

IMPACT OF RATINGS ON COLLEGE COMPETITIVENESS

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Ukraine's transition to a market economy has affected all spheres of activity, including the development of the education system. Today's conditions require the heads of educational institutions to build a concept of development taking into account all the challenges of time and create all conditions to ensure competitive capacity in the educational services market. Education becomes a product that must be successfully sold, meeting the needs of all participants in the process and the demand for skilled workers.

In many works of researchers, the basic principles of forming market relations are cited by the English economist F. Hayek, who noted that "societies that rely on competition are more successful than others achieve their goal." That is why it is so important at the time of developing a high-quality national education system to develop healthy competition between educational institutions.

Competition is an economic struggle, a rivalry between individual manufacturers of products, works of services to satisfy their interests related to the sale of these products, the performance of works, the provision of services to the same consumers [1]. The presence of a large number of institutions of professional pre-higher education, which offer their services to the same category of consumers, undoubtedly make them competitors in the market. At the same time, it does not matter what form of ownership they belong to, since the issue of financing has almost one formula – the number of applicants affects the budget of an educational institution.

A. Litkevych notes that "it is possible to consider the competitive advantages of the organization in the educational services market as a factor that simultaneously indicates the resolution of existing requests of society, society needs and high quality and innovation of the services offered" [2].

The presence of healthy competition encourages the administration of educational institutions not to be satisfied with the achievements achieved, to look for innovative ways of development, to explore demand, to study challenges and anticipate threats, maneuver, to ensure sustainable development. And here it is important to have mechanisms that would help quality management and management.

One of such mechanisms for college leaders can be the rating of institutions of professional pre-higher education, which will help to effectively solve managerial problems, timely make decisions on the functioning of educational institutions as objects of management.

Assessment of the activities of educational institutions in Ukraine is little studied. If we talk about higher education institutions, then there are still certain ratings such as "Consolidated rating of higher education institutions of Ukraine Information resource "Education.ua", "Academic rating of universities of the

Center for International Projects "Euro education", "Top educational institutions according to employers' estimates". As for the institutions of professional pre-higher education, neither the tool nor the methodology of evaluation has been created to date. The exception is the "Webometric rating of Ukrainian institutions of vocational (vocational) education", which concerns exclusively the evaluation of websites of educational institutions.

The relevance of the issue of creating such a rating is confirmed by the results of the study of the opinion of students, their parents (which is important, since we are talking about entrants on the basis of basic secondary education, for whom the opinion of parents is one of the important factors in choosing a future place of study), employees of the system of professional pre-higher education and employers.

788 applicants from 14 regions of Ukraine and the city of Kyiv took part in the survey. 66.9% of the polled said that they consider it necessary to create such a rating. At the same time, they brought to the first places in the criteria international cooperation of the educational institution, assessment by graduates of the quality of education, practice orientation of curricula, the presence of various forms of education (full-time, part-time, distance, dual, etc.).

383 completed questionnaires came from parents of educational applicants studying at the Professional College of universities "University of Economics and Law "KROK", of which 79.4% said they were interested in the ratings of educational institutions, and 88% are convinced of the need to create a rating for institutions of professional pre-higher education. It is interesting that the priority criteria coincide with those noted by the applicants: international cooperation of the educational institution, practice-oriented curricula. Two more points were added – involving employers in the process of periodically reviewing the educational and professional program as partners and the availability of agreements on practice bases.

254 teachers passed the survey from employees of professional pre-higher education institutions. 87.4% of them said they were interested in the ratings conducted among educational institutions, and 78.7% agreed with the opinion on the prospects of creating a rating of institutions of professional pre-higher education. Again, there are coincidences with the results from the applicants of education and their parents: in the first place is the practice orientation of curricula, in the second place - the presence of various forms of education (full-time, part-time, distance, dual, etc.). Pedagogical staff in the top four also gave an assessment of the quality of education of graduates by employers and assessment by graduates of the quality of education.

As for employers, 89 participants from 16 areas of activity took part in the survey. The most active were partners who represented the sphere of Entrepreneurship. 57% of the polled said they were interested in the ratings of educational institutions, and 54% indicated their interest in creating a rating of institutions of professional pre-higher education. If we talk about the opinion of employers regarding the rating criteria, then 77 (86.5%) preferred the same practice-oriented curricula as previous categories of study participants. In second

place, they put the formation of soft skills ("soft skills" such as interpersonal skills, integrity, flexibility, ability to communicate, responsibility, teamwork) through the implementation of informal education – 66 (74.2%) out of 89 participants.

These surveys confirm the opinion on the relevance of the issue of creating a rating of institutions of professional pre-higher education, since the analysis of activities, the desire to take a worthy place in the ranking will help the heads of educational institutions to determine the risk zones, to form the necessary services in accordance with the needs of the market, and therefore to find the consumer of the services provided, which will help to remain competitive in the educational services market.

Keywords: ratings; college; competitiveness; academic integrity.

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