

**THEORETICAL FUNDAMENTALS
OF THE EDUCATIONAL PROCESS REGIONALIZATION
IN HIGHER EDUCATION INSTITUTIONS OF UKRAINE**

<https://doi.org/10.24919/2413-2039.11/43.220435>

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To cite this article: Strazhnikova, I., & Yehorova, I. (2020). Theoretical fundamentals of the educational process regionalization in higher education institutions of Ukraine. *Human Studies. Series of Pedagogy*, 11/43, 39–49. doi: <https://doi.org/10.24919/2413-2039.11/43.220435>

Article history

Received: July 27, 2020

Received in revised form: August 23, 2020

Accepted: November 23, 2020

Available online: December 30, 2020

Journal homepage:

<http://lssp.dspu.edu.ua/>

p-ISSN 2313-2094

e-ISSN 2413-2039

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UDC 378.091(477)

ТЕОРЕТИЧНІ ОСНОВИ РЕГІОНАЛІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ УКРАЇНИ

У статті розглядаються проблеми регіоналізації освітнього процесу у ЗВО та шляхи їх розв'язання, адже сьогодні залишаються недостатньо сформованими теоретико-методологічні основи дослідження розвитку регіональних освітніх систем і понятійно-термінологічний апарат, пов'язаний з цією проблематикою. В останні роки дедалі популярнішими стають галузеві дослідження з питань глобалізації. Така тенденція є очікуваною з огляду на історичну глибинність та джерельну складність явища світової інтеграції. Однією з таких окремих сфер глобалістики стала глобалістика освіти. Особливо актуальними такого роду пошукові роботи стали у вимірі вищої школи, оскільки саме остання зазнала найбільш явних змін під впливом вимог сучасності.

Окрім різноманіття наукових поглядів на феномен глобалізації в освіті, присутня також проблема диференційованої реакції на зустрічні умови в рамках окремих навчальних структур в різних країнах та регіонах. Глобалізація вчинила вплив в соціальних реформах національних держав, до яких сектори освіти змушені пристосуватися в нових глобальних умовах, що характеризуються гнучкістю, різноманітністю, посиленням конкуренції і непередбачуваною змінністю. Розуміння впливу глобалізації на освітній процес у закладах вищої освіти є важливим для будь-якого розробника політики, конструктора реформ та освітнього лідера, зокрема.

У зв'язку з тим, що вища освіта є помітною в глобальних ринкових відносинах, вона навчає керівників і технологів глобального бізнесу; здійснює основне зростання студентської мобільності в глобальному масштабі, що сприяє бізнес-дослідженням і діловому зближенню націй тощо. Отже, ми розглядаємо освітній регіоналізм як різні форми соціально-культурної і політичної самоідентифікації територіальних співтовариств, що проявляють себе в ідеях, настроях, діях, намірах, направлених на збереження самобутності регіону або підвищення його статусу в державній освітній системі.

Ключові слова: *регіоналізм; освітній процес; заклади вищої освіти; регіон; глобалізація; система освіти; світовий розвиток; Україна.*

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The article considers the problems of regionalization of the educational process in higher education institutions and ways to solve them, since at present

the theoretical and methodological foundations of the study of regional educational systems and the conceptual and terminological apparatus related to this issue are still insufficiently established. In recent years, research on globalization in various fields has become increasingly popular. This trend is not surprising given the historical depth and source complexity of the phenomenon of global integration. One of such separate spheres of globalization became the globalization of education. Such research works have become especially relevant in the sphere of higher education, as the latter has undergone the most obvious changes under the influence of modern requirements.

In addition to the diversity of scientific views on the phenomenon of globalization in education, there is also the problem of different response to adverse conditions within individual educational structures in different countries and regions. Globalization has had an impact on the social reforms of nation states, to which the education sectors are forced to adapt in the new global environment, characterized by flexibility, diversity, an increased competition and unpredictable variability. Understanding the impact of globalization on the educational process in higher education institutions is important for any policy maker, reformer and educational leader in particular.

Due to the fact that higher education is visible in global market relations, it trains managers and technologists of global business; carries out the main growth of student mobility on a global scale, which contributes to business research and business rapprochement of nations, etc. Thus, we consider educational regionalism as various forms of socio-cultural and political self-identification of territorial communities, which manifest themselves in ideas, attitudes, actions and intentions aimed at preserving the identity of the region or increasing its status in the state educational system.

Key words: *regionalism; educational process; institutions of higher education; region; globalization; education system; world development; Ukraine.*

Funding. The authors received no financial support for the research, authorship, and/or publication of this article.

No potential conflict of interest was reported by the authors.

Introduction

The complex process of formation of Ukrainian state has led to the urgency of studying the range of problems related to the regional relations. The transformation of the entire regime of the country and the transition of the Ukrainian system, in particular the educational system, to European standards, requires the study of phenomena that already have a significant impact on the processes in the developed countries. One of such phenomena is the phenomenon of regionalism, which emerged in the middle of the 19th century and became especially wide-spread in the second half of 20th century.

The influence of regionalism in Western Europe at the present stage was especially evident in the process of the society decentralization (Leitch, 2019).

Moreover, this process affected even those states that used to be considered the stronghold of the centralized system – Britain, Spain and France. However, the increasing role of the state in regulating social relations gradually led to an overload of state institutions, which demonstrated the inefficiency of centralized public administration in modern conditions. The problem of regionalism is also relevant for Ukraine, primarily given the existence of significant differences between different regions of the country, including economic, historical, cultural, and geopolitical ones. The relatively short period of Ukraine’s existence as an independent state is insufficient to form a sense of national unity for most of its citizens that could become a safeguard for disintegration processes.

Analysis of recent publications and sources

The theoretical aspect of the evolution of regional educational systems in the context of social change was studied by A. Shevchuk (2013, pp. 47–48), who believes that a retrospective analysis will clarify the main role of education in shaping the worldview of an individual and the society – the main aim of the study is to consider man as a social being; the role of education in the formation of the preconditions of social change, the consequence of which is the general progress of society, which is reflected in the changes of entire epochs of human development.

The peculiarities of the global and regional education, the characteristics of internationalization and Europeanization of education were studied by a group of scholars in the Ukrainian Military Medical Academy (Shmatenko, Khomutetska, Holub et al., 2018, p. 114), who emphasize the importance of equipping providing the institutions in each region with modern information and communication equipment. The peculiarities of the relationship between the processes of globalization and regionalization in the field of higher education were considered by S. Terepyschych (2015). In the context of the problem under consideration, V. Zinchenko (2015, p. 127) considers the internationalization of education as a free academic exchange of teachers and students between different countries, as well as the creation of unified special curricula, and globalization as the universalization of curriculum carried out by the demand of certain types of specialists in global labor markets.

Therefore, the formation of a management system, in particular the educational district in modern conditions in Ukraine should be considered through the prism of history and European experience (Melnyk, 2014, p. 3), because educational districts are an important element of public organization of the educational process. Management and development of education at the regional level, an effective guide for the provision of quality services in education and a fuller consideration of the interests of parents and university students as the end users of educational services. After all, it is in the educational district that it is possible to rationally organize and ensure an effective network interaction of educational institutions with the institutions of culture, physical culture and sports, business,

public organizations, and create conditions for optimal use of their logistical, financial and human resources.

Presentation of the main material

The historically original approach was the so-called “old regionalism”, which represented the concept of integration processes within the cultural and civilizational international regions. The second approach to understanding regionalism is related to the activities of the School of Nice as a political doctrine, which involves the combination of the global integration processes with the processes of internal decentralization, which should contribute to the democratization of society. The third approach is related to the processes of regionalization under the influence of regional political movements (Rodgers, 2006). An analysis of literary sources provides a chance to generalize the basic approaches to understanding of the concept of regionalism in science and to single out several groups of its definitions: the spatial approach to the study of the social phenomena, synonymous with a unitary decentralized system of state; the principle of territorial differentiation of the state policy; a relatively holistic system of political views, the central idea of which is to give the regions broader powers, or regionalization, and to preserve their own identity; the totality of socio-political movements. In our opinion, it is the last two groups of definitions that most characterize regionalism as an object of study.

In Ukraine, the problem of regionalism began to be studied by scholars of the national-democratic political orientation, so this phenomenon was seen as an obstacle to the process of the national consolidation of the Ukrainian society: regionalism of Ukraine in the context of interethnic relations; ethnocultural and economic preconditions of regionalization in Ukraine, its influence on the country’s foreign policy; a potential for interregional conflicts in Ukraine, etc. After all, the region is a relevant part of the territory of a state, which by its economic, political, cultural characteristics and experience of historical development is a certain integrity and at the same time differs from other parts of the country. It is the presence of the past historical experience and clearly defined boundaries that contributes to the preservation of the regional identity. Regionalism is a socio-political movement whose goal is to establish the region as a subject of political relations or to expand the powers of the regional authorities, as well as the corresponding system of political orientations (Makarov, 2005).

There are legal, economic, geopolitical, historical, cultural and other interpretations of this complex phenomenon. Each of them focuses on only one aspect, ignoring the rest of the important characteristics. At the same time, many synthetic definitions of this concept can be found in the scientific literature. According to the eminent geographer J. Mashbits, regionalism is a fact of existence in the country of areas with significant natural, economic, social and ethnocultural differences. But the most important thing in regionalism is that the population of a region realizes that it is their homeland. At the same time, the inhabitants of a

region are inextricably linked with it economically and, above all, spiritually and culturally (even if the natives of this district or their descendants live in other parts of the country or abroad) (Yelahin, 2004, p. 43).

Regionalism is a different form of socio-cultural and political self-identification of territorial communities, which manifests itself in ideas, attitudes, actions, intentions aimed at preserving the identity of the region or increasing its status in the system of national states. Regionalism is associated: 1) with different in origin and character ethnic groups in a multinational state or different subethnic communities that have retained their specificity as a result of an incomplete ethnic consolidation; 2) with the presence of internal territorial communities, the specific features of which were formed as a result of the settling of a certain natural and geographical environment and the corresponding economic system, specialization of the region within the national division of labour, as well as the social structure, the local manifestations of a single national culture.

Regionalism is aimed at the practical use of those opportunities that arise from the natural territorial division of modern societies, and thus creates the conditions for a rational distribution of power competence and productive resources among different groups. Therefore, regionalism is inherent in all types of modern societies, regardless of their size, level of development, peculiarities of the political structure, etc. (Makarychev, n.d.). Regionalism exists in a passive form and is manifested in various habits, customs, types of mentality, public activity, cultural characteristics, etc. This type of regionalism is determined by a common identity, culture, history, geography. In terms of the direction of the regionalism vector (“regionalization”), it is advisable to distinguish between two understandings of this term. First, it may provide for the option of uniting adjoining areas for economic, cultural, political, military and other reasons; it is an “integrative” or “associative” regionalism, which has a supranational character. Second, regionalism can be dissociative in nature and come into close contact with such concepts as decentralization, territorial identity, localism, regional autonomy, and others. Therefore, this process (globalization) occurs simultaneously in the forms of integration, unification, internationalization, expansion, and – regionalization, deglobalization, alterglobalization, etc. Over the past 20 years, globalization has significantly increased the impact on the transformation of the national higher education systems (Terepyschky, 2015).

Regional approach in the development of the educational environment

As a result of these significant transformations, the regional approach in the development of the educational environment acquires a special significance, which provides conditions for understanding the changes, producing progressive ideas, and overcoming conservative stereotypes. The regional education system takes into account the potential opportunities and peculiarities of the educational environment, the real needs of consumers of educational services, the education

market and the labor market, approves innovation policy, helps meet the educational needs of society (Kasyanova, 2010).

The regionalization trend in education is viewed upon at different levels. At the macro level, it is expressed in the desire of local civilizations to protect themselves from external influences, where processes unfold within states. At the middle level, it is manifested in the integration of individual territories that are parts of different states. Therefore, all modernization projects in the field of education must take into account both factors – the integral global and the individual regional ones, because traditions and innovations are symbolic formations of regionalization and globalization, respectively. It is the regionalization of education that actively interacts with other trends and is seen as a counter-trend of globalization. And the implementation of the strategy of regionalization of education, in particular the higher education, is provided by the orientation on preservation of ethnocultural development priorities and social and political independence of different regions.

Thus, regional integration provides an opportunity to protect oneself against global trends and absorptions by the global market and at the same time to become a special case of global integration and go through a transitional, preparatory stage before full entry into the global market (Shmatenko, Khomutetska, Holub et al., 2018, p. 116). Therefore, scholars identify the parameters which can be the basis for the development of the educational environment in the context of regionalization, in particular: a high level of criticality; projectiveness; aiming at the frontal solution of scientific and production tasks; focusing on finding non-standard solutions; understanding the difference between ethnic and ethical thinking; ability to intercultural communication; recognition of lack of knowledge, which is the motivation to learn and to compare, self-perception, etc. (Shmatenko, Khomutetska, Holub et al., 2018, p. 117).

In view of the above, the modern education should take into account the main trends of world development, among which the major ones are: the emergence and growth of global problems that can be solved through cooperation within the international community, which requires teaching the younger generation to think globally; the transition to the post-industrial, information society, a significant expansion of intercultural interaction, where tolerance and communication become especially important; accelerating the pace of the social development, and, as a consequence, the need to prepare people for life in rapidly changing conditions; the democratization of the society, expanding opportunities for political and social choices, which necessitates an increased level of preparedness for such choices (Kasyanova, 2010).

Therefore, considering the education as a complex dynamic system designed and organized to meet the public demands for universal culturally relevant competencies of the younger generation, it becomes important to determine the correspondence of the obtained results with the planned ones. Therefore, in the situation

of constant change in various spheres of social life, the issue of not only adjustment, but also a fundamental change of targets for the final educational outcomes of different levels of education becomes relevant.

Globalization directly affects universities, as it makes it especially important to popularize the national cultures, promotes standardization of education (under the influence of modern information technology and the emergence of global research networks) and limits the budgetary capacity of the developed countries (Skott, 2000, pp. 3–4). Therefore, universities are expected to adapt to the requirements of the globalization era and, as a result, the university is becoming the main social institution of the modern society (Tausch, 2018). As an elite institution of higher education, it has recently taken on a large number of new functions: organizing and conducting joint international basic research; meeting the needs of the society in highly qualified personnel; development of the general education.

The higher education system is developing today in the conditions of market transformations, so it becomes possible and necessary to apply to its operation some economic categories, such as “market”, “demand”, “supply”, “competition”, “competitiveness”, “marketing”. The level of satisfaction of the needs of individual free economic zones is known to depend on the quality of the logistic, scientific, information and methodological basis and the teaching potential. Therefore, one of the important criteria of a higher school activity is the quality of the “final product” – a graduate, a specialist.

The number of institutions of higher education as providers of educational services, producers of educational, methodological, scientific and technical products is quite large, so they are forced to compete for their consumers, i.e. by students. The dynamics of demand for specialists of a certain profile and qualification in the labour market came into conflict with the traditional training system, with the range of specialties and specializations. Students want to study additional disciplines, obtain additional skills: their interests are now shifted to the field of economics, management, law – which do not involve the study of pedagogical disciplines or foreign languages. Therefore, the approach to training a specialist in terms of market economy gives grounds to explore the set of qualities of the future specialists, which would allow them to take into account the situation on the labour market, their own capabilities and needs to effectively compete and realize their potential. For the university, such a marketing approach to the organization of its own activities means the need to find and implement a technology that would provide a future specialist a comfortable existence in terms of personal and social development goals. This is possible when the educational process will consciously develop a complex personal need for a combination of narrow professionalism and universalism, which can ensure for the individual and future professionals their competitiveness in the labour market, and for the universities, competitiveness in the market of educational services.

Therefore, the problem of quality of labour resources in different regions of Ukraine is transformed into the problem of the quality of students training in the system of professional higher education. It should be noted that it is not only about the formation of certain theoretical knowledge, practical and professional skills, but also about the development of those professionally important and universal qualities and personal traits that will promote rapid adaptation in production, development of new equipment and technology, and will help them to dynamically change the specialty, and if necessary, the profession. Therefore, the problem of the quality of students training in the system of professional, in particular, pedagogical education is divided into two problems. The first problem is to increase their level of knowledge, skills and abilities (modern pedagogical science recognizes the formation of new ways of activity, synthesized on the basis of the acquired knowledge, skills, abilities) as the ultimate goal of learning in any educational institution. In a higher education institution, the purpose of education, respectively, is the formation of new ways of professional activity. The second problem is the development of professionally important and socially significant qualities and personal traits of university graduates.

That is why the globalism of higher education is a radically intersectoral view of the educational process and its purpose, it is an attempt to get a clear picture of what is happening and predict the possible consequences based on the experience of foreign education systems and given that education does not go to a common denominator but on the contrary, is differentiated. In addition, any extrapolation of educational management models should not conflict with the purpose of the national education and should primarily take into account the interests of individuals (Terepyschych, 2015).

An analysis of the level of the legal support of regional educational systems makes it possible to understand that we are talking about the creation and implementation of a new model of education management, which can ensure effective networking of regional entities and synchronization of all management structures (from preschool to university) taking into account the specifics of the area and the demographic situation, the concentration of basic technical, financial and human resources in the basic educational institutions to meet the quality educational needs of the population of the surrounding areas. Skilfully organized activities of the subjects of the regional educational environment and the created management system will solve a number of the most acute educational problems, in particular: creation of an optimal network for the education of school children, a modern system of educational work, organization of pre-professional training and profile training, promotion of a healthy lifestyle of children and youth, modernization of scientific and methodological work and provision of highly qualified pedagogical staff, improvement of the system of work with gifted and capable students, implementation of inclusive education, creation of a system of monitoring research, etc. Note that the activities of educational districts require

a clear division of functions between the subjects of the educational district, the definition of principles, main directions, types and forms of activity (Melnyk, 2014, p. 5).

Conclusions

The modern regionalization of education, the model of which began to take shape in the 1990s, is now undergoing its development. Education in the context of global regionalization is under stronger administrative pressure, which leads to a change in its main guidelines. Therefore, there is a need to identify clear ways to reform education, which would increase its effectiveness. Regional education systems should become an important element of the governmental and public organization of the educational process, which will attract additional investments, effectively use human resources and material and technical base, as well as public funds to ensure the educational process, create favourable conditions for spatial access to educational services, raise the quality of education, ensuring high efficiency of use of educational resources and creation of educational options in the district network in order to take into account individual requirements of the students (Melnyk, 2014, p. 6).

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