

STATE EDUCATIONAL POLICY FOR ENSURING THE QUALITY OF PEDAGOGY: GLOBAL TRENDS AND UKRAINIAN EXPERIENCE

^aTETAYNA LUKINA, ^bSERHII SHEVCHENKO,
^cNATALIIA SHULGA, ^dALINA FAST, ^eOLEKSANDR
PRAVOSUD, ^fOKSANA BASHTANNYK

^a*Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine, 52-D, Sichovykh Striltsiv Str., 04053, Kyiv, Ukraine*

^b*Dnipropetrovsk State University of Internal Affairs, 26, Gagarin Ave., 49005, Dnipro, Ukraine*

^c*Separate structural unit «Kyiv Transport and Economic Vocational College of the National Transport University», 20, Vasylkivska Str., 03040, Kyiv, Ukraine*

^d*Communal Institution of Higher Education «Dnipro Academy of Continuous Education», 70, Vladimir Antonovich Str., 49006, Dnipro, Ukraine*

^e*Dnipropetrovsk State University of Internal Affairs, 26, Gagarin Ave., 49005, Dnipro, Ukraine*

^f*Oles Honchar Dnipro National University, 72, Gagarin Ave., 49000, Dnipro, Ukraine*

email: ^atata_lukina@ukr.net, ^balphabet7373@gmail.com,
^cnatalaliashulga17@gmail.com, ^dalina25ft@gmail.com,
^ePravosudae@gmail.com, ^fPolit.dnepr2011@gmail.com

Abstract: The article aims to consider the problems of internationalization of education, the basic principles of integration of higher education, and programs aimed at ensuring the quality of training of specialists in the European and Eurasian educational spaces. Particular attention is paid to the existing approaches to ensuring and guaranteeing higher education quality and the formation of quality assessment systems at the international, national, and regional levels to create conditions for sound management of the quality of education. The features of changes in foreign and Ukrainian education are shown, associated with the Bologna process and the development of European integration in higher education. The research results can be useful to a wide audience of teachers and managers in organizing effective education systems and assessment processes and students and postgraduate students of pedagogical specialties when studying the basics of quality assurance and control and assessment activities in the education system at the modern level.

Keywords: Domestic experience, Foreign experience, Higher education, Integration, Quality of education, State educational policy.

1 Introduction

Building an effective system for ensuring and assessing the quality of education in many countries of the world, including Ukraine, is one of the national educational policy priorities. Bringing a European dimension to national higher education systems, providing students and young professionals with modern knowledge necessary for their academic and professional life, as well as shaping their civic responsibility, will contribute to improving the quality of vocational training [16]. This project aims to support cooperation in the field of education and ensure the conditions for the integration of the European and Ukrainian education systems, which will make it possible to use international experience in the field of ensuring the quality of education. It is necessary for the intensification of scientific and cultural contacts, the exchange of experience in organizing the best educational practices, and modern control and assessment processes. A reliable system for assessing the quality of education allows us to meet the information needs of various participants in educational relations (students and parents, teachers and managers, employers and specialists) and adjust the policy to ensure the quality of education [18].

The process of creating such a system is very complex and lengthy, requiring the solution of many problems at all levels of the education system [1]. These include all components of the education system, such as learning conditions (material and technical base, personnel, financial investments), the quality of educational programs in the paradigm of competence-based learning aimed at achieving students, the organization of an objective system for assessing learning outcomes at all stages of educational activities.

Taking into account international experience, active processes of building a system for assessing the quality of education are underway in Ukraine. However, many important and necessary tasks still have to be solved to ensure the quality of education, based on the integrity and balance of assessment activities in educational organizations, by improving the teaching community's qualimetric culture and creating independent professional centers for assessing the quality of education [51].

2 Literature Review

Today the world is on the verge of a wave of innovations and accelerating "qualifications inflation", when the knowledge and competencies that are relevant today may be unclaimed tomorrow and become a limitation for further socio-economic development of not only individuals but also regions [15]. These changes will force a radical revision of the world education system.

In order to develop common approaches to the quality of higher education, the ministers of education of a number of European countries have developed the main objectives and provisions of the Bologna Declaration, formulating ten main indicators. These include the introduction of a two-tier system (bachelor's-master's degree); availability of all levels of higher education; implementation of a unified approach to the formation of a national qualifications framework; development of an external system for ensuring the quality of education; participation of students in ensuring the quality of education; international participation in ensuring the quality of education; introduction of the European Diploma Supplement; compliance with the principles of the Lisbon Convention on the Recognition of Qualifications; introduction of a European credit system and recognition of periods of prior study.

To the previously formulated tasks are added:

- The introduction of postgraduate studies in the general system of higher education (as the third level);
- Giving a "European dimension" to higher education (its orientation towards common European values);
- Increasing the attractiveness and competitiveness of European education;
- Implementation of the social role of higher education, its availability;
- Development of the system of additional education and the implementation of the strategy "education throughout life".

One of the Bologna Process's main objectives is to improve the description of qualifications and qualifications frameworks throughout the European Higher Education Area in terms of learning outcomes that will express what learners need to achieve and how they can validate this achievement [20].

Further, conferences of the ministers of education of the countries participating in the Bologna process began to be held regularly. It is they who are the supreme body and make decisive decisions on the directions of development of the Bologna Process. It should be noted that joining the Bologna Process does not impose any obligations on the participating countries from a legal point of view. This is a process of voluntary cooperation, which implies the modernization of national higher education systems in accordance with the jointly defined directions of development of the Bologna Process.

2.1 The Main Stages of the Development of the Bologna Process

The Bologna Process Support Group (BPUG) was formed in Prague (May 2001) from representatives of 33 member states and the European Commission. The stages of development of the Bologna process have been adopted, an action plan has been prepared to ensure the mobility of students and academic

personnel, the forms of cooperation in the field of quality assurance and the European zone of higher education in the world have been determined; directions for promoting lifelong learning, involving students in the process of creating the European Higher Education Area (EHEA), proposed systems for the comparability of diplomas using the European Credit Transfer and Accumulation System (ECTS).

The task is to develop standards for quality assurance in higher education at the university, national and European levels; systems of understandable and comparable higher education qualifications and diploma supplements have been adopted. As a result of the conference, a communiqué was adopted on the Bologna process's progress, aimed at ensuring that national higher education systems ensure the development of national qualifications frameworks and degrees (bachelor's and master's) are described in terms of learning outcomes [21]. The task was to develop an acceptable set of agreed standards, procedures, quality assessment methods, as well as an adequate system of external expertise for quality assurance or a system of accreditation agencies (bodies).

The Berlin Communiqué reflected the adoption of a system of adequately formulated and comparable degrees and common terminology for describing qualifications in order to make them more understandable to other universities, employers, and those involved in the assessment of qualifications, which made the process of recognizing periods of study at other universities possible and relevant. In many respects, it is at the level of the second cycle (master's degree) that universities show innovation and creativity, so the emergence of new types of master's programs should be seen as the basis for the development of the strengths of higher education in Europe [21]. For this, a European transfer and accumulation of credits (credit units) are proposed, based on the principle that 60 credits assess a full-time student's workload in one academic year.

Using learning outcomes as a general method for describing programs and modules can help establish common standards and common quality assurance practices for higher education institutions and help students understand what is expected of them by the end of a given program or module [13]. According to the Berlin Conference's final communiqué, postgraduate training should become the third stage of higher education. The following higher education scheme will be implemented in European countries: Bachelor-Master – Doctor of Philosophy (Ph.D.). The decision to include educational programs of the Ph.D. level as the third stage of higher education is due to the awareness of the importance of the research component for higher education's full functioning. Bergen, Norway (May 2005): Participants from 45 countries (Azerbaijan, Armenia, Georgia, Moldova, Ukraine joined the Bologna Process) endorsed the European Standards and Guidelines for Quality Assurance in Higher Education (ESG – European Standards and Guidelines) as examples of successful/effective practice [14].

3 Materials and Methods

The Standards and Guidelines for Quality Assurance in the European Higher Education Area contain a standard model for quality assurance, which consists of 7 main elements and recommendations for their implementation:

- Development and implementation of the university strategy for continuous quality improvement; at the same time, the strategy, program, and procedures must have a formal status and be publicly available [2, 3];
- Availability of formal mechanisms for approval, monitoring, and regular evaluation of programs [6-8];
- Assessment of students' knowledge following applied published criteria, regulations, and procedures [19, 22];
- Availability of a quality assurance system for the teaching staff [24, 27, 30, 40];
- Availability of information resources and a student support system adequate to the learning objectives;

- Availability of information systems that ensure effective management of educational programs and other activities of universities [52-54];
- Regular updating and publication of objective and reliable information about the programs of the university [26].

It is expected that the formation of new technologies in the global industry may already be defined by 2025, which will require fundamentally new professional competencies from employees and ordinary consumers ("users"), which today is not always possible to predict. The world lives in the conditions of accelerating "qualifications inflation", when the competencies that are relevant today may be unclaimed tomorrow and even more – become a limitation for further socio-economic development [17]. Higher education aims to prepare specialists who can adapt to the changing conditions of professional activity [11].

Today, it is important to understand that all Bologna Process participants' main task is to fully understand the need to fully implement the basic goals of creating the EHEA. [55, 56]. However, as practice shows, this cannot be achieved for many reasons that prevent the countries from being equally involved in this project [9, 25]. These include insufficient diversification of forms of academic mobility and the gap between economically developed and undeveloped countries, a partial or some revisionist approach to the implementation of the basic values of the Bologna Process, the cognitive division of the European space into the "center" (Great Britain, Germany) and "periphery" (the Baltic countries). In many countries, student and teacher migration mobility is associated with a "brain drain" [23].

4 Results and Discussion

The problems and prospects for the development of education, which educational systems in various countries of the world face, are relevant in Ukraine. They determine the directions of modern educational policy [28, 29]. To eliminate obstacles to the mobility of teachers, it is proposed: to develop standard samples of regulatory documents in accordance with the powers of the OVO; improve migration legislation; to provide for a special procedure for filling the posts of scientific and pedagogical workers of universities (election by competition) for foreign teachers, etc [37, 41, 46].

Institutional and grant support for the mobility of teachers and students is needed, and the main emphasis in this work should be placed on institutional flexibility that stimulates the career prospects of exchange participants both when traveling to partner countries in order to gain experience and when returning specialists who have received experience abroad [12].

The challenges and solutions of the 21st century require a new format of education, both in terms of volume and quality. The competencies of specialists in the knowledge economy differ from those in demand 20-25 years ago. The analysis of world trends in higher education allows us to say that the competence-based approach is becoming dominant, turning into the basis of the strategy for developing education [31-36]. The conceptual factor is the shift of emphasis from mastering the content of academic disciplines and practices to the results expressed by the ability to apply knowledge effectively, through this - to the development of the personality and the formation of a qualified specialist. For centuries, national educational systems as a whole have developed autonomously, each with its specifics.

In the modern global world, issues of international cooperation and interaction are becoming an objective reality. In recent decades in Europe, the philosophy of international education is characterized by the desire to learn from each other, communicate with each other, exchange innovations with each other, and ultimately integrate [45, 48]. The processes of mutual exchange of achievements have intensified and will be strengthened on a mutually beneficial basis. This is also important for the domestic education system. Ukraine's accession to the Bologna Process gave higher education an

impetus for transformations to ensure the competitiveness of domestic education in the world, made it possible to consistently modernize higher education in accordance with new strategies and priorities of the knowledge economy.

Participation in the Bologna Process, primarily at the university level, contributed to the improvement of the quality of educational programs and the strengthening of institutional interuniversity interaction, which, in turn, led to an increase in recognition of universities at the international level [38]. Participation in the Bologna Process can also be viewed as a socially-oriented initiative that contributes to the growth of domestic universities' reputation capital.

The modernization of the educational system is necessary. It is carried out to bring it in line with European standards of higher education, increasing the availability of higher education and graduates' competitiveness. The very idea of creating a unified European education system is productive and corresponds to the realities of today [39]. However, it should be borne in mind that the sphere of higher education is a very delicate tool for the formation of civil society, and therefore its change and adjustment require great care, balance, and accuracy, and, of course, the preservation of national characteristics. Therefore, in scientific and pedagogical circles, among the population of various countries, including Ukraine, the Bologna process's pros and cons are actively discussed.

The attitude of the university community to the Bologna process continues to remain cautious [13]. There are both supporters and opponents of the transformations. And the range of opinions here is very wide: from unconditional, sometimes idealized support for him to complete denial. The pedagogical community's poor awareness can explain this about the goals and objectives of internationalization and European integration and many difficulties in their implementation. For Ukrainian education, these are financial, organizational, and infrastructural restrictions for participation in academic mobility programs; the need to reform migration legislation; the traditional distinction between academic and university science, etc. A number of problems include:

- Inertia in the perception of the bachelor's degree by the labor market;
- The unwillingness of a part of the Ukrainian higher school to act as an equal partner in mobility programs (insufficient funding, poor knowledge of foreign languages);
- Regulation and lack of flexibility of educational programs associated with the rigidity of state educational standards;
- The unpreparedness of many universities for the formation of new competencies of graduates that are in demand on the labor market.

These problems are still relevant today [42].

Education in the modern world has become a key factor in countries' economic development, reducing social tension in society, increasing the well-being and quality of life of an individual. The introduction of modern quality assurance systems into education, which has confirmed their merits in the field of economics, has become fundamentally important: ISO-9000; The Baldage, Awards Deming Prige, etc. Improving the quality of education is associated with the need to establish reliable feedback. More and more widespread in education, as in any other field, is the assessment of performance according to the criteria of the business excellence model of the European Foundation for Quality Management (EFQM), based on eight fundamental principles of TQM:

- Focus on the final result;
- Focus on the interests of the consumer;
- Leadership and consistency of goals;
- Management based on information about the state of the organization;
- Development of personnel and their involvement in the affairs of the organization;
- continuity of learning, innovation, and improvement;

- Partnership development;
- Social responsibility [44].

Today, a simple statement by an educational organization about the compliance of the quality of education with the requirements of the educational standard, the public (by consumers – students, parents, universities, etc.) is not perceived as a guarantee of obtaining a quality education, and the requirements for high quality on the part of consumers are steadily moving from the final stage of education to everything earlier [10]. To confirm an educational organization's ability to increase education quality sustainably, modern control and evaluation tools and procedures based on pedagogical measurements of academic achievements and to ensure the reliability, reliability, and validity of educational information have become necessary.

In order to predict the development and obtain the required quality of training for graduates, and then specialists, it is necessary to organize a constant influence on the education system based on the creation of new control and assessment systems, including banks of calibrated (with a known level of difficulty) test items; using software tools and packages for statistical analysis of test quality, modern methods of scaling and evaluating test results, information databases for automated collection, processing, storage, analysis and interpretation of the results of independent quality control of training [11].

Quality assurance is a key priority within the Bologna Process, on which the recognition of degrees and qualifications, mobility and international cooperation, and trust in national education systems in general depend. The general objectives, strategy, and technologies for quality assurance are presented in the European Standards and Guidelines (ESG). At the Conference of Ministers of Education of the 28 member states of the Bologna Process in Yerevan in 2015, an updated version of the Guide (ESG) was adopted, which, by all accounts, is more technologically advanced and user-friendly [11].

The European quality assurance instruments include accreditation, evaluation, audit, advantages (excellence) – quality label, benchmarking as a systemic comparison process, and educational practice assessment. International statistics show that the quality of education matters and is associated with economic development and the level of social differentiation in society.

Against this background, the importance of international educational standards and ratings are increasing, both in school education (PISA, PIRLS, TIMSS – the most famous international systems for assessing the skills of schoolchildren) and in higher professional education (world university rankings, the Bologna Process and the system of unification of educational results) [43].

In Ukraine, to ensure an external assessment of the quality of education, the current legislation provides for the following procedures:

- State accreditation of educational activities and federal state control of the quality of education for all educational organizations;
- Public accreditation of educational organizations by independent professional organizations;
- Professional and public accreditation of educational programs by employers (or their authorized organizations) on a voluntary basis (at the initiative of the OIE);
- An independent assessment of the quality of education, carried out in order to determine the conformity of the education provided to the needs of individuals and legal entities in whose interests educational activities are carried out.

To ensure the quality of training of specialists, universities need to:

- Develop a strategy for training graduates with the involvement of representatives of employers in order to ensure quality;
- To monitor and periodically review educational programs;
- To organize the implementation of objective procedures for assessing the level of knowledge and skills of students, as well as the competencies of graduates;
- Ensure the competence of the teaching staff;
- Conduct regular self-examination according to agreed criteria for assessing the performance (strategy) and comparison with other educational organizations with the involvement of representatives of employers [47].

One of the main conditions for international integration in the field of education is internationalization and related accreditation of educational programs by leading international accreditation agencies. However, this is possible only if there is a formed educational environment of a certain level, a stable education system, within which a wide range of educational programs is formed, based on the educational interests of the individual and the capabilities of educational organizations. In general, internationalization is aimed at the formation and development of comprehensive relations with foreign partners: mastering world experience in the field of higher education, attracting foreign investment, and expanding the export of educational services of the university. Networking partnerships are the backbone of internationalization.

Internationalization is an objective process of interaction and mutual influence of national systems of higher education based on common goals and principles that meet the needs of the world community and reflect the new century's progressive trends in the field of education [11]. The most actively developing element of the internationalization model is the "double degree" programs. They improve the quality of education by attracting the best students and teachers, strengthening teachers and students, studying the best practices and international experience in training specialists, creating a favorable multicultural academic environment.

In modern conditions, the internationalization of education is the strongest factor in ensuring universities' competitiveness (Figure 1).

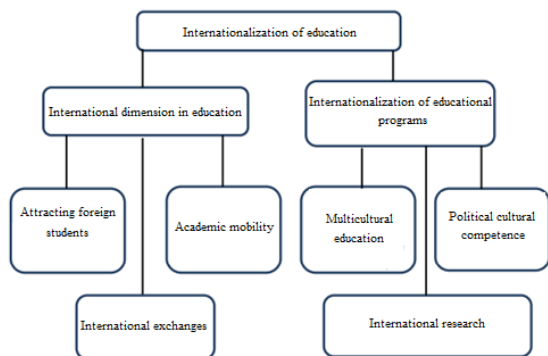


Figure 1 – Scheme of internationalization processes in education

Internationalization is a key element in achieving and maintaining a university's status in the global educational space, an effective tool for entering the community of international teachers and researchers committed to developing partnerships both within and outside the scientific community [49]. For national governments, Internationalization offers additional opportunities, such as: developing national higher education systems in line with a global perspective; training highly qualified personnel of international level with the necessary competencies for the society and economy of the future. Internationalization provides conditions for attracting investment in the national higher education system, for increasing national participation in the Internationalization of education.

4.1 Internationalization of Educational Programs

Internationalization is a long and difficult process that requires a balanced approach and taking into account national interests and traditions [4]. It is definitely necessary to participate in it in order to strengthen national positions and the prestige of education. The Bologna Process is the main line of development of higher education in modern Europe, which involves the construction of a single educational space, built on a number of mandatory principles (multilevel, ECTS, a single Diploma Supplement, mobility of teachers and students, a single quality assurance system). Self-isolation from the processes developing in a single European educational space today leads to negative consequences for any university, even a very strong one.

It should be understood that globalization is an objective reality that is dangerous and irresponsible to ignore. The Bologna Process is a part of globalization that cannot be resisted. Therefore, one should participate in it, despite a large number of accompanying problems. The changes mainly affected only structural restructuring, and the problems of the quality of education remained without proper understanding and solutions.

Other results of the modernization of the domestic education system include:

- Introduction of new state educational standards;
- Updating of educational and methodological complexes of disciplines;
- Active introduction of information technologies in educational practice, new specialties and academic disciplines in demand in the changed socio-economic conditions;
- Expansion of the autonomy of educational organizations;
- Increasing attention to liberal arts education;
- Development of a system of independent assessment of the quality of education, etc [5].

Thanks to participation in the Bologna Process, education becomes more competitive and meets globalization's real challenges. At the same time, it should be noted that the Bologna Process's significance is assessed differently by Ukrainian academic circles. The positive aspects of this participation include the following:

- The opportunity to confirm the status of a competitive, open, and efficient national educational system;
- Increasing the attractiveness of education for international students, creating programs implemented in foreign languages: an increasing number of Europeans are getting the opportunity to study Russian, get acquainted with the culture of the country, studying according to academic mobility programs;
- While studying at European universities, Ukrainian students get acquainted with the cultural values of European countries, the real conditions of life and work in the West, which to a greater extent allows them to assess their career prospects adequately;
- The ability to determine common for European countries, including Ukraine, requirements for qualifications, create pan-European subject associations of universities (networks of universities in areas of training), adapt educational programs to modern society's requirements.

As a result of participation in the Bologna Process, the Ukrainian higher education system acquires new features: students' knowledge begins to be assessed on a common European scale; university graduates can receive European international diplomas. But for this, it is necessary: to adapt the unified Ukrainian credit system to ECTS; provide students with the opportunity to recognize learning outcomes in two or more universities; to develop common, harmonized with European, approaches to quality control in education and to bring educational programs closer together.

It should be noted that Ukraine has not used all the opportunities to participate in the Bologna Process. The level of mobility is

still low, and there are a number of objective reasons for this: financial, institutional, organizational, and often lack of awareness, which contradicts one of the key provisions of the Bologna Declaration. An important moment of European integration in the field of education is the transition to credit units [51]. To date, Ukrainian educational organizations have carried out a formal recalculation of the labor intensity of the elements of the educational program, expressed in hours, to the labor intensity, expressed in credit units, without linking credit units with the planned learning outcomes for the corresponding elements of training programs. This is fundamental for the design of full-fledged modular programs in ECTS format.

The credit system used in Ukraine for calculating the labor intensity of educational programs, neither formally nor in practice, fully corresponds to the European system of transfer and accumulation of credits. Ensuring the unity of the educational process and scientific research remains a problem area. There are difficulties with the employment of graduates, the implementation of the principles of the European international dimension concerning the development of multi-format education and the organization of the QMS, the real participation of students in the management of an educational organization, the development of a system of additional education, taking into account the strategy of "lifelong learning".

5 Conclusion

The transition to competency-based learning involves a long process of reflection, research, development, and scientifically sound and administratively balanced decisions [50]. In the implementation of this process, it is necessary to rely on a developed psychological-pedagogical theory of competency-based learning, which has yet to be developed. The complex of methods related to the assessment of competencies provides for the use of criterion-oriented indicators and methods for translating results into standard scales, the creation of banks of calibrated tasks, and educational statistics of results to form justified criteria for achieving learning goals. Back in the 2003 Berlin Communiqué, the task was set to create an agreed set of standards, procedures, and recommendations for quality assurance and an adequate system for guaranteeing the quality of vocational education and increasing the competitiveness of universities.

Automatic recognition of qualifications and free mobility of students largely depends on the international recognition of the quality of educational programs and the reliability of assessing the results of their development by graduates, and the most important condition for high-quality education is a systematic analysis of objective data on the control of training, confidence in its results, planning achievements that correspond to the capabilities and needs every personality. Recently, a combination of self-assessment data and independent external assessments has been widely used for this, a shift in emphasis from the traditional confirmation of the compliance of learning outcomes with standards to a preferential assessment of the increase in student achievement, the priority of strategic management decisions based on the analysis and forecasting of trends in the quality of education [17].

To assess the quality of education, the consideration of the combination of quantitative and qualitative assessments and the interdisciplinary nature of assessment processes, providing links between the planned and achieved educational results in the form of competencies, has been intensified. All this requires research, development, and testing, relying on international experience.

Literature:

1. Abhishek, Sh., Nagendra, K.M., Yashvir, S., Nishant, K.S., Sandeep, K.G. (2020). Effect of design parameters on performance and emissions of DI diesel engine running on biodiesel-diesel blends: *Taguchi and utility theory*, 281. Dated on December, 1, 2020. DOI: 10.1016/J.FUEL.2020.118765.

2. Akimova, N. & Akimova, Al. (2018). Text Understanding as a Special Kind of Understanding. *Psycholinguistics*, 24(1), 27-46. DOI: <https://doi.org/10.31470/2309-1797-2018-24-1-27-46>.
3. Andros, S., Akimova, L., & Butkevich, O. (2020). Innovations in management of banks deposit portfolio: structure of customer deposit. *Marketing and Management of Innovations*, 2, 206-220. DOI: 10.21272/MMI.2020.2-15.
4. Aurelio, V.S. (2008). *Competence-based learning. A proposal for the assessment of generic competences*. Bilbao: University of Deusto.
5. Barber, M. Donnelly, S., & Rizvi, K. (2013). An avalanche is coming. *Higher education and the revolution ahead*, 72.
6. Bilan, S., Mishchuk, H., Bilan, Y., & Mishchuk, V. (2019). Empirical Study of Migration Caused by Well-being in Living and Working Environment. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision 2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage*, 11159-11169.
7. Bilan, S., Mishchuk, H., Samoliuk, N., & Ostasz, G. (2019). Effectiveness of Social Dialogue in the System of Sustainable Economic Development Factors. Paper presented at the Proceedings of the 34th International Business Information Management Association Conference, IBIMA 2020: Vision 2025. *Education Excellence and Management of Innovations through Sustainable Economic Competitive Advantage*, 13303-13313.
8. Bilan, Y., Mishchuk, H., Samoliuk, N., & Mishchuk, V. (2020). Gender discrimination and its links with compensations and benefits practices in enterprises. *Entrepreneurial Business and Economics Review*, 8(3), 189-204. DOI: <https://doi.org/10.15678/EBER.2020.080311>.
9. Bobrovska, O.Y., Lysachok, A.V., Kravchenko, T.A., Akimova, L.M., & Akimov, O.O. (2021). The current state of investment security in Ukraine in the context of Covid-19 and its impact on the financial and economic situation of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 1(36), 233-242. DOI: <https://doi.org/10.18371/fcaptop.v1i36.227770>
10. Bridgman, T., Cummings, S., & McLaughlin, C. (2016). Restating the case: How revisiting the development of the case method can help us think differently about the future of the business school. *Academy of Management Learning & Education*, 15, 724-741. DOI: <https://doi.org/10.5465/amle.2015.0291>.
11. Bridgman, T., Cummings, S., & McLaughlin, C. (2016). Restating the case: How revisiting the development of the case method can help us think differently about the future of the business school. *Academy of Management Learning & Education*, 15, 724-741. DOI: <https://doi.org/10.5465/amle.2015.0291>.
12. Bridgman, T., Cummings, S., & McLaughlin, C. (2016). Restating the case: How revisiting the development of the case method can help us think differently about the future of the business school. *Academy of Management Learning & Education*, 15, 724-741. DOI: <https://doi.org/10.5465/amle.2015.0291>.
13. Crosier, D., Purser, L., & Smidt, H. (2007). *Trends V: Universities shaping the European Higher Education Area, An EUA*. Brussels: EUA.
14. De Boer, H. (2001). On Limitations and Consequences of Change: Dutch University Governance in Transition. *Tertiary Education and Management*, 7(2), 163-180.
15. Declan, K., Hyland, A., & Ryan, N. (2007). *Writing and Using Learning Outcomes: a Practical Guide Implementing Bologna in your institution*. Bologna Handbook, 3, 4-1. Available at: http://www.bolognahandbook.com/docs/downloads/C_3_4_1.pdf.
16. Deem, R., Mok, K.H., & Lucas, L. (2008). Transforming Higher Education in Whose Image? Exploring the Concept of the «World-Class» University in Europe and Asia». *Higher Education Policy*, 21, 83-97.
17. Giles, S-S. (2009). *Exchange Programs and Public Diplomacy*. Routledge Handbook of Public Diplomacy (ed. by Nancy Snow, Philip M. Taylor). New York: Routledge, 50-56.

18. Gumpert, P.J. (2000). Academic restructuring: Organizational change and institutional imperatives. *Higher Education*, 39(1), 67-91.
19. Harafonova, O., Zhosan, G., & Akimova, L. (2017). The substantiation of the strategy of social responsibility of the enterprise with the aim of providing efficiency of its activities. *Marketing and Management of Innovations*, 3, 267-279. DOI: 10.21272/MMI.2017.3-25.
20. Henkel, M. (2000). *Academic Identities and Policy Change in Higher Education*. London: Jessica Kingsley.
21. Hibbert, P. & Cunliffe, A. (2015). Responsible management: Engaging moral reflexive practice through threshold concepts. *Journal of Business Ethics*, 127, 177-188. DOI: <https://doi.org/10.1007/s10551-013-1993-7>.
22. Isaieva, N., Akimova, A.I., & Akimova, A. (2020). Categorization of Personality Traumatic Experience in Chinese Women's Diary Narrative: The Frame-Scenario Model. *Psycholinguistics*, 28(2), 56-81. DOI: 10.31470/2309-1797-2020-28-2-56-81.
23. Jarvis, A. (2018). *There is only so much uncertainty universities can take*. The Guardian.
24. Kalyayev, A., Efimov, G., Motornyy, V., Dziaany, R. & Akimova, L. (2019). Global Security Governance: Conceptual Approaches and Practical Imperatives. Proceedings of the 33rd International Business Information Management Association Conference, IBIMA 2019. *Education Excellence and Innovation Management through Vision 2020*. Dated on 10-11 April 2019, Spain, Granada, 4484-4495.
25. Karpa, M., Akimova, L., Akimov, O., Serohina, N., Oleshko, O., & Lipovska, N. (2021). Public administration as a systemic phenomenon in society. *Ad Alta: Journal of interdisciplinary research*, 11(1), 56-62.
26. Kogan, M., Bauer, M., Bleiklie, I., & Henkel, M. (2000). *Transforming Higher Education-A Comparative Study*. London: Jessica Kingsley.
27. Kostiukevych, R., Mishchuk, H., Zhidebekkyzy, A., Nakonieczny, J., & Akimov, O. (2020). The impact of European integration processes on the investment potential and institutional maturity of rural communities. *Economics and Sociology*, 13(3), 46-63. DOI: 10.14254/2071-789X.2020/13-3/3.
28. Levytska, S., Krynychay, I., Akimova, A., & Kuzmin, O. (2018). Analysis of business entities' financial and operational performance under sustainable development. *Financial and credit activity: problems of theory and practice*, 25(2), 122-127. DOI: 10.18371/FCAPTP.V2I25.136476.
29. Levytska, S.O., Akimova, L.M., Zaiachkivska, O.V., Karpa, M.I., & Gupta, S.K. (2020). Modern analytical instruments for controlling the enterprise financial performance. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 314-323. DOI: 10.18371/FCAPTP.V2I33.206967.
30. Liubkina, O., Murovana, T., Magomedova, A., Siskos, E., & Akimova, L. (2019). Financial instruments of stimulating innovative activities of enterprises and its improvements. *Marketing and Management of Innovations*, 4, 336-352. DOI: 10.21272/MMI.2019.4-26.
31. Liudmyla, Akimova., Oleksandr, Akimov., & Olha, Liakhovich. (2017). State regulation of foreign economic activity. *Scientific Bulletin of Polissia*, 4(12), Part 1, 98-103. DOI: 10.25140/2410-9576-2017-1-4(12)-98-103.
32. Liudmyla, Akimova., Oleksandr, Akimov., Iryna, Mihus., Yana, Koval., & Vasily, Dmitrenko. (2020). Improvement of the methodological approach to assessing the impact of public governance on ensuring the economic security of the state. *Financial and Credit Activity-Problems of Theory and Practice*, 4(35), 180-190. DOI: <https://doi.org/10.18371/fcaptop.v4i35.221969>.
33. Liudmyla, Akimova., Olga, Osadcha., Vitalii, Bashannyk., Natalia, Kondratska., & Catherine, Fedyna. (2020). Formation of the system of financial-information support of environmentally-oriented management of the enterprise. *Financial and credit activity: problems of theory and practice*, 32(1), 434-443. DOI: 10.18371/FCAPTP.V1I32.200606.
34. Liudmyla, Akimova., Olha, Osadcha., & Oleksandr, Akimov. (2018). Improving accounting management via benchmarking technology. *Financial and Credit Activity-Problems of Theory and Practice*, 24(1), 64-70. DOI: 10.18371/FCAPTP.V1I24.128340.
35. Liudmyla, Akimova., Svitlana, Levytska., Constantine, Pavlov., Volodymyr, Kupchak., & Marta, Karpa. (2019). The role of accounting in providing sustainable development and national safety of Ukraine. *Financial and credit activity: problems of theory and practice*, 30(3), 64-70. DOI: 10.18371/FCAPTP.V3I30.179501.
36. Liudmyla, Akimova., Victoria, Reinska., Oleksandr, Akimov., & Marta, Karpa. (2018). Tax preferences and their influence on the investment in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(26), 91-101. DOI: 10.18371/FCAPTP.V3I26.144117.
37. Lyulyov, O., Pimonenko, T., Kwilinski, A., Us, Y., Arefieva, O., Akimov, O., & Pudryk, D. (2020). Government Policy on Macroeconomic Stability: Case for Low-and Middle-Income Economies. *Proceedings of the 36th International Business Information Management Association (IBIMA)*. ISBN: 978-0-9998551-5-7. Dated on November, 4-5, 2020. Granada, Spain, 8087-8101.
38. Maassen, P. (2000). The Changing Roles of Stakeholders in Dutch University Governance. *European Journal of Education*, 35(4), 449-464.
39. McDermott, E. (2017). *The top 7 management styles: Which ones are most effective?* Available at: <https://www.workzone.com/blog/management-styles/>.
40. Mishchuk, H., Bilan, S., Yurchyk, H., Akimova, L., & Navickas, M. (2020). Impact of the shadow economy on social safety: The experience of Ukraine. *Economics and Sociology*, 13(2), 289-303. DOI:10.14254/2071-789X.2020/13-2/19.
41. Osadcha, O., Akimova, A., Hbur, Z., & Krylova, I. (2018). Implementation of accounting processes as an alternative method for organizing accounting. *Financial and credit activity: problems of theory and practice*, 27(4), 193-200. DOI: 10.18371/FCAPTP.V4I27.154194.
42. Pfeffer, J. & Salancik, G. R. (1978). *The External Control of Organizations-A Resource Dependence Perspective*. New York: Harper & Row.
43. Prado, Y.C. (2008). World Regionalization of Higher Education: Policy Proposals for International Organizations. *Higher Education Policy*, 21, 111-120.
44. Robbin, T. (2018). *Certainty in uncertain times. 6 Mandates for designing the life you want*. Robbin Research International Inc.
45. Shamne, A., Dotsevych, N., & Akimova, A.I. (2019). Psychosemantic Peculiarities of Promotional Videos Perception. *Psycholinguistic Projection. Psycholinguistics*, 25(1), 384-408. DOI: 10.31470/2309-1797-2019-25-1-384-408.
46. Shytyk, L. & Akimova, A.I. (2020). Ways of Transferring the Internal Speech of Characters: Psycholinguistic Projection. *Psycholinguistics*, 27(2), 361-384. DOI: <https://doi.org/10.31470/2309-1797-2020-27-2-361-384>.
47. Schleicher, A. & Ramos, G. (2016). Global competency for an inclusive world. OECD, Express/Normal: Academic, 44.
48. Skliarenko, O., Akimova, A.I., & Svyrydenko, O. (2019). Psycholinguistic Peculiarities of Contextual Realisation of Concept "MACHT" in Linguistic and Cultural Space of German's. *Psycholinguistics*, 26(2), 321-340. DOI: 10.31470/2309-1797-2019-26-2-321-340.
49. Stensaker, B. (2000). Quality as Discourse: An Analysis of External Audit Reports in Sweden 1995-1998. *Tertiary Education and Management*, 6(4), 305-317.
50. Tari, J.J., & Dick, G. (2016). Trends in quality management research in higher education institutions. *Journal of Service Theory and Practice*, 26(3), 273-296. DOI: <https://doi.org/10.1108/JSTP-10-2014-0230>.
51. Weiss, D.J. (2004). Computerized adaptive testing for effective and efficient measurement in counseling and education. *Measurement and Evaluation in Counseling and Development*, 70-84.
52. Yakymchuk, A., Valyukh, A., & Akimova, L. (2017). Regional innovation economy: aspects of economic development. *Scientific bulletin of Polissia*, 3(11), P. 1, 170-178. DOI: 10.25140/2410-9576-2017-1-3(11)-170-178.
53. Yakymchuk, A., Akimova, L., & Simchuk, T.O. (2017). Applied project approach in the national economy: practical aspects. *Scientific Bulletin of Polissia*, 2(10), P. 2, 170-177.

DOI: 10.25140/2410-9576-2017-2-2(10)-170-177.

54. Yakymchuk, A.Y., Akimov, O.O., & Semenova, Y.M. (2017). Investigating key trends of water resources attraction into economic turnover. *Scientific Bulletin of Polissia*, 1(9), P. 2. 70-75. DOI: 10.25140/2410-9576-2017-2-1(9)-70-75.

55. Zahorskyi, V., Lipentsev, A., Mazii, N., Bashtannyk, V., & Akimov, O. (2020). Strategic directions of state assistance to enterprises development in Ukraine: managerial and financial aspects. *Financial and Credit Activity-Problems of Theory and Practice*, 2(33), 452-462. DOI: <https://doi.org/10.18371/fcap tp.v2i33.207230>.

56. Zahorskyi, V., Lipentsev, A., Yurystovska, N., Mazii, N., & Akimov, O. (2019). Financial and administrative aspects of small business development in Ukraine. *Financial and Credit Activity-Problems of Theory and Practice*, 3(30), 351-360. DOI: <https://doi.org/10.18371/fcap tp.v3i30.179717>.

Primary Paper Section: A

Secondary Paper Section: AE, AH, AM