

O. Kuzmin

Doctor of Economics, Professor
Lviv Polytechnic National University

N. Tsisar

PhD in Linguistics, Associate Professor
Ivan Franko National University of Lviv

M. Yastrubskyy

PhD in Economics, Associate Professor
Lviv Polytechnic National University

UNIVERSITY POLICY AS AN OBJECT OF HARMONIOUS DEVELOPMENT AND STATE REGULATION

Abstract. The article proposes the concept of harmonious development and state regulation of the activities of higher education institutions with the aim of its adaptation in the system of higher education in Ukraine. The preconditions that lead to the development and introduction of a qualitatively new way of development of higher education are outlined. The main characteristics of the harmonious path of development are presented. As an example, the harmonious functioning of the Shanghai International Studies University is considered. The combination of the American approach to the organization of higher education with the traditions of the East is described. Emphasis is placed on the factor of mentality when organizing the university education system. The work focuses on the expansion of student international horizons, the priority of international development of the university. The influence of the university on the formation of general public opinion in China is indicated, and the university's role in the adoption of diplomatic decisions is noted. The role of research institutes and university centers united in one academic space with the help of powerful multilingual programmes and interdisciplinary resources is emphasized. The importance of internship visits within China and abroad to exchange scientific and academic achievements and experience in higher education has been emphasized. The accent is made on the close connection of the University with the state administration, which is manifested at the level of discipline selection, the regulation of the system of faculties or specialties corresponding to the needs of the region or the country as a whole. On the basis of the survey, a scheme for the harmonization of the development of a higher educational institution was

developed. There is offered the method of implementing harmonious development and state regulation of Ukrainian higher education institutions as a result of attracting effective factors, which will allow to succeed in the project realization.

Key words: harmonious development, higher education institution, state regulation, concept, foreign experience.

Analysis of recent research and publications.

The issue of state regulation and development of higher education has always been relevant and discussed in various formats and levels. However, in the period of radical transformations, attention is drawn to research and publications that correspond exactly to these changes. O. Ye. Kuzmin, V. Ye. Krevs, M. Ya. Yastrubskyy researched the experience of management of the leading universities of East Asia [1]. Prof. O. Kuzmin also thoroughly disclosed the issue of financial provision of modern higher education institutions [2]. Among the government officials, the most cited in reforming the Ukrainian higher school are L. Grynevych [3], O. Sharov, A. Shevtsov, V. Kovtunets [4]. However, the magnitude and relevance of the issue requires a systematic approach and a comprehensive study. There is a need to develop a concept that will ensure the sustainable development of the industry.

The purpose of the research is to substantiate the feasibility of introducing the concept of harmonious development of universities, built on the

use of positive experience of existing educational systems, which are successfully functioning and enjoying popularity on a global scale.

Materials and results. The development and state regulation of higher education in Ukraine is not only the subject of discussions, but also the area of introducing innovations oriented towards its qualitative rebirth. The changes touch upon different directions of activities of higher education institutions, from the moment of accession, including the process of educational and scientific activities, as well as the development of a strategy for the development of higher education in Ukraine oriented towards European integration.

For this purpose, decisive steps are being taken at the highest institutional level. So, starting from 2019, admission to Master's courses will be possible on the basis of the results of the standardized external testing in a specialist subject and a foreign language. Another innovation concerns the financial provision of the educational process. As announced by Director of the Department of Higher Education of the Ministry of Education and Science of Ukraine O. Sharov, at present, all state-owned education institutions operate a system of dumping of contractual students with regard to budget-subsidized students. According to official calculations, by the year 2017, the training of one budget student costs UAH 26,000 per year, excluding scholarships. If those who study at a state-owned university on a commercial basis pay less, this means that on average, an educational institution spends less on training one student than it is required by normative calculations. Based on the arguments above, next year there will be introduced another payment system foreseeing that tuition fees for self-funded students will equal those paid by the government for budget-subsidized students [5].

These and a number of other innovations place Ukrainian higher education in front of new challenges, the consequences of which should be predicted and envisaged by the program of long-term development of the industry. Such a program should be based on the concept of the functioning and development of the higher education system, declared at the level of at least the Ministry of Education and Science of Ukraine. There is a need

to develop such a model of higher education that would be in line with national interests, be effective in terms of functioning and ensure the possibility of a steady development of the industry.

Strong competition in the educational sphere has a significant influence on the activities and development of a modern higher education institution. An updated content of teaching, its humanization, humanitarization and internationalization, as well as the introduction of modern technology in the educational process, have become the main attributes of today's higher education institutions. At the same time, the system of higher education because of its importance is still under the care or control of the state, which regulates its functioning, proceeding from the goals and objectives of long-term development.

During the period of independence, Ukrainian higher education has undergone many changes and transformations, but their multi-vector nature has led to the need for the next stage of reform – a fundamental restructuring. To succeed by direct copying the organization of the system of higher education in the leading countries of Western Europe and the United States will not succeed in view of the effect of multi-factorial interconnections, which are specific for each country. The fact is indisputable both at the higher state level and at the level of management of higher education institutions. At the stage of reforming it is very important to define the concept of transformation. To say “We want to resemble, for example, the Harvard or Oxford universities, or to reach the level of leading universities of the world” is not a concept. Some Ukrainian higher education institutions try to choose a long-term development path, the essence of which is the upbringing of a harmonious person [6]. However, our own research will be devoted to the activities of higher education institutions as an object of harmonious development and state regulation.

The common sense of the term “harmony” comes from ancient Greek “harmos”, which means “something that is easy to unite together, unity” [7], and now stands for “adaptation of parts to each other, any system or combination of things designed to form a whole ... “[7]. Contrary to harmony is the notion of disharmony. “Disharmony of the individual is a partial or complete violation

of the principle of harmony in the development of personality. Partial disharmony of the person is often observed, for example, during the period of rapid informatization and technocratisation of society, human intellectualization, and the deficit of emotion that arises on this basis. Full disharmonization can occur as a result of nervous and mental illness” [8].

Let's return to the object of our study to explain first of all the essence of the proposed direction of harmonious development of the national higher school, and therefore to define with the components that together form the concept of such development. In considering this problem it is appropriate to turn to the experience of organization of the existing educational systems. When it comes to harmony in the organization, we turn our attention unwittingly to the East, the Asian continent, where the harmony focuses on both the macro level – the state as a whole, and the micro level – a separate family. The object of our contemplation will be one of the leading Chinese universities – Shanghai International Studies University (SISU), which is one of the best multi-profile universities in the People's Republic of China planning to go global. As it is stated on the SISU official cite: SISU is “committed to preparing innovative professionals and future global leaders for a wide range of international expertise to address the critical challenges of our times” [9], that is, the University's training and development programme is generally oriented on innovation and international life.

SISU successfully combines an American approach to organizing higher education system with Oriental traditions. It is not surprising that they chose the American approach, because everyone knows that most of the world's best universities are in the United States. Under conditions of different mentalities at the economic level, the highest percentage of China's cooperation falls on the United States. Taking as its basis the American model, the University assimilated it to its own culture and traditions.

China, with more than five thousand years of existence, is characterized by rich traditions and customs and the involvement of its citizens into national culture. Therefore, the ancient Confucian system based on authoritarianism, hierarchy as well

as memorization of quotations from the works of ancient philosophers and scholars is fundamental for Chinese system of education. As a result, discipline, diligence, and respect towards tradition are dominant.

The University logo and motto reflect Chinese traditions. The SISU logo is composed of three lines of lettering surrounded by two olive branches and an open book which signify, respectively, the longing for peace and friendship and the quest for knowledge and truth. The lettering reads, from top to bottom, 上外, which is the abbreviation for the University's Chinese name, SISU, and 1949, the year of its foundation. The logo is designed to represent SISU's commitment to promoting China's international exchange, with its graduates leaving their footprints all over the world. The SISU Chinese logotype is made of Lu Xun's calligraphy taken from the published manuscript of Lu Xun's Diary [9].

The motto of the University is ‘格高志远,

学贯中外’ (*ge gao zhi yuan, xue guan zhong wai*).

In Chinese the motto consists of two phrases of four characters each. The first phrase “格高志远” originates from the Book of Rites, a core text of the Confucian canon in which the Master says, “Those who talk honestly and act with integrity will live with vision and die with a clean reputation.” Another source is found in Wen Xuan, or Selections of Refined Literature, edited by Xiao Tong of Southern Liang Dynasty (502-557): “With integrity and vision, one seems invincible.”

The second phrase is ‘学贯中外’, meaning that one should achieve academic excellence that brings together China and the rest of the world [9]. The motto defines briefly the SISU's commitment to discovering the diversity of cultures and its mission to introduce the world to China as well as present China globally.

According to Lin Yi, collectivism is more intrinsic for Chinese than importance of individuality. Chinese have a very well developed sense of collective responsibility, hence, close relationships between family members, colleagues, social group representatives, as well as appreciation of collective cooperation and personal

modesty [10]. Particularly the sense of collective responsibility strengthened and consolidated in Chinese tradition after the Cultural Revolution of the 20th century. The accents are shifted toward collective success, not individual, and therefore priority is given to the achievements of the university, the same as of the country.

The priorities in SISU international development are as follows: to go globally and work actively on broadening students' international horizons, which are partly focused on immersion in the international environment. Thus, the University has established cooperation with 278 universities and institutes from 54 countries, and it maintains close relations with international organizations such as UNO and EU. On the other hand, SISU is working actively on promoting Chinese culture all over the world. The University maintains cooperation with educational institutions and international organizations from the countries and regions whose languages are represented at its faculties. SISU has organized 7 Confucius Institutes with teaching the Chinese language in different countries to promote cultural exchange between China and the world [9]. Just in Ukraine there are two Confucius Institutes, one in Kyiv Polytechnic University, and the other one in V. Karazin Kharkiv National University.

Due to the well-developed multilingual programmes and multidisciplinary resources, SISU operates, according to national and regional programmes, over 50 research institutes and centers that provide assistance in language policy, diplomatic strategies, as well as formation of public opinion in China.

Intercultural experience and professionalism allow SISU teachers and students participate as volunteers and provide services at international conferences, sport games, and other different multilingual events. Their responsibility is also to improve foreign education of Chinese.

Following the slogan to introduce the world to China and present China to the world the University became one of the key and leading research institutions in the area of linguistics, cultural studies, as well as international politics. Recently the University has developed the system of regional and national studies. Thanks to financial support from Ministry of Education, the

University research centers such as Center of EU Studies, Center of Russian Studies, and Center of British Studies play an important role in making state diplomatic decisions.

SISU manages a number of research institutes and centers creating one academic space that meets national and regional demands. Every year students, irrespective of their specialty, take the national examination in English and in the language they study. Thus knowing English you can easily enter the context of world science and become an active member of cosmopolitan society.

The University also contributes in many ways to inter-university visits within and outside China to share research and academic achievements and experience in higher education. Lately, many faculty members have received grants from the Chinese Scholarship Council and the Fulbright Program. As a result, employees have the opportunity to practice as scholars at the best universities in the world.

International exchange programmes have been established in the target countries and corresponding regions with commonly recognized credit systems for SISU students in key discipline programmes, foreign language programmes, and interdisciplinary programmes. Meanwhile, each year many graduate students receive financial awards from the Chinese Scholarship Council and other funds for conducting research abroad and further expansion of scientific knowledge and internationalization.

Moreover, since the second half of the 1970's, SISU has been admitting international students. Students from all over the world come to study at SISU every year, thus deepening their knowledge and understanding of Chinese culture, developing their language skills in Chinese and expanding the boundaries of international cooperation with SISU. More than 30,000 international students from 90 countries have been studying at the university, creating the largest group of international students in China [9].

Each year SISU hosts a number of international and bilateral scientific conferences where participants from all around the world have an opportunity to share their thoughts regarding the most important issues in various fields of their studies supporting the international cooperation of

the university in the academic sphere. The University's presence on the international scene is supported by the visits of the heads of states, officials from embassies and consulates of different countries in China, international organization representatives as well as globally known scholars and celebrities.

The university has a close relationship with government, as reflected in the choice of disciplines: there are compulsory state-level subjects and leading subjects at the city level (for example, Shanghai). This is due to the pragmatic approach to the organization of education in general: the most demanded professions require the creation of new specialties, courses etc. Each year, the state and universities monitor the percentage of students' employment and regulate the system of faculties or specialties in accordance with the results. Economic inquiries regulate the education system.

The leadership of the University consists of not just president and vice president, but it also includes the Chair of the University Council who takes responsibility for the strategic ideology of the

University policy, and holds a high position in the hierarchy of the Communist Party.

All of the above counts in the strategy and tactics of development and the country's perspective tasks. In the times of globalization, China is aiming to take an important place in global governance; therefore, it tries to cooperate with the best international organizations. At the micro level, the same thing happens at the University: large government and SISU investments, in particular, in foreign intelligence, or the so-called "foreign experts"; frequent meetings with presidents, ambassadors and diplomats from different countries of different continents; joint international projects of global importance – conferences, symposiums, seminars, the examples being the Conference on Languages with UNESCO, the International Forum on Cross-Cultural Communication etc.

The development of one the leading higher education institutions of China can be presented in a diagram demonstrating the system of components providing the University harmonious development (Fig. 1).

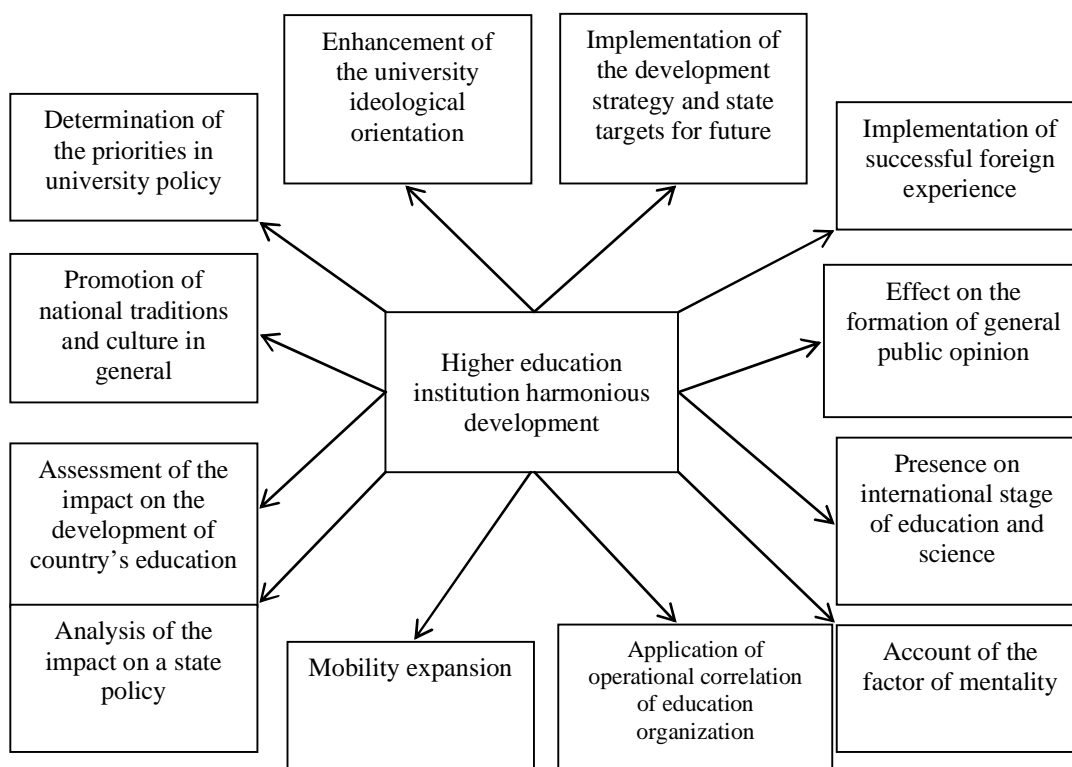


Fig.1. Components of the University Development Harmonization

Source: elaborated by the authors

The harmonious development of a higher education institution is specific to each social group, since it includes the active components inherent in the society in which their activities are carried out. Thus, the example of organizing the harmonious development of SISU is considered by us through the discipline inherent in China, and a high level of orderliness. Suffice it to recall the nation-wide approach to training in the Chinese university, which includes compulsory two-month military training for all freshmen with stationary settlements in dormitories, regardless of the profile of the institution and its specialization. That way they are pushing all members of the society to adjust to high level of responsibility, discipline, as well as diligent attitude to learning courses offered by the university programme. It should be noted that Chinese higher education institutions do not practice the system of free selection of courses: students have to study courses defined and proposed by university programme approved at the level of Ministry of Education. However, what is approved at the highest level is regularly monitored, promptly adjusted, goes through continuous improvement.

Implementation of this type of university policy into Ukrainian higher education system simply may not work; therefore it will not give expected results. The argument cannot be denied due to the fact of having different culture, different mentality, different system of state regulation. Nevertheless, the proposed path of university harmonious development and state regulation seems to be the only appropriate and promising in case of complex approach and involvement of the effective factors ensuring the implementation of the project. These factors include:

– ensuring the real autonomy of a higher education institution, which would make significant adjustments to existing system of organizing higher education;

– training specialists needed now or in the near future according to tendencies, trends and prospects of the national economic development;

– designing educational programmes in accordance with economic requests. State regulation in the mentioned process takes a prominent place. The effectiveness of the proposed concept will manifest itself first of all

at the macro level in the strategy of economic development as well as optimization of financial costs; and it is not about their reduction, but the modeling of distribution for the purpose of their effective use.

Conclusions. Recent research regarding different approaches to the development of higher education institutions and state regulation gives ground to state that it is essentially necessary to implement harmonious development higher education institutions in Ukraine. It should be noted that such a direction is fully in line with the European integration of the national higher education, but additional factors need to be taken into account in order to ensure harmonization of such development. The introduction of the concept of harmonious development will make it possible to reach the level of leading educational systems on an overall scale, but this will not be a quantum achievement, but a stable functioning worth of following and serving as an example for educational systems that seek development. The issue of harmonious development requires a comprehensive study in order to avoid the unpredictable side effects during its implementation. To this end, it is justified to carry out pilot project involving individual higher schools, creating the necessary conditions for this, fixed at the highest legislative and departmental level.

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