

УДК 378.011.32-054.6

Sergienko O.,

PhD in Economics, Associate professor of the Economic Cybernetics Department, Simon Kuznets Kharkiv National University of Economics, Ukraine

Chuyko I.,

lecture of the Economic Cybernetics Department, Simon Kuznets Kharkiv National University of Economics, Ukraine

Korzhova O.,

senior lecture of the Information Technologies and Higher Mathematics Department, Kharkiv Scientific Research Institute of the SHEI «Banking University», Ukraine

EXPERT ANALYSIS OF THE FACTORS INFLUENCING THE FOREIGN CONTINGENT OF HIGHER EDUCATION INSTITUTIONS (HEI)

***Annotation.** The problems of the process of attracting the foreign contingent to the HEI in Ukraine are considered. The assessment and analysis of external and internal factors of forming the favorable migration environment at all levels of management hierarchy by improving the organizational activity of the HEI department heads were conducted. The complex instrumental method on the basis of implementing the expert assessment procedure for studying the factorial space of educational migration processes and the choice of the dominating factors influencing the formation of the foreign contingent by the hierarchy of studying at the macro-, meso- and microlevel is proposed.*

***Keywords:** foreign contingent; expert analysis; factor research; higher education institution (HEI); methods; tools; questionnaires; the analytic hierarchy process; ranking.*

Introduction. The state support for international cooperation is considered in the Law of Ukraine «About Higher Education» (article 66, chapter XII). As the presence of foreign contingent at the universities of any country is an important indicator of the development and attractiveness of this country, then, the main direction of the international cooperation of the higher educational institutions is provision of the services related to getting higher and postgraduate education for foreign citizens in Ukraine.

According to the data from the official website of the Ukrainian State Centre of International Education, Ministry of Education and Science of Ukraine [1], and also to the analytical report of the International Foundation for Education Policy Research [7] in 2012-2013 academic years foreigners concluded near 2% of the total students of Ukraine, in 2013-2014 academic years – 3%. Nowadays, there can be really noticed a tendency for increasing in the contingent of foreign students, moreover their area of origin also expands. However, this indicator remains quite low in comparison to the world's leading countries, which are already operating numbers between 10-20% and struggle to lead the contingent of the foreign students up to 25-35% [7]. So the problem of forming the foreign contingent and also the qualitative preparation of specialists of foreign origin get a special importance.

One of the main elements of the process of attracting the foreign contingent of the HEI is the assessment and analysis of external and internal factors of forming the favorable migration environment at all hierarchy levels of management by improving the organizational activity of the heads of departments of the HEI. From the position of system approach the problematic of forming the foreign contingent of the HEI covers, first of all, all spheres internal and external state policy. That is why the choice of system of indicators which makes

possible to reveal the key factors from the viewpoint of different users and experts in each of mentioned areas is a difficult and labor-consuming process which demands for attracting experts of different ranges and also direct users of educational services – foreign students. It is also explained by the fact that consumers of information which is formed as a result of realization of the complex of mechanisms of regulating the educational processes, can be heads of different functional departments of the HEI, local and regional government, and the Ministry of education and science.

Analysis of recent research and publications. The issues of the educational migration in context of development of educational system of Ukraine were considered by such researches as N. Grinenko, M. Gulyaeva, V.A. Yermachenko [6], V. Zhuravsky, M. Karpenko, M. Osavolyuk, L. Semiv [12], T. Spivakovskaya [14], N. Shulga etc. The issues of adaptation and socialization of foreign students in Ukraine were studied by: T. Alekseyeva [2], K. Burakova, T. Dovhodko [5], N. Grishchenko [4], D. Porokh [8] etc. Different aspects of preparing students-foreigners at the higher educational institutions were studied by: T. Dovhodko [5], L. Vasetskaya, I. Zhovtonizhko, V. Kolomiets, E. Podolska, L. Rybachenko [9], I. Semenenko etc. Despite the numerous studies of the different aspects of the educational migration environment the problem of formation of the foreign contingent of the HEI isn't enough considered.

While forming the initial or potentially possible list of indicators which has to correspond to the aims and tasks of the research, it is reasonable to implement those indicators which exist in practice of planning and accounting the results of the HEI activity in statistical reporting and analytical work of different interconnected authorities. While setting the list of actual issues in the expert questionnaire it is necessary to be guided by the following considerations [13]: 1) the number of indicators can be theoretically unlimited, however, taking into account the aims of the analysis, they have to be practically useful, so their previous list can be shortened; 2) the chosen indicators have to reflect the most significant aspects and problems that are the most characteristic for foreign students at the corresponding managerial levels; 3) the indicators have to create the interconnected systems, to have large internal variability; 4) the indicators must be uncorrelated with each other, in order to exclude the backup and the multiple repetition of information.

The purpose and objectives of the article. The article purpose is the development of complex of instrumental methods on the bases of application of expert evaluation for research educational space factor of migration and selection of the dominant factors influencing the formation of foreign contingent in the hierarchy of research at the macro, meso- and microlevels.

For achievement this purpose the complex instrumental methodology was suggested for improving the assessment of the factors influencing the formation of the foreign contingent of the HEI. The proposed tools allow us to solve the following tasks: the forming the previous list of indicators which facilitate the expansion and improvement of the educational migration processes; the classification of the factorial space of the indicators according to the level of their hierarchy; the dominating factors detection for each corresponding hierarchy level of the management (state, region, higher education institution).

Basic research results. The research suggests the realization of the duplex procedure of selecting the dominating factors influencing formation of the foreign contingent of the HEI with the use of expert assessment procedure, the algorithmic model of which is presented in Fig. 1.

Stage 1. Determination of classes and content of the factorial space of the dynamics of general educational migration processes. The aim of this stage is to determine the prior factors of the educational migration by realizing the following tasks: forming the hypothesis about the factorial space content; forming the questionnaire for the expert assessment; processing the results of the survey; assessing the consistency of the experts' thoughts and determining the prior factors.

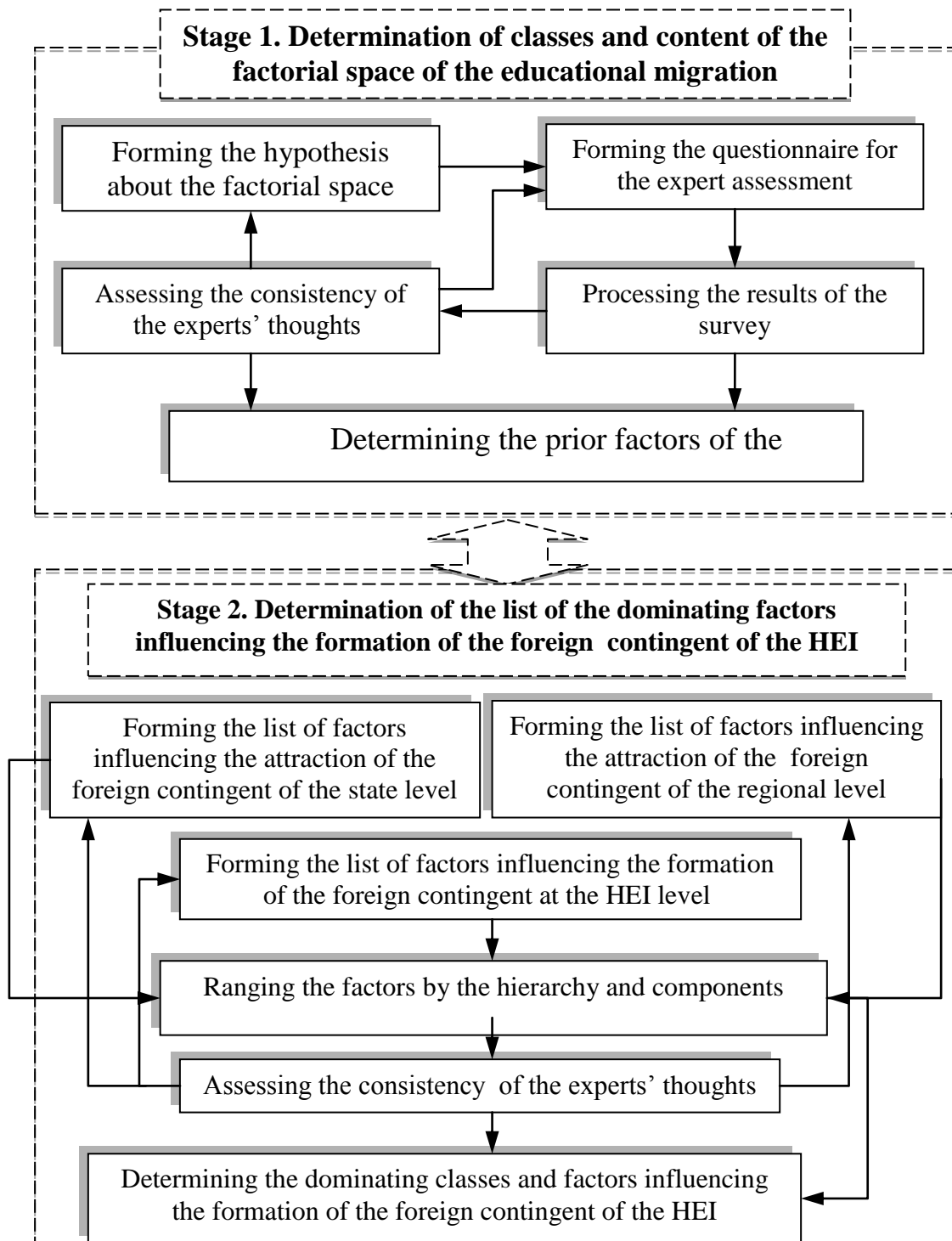


Fig. 1. The algorithmic model of choosing the dominating factors influencing the formation of the foreign contingent of the HEI

On the basis of the assessment of the competitiveness of Ukraine, its higher education institutions, the analysis of the dynamics of the flow of educational migrants there is a possibility to determine the real situation of our country at the international educational services market. But in order to forecast the development of the situation it is necessary to determine the moods, impressions and further plans of the foreign students about studying and staying in Ukraine. The summed up results of the research [2; 4; 5] directed on the revealing the problems, which are faced with by the foreign citizens and stateless persons, who come to

Ukraine in order to get education, and are related with the general classification of the difficulties of the foreign students, are presented in Table 1.

Table 1

The general problems faced by the foreign students in Ukraine

Classification of problems	Essence of the problem	Possibility to solve at the level of the		
		State	Region	HEI
Before entering the HEI				
Informational	The limited access to the information about the higher education in Ukraine for the foreigners, about their rights in the country	+	+	+
	The absence or impossibility to get the information about educational services in foreign language	+	+	+
	The basic information through the private intermediaries, who most often provide the distorted or deliberately false information	+	+	+
	The formal conditions of entrance, which lead to the additional difficulties in further studying	-	-	+
Organizational	The border crossing only with presence of the university's representative	-	-	+
Language	The signature of the contracts and other documents in Ukrainian language without translation	-	-	+
During the studying process				
Financial	The additional material expenses due to the false information about the cost of education, cost and conditions of living, corruption level	+	+	+
	The absence of employment possibility	+	-	-
Informational	The information during the studying process is partial, which leads to the wrong decisions (language choice)	-	-	+
	The absence of the textbooks in English language (in other languages)	-	-	+
	The partial absence of the access to such literature in the Internet (low technical security)	-	-	+
	The information about the grounds for deduction from the HEI is not provided	-	-	+
Organizational	The transfer to another HEI only with the agreement of the first one	-	-	+
Quality of education	The quality of education is lower than expected	-	-	+
	The English-language programs have not corresponding quality (lecturers know the language moderately)	-	-	+
	The impossibility of taking part in exchange (or internship) with European universities	-	-	+
Social	The absence of feeling safe (racial and religious intolerance)	+	+	+
	The isolation (in studying, living)	-	-	+
	The police abuse	+	+	-
After receiving the diploma				
Quality of education	The low quality of education decrease the chances for employment	-	-	+

According to the results of the research, the aggregated results of which are presented in Table 1, the foreigners in Ukraine face the problems at each stage of the educational migration process, most of which can be directly or indirectly classified as informational.

The absence, the limitation and inaccuracy of the information about studying and staying on the territory of Ukraine lead to the negative attitude, which can spread through social networks of the foreign students and result in the negative dynamics of the educational migration flows. So, the majority of the difficulties of the foreign students, mentioned in the research, can be solved at the level of the HEI, but the same problems can be regulated with indirect method at the state and regional level [3, 15]. According to the suggested algorithm, the second stage considers the determination of the dominating factors in accordance to the formed classes of the factorial space: state, regional and HEI.

Stage 2. Determination of the list of the dominating factors influencing the formation of the foreign contingent of the HEI. In order to solve the given task, the research suggests using the AHP method (Analytic Hierarchy Process – AHP) [10; 11]. The method consists in decomposing the problem into more simple components and the further processing of the consistence of the experts' thoughts, which make the decisions, by the paired comparisons. As a result, there can be expressed the relative degree (intensity) of interaction between the element of the hierarchy, which are expressed in numbers [10]. Thus the expert procedure and the basis of AHP allow to take into account the hidden interconnections between the indicators, thanks to the use of experience, knowledge and intuition of the specialists in professional subject area and to form the list of indicators which reflect the most significant aspects of forming the foreign contingent of the HEI. The previous list of the factors is formed on the basis of the retrospective analysis of the general aspects of the educational migration processes, results of the students' preferences and is surrendered to the expert analysis procedures with the aim to determine the dominating factors for each class on the basis of the previously formed questionnaire for the expert assessment.

The first step provides performing the decomposition of the task into the hierarchy, a matrix of paired comparisons of classes of factors is formed, the classes of factors preferred by the students are marked out. The decomposition of the task of choosing the dominating factors into the hierarchy is done on the basis of the hypothesis about the content of the classes of factors and in general view is presented in Fig 2:

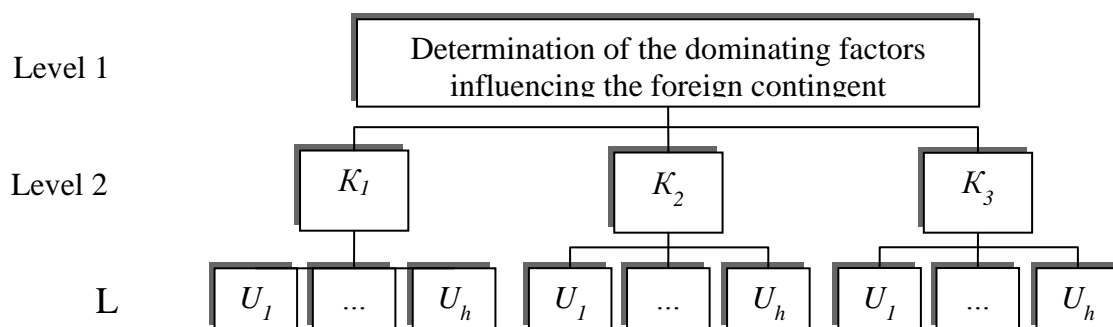


Fig. 2. Decomposition of the task of determining the dominating factors

At the first level the task of determining the dominating factors is realized. At the second level there are the compared classes of the factorial space according to the level of the management hierarchy ($K_j, j = \overline{1, h}$). In particular, they are the marked out classes of the state, regional and HEI regulation. At the third level there is a multitude of factors ($U_i, i = \overline{1, k}$), significance of which is necessary to assess. On the basis of the results of the paired comparison of the classes of factors between each other the matrix is formed which looks like the following:

$$C_0 = \begin{pmatrix} & K_1 & \dots & K_m & \dots & K_h \\ K_1 & & & & & \\ \cdot & & & & & \\ K_n & & & C_{mn} & & \\ \cdot & & & & & \\ K_h & & & & & \end{pmatrix}$$

Matrix C_0 aggregates the experts thoughts about the mutual priority of the classes of factors $K_j, j = \overline{1, h}$. The elements of the matrix are formed in the following way:

$$C_{mn} = \begin{cases} 1 & \text{equal importance of the classes} \\ 3 & \text{moderate advantage of the m-th} \\ & \text{class over the n-th} \\ 5 & \text{significant advantage} \\ 7 & \text{strong advantage} \\ 9 & \text{the greatest advantage} \\ 2, 4, 6, 8 & \text{intermediate values} \\ \frac{1}{3}, \frac{1}{4}, \frac{1}{5} \dots & \text{reverse values} \end{cases}$$

The ranging of the classes of factors is done on the ground of the main own vector $y_0 = (y_1^0, \dots, y_h^0)$, received as a result of processing the matrix of the paired comparisons \mathbf{F}^- .

The final step is the assessment of the homogeneity of the experts' thoughts. The necessity of such assessment is caused by the presence of the quantitative and transitive homogeneity. As criteria of the homogeneity of the experts' thoughts they use the index of homogeneity (IH) or the relation of homogeneity (RH), that are determined in the following way [10]:

$$IH = (\lambda_{\max} - h) / (h - 1);$$

$$RH = IH / M(IH),$$

where λ_{\max} – maximum own value of matrix \mathbf{F}^- .

$M(IH)$ – average value (mathematical expectation) of the index of homogeneity of the randomly created matrix of the paired comparisons \mathbf{F}^- .

If the relation of the homogeneity lays in the allowable limits ($RH \leq 0,1$), then comes the next step.

The second step is the comparison of factors of each class with each other and the most significant factors are marked out inside the classes the consistency of the experts' thoughts is assessed, the dominating factors taking into account the weight of class. The ranging inside the class is done on the basis of the vectors of local priorities, received as a result of processing the matrices of the paired comparisons. In order to assess the consistency of the experts' thoughts indexes of homogeneity are used.

The final step is the synthesis of priorities. For this, local priorities are multiplied by the priority of the corresponding class of factors at the ranking level and are summed by each element what determines the global priority of the factor. The analysis of the received allocation of priorities of the factors makes it possible to mark out the dominating factorial indicators. On the basis of the received information (the third step) the multitude of the main factors, influencing the formation of the contingent of the foreign students, is formed.

In the research, the processing of the results of the expert research is done with the help of AP «ExpertChoice» [11]. The multitude of the factors of state influence on the formation of the contingent of the foreign students is denominated as $FD \in \{D_1, D_2, D_3, \dots, D_{11}\}$, it includes the following factors: D_1 – geographical location of the country; D_2 – climate conditions, ecological situation in the country; D_3 – social and political safety in the country; D_4 – level and availability of the health system in the country; D_5 – level of the infrastructure development in the country; D_6 – possibility (in law) of the employment during the studying; D_7 – perspective to stay in the country for domicile; D_8 – availability and integrity of the educational system in the country; D_9 – supporting the foreign students (at the state level); D_{10} – cost of migration; D_{11} – cost of living in the country.

According to the results of the expertise, the most influential factors of formation of the foreign contingent at the state level, marked out by the experts, are (fig. 3): social and political safety in the country; cost of living in the country (not less significant factor, which determines the current financial expenses of the foreigner in the country). The indicators «Inconsistency» is quite low (0,072) $RH \leq 0,1$, which allows to affirm the sufficient level of consistency of the experts' thoughts.

The multitude of the factors of the regional influence on the formation of the contingent of the foreign students will be denominated $FR \in \{R_1, R_2, R_3, \dots, R_9\}$, it includes the following factors: R_1 – language of socializing in the region; R_2 – ecological situation in the region; R_3 – social safety in the region; R_4 – level of the health system development in the region for the foreigners; R_5 – level of the infrastructure development in the region; R_6 – additional conditions and advantages in the region for studying of foreigners; R_7 – level of corruption in police in the region; R_8 – cost of living in the region; R_9 – possibility of employment during the studying.

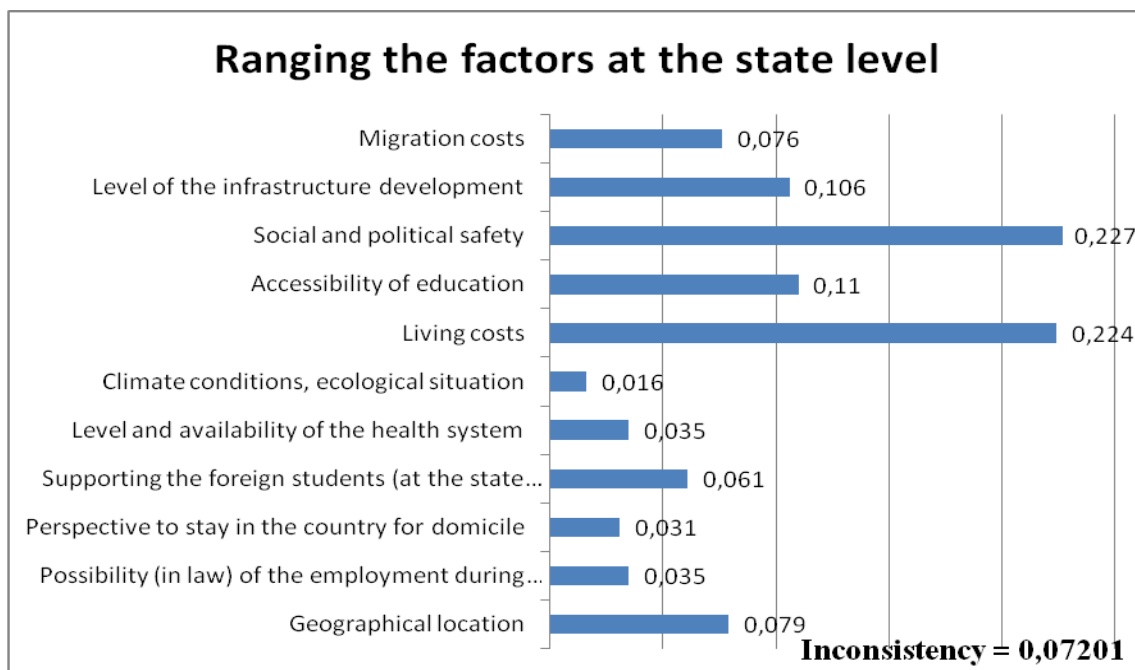


Fig.3. Ranging the factors of formation of the foreign contingent at the state level

The indicator «Inconsistency» (0,054) is quite low, that allows affirming the consistency of the experts' thoughts. The experts determined that the most influential factor at

the regional level is the cost of living in the region (fig. 4). It explains the decrease of growth of number of the foreigners in the capital for the other regions of Ukraine.

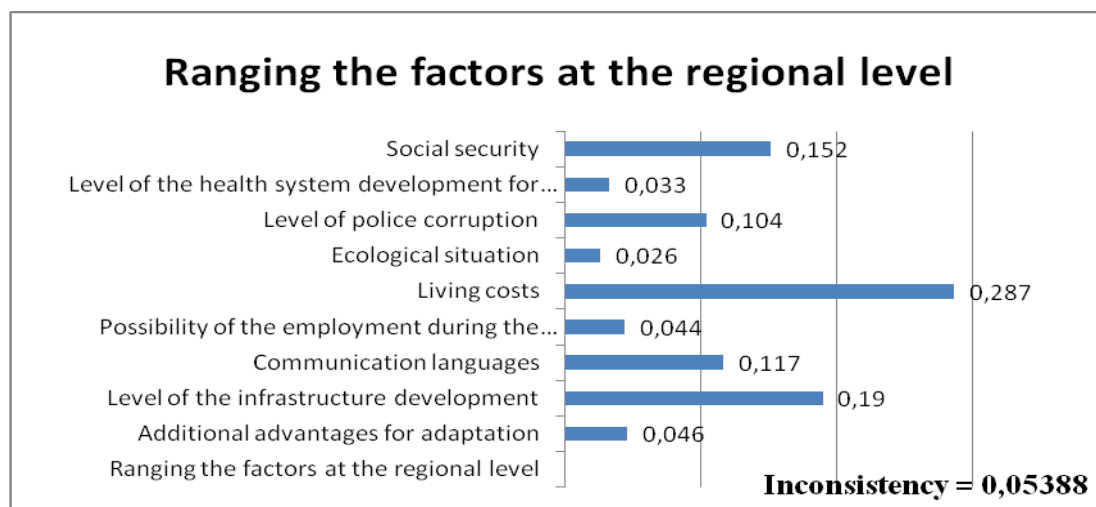


Fig. 4. Ranging the factors of formation of the foreign contingent at the regional and state level

The multitude of the factors, influencing the educational migration at the level of higher educational institutions, includes: W_1 – prestige of the educational institution; W_2 – quality of education; W_3 – language of studying; W_4 – availability of entrance conditions for students-foreigners; W_5 – sophistication of the HEI infrastructure; W_6 – additional advantages provided by the educational institution; W_7 – social environment; W_8 – social networks; W_9 – cost of studying; W_{10} – corruption level at the HEI.

To the experts' mind, the most important factor for the foreigners, which acts at the level of the HEI, is the cost of studying (fig. 5):

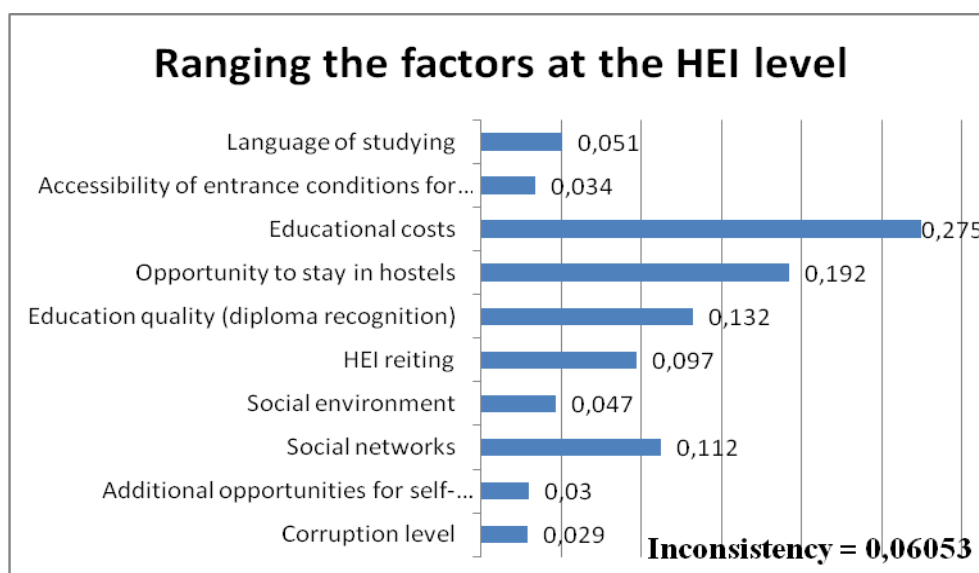


Fig. 5. Ranging the factors of formation of the foreign contingent at the HEI level

The second place is taken by the sophistication of the HEI infrastructure that is mainly determined by the possibility to live in the hostel with acceptable conditions and presence of

access to the Internet. The quality of education is put at the third place by the experts according to the level of influence.

Experts assessments prove the importance of the presence of social networks for foreign students. It is one of the important conditions for their fast adaptation and to some degree, guarantee of social protection in the country.

The general multitude of the factors influencing the formation of the contingent of foreign students will be denominated as $F = FD \cup FR \cup FW$, so that such multitude has to cover the influencing factors of three levels – state, regional and the HEI level. In the research experts have determined the significant role of the factors of the HEI level for the educational migration (Fig. 6), that further needs to pay more attention for regulation at exactly this level:

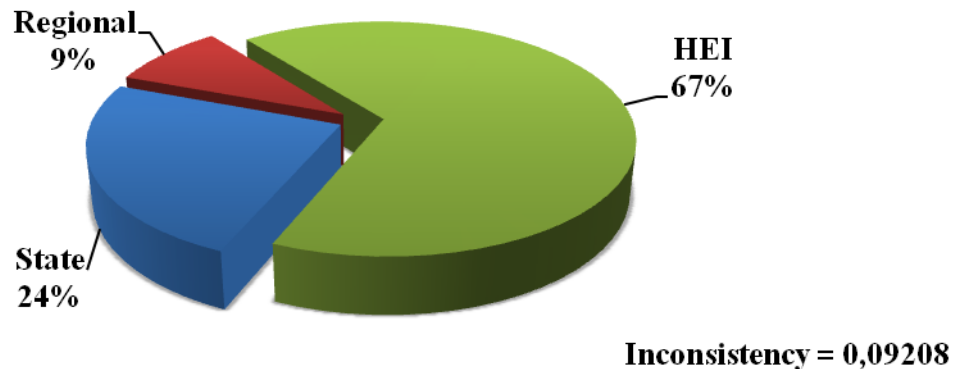


Fig. 6. Specific weight of the level in general influence of the factors on formation of the foreign contingent

Ranging of the factors influencing the formation of the foreign contingent by the whole totality of indicators on the basis of the experts' assessments with the indicator «*Inconsistency*» = 0,092 allows to mark out the most considerable of them: cost of studying, sophistication of the HEI infrastructure, quality of education, cost of living, presence of social networks for foreign students, prestige of the HEI, social and political safety in the country. The determination of the main factors of forming the foreign contingent makes it possible in future to determine the main methods and instruments of regulation at different levels.

The research also considers the classification of the factors of influence by the following levels: high, average and minor level of influence on the basis of the interval assessment of values for the corresponding levels. According to the Sturges's formula there was determined the quantity of intervals by the strength of influence: high (H) [0,197 – 0,287], average (Av) [0,106 – 0,197] and minor (M) [0,016 – 0,106], the results of grouping are presented in table 2 taking into account the cumulative influence of the factorial multitude, thereby, the factor, that, for example, has minor degree of influence together with other factors can make significant influence and appertain to the multitude of the high level of influence:

Table 2

Qualitative expert assessment of influence of factors on formation of the foreign contingent

Factor denomination	Factor name	Degree of influence on educational migration		
		H	Av	M
		[0.197 - 0.287]	[0.106 - 0.197]	[0.016 - 0.106]
State level				
D_1	Geographical location of the country			+

D_2	Climate conditions, ecological situation in the country			+
D_3	Social and political safety in the country	+		
D_4	Level and availability of the health system in the country			+
D_5	Level of the infrastructure development in the country		+	
D_6	Possibility (in law) of the employment during the studying			+
D_7	Perspective to stay in the country for domicile			+
D_8	Accessibility of education in the country		+	
D_9	Supporting the foreign students (at the state level)			+
D_{10}	Migration costs			+
D_{11}	Living costs in the country	+		
Regional level				
R_1	Communication languages in the region		+	
R_2	Ecological situation in the region			+
R_3	Social security in the region		+	
R_4	Level of the health system development for foreigners in the region			+
R_5	Level of the infrastructure development in the region		+	
R_6	Additional advantages for adaptation in the region for studying of foreigners			+
R_7	Level of police corruption in the region			+
R_8	Living costs in the region	+		
R_9	Possibility of employment during the studying			+
HEI level				
W_1	HEI reiting			+
W_2	Education quality (diploma recognition)		+	
W_3	Language of studying			+
W_4	Accessibility of entrance conditions for foreigners			+
W_5	Opportunity to stay in hostels		+	
W_6	Additional opportunities for self-realization			+
W_7	Social environment			+
W_8	Social networks		+	
W_9	Educational costs	+		
W_{10}	Corruption level at the HEI			+

On the basis of the expert assessments, there were determined the interconnections and interplay of the factors influencing the formation of the foreign contingent. The results of the interplay between the significant factors are grouped in Table 3:

**Results of the interplay between the main factors
of forming the foreign contingent**

Influencing factor	Presence of interplay between factors
Cost of studying	The most influential factor for the foreigners depends on the presence of supporting the foreign students in the country. For example, the presence of budget places for foreigners or the presence of grants and other state support can considerably decrease the financial expenses. Thus, the interconnection between factors W_9 and D_9 is direct. On the other hand, the presence of corruption at the HEI can considerably increase the cost of studying, which means the reverse connection between factors W_9 and W_{10} .
Quality of education	This factor is connected with such factors: availability and integrity of the educational system, that considers the acceptance of Ukrainian diplomas in the native country of the foreigners; possibility of employment during the studying, that gives additional practice and experience; language of studying, that determines the simplicity of understanding and mastering the information; additional advantage of the HEI, that can include special specializations, courses, training programs or teaching methods, which increase the quality of the foreigners' education; presence of corruption in the HEI, that simplifies receiving good marks during studying, but significantly decreases the quality of education. Thus, W_2 has direct connection with factors D_8, D_6, W_3, W_6 and reverse connection with W_{10} .
Cost of living	Cost of living depends of the factors: possibility of employment during the studying, that would provide additional incomes; level of corruption in police, that increases the current financial expenses; sophistication of the HEI infrastructure, that determines the possibilities of living in the HEI hostel and decreases the cost of living in the region by the sum of difference between the cost of living in the hostel and the average cost of renting the dwelling. Thus, R_8 is directly connected with R_7 , and has reverse connection with D_6, W_5 .
Presence and development of social networks	This factors of infrastructure is connected with such factors: significant geographical distance between the countries, to some degree, determines the certain need for uniting into social groups with similar mentality, traditions, language of socializing; level of corruption in police, availability of conditions to enter the HEI, sophistication of the HEI infrastructure, quality of studying, acceptable social environment, additional advantages of the HEI, - current condition of these factors represents the important information for potential foreign students, the most credible source of which are social networks of foreigners, who have studied or are studying. The information attracts of estranges the potential educational migrants and, thus, expands or restrains the development of social networks for foreign students. So, W_7 has direct connection with factors $D_1, W_4, W_5, W_2, W_1, W_7, W_6$ and reverse connection with R_7 .
Prestige of the HEI	Prestige of universities directly connected to the availability and integration of the educational system (W_9), the quality of education (W_2), additional benefits of universities (W_6) and the development of social networks of foreign students (W_7), and prestige of universities has feedback with the corruption level in this university (W_{10}).

Conclusions. The performed analysis and the received experts assessments of the influencing factors make possible to mark out the range of specificities, characteristic for the problem of regulation the factors of formation of the foreign contingent, and especially: 1) presence of wide variety of interconnected factors influencing the development of educational process in Ukraine and formation of the foreign contingent; 2) absence of enough volume of quantitative information about the dynamics of process, which happen in state system of education, because of which there appears the necessity of using both quantitative and qualitative information; 3) non-stationary of the international migration processes, that complicates the procedure of assessment and analysis.

Thus the perspectives of the further studies on the given problematic should have the complex character taking into account the complicated structure of interconnections and inter-influences at each level of managing the attracting the foreign students in order to reach the general integral synergetic effect form realization of certain managerial strategies. As we agree with the opinion of the International Foundation for Education Policy Research that the presence of foreigners at the Ukrainian universities should become the important indicator of development and attractiveness of the country, and it needs the correspondence of national educational system to the best worlds examples, following the main trends of educational transformations and scientific researches and attracting the investment resource for its further development.

Список використаної літератури

1. Актуальні статистично-аналітичні показники надання освітніх послуг іноземцям [Електронний ресурс] // Офіційний сайт Українського державного центру міжнародної освіти Міністерства освіти і науки України. – Режим доступу: <http://intered.com.ua/Актуальні-статистично-аналітичні-показники>.
2. Алексеева Т. В. Психологічні фактори та прояви процесу адаптації студентів до навчання у ВНЗ : автореф. дис... канд. психол. наук : 19.00.01 / Т. В. Алексеева ; Київ. нац. ун-т ім. Т. Шевченка. – Київ, 2004. – 20 с.
3. Біль М. М. Управління міграційними процесами в контексті їх впливу на інтелектуально-трудоий потенціал України / М. М. Біль // Сталій розвиток економіки. – 2010. – № 1. – С. 49–54.
4. Грищенко Н. А. Особливості соціалізації іноземних студентів вищих навчальних закладів / Н. А. Грищенко // Вісник ЛНУ ім. Т. Шевченка. – 2012. – № 5 (240). – Ч. II. – С. 192–196.
5. Довгодько Т. Адаптація іноземних студентів до освітнього середовища України / Т. Довгодько // Педагогіка і психологія професійної освіти. – 2013. – № 2. – С. 114–120. – Режим доступу: http://nbuv.gov.ua/UJRN/Pippo_2013_2_15.
6. Єрмаченко В. Міжнародне співробітництво університету / В. Єрмаченко // Вища школа. – 2010. – № 10. – С. 31–41.
7. Моніторинг інтеграції української системи вищої освіти в Європейський простір вищої освіти та наукового дослідження : моніторинг. дослідж. : аналіт. звіт / Міжнарод. благод. Фонд «Міжнарод. Фонд дослідж. освіт. політики»; за заг. ред. Т. В. Фінікова, О. І. Шарова. – Київ : Таксон, 2014. – 144 с. – Режим доступу: http://www.edupolicy.org.ua/_dx/assets/images/Analit2ua_web.pdf
8. Порох Д. О. Технологія тренінгу в процесі адаптації іноземних студентів до навчання у вищій [Електронний ресурс] // Педагогіка формування творчої особистості у вищій і загальноосвітній школах. – 2013. – Вип. 28. – С. 564–569. – Режим доступу: http://nbuv.gov.ua/UJRN/Pfto_2013_28_87.
9. Рибаченко Л. І. Підготовка іноземних студентів у навчальних закладах України (1946-2000 рр.) : автореф. дис. ... канд. пед. наук : 13.00.01 «Загальна педагогіка та історія педагогіки» / Л. І. Рибаченко. – Луганськ, 2001. – 20 с.
10. Саати Т. Принятие решений. Метод анализа иерархий / Т. Саати ; пер. с англ. – Москва : Радио и связь, 1989. – 316 с.
11. Expert Choice for Collaborative Person Making. [Електронний ресурс]. – Режим доступу: <http://expertchoice.com>
12. Семів Л. К. Освітня міграція як фактор розвитку територіальних міграційних систем: національний та європейський контекст / Л. К. Семів // Соціально-економічні проблеми сучасного періоду України. Територіальні міграційні системи : теорія і практика : [зб. наук. пр.]. – Львів, 2013. – Вип. 3 (101). – С. 244–253.
13. Сергієнко О. А. Інтелектуальні технології аналізу в удосконаленні системи управління у сфері міжнародної освітньої міграції / О. А. Сергієнко, О. В. Коржова // Social and Economic Priorities in the Context of Sustainable Development. Monograph. Opole: The Academy of Management and Administration in Opole, 2016. – P. 328-335.

14. Співаковська Т. Можливості виходу українських вищих навчальних закладів на міжнародний ринок освітніх послуг / Т. Співаковська, Д. Гнатівська. [Електронний ресурс]. – Режим доступу: http://ela.kpi.ua/bitstream/123456789/5506/1/16_kpi_2010_7.pdf
15. Чужиков В. Соціальні наслідки Євроінтеграції України. Система вищої освіти / В. Чужиков, Л. Антонюк // Офіційний сайт Фонду ім. Фрідріха Еберта. – Вересень, 2012. – [Електронний ресурс]. – Режим доступу: <http://library.fes.de/pdf-files/bueros/ukraine/09543.pdf>

References

1. Official site of the Ukrainian State Centre of International Education, Ministry of Education and Science of Ukraine. Recent statistical and analytical indicators of educational services for foreigners. Retrieved from <http://intered.com.ua/Актуальні-статистично-аналітичні-показники> (in Ukr.)
2. Alexseeva, T. V. (2004). Psychological factors and manifestations of process of students' adaptation to studies in higher educational establishments. *Extended abstract of candidate's thesis*. Kiev (in Ukr.)
3. Bil', M. (2010). Managing migration in the context of their impact on the intellectual and labor potential of Ukraine. *Stalyy rozvytok ekonomiky (Steady development of economy)*, 1, 49–54 (in Ukr.)
4. Grishchenko, N. A. (2012). Features of socialization of foreign students of higher educational establishments. *Visnyk LNU im. T. Shevchenka (An announcer ДТГ is the name of T. of Shevchenko)*, 5 (240), 192–196 (in Ukr.)
5. Dovgodko, T. (2013). Adaptation of Foreign Students to the Educational Environment of Ukraine. *Pedahohika i psykholohiya profesiynoyi osvity (Pedagogics and psychology of trade education)*, 2, 114–120. Retrieved from http://nbuv.gov.ua/UJRN/Pippo_2013_2_15 (in Ukr.)
6. Yermachenko, V. (2010). International cooperation in University. *Vyshcha shkola (Higher school)*, 10, 31–41 (in Ukr.)
7. Finikova, T. V., & Sharova, O. I. (Ed.). (2014). Monitoring the integration of Ukrainian higher education in the European higher education and scientific research, monitoring research, analytical report. Kyiv: Takson. Retrieved from <http://kvit.ukma.edu.ua/wp-content/uploads/2015/01/Аналітичний-звіт.pdf> (in Ukr.)
8. Porokh, D. (2013). Training technology in the process of students' adaptation into studying at Higher educational establishment. *Pedahohika formuvannya tvorchoyi osobystosti u vyshchii i zahal'noosvitniy shkolakh (Pedagogics of forming of creative personality is in higher and general schools)*, 28, 564–569. Retrieved from http://nbuv.gov.ua/UJRN/Pfto_2013_28_87 (in Ukr.)
9. Rybachenko, L. I. (2001). *Training foreign students at educational establishments in the Ukraine (1946-2000)*: abstract of candidate's thesis. Luhansk (in Ukr.)
10. Saati, T. (1989). *Decision Making. The Analytic Hierarchy Process*. Moscow: Radio i svyaz' (in Russ.)
11. *Site of Expert Choice for Collaborative Person Making*. Retrieved from <http://expertchoice.com> (in Eng.)
12. Semiv, L. K. (2013). Educational Migration as a Factor of the Territorial Migration Systems: a National and European Context. *Sotsial'no-ekonomichni problemy suchasnoho periodu Ukrayiny (Socio-economic problems of modern period of Ukraine. The territorial migratory systems: are a theory and practice)*, 3 (101), 244–253. Retrieved from http://nbuv.gov.ua/UJRN/sepspu_2013_3_27 (in Ukr.)
13. Sergienko, O. A., & Korzhova, O. V. (2016). Intelligent analysis technology to improve the system of education in international migration. (*Social and Economic Priorities in the Context of Sustainable Development*), 328–335. Opole: The Academy of Management and Administration in Opole (in Ukr.)
14. Spivakovska, T., & Hnativska, D. (2010). Features release Ukrainian higher educational institutions on the international education market. Retrieved from http://ela.kpi.ua/bitstream/123456789/5506/1/16_kpi_2010_7.pdf (in Ukr.)
15. Chuzhykov, V., & Antonyuk, L. (2012). The social consequences of European integration of Ukraine. Higher education. Retrieved from http://ela.kpi.ua/bitstream/123456789/5506/1/16_kpi_2010_7.pdf (in Ukr.)

Abstract. Sergienko O., Chuyko I., Korzhova O. Expert analysis of the factors influencing the foreign contingent of higher education institutions (HEI).

Introduction. *The state support for international cooperation is considered in the Law of Ukraine «About Higher Education» (article 66, chapter XII). As the presence of foreign contingent at the universities of any country is an important indicator of the development and attractiveness of this country, then, the main direction of the international cooperation of the higher educational institutions is provision of the services related to getting higher and postgraduate education for foreign citizens in Ukraine.*

The article purpose *is the development of complex of instrumental methods on the bases of application of expert evaluation for research educational space factor of migration and selection of the dominant factors influencing the formation of foreign contingent in the hierarchy of research at the macro, meso- and microlevels.*

Results. *The problems of the process of attracting the foreign contingent to the HEI in Ukraine are considered. The assessment and analysis of external and internal factors of forming the favorable migration environment at all levels of management hierarchy by improving the organizational activity of the HEI department heads were conducted. The complex instrumental*

method on the basis of implementing the expert assessment procedure for studying the factorial space of educational migration processes and the choice of the dominating factors influencing the formation of the foreign contingent by the hierarchy of studying at the macro-, meso- and microlevel is proposed.

Conclusions. *The performed analysis and the received experts assessments of the influencing factors make possible to mark out the range of specificities, characteristic for the problem of regulation the factors of formation of the foreign contingent, and especially: presence of wide variety of interconnected factors influencing the development of educational process in Ukraine and formation of the foreign contingent; absence of enough volume of quantitative information about the dynamics of process, which happen in state system of education, because of which there appears the necessity of using both quantitative and qualitative information; non-stationary of the international migration processes, that complicates the procedure of assessment and analysis.*

Thus the perspectives of the further studies on the given problematic should have the complex character taking into account the complicated structure of interconnections and inter-influences at each level of managing the attracting the foreign students in order to reach the general integral synergetic effect form realization of certain managerial strategies. As we agree with the opinion of the International Foundation for Education Policy Research that the presence of foreigners at the Ukrainian universities should become the important indicator of development and attractiveness of the country, and it needs the correspondence of national educational system to the best worlds examples, following the main trends of educational transformations and scientific researches and attracting the investment resource for its further development.

Key words: *foreign contingent; expert analysis; factor research; higher education institution (HEI); methods; tools; questionnaires; the analytic hierarchy process; ranking.*

*Одержано редакцією 22.11.2016
Прийнято до публікації 02.12.2016*

УДК 364.044

СЛОЗАНСЬКА Ганна Іванівна,
кандидат педагогічних наук, доцент кафедри
соціальної педагогіки і соціальної роботи
докторант кафедри педагогіки та менеджменту
освіти, Тернопільський національний
педагогічний університет імені Володимира
Гнатюка, Україна

ОРГАНІЗАЦІЯ ГРОМАДИ ЯК МЕТОД СОЦІАЛЬНОЇ РОБОТИ У ГРОМАДІ

Анотація. *Розкрито особливості організації соціальної роботи в об'єднаній територіальній громаді в умовах реформування українського суспільства. Висвітлено основні підходи до розуміння соціальної роботи у громаді та методів соціальної роботи в ній. Визначено, що організація громади є первинним методом соціальної роботи у громаді та схарактеризовано основні підходи до визначення самого методу в працях зарубіжних дослідників. Схарактеризовано базові принципи застосування методу організації громади та етапи його реалізації в межах територіальної громади. Доведено необхідність застосування методу організації громади фахівцями з соціальної роботи за умови оволодіння ними фаховими концептуальними знаннями й навичками.*

Ключові слова: *соціальна робота; соціальна робота у громаді; громада; територіальна громада; методи; методи соціальної роботи у громаді; організація громади; фахівець із соціальної роботи.*

Постановка проблеми. *Соціальна робота у громаді в ХХІ столітті в Україні набула нового значення. Децентралізація влади, реформування системи соціально-політичного*