



GLOBAL BACKGROUND OF EDUCATIONAL COMPARATIVE STUDIES (ON THE EXAMPLE OF HIGHER EDUCATION SYSTEMS OF UKRAINE AND UZBEKISTAN)

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Abstract.

The relevance is due to the rapid pace of development of higher education systems in the world and the formation of comparable and complementary interstate models. Conducting comparative research allows for effective forecasting and planning of educational activities in countries that are at a considerable distance from each other.

Objective: a comprehensive analysis of global comparative studies of educational systems, taking into account their high dynamics, deep transformation and selective identification of qualitative and quantitative country changes.

Methods: theoretical, system comparative analysis, statistical, graphical, forecasting, modeling, expert evaluation.

Results: the peculiarities of the development of higher education systems in the global economy are analyzed and the characteristic features of its singularity are determined. Based on current research, attention is focused on the contradictions that arise in the modern world between supporters of behaviorism and traditional "Economics"; situations of development of the market of educational services are projected (based on the currently prevalent neoliberal policies of governments of the leading countries and individual producers of specific products within the developed scenarios of dynamization of the production capacity curve); existing and perspective models of higher education development as well as directions of identification of the newest trends of improvement are substantiated; on the example of the development of higher education in Uzbekistan and Ukraine, specific ways of their convergence, synergy of the use of selective mechanisms and tools for development and large-scale cooperation are proposed.

Conclusions: it is empirically proven that in the context of increasing globalization, the implementation of the principle of complementarity is extremely important for the study of country education systems. It allows to conduct the comparative segmentation of the educational market of several countries simultaneously and justify its trend; it is proved that the educational systems of Ukraine and Uzbekistan have such international academic comparability and complementarity.

Keywords: *model of higher education, curve of production opportunities, educational comparative studies, Ukraine, Uzbekistan.*

Introduction. In the conditions of significant strengthening of globalization tendencies, the differentiation of variability of educational space, its character and content sharply increase. Naturally, this entails the transformation of models of educational management organization, ensuring the implementation of quality standards and, ultimately, mutual recognition of diplomas in education, qualifications, degrees, competencies of graduates and so on. However, educational policies implemented by the governments of different countries can be significantly differentiated from each other and may not always be successful and this fact has a corresponding impact on their economic and social spheres. At the same time, the active hybridization of educational systems allows to implement important principles of comparability and modularity. This leads to the avoidance (mitigation) of the consequences of large-scale miscalculations or to the rapid subsequent deformation of individual components of national economies. Therefore, an important assumption (or working hypothesis) may be the thesis that the integration of educational systems does not have to be based on their geographical proximity (neighborhood), because in conditions of high academic mobility an important element is the proportionality and complementarity of different models of higher education. Such characteristics determine the existence and possible mutually beneficial educational convergence of existing models of higher education in Uzbekistan and Ukraine.

Sources. Recently, in the global educational environment, the tendencies of multidimensional assessment of development trends have significantly intensified. On a singular basis, they define a kind of diffusion of national university systems, which are characterized by appropriate levels of identification (pedagogical, economic, managerial, philosophical, etc.). Therefore, the desire of many professionals to approach the understanding of higher education trends from their methodological settings seems quite justified. In particular, B. Saymon, N. Berdsoll, F. Raimenz and N. Mak-Hinn study this from the standpoint of systematic assessment of global transformations of society. In view of the well-established methodology of neoliberalism, now the traditional "Economics", T. Cleaver, H. Siebert and, in part, N. Kanklini defend their positions. M. Henson represents the breakthrough authorial positions of educational management (it is not necessary to agree with such an interpretation). However, from the point of view of modern philosophers and political scientists, the overall area of discussion will look quite diverse, because (in the conditions of

increasing globalization) cosmopolitanization (N. Kanklini), cultural memory (A. Assman) and the idea of three "and" (A. Banderdzhii, E. Duflo) (which will be discussed below) come to the fore. However, there are not many systematic comparative studies based on interdisciplinary basis in world practice. This has prompted the authors to study the phenomenology of the modularity of national educational systems, their comparability and complementarity.

The article aims to comprehensively analyze the global comparative studies of educational systems with maximum consideration of their high dynamics, deep transformation and selective identification of qualitative and quantitative country changes.

Results and discussion.

Global singularity of education. Over the past hundred years, views on the organization of education and its content in the global economic environment have changed radically several times, and this has usually polarized not only the views of researchers but also the strategic steps of governments around the world. In view of this, the point of view of the American psychologist and educator Dzh. Diui (2003, p. 7; 15; 25; 39), who in the early twentieth century defined education as: vital necessity, function of society, orientation, growth. This generally conditional identification of the methodological essence of education has provoked many researchers to a rather contradictory step in choosing the trajectory of its development, which Dzh. Diui (2003, p. 69) defined as both conservative and progressive trend of modernization, the basis of which, in his opinion, should be the democratization of the educational process.

For similar reasons, education was considered by the famous British researcher B. Saymon (1989, pp. 5-6), who in the late 1980s made a very important conclusion about the existence of the myth of the superiority of the Western education system. He argued that "the education system of Western countries can not be considered in isolation from the acute social, economic, political problems of modern capitalism". Many years have passed since then, the term "capitalism" from the light hand of the American researcher E. Luttwak received a new name – turbocapitalism. However, despite all the attempts of politicians and governments of the leading countries to alleviate the socio-economic contradictions of the past years, after a short pause in the convergence of 1980-1990, they not only did not decrease, but, on the contrary, significantly increased.

Studies conducted by the American political scientist N. Berdsoll (2006) at the beginning of the new

millennium have convincingly shown that the inequality of economic and social development is growing steadily, but society does not have sufficient resources to hamper this process. In view of this, a logical question arose about the formation of a more or less sustainable model of global education policy, which, according to F. Raimerz and N. Mak-Hinn (2004, p. 72) should be based on a comparative dialogue that should be conducted not only among the students, teachers, parents, involved in the educational process, but also among independent participants in the educational development – stakeholders, whose influence on the adoption of regulatory, creative, regional (national) decisions and their implementation in real educational environment is difficult to overestimate (Held and Mak-Hriu, 2004, p.72). Naturally, a significant increase in the number of so-called "actors" or actors in the field of global education required the application of a new system of governance, within which there was a local, national, supranational, global component taxonomy of management, each of which could be both hierarchical and deeply autonomous. Such a breakthrough system of modern educational management was proposed by M. Henson (2002, pp. 95-99). The author's model of professional-bureaucratic interaction became an important but not indisputable awareness of the concept developed by him. However, as in the past, we believe that higher education cannot be considered in isolation from other spheres (industries) of production of goods and services, the development of globalization trends and dependence on the numerous economic, financial, ideological and political reforms that prevail in modern society. D. Held and E. Mak Hriu (2004, pp. 123-124) draw attention to this pattern, identifying six groups of such influence: neoliberal, liberal-internationalist, institutional reformers, global transformers, extras/protectionists, radicals.

However, it is difficult to disagree with this, globalization is bringing many new changes to the system of providing university-level educational services, some of which are irreversible. However, the total effect of their production can be represented in different planes – both the expected positive changes and, unfortunately, rapid negative changes. According to H. Siebert (2002, p. 254), the really possible platform for interaction is firms of orderly structures, the labor market, as well as product and capital markets, which naturally contribute to the formation of local competitiveness. Thus, it turns out that the modern market of educational services may differ in different levels of competencies, the real need for which is identified by the condition for a while, but

does not guarantee compliance with the previously requested volume of students' enrollment in the near future. That is, there is a situation where a person must learn and improve throughout his life. Instead, the prospect of losing a job will constantly push the person to acquire additional competencies, the need for which will be, in our opinion, highly dynamic and, at the same time, impulsive.

A more complex graphical model of the singularity of education is proposed by T. Cleaver (2002, p. 65), who usually associates labor markets with the balance of prices for quality services, humanitarian capital, wages and traditional supply and demand for Economics fans, however with obligatory specification – global, instead of aggregate. In the past, apologists for neoliberalism have repeatedly referred to this, arguing that it is an unsurpassed philosophical definition and at the same time an effective tool for identifying the dynamics of education development, its structural changes and "revolution" of content.

The modern scientific literature describes in detail many of the latest processes of transformation, which fully characterize the modern parameters of change in education. German researcher Ulrich Bek (2015, p. 76), for example, believes that the qualitative content of such changes is cosmopolitanization. At the same time, the very phrase "cosmopolitan" is understood by the researcher in a new way – as a simultaneous citizen of space and the polis (city). However, if we take into account the contradictory but rather dynamic process of diffusion of cultures and their no less paradoxical mutual absorption, which takes place in the model of total Westernization and is called, according to N. Kanklini (2016, pp. 79-80), Manichaeic binary, it is easy to predict that cultural adsorption, by the way, is not always conflict-free and will also take place within the planetary model of development.

It is worth noting that certain bureaucratic and conservative features of modern education, which have manifested themselves most prominently in the process of conducting international comparative research, significantly affect the ability to identify existing global transformations that take place in modern society. That is why the role of cultural memory should be extremely important, and thus the traditions that A. Assman (2012, pp. 40-41; 44) refers to the spaces of memories, or, as the scientist notes, to the secularization and identification of population memories, in the depopulated version. Thus, according to the author, in the modern world there is a formation of new values that can be considered extremely important within a fairly long range of educational activities, but they can not be considered

lifelong, because new generations of citizens need modern education, new scales, new content, a new model of organization, new approaches and new teaching methods.

At the same time, modern educational models, in our deep conviction, are not exclusively altruistic. In almost all countries of the world, the profitability of educational business, the availability of educational products and the fairness of their distribution largely depend on national ideology, the real state of the economy, as well as the wealth of parents. Understanding this dependence well, A. Banderdzhii and E. Duflo (2018, pp. 276-277) decided to single out the previously mentioned problem of the three "and" – ideology, ignorance, inertia. These categories, according to the authors, determine the trend and sectoral perfection of education, as well as illustrate the attitude of society to the constant problem and purpose of didactics: why to teach, how to teach, for what to teach and the main thing (it is already economic), – how long to teach, because both budget and private expenditures on education will be extremely unbalanced in the future and, according to J. Holslakh (2016), will determine the growing Asian competitiveness of global higher education.

Therefore, it is not difficult to predict that in the near future there will be a new multistructural polarity, covering the nature, processes, tools and mechanisms of knowledge, skills, and sublimated (within a short period of time) experience of previous generations. However, the resulting "added value" will

vary significantly across countries, the central place of which is the prestige of the educational institution itself.

"Economics" against behaviorism. The neoliberal model of social development, no matter how much it has been criticized by Keynesian followers, continues to play an extremely important role in modern society. With this in mind, education is no exception, the end product of which is not significantly different from many other services that are produced in large quantities in the global economy. However, to identify the direct, indirect and hidden effects of educational services in the global economy is not so simple, and the problem here lies not only in many cases and not so much in tuition fees, but in the availability of material, desire/reluctance of students to make additional efforts to master important material, imaginary and real prestige of education, expected prospects for better employment in the future, arguments and expectations of parents.

The above factors are, in our opinion, quite important, and the ratio of the impact of each of them can change rapidly over time. That is why from the standpoint of "Economics" the curve of production opportunities within a neoliberal economy will be quite variable, caused by accelerated changes in perceptions of the educational process, its acceptance or ignorance by market participants, or blocking the proposed model and rejection of final results (Fig. 1).

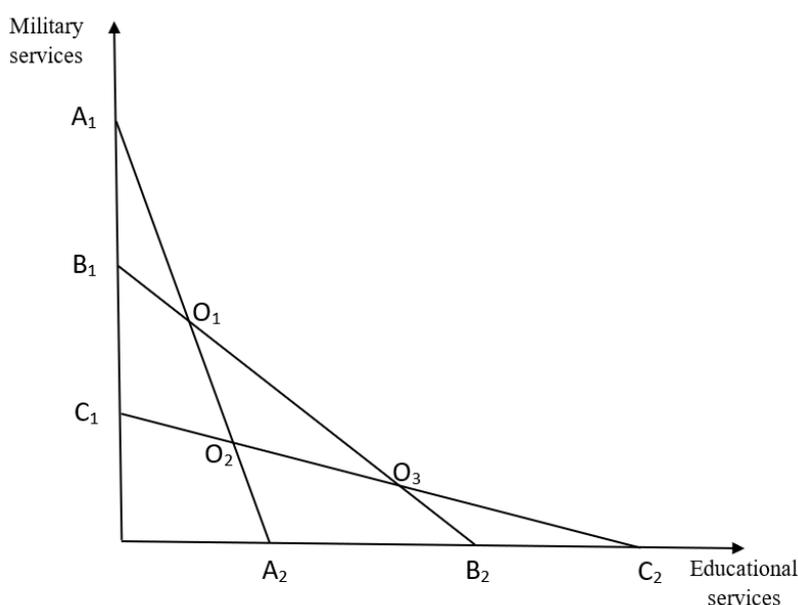


Fig. 1. Curves of production capacity of producers of educational and military services
Compiled by the authors

The traditional approach of Economics to the allocation of resources may be quite paradoxical in our study. A clear example of this is the anthology dilemma of the government's choice of development strategy, known as "guns or oil". However, in the case of assessing the dominant market of educational services, such a graphical model does not always work, because the so-called differentiation of education itself (public, private, as well as primary, secondary, Bachelor's, Master's, Ph.D., postgraduate, etc.) prevents it. That is why, a variable distribution of the two types of services (military and educational) was imposed by the authors on the basis of the proposed scheme. The educational services to some extent illustrate the process of studying in public institutions of higher education at the expense of the budget.

As you know, in most countries of the world military services are financed from the national budget. Accordingly, the amount of expenditures on military services is identified by levels A1; B1; C1; educational – A2; B2; C2. So, it is not surprising that triangle Q1; Q2; Q3 will be a multivariate trend of numerous compromises in society, which largely illustrates the selective position atypical for Economics, for example, of a country like Ukraine – "guns, oil and education". Of course, this causes a significant imbalance in the budget.

However, many models of modern neo-, post-liberalism lack those approaches that can be an important feature of educational entrepreneurship: export/import of educational products and services, accelerated mobility of teachers and students, outsourcing of services, active collaboration of universities (combining cooperation with competition). However, it should be noted that the nature and structure of global higher education, despite all the dominant convergence trends, still remains quite differentiated due to different levels of funding, staffing, facilities, admission conditions and numerous preferences provided by governments, public and religious organizations, international, national, regional charitable foundations, individual patrons.

Models that we choose. Possible awareness of the prospects for the development of higher education always pushes governments to form a model that would: first, be sufficiently dynamic and capable of rapid conjunctural change; secondly, it would provide a sufficient degree of competence of the graduate, his demand in the labor market and the realization of his desire for further self-improvement; thirdly, the achievement (maintenance) of a certain competitive status should be available, which is an

important sign of the sustainability of higher education and opportunities for the development of a particular university. In view of this, modern research usually uses quite capacious, and at the same time quite illustrative (both in the recent past and now) indicators: the number of students per 1000 / 100,000 inhabitants, the number and proportion of foreign students, gender differences, total costs of higher education, etc. However, it is worth remembering that current trends in global education require a deeper rethinking, and thus the use of the latest statistical base, which is very successful, in our opinion, for the European Union, in particular, its analytical structure – Eurostat.

Among the important analytical achievements of this EU institution there is a systematic study of higher education of the integration group, which includes the following data:

- 1.3 million students were educated in 27 EU countries (2018);

- 23% (312 thousand people) from the EU – 27 studied at universities in Germany, 17% – in France, 8% – in Italy and the Netherlands (combined, they make up more than half of the total contingent);

- 44% of those who studied at EU-27 universities came from Europe, 25% – from Asia;

- 15% from Africa (Learning Mobility Statistics);

- in 2017, public expenditure on education among the participating countries (EU-27) was the highest in Denmark (7.3% of GDP) and Sweden (7.1%), and the lowest in Romania (2.7%);

- the share of public expenditure on education aimed at providing financial assistance to households and students ranged from 0.2% in Greece (2017) to 21.6% in Bulgaria (2016) (Education Expenditure Statistics).

Of course, this list could be extended, but it should be borne in mind that modern Eurostat uses not only these indicators, but also more complex ones, in particular: identification of the country – origin of students, their field of study and level of education (Bachelor, Master, Ph.D. student), direction of education, mobility loans, participation in EU programs, distribution of education expenditures, public expenditures, financial assistance to households, expert assessment of the quality of higher education.

Unfortunately, official statistics on the development of higher education in post-Soviet countries can not always be considered as comprehensive, because the quantitative data are sometimes not harmonized with qualitative transformations, changes in the be-

havior of applicants, students, their parents and teaching staff, and, more recently, by the above-mentioned stakeholders. Therefore, it is important to substantiate one or another model of higher education development, which we present (by analogy with the economic strategies of the world) as follows:

– *export-oriented* – represented by a group of post-industrial countries (USA, UK, Switzerland, Australia, Singapore, Germany and other EU countries). The structure of higher education in these countries is dominated by foreign students. The GDP created in this area usually exceeds 1%. The universities of this group have an exemplary material base, highly qualified staff (some of them employ Nobel laureates and similar prizes), as well as a high degree of mobility of teachers and students;

– *import-oriented* – represented by a group of developing countries. Their educational system is unable to meet the growing demand for this type of service, and therefore the problem of imbalance is solved by sending citizens to study in other countries, inviting foreign professors to work, administrative restrictions on demand. The degree of mobility of teachers and students is low due to financial constraints. The existing barriers are usually language, religious, visa and other barriers.

– *hybrid* – is a kind of mix of the first and second models. It is represented by the states of the former USSR (except the Baltic states), as well as several newly industrialized states. Characteristic features of this model are its instability, multilevel fluctuations in the number of students, including foreign, the presence of both exports and imports of educational products, variability in mobility of students and teachers, which in its dynamics can have many quantitative and qualitative fluctuations in policy governments, etc.

Convergence of educational systems of Ukraine and Uzbekistan. The collapse of the Soviet Union more than thirty years ago and the collapse of its ideological system had a significant impact on the

nature, structure, and, in some cases, the ideology of higher education that existed at the time. However, this process can not be called painless, because, on the one hand, the new model lost political motivation, expanded opportunities for international cooperation, gained access to international grants, increased academic mobility of teachers, students and university staff, allowed to optimize the structure of training based not on all-Union, but now on national needs. On the other hand, state funding for education and its affordability for the general population has undergone significant negative changes. There were also insufficient funds to upgrade the material base. The dynamic expansion of the network of higher education and private educational institutions has led to the so-called "staff shortage". Not the best role was played by the governing bodies, which faced the dilemma of maintaining the existing network and scientific schools, or choosing new priorities that also required increased funding. Already in the 1990s, which proved to be the most tragic for higher education institutions, it became clear that in the face of a catastrophic decline in production, this area could not be exemplary.

Later, in the new century, the recovery and corresponding increase in macroeconomic indicators proved to be important for the IMF and favorable for education systems, in particular for Ukraine and Uzbekistan. However, in view of the conditions for determining official statistical indicators, the following should be taken into account: in these countries there is an underestimation of national currencies, including the Ukrainian hryvnia and the Uzbek sum; GDP can be calculated on the basis of purchasing power parity, purchasing standard, exchange rate, or satin methodology of the World Bank, and therefore countries will have different, and, in some cases, incomparable ratings. Sub-indices, including educational ones, may be extremely important. Such warnings are fully traced in the analysis of the Human Development Index (HDI) in Table. 1.

Table 1

Human Development Index (HDI) of Uzbekistan and Ukraine, 2020¹

Rank	Country	HDI	Subindexes			
			Life expectancy index	Education index	Education duration index	Gross National Income Index (PPP),USD
74	Ukraine	0,779	72,1	15,1	11,4	13216
106	Uzbekistan	0,720	71,7	12,1	11,8	7142

¹ Source: United Nations Report. HDI, 2020, URL: www.hdr.undp.org/en/content/latest-human-development-index-vanking
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The analysis of the components of this indicator (officially approved by the UN) which characterizes global development trends, is extremely useful for comparative research, but not indisputable, as it embodies quite controversial issues of the importance of each of the sub-indices. According to the Table, the rather low HDI rankings for Ukraine (74th place) and Uzbekistan (106th place) are due to the fact that both countries have a low gross national income and, at the same time, a fairly high level of educational

components, which naturally disorients researchers of global comparative studies of educational systems. However, it should be noted that such a "borderline" ranking of both countries can be quite problematic in comparison, as some factors, invisible to the general public analysts, can illustrate only conditional progress/regression in the process of moving these countries within the general tabloid. However, the nature of the hybrid model of higher education is quite illustratively conveyed in *Fig. 2*.

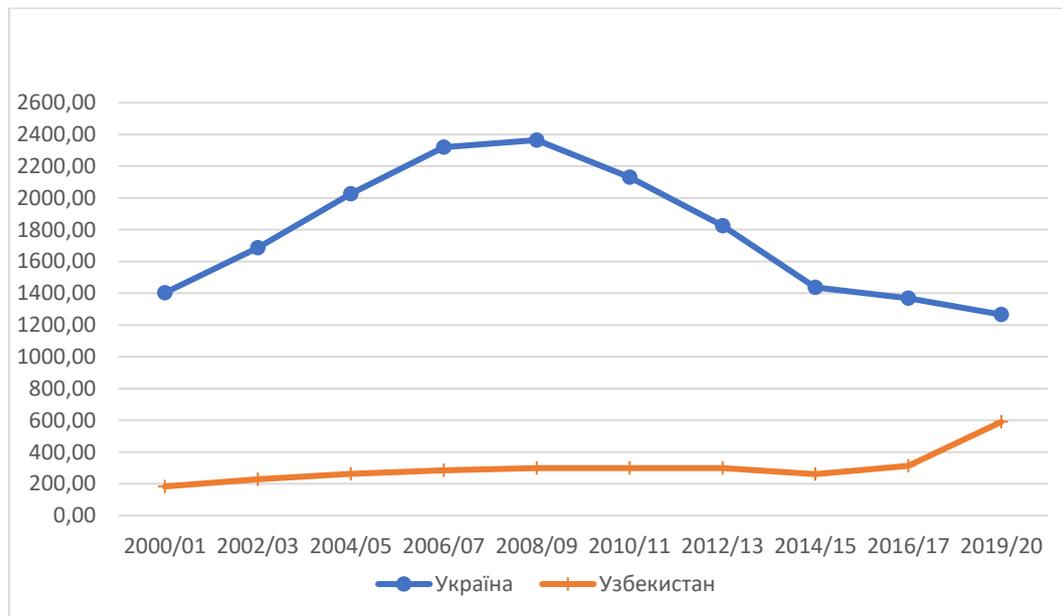


Fig. 2. Dynamics of the number of students majoring in higher education in Ukraine and Uzbekistan²

As can be seen from the figure, the increase in the number of university students took place during 2000-2008 in both countries. However, the larger scales and rates of growth of educational services were quite high in this period of time in Ukraine. For Uzbekistan, the growth in the number of students was slower and only at the turn of 2015-2020 the rates have increased significantly, but this process of increasing the qualitative changes in this country seemed more even than in Ukraine.

A significant reduction in the number of students

in higher educational institutions of Ukraine began in 2010 and, unfortunately, continues to this day. This is partly due to the fact that since 2014, the Autonomous Republic of Crimea, part of Donetsk and Luhansk regions have dropped out of static accounting. Military actions in eastern Ukraine and the relocation (although it was a forced action) of some universities to the center and west of the country (for example, the Vasyl Stus Donetsk National University was relocated to Vinnytsia) also did not contribute to increasing the number of students.

² Calculated by the authors according to the information:

1. State Statistics Service of Ukraine: institutions of higher education. URL: http://www.ukrstat.gov.ua/operativ/operativ2005/osv_rik/osv_u/vuz_u.html

2. International Bank for Reconstruction and Development Research / World Bank: Higher Education in Central Asia. Modernization tasks. URL: <https://documents1.worldbank.org/curated/en/427891468213004741/pdf/689260ESW0RUSS0nization00200700russ.pdf>

3. National Survey on Housing and Land Use: Uzbekistan. New York-Geneva: United Nations, 201. URL: https://unece.org/DAM/hlm/documents/Publications/CP_Uzbekistan_withCorr.EN.pdf

5. Statistical data of the Ministry of Higher and Secondary Education of the Republic of Uzbekistan: URL6 <https://www.edu.uz/ru/pages/sss>

Note. * Data for 2009-2014 for Uzbekistan were obtained by extrapolating previous indicators.

** Data on Ukraine, starting from 2014/2015 are given without taking into account data on the ARC and parts of Donetsk and Luhansk regions.

Therefore, it is not difficult to predict that in the near future these two curves are likely to intersect. At the same time, Ukraine could seriously increase the percentage of Uzbek students studying at our country's universities. It would also be worthwhile to significantly increase the percentage of those who study remotely or part-time. For Ukraine, this could be (provided that its universities decide to open their branches) an invaluable experience of entering the educational market of Central Asia, awareness of national educational standards, exchange of experience, and for teachers – an additional opportunity to implement their ambitious methodological and scientific plans, as well as organizational programs, startups, etc., part of Donetsk and Luhansk regions.

It is worth noting that deeper comparisons of higher education systems in Ukraine and Uzbekistan require the transition to new statistical models, which include a largely integrated assessment of dynamics. In our opinion, the European Union has gone much further, proposing not only the identification of mobility tools, but also the tracking of the nature of changes. The QS-Higher Education rating also needs to be approved. Comparisons conducted by Uzbek researchers found that:

– according to the number of higher educational institutions per 1 million people for the 2017/2018 academic years, the numerical values of the proportions

in Ukraine were 6.8 people, and in Uzbekistan – 2.4;

– • in terms of the number of students per 10,000 people for the same period, Ukraine had 315.7 people, and Uzbekistan – 91.2;

– according to the QS-Higher Education index, Ukraine ranked only 44th out of 50 (Hurshi, 2018).

Conclusions. The analysis of educational systems proves that in the context of globalization of the world economy the use of traditional methods of identification has lost its relevance, both in economic and pedagogical terms, which significantly reduces the validity of any research. At the same time, substantiation of models of educational systems development, application of traditional and new methods of studying dynamics, changes in structure and opportunities of export / import of modern educational products allows using the idea of complementarity not only within the integration group, but also for multilevel cooperation between universities, including those that are at a considerable distance from each other. A clear example of this is the further diversification of scientific and educational cooperation between Ukraine and Uzbekistan in the process of establishing Uzbek branches of leading Ukrainian universities in this Central Asian country with its dynamic economy, as well as bilateral and multilateral activities within student and teacher academic mobility.

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ГЛОБАЛЬНИЙ БЕКГРАУНД ОСВІТНЬОЇ КОМПА-РАТИВІСТИКИ (НА ПРИКЛАДІ СИСТЕМ ВИЩОЇ ОСВІТИ УКРАЇНИ І УЗБЕКИСТАНУ)

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Реферат.

Актуальність: зумовлена швидкими темпами розвитку систем вищої освіти в світі та формуванням зіставних і доповнюючих міжкраїнових моделей. Проведення компаративних досліджень дає змогу здійснювати ефективне прогнозування і планування освітньої активності в державах, що знаходяться на значній відстані одна від одної.

Мета: комплексний аналіз глобальної компаративістики освітніх систем з урахуванням їх високої динаміки, глибинної трансформації та селективної ідентифікації якісних і кількісних країнових змін.

Методи: теоретичні, системного компаративного аналізу, статистичні, графічні, прогнозування, моделювання, експертного оцінювання.

Результати: проаналізовані особливості розвитку систем вищої освіти в глобальній економіці та визначені характерні риси її сингулярності; Спираючись на сучасні дослідження сфокусовано увагу на суперечностях, що виникають в сучасному світі між прихильниками біхевіоризму і традиційного «Економіксу»; спрогнозовані ситуації розвитку ринку освітніх послуг виходячи з домінуючої на цей час неоліберальної політики урядів країн-лідерів та окремих продуцентів специфічних продуктів у межах розроблених сценаріїв динамізації кривої виробничих можливостей; обґрунтовані існуючі і перспективні моделі розвитку вищої освіти, а також напрями ідентифікації новітніх трендів вдосконалення; на прикладі розвитку вищої освіти Узбекистану і України запропоновані конкретні шляхи їх конвергенції, синергії використання селективних механізмів і інструментів розвитку та широкомасштабного співробітництва.

Висновки: емпірично доведено, що в умовах посилення глобалізації надзвичайно важливою для дослідження країнових освітніх систем є імплементації принципу компліментарності, що дає змогу проводити компаративну сегментацію освітнього ринку декількох держав одночасно та обґрунтовувати його трендовість; доведено, що таку міжнародну академічну зіставність та доповнюваність мають освітні системи України та Узбекистану.

Ключові слова: модель вищої освіти, крива виробничих можливостей, освітня компаративістика, Україна, Узбекистан.

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