stavrinova, N. N. (2006), *Kriterii i urovni gotovnosti budushchego pedagoga k issledovatel'skoy deyatel'nosti* [Criteria and levels of readiness of the future teacher for research activities], *Pedagogika*, № 2. [in Russian].
5. Passov, Ye. I. (2002), *Kul'turosoobraznaya model' professional'noy podgotovki uchitelya: filosofiya, sodержaniye, realizatsiya* [Cultural model of professional training of a teacher: philosophy, content, implementation], *Ínozemní movi*, № 4. [in Russian].
6. Shcherbakova, T. N. (2013), *Tvorchestvo v deyatel'nosti sovremennogo pedagoga* [Creative work in the activities of a modern teacher], *Aktual'nyye voprosy sovremennoy pedagogiki: materialy IV mezhdunarodnoy na-uchnoy konferentsii*, (g. Ufa, noyabr' 2013 g.) Ufa: Leto. [in Russian].
7. Vyshnievskyi, O. (2020), *Ukrainskyi natsionalnyi kharakter*. [Ukrainian national character]. *Natsionalne vykhovannia*. [in Ukrainian].

**Received: February 14, 2022**

**Approved: March 21, 2022**