

Rating of Higher Education Institutions — the Basis of Competitiveness

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Abstract: The relevance of the article is justified by the increased interest of researchers and practitioners in ratings as tools for assessing the competitiveness of higher education institutions (hereinafter — HEI). Universities are motivated to improve their positions in international and national rankings, focused on a set of measures that are transformed through the implementation of programs to increase the competitiveness of higher education institutions. Most states consider it necessary to include their universities in the top positions of global ratings as a national goal, on which depends not only the significance of higher education institutions for the international educational space, but also the international image of the state. With the strengthening of globalization factors of socio-economic processes, the competition between higher education institutions for financial resources, talents, and entrepreneurial abilities is increasing. Clear requirements for increasing the level of competitiveness to the level of educational services and research programs are defined. The main task of a developed country is to maximize the competitive position of higher education institutions in the world market. The competitiveness of higher education institutions is a criterion that most objectively reflects the effectiveness of the subject's (university's) activity as an extremely difficult task. Misunderstanding of the main goals, lack of strategy, difficulty in interpreting modern socio-economic conditions push the task of increasing competitiveness to another level. The article reflects the need to improve the national rating system, which presents the educational function of higher education institutions, because world ratings emphasize the development of science. It is necessary to optimally balance between objective and subjective factors when evaluating university activity, considering the position of the recipients of educational services.

Keywords: Rating, Higher education institutions, Competitiveness, Educational space.

1. INTRODUCTION

Education, as the largest sphere of modern society, is a determining factor in its political, social, economic and scientific organization. Higher education should become a strategic resource for improving the well-being of citizens and ensuring national interests, strengthening the authority of the state in the European educational space. The implementation of the specified tasks should be accompanied by national and international monitoring of the quality of education and the use of rating systems for evaluating the effectiveness of the activities of higher educational institutions and in education as a whole.

Global ratings in the form of the global context of the scientific and educational activities of higher educational institutions evaluate the quality of students' preparation for professional activities and are an indicator of the implementation of entrepreneurial and international activities. An important condition for a university's inclusion in global rankings is its information openness, which contributes to the development of competitiveness and increases the chances of occupying high positions in the rankings. The purpose of changes in the educational space is to motivate higher education institutions to increase the amount of research and take a position in the TOP- 1000 recognized international ratings (Order on the Approval of the Strategy..., 2022).

In today's conditions, issues related to the intensifying competition of higher education institutions on the global market of educational services are becoming more and more rele-

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vant. This, in turn, encourages the creation of a powerful competitive system of higher education, the formation and search of one's own competitive advantages, the creation of real conditions for the realization of competitive advantages, the improvement of the management mechanism itself, the purposefulness of state policy, which will allow higher educational institutions to maintain a worthy competitive position on the global educational market services University ratings are the basis of the competitiveness of higher education institutions in the global market of educational services (Leshchenko et al., 2021). As a rule, each rating is a method of assessment based on defined indicators, which is characterized by appropriate criteria, uses authority, is characterized by objectivity and affects the status of the university. Therefore, the following issues remain relevant today: the place of universities in various ratings, the publication of the appropriate methodology for determining the place of a university in the corresponding rating, a clear list of indicators that are considered, etc.

The concept of "university competitiveness" is closely related to the general concept of competitiveness and is used when evaluating a university in world and national rankings, such as QS World University Rankings, Times Higher Education World University Rankings, Academic Ranking of World Universities, Ukrainian University Rankings. Very often, the rankings themselves are viewed as tools for monitoring and evaluating the competitiveness of higher scientific institutions, while government programs are designed to encourage universities to take higher positions in international rankings.

Problem statement. Education, as the largest sphere of Ukrainian society, is a determining factor in its political, social, economic and scientific organization. Higher education should become a strategic factor in improving the well-being of citizens and ensuring national interests, strengthening the authority of the state in the European educational space. The implementation of the specified tasks should be accompanied by national and international monitoring of the quality of education and the use of rating systems for assessing the effectiveness of activities.

2. METHODOLOGICAL FRAMEWORK

The article is based on such materials as: Order of Cabinet of Ministers of Ukraine On the Approval of the Strategy for the Development of Higher Education in Ukraine for 2022-2032, Informational and analytical collection of the Ministry of Education and Science of Ukraine «Education in independent Ukraine: development and competitiveness», websites of The Times Higher Education World University Rankings 2022, The Academic Ranking of World Universities, QS World University Rankings: Methodology, Consolidated rating of universities of Ukraine.

Some scientists have studied the concept of competitiveness and ranking of higher education institutions. Such as: Prus L. (2006), Kravchenko K. (2011), Tsarenko I. (2014), Ostapovskiy I. (2018), Ostapiovskaya T. (2018), Kalinicheva H. (2021), Klein J. I. (2012), Rice C. (2012), Levy, J. C. (2012), Natroshvili S. H. (2020). As well as Kvitka S. (2021), Starushenko H. (2021), Horpynych O. (2012), Hazelcorn E. (2013), Malyshko V. (2016), Yaremenko L. (2016), Ko-

tsiurubenko H. (2016), Iohrachova M. (2016), Federkeil G. (2008), Kurbatov S. (2009).

The following general scientific and special methods and approaches were applied in the article: morphological analysis — when clarifying the conceptual and categorical apparatus of research on the competitiveness of higher educational institutions and defining the concept of ratings of higher educational institutions; systemic-structural approach — when studying the theoretical and methodological foundations of ensuring the development of competitiveness as a basis for rating higher educational institutions in the conditions of globalization; comparative analysis for comparison of processes, objects, phenomena, identification of general and special, for investigation of the causes of the changes that have occurred, identification of rating trends as prerequisites for the competitiveness of higher educational institutions. The following methods of statistical analysis were used in the work — to assess the dynamics of indicators of rating of higher educational institutions; functional synthesis — when designing approaches to modeling competitiveness indicators as a basis for rating higher educational institutions.

3. RESULTS

The criteria evaluated by the ratings are integral factors of the competitiveness of higher education institutions. The concepts of "competitiveness" and world rankings are intertwined. The concept of "university competitiveness" in scientific literature has many interpretations. L. Prus interprets the competitiveness of higher education institutions as the ability, from the point of view of price, quality and assortment, to satisfy the existing and shape the future needs of consumers in a specific market of educational services in a certain period of time, while ensuring social orientation and own sustainable development due to competitive advantages (Prus, 2006; Koval et al., 2021).

K. Kravchenko confirms that the competitiveness of higher education institutions is the ability to adapt to the needs of customers, constantly developing in the strategy and mission, considering the trends of a specific segment of the educational market, relying on the effective use of available resources and long-term cooperation with partners (Kravchenko, 2011). According to

Tsarenko, the competitiveness of higher education institutions is a strategic indicator for the further accumulation of public goods within the country. The study of factors affecting their competitiveness is important in the direction of increasing the competitiveness of HEIs (Tsarenko, 2014). The competitiveness of HEIs is characterized at different levels: macro- (national), meso- (regional), micro- (organization (management level, innovation potential, etc.), service). Factors of industry competitiveness are:

- perspective and high competitiveness of higher education institutions;
- availability of developed industry infrastructure;
- systems of scientific and technical, production, material and technical, commercial cooperation in the industry and with other state industries and outside the country;

- high labor productivity;
- capital intensity and science intensity, technical level of products, totality of knowledge and scientific sections necessary for independent development of products and their reproduction, etc.

The competitiveness of higher education institutions includes: 1) innovative development; 2) creation of a favorable environment; 3) focus on long-term strategic development. So, through the prism of the definition of "competitiveness of higher education institutions", we define five components: financial and economic, marketing, material and technical, personnel and socio-political. The competitiveness of higher education institutions is determined by the level of educational services provided, the teaching staff, the material and technical base, the infrastructural cost of education, the popularity (prestige) of higher education institutions, and the availability of relevant specialties. Competitive advantages determine the model of development of higher education institutions, which should increase the competitive potential due to unique features.

The concept of "competitiveness" is intertwined with the assessment of HEIs in international and national ratings, therefore ratings are considered as a way of monitoring and assessing competitiveness. The state and state programs, acquirers in the field of education stimulate educational institutions to increase their positions in the ratings. In a general sense, the rating of higher education institutions is the location of the ranked order of groups of universities depending on the position they hold. For this, various criteria are used, which are comprehensively evaluated in the list from the highest position (when the higher education institution meets all the criteria) to the lowest. To create a rating, an understanding of the target audience is necessary, for example, whether it is aimed at applicants, or whether the rating is a reference for universities. Ratings are characterized by different target audiences (the main consumers of information), the method of providing results, and the evaluation methodology.

The main purpose of the rating is evaluation by comparing the position of the institution of higher education as a whole and their achievements in the main areas of activity. The theoretical and methodological basis of rating studies in Ukraine is the legislation of Ukraine on education, the Regulations on the national system of rating evaluation of the activities of higher educational institutions, QS ratings, Times, Webometrics, Shanghai rating of scientific universities, "Compass", "Top — 200 Ukraine", "Consolidated rating of universities of Ukraine", works of domestic and foreign scientists, systemic, activity-based, synergistic approaches (Ostapiovskyi & Ostapiovska, 2018). The realities of a tough competitive environment determine the need to realize that higher education must prevent the dispersion of resources and minimize the inefficient use of human capital (Kalinicheva, 2021), and therefore accumulate all possible resources for the effective development of higher education.

In 2012, a group of American experts prepared the report "American Education Reform and National Security", which emphasized that national security is determined by the level of development of human capital, which is formed in the

education system. Five main threats are identified, which are actualized in case of delay in overcoming negative trends in the educational sector: 1) threat to economic growth and competitiveness; 2) a threat to military security; 3) a threat to information security; 4) a threat to the global interests of the USA; 5) a threat to the unity and cohesion of the nation (Klein et al., 2012). It is important for the state to ensure the effective development of higher education within the state and in the global educational space because education is a factor in the development of both the state and society, and the indicators of the educational sector are a prerequisite for progress.

According to the Global Competitiveness Index (GCI), in 2020 Ukraine ranked 92nd (among 140 countries), in 2019 it ranked 85th (out of 141 countries), compared to 81st position in 2018 and 85th in 2017 year, 76 in 2015 (Tsarenko, 2014). Higher education is one of the indicators that significantly affect the country's competitiveness index and have a decisive impact on the economic development and welfare of society. In terms of the level of higher education and professional training, Ukraine took 35th place, considering secondary education, Ukraine — 51st place, according to the coefficient of enrollment in higher education institutions — 16th place, but in terms of the quality of higher education — only 56th place. Ukraine ranked 44th in the level of education development (Kalinicheva, 2021).

Ranking results for the Skills component of the Global Competitiveness Report 2019, which assesses the level of training of a country's current workforce. According to the "skills" component, Ukraine ranks 44th with an index of 69.9. The "skills" component covers several sub-components, among which is the level of graduates' possession of skills necessary for work. According to this indicator, Ukraine took 54th place with an index of 54.5, significantly ahead of Poland (101st place with an index of 44.5), but lagging Germany (13th place, 68.4) and Great Britain (29th place, 62.3) remains significant (Higher education development strategy 2021-2031, 2020).

Among the current trends, opportunities, threats, and the influence of external environmental factors, evaluated in the ranking of Ukraine in the Index of Global Competitiveness in the direction of "Higher Education", we single out the following threats and the influence of external environmental factors:

- financial and economic condition and the development of promising types of economic activity, led to a critical reduction in demand on the domestic labor market for highly qualified labor force, limiting the ability of enterprises to effectively cooperate with higher education institutions in training personnel;
- departure of part of research-pedagogical workers of universities abroad, lack of relevant specialists and difficulties with their operational replacement;
- a steady trend of young people going to study in other countries;
- a full-scale military invasion of Russia into Ukraine (Education in Independent Ukraine..., 2021).

The era of globalization, the process of which affects all sectors of society educational services and scientific research activities. Rivalry (struggle for consumers) as one of the characteristic features of globalization is an urgent challenge for the world's leading universities. A significant factor is the recognized international ratings of world scientific and educational centers. A place in international rankings is the main competitive advantage of universities and a kind of sign of quality. The task — to get the highest possible rating for leading higher education institutions is declared at the state level.

The globalization of the world socio-economic system directly affects institutions of higher education, since they are simultaneously social institutions, and subjects of international interaction, and economic agents, and bearers of national traditions (Natroshvili, 2020). The increasing interest of the scientific community in the role of ratings as a mechanism for evaluating higher education institutions as educational and scientific approaches is due to: wider use of digital technologies and, in particular, Web resources at all stages of scientific and educational activity; the most important trend in the social priorities of the 21st century, which consists in increasing attention to the problems of the quality of education (Kvitka & Starushenko, 2021), which, of course, creates competition in the educational space and actualizes the problem of the quality of educational services.

3.1. The Best Universities According to Target Ratings

Higher education institutions carefully monitor their positions in the ratings and strive to improve indicators that affect the promotion of higher positions. Not only the financial issues of the educational institution, but also the development prospects depend on the place in the rating (Horpynych, 2012). International ratings are compiled by organizations whose independence and objectivity are confirmed by a transparent and clear methodology. The global spread of the influence of international ratings is used by many states. Let's consider the dynamics of the distribution of the best universities according to three target ratings. Ratings can be defined as a tool for representation in the global space, an indicator of macroeconomic achievements of the state, a marketing tool, and self-analysis for the development of educational institutions.

The Times Higher Education (THE) world ranking of universities in 2022 covers more than 1,600 universities from 99 countries of the world and is the largest and most systematic ranking of universities today. Covers 13 selected performance indicators that determine the effectiveness of the institution in four areas: teaching, research, knowledge transfer, international cooperation. This year's ranking, which is trusted worldwide by students, teachers, governments and education experts, confirms how the Covid-19 pandemic is changing the indicators of global higher education [13]. Currently, 10 Ukrainian universities occupy positions 500+ in the THE rating, among them Sumy State University leads (501-600 place). The top 5 universities in 2022 included in THE following: University of Oxford (United Kingdom), California Institute of Technology (United States), Harvard University (United States), Stanford University (United States), Univer-

sity of Cambridge (United Kingdom), Massachusetts Institute of Technology (United States).

Academic Ranking of World Universities (ARWU, Academic Ranking of World Universities) The ARWU ranking has been compiled by Shanghai Jiao Tong University since 2003 and is based mainly on quantitative indicators (survey data is not used), which is positioned by the authors of the ranking as a guarantee of transparency and objectivity. ARWU uses six objective indicators to rank the world's universities, including the number of alumni and staff who have received Nobel Prizes and Fields Medals, the number of highly cited researchers selected by Clarivate Analytics, the number of articles published in Nature and Science journals, the number of articles in Indexes scientific citation — extended citation index. ARWU ranks more than 2,000 universities each year, and the top 1,000 are published [14]. The requirements for inclusion in the rating are quite strict. For example, such a criterion as the number of graduates and employees — laureates of the Nobel or Fields prizes is too "strict" and sometimes unattainable. No Ukrainian higher education institution is included in the specified rating. The top 5 universities in 2021 included in ARWU the following: Harvard University (United States), Stanford University (United States), University of Cambridge (United Kingdom), Massachusetts Institute of Technology (United States), University of California (United States).

The QS World University Rankings (QS) ranking of the best universities in the world is compiled by the British consulting company Quacquarelli Symonds and is based on the materials of expert surveys and university activity statistics, including scientometric indicators. A top list of more than 800 universities is compiled based on the results of a balanced assessment (QS World University Rankings: Methodology, 2022). In 2022, 11 higher education institutions of Ukraine were included in the Quacquarelli Symonds rating. Kharkiv National University named after V.N. Karazina occupies the highest position in the rating (541-550 position). The top 5 universities in 2022 included in QS the following: Massachusetts Institute of Technology (United States), University of Cambridge (United Kingdom), Stanford University (United States), University of Oxford (United Kingdom), Harvard University (United States).

In general, it can be concluded that the ratings evaluate: research, publications in international journals, admission criteria, scientific productivity, the ratio of teachers and students and the reputation of HEIs, the ratings do not evaluate: the teaching and learning process, the impact of research on education and gains from research, the coverage of public projects (Hazelcorn, 2013). Further, in Table 1, we will analyze the correlation of ratings. The table was created by the author.

Differences in the considered ratings are confirmed both by the distinction of the stated methodology and by correlation analysis. The THE and QS ratings are more highly correlated with each other than with the ARWU rating. Analysis of the principles of creating ratings confirms significant differences in preferences regarding the scientific and educational activities of higher education institutions. The world rankings are mainly oriented towards the evaluation of the scientific

Table 1. Correlation of Ratings.

Nomination	QS University Rankings	Times Higher Education University Rankings	Academic Ranking of World Universities
Type of research	Expert analytical research, ranking	Strategic analysis and global expert survey, ranking	Statistical survey, ranking
Research direction	Science and education	Scientific and teaching activity, scientific productivity and citation	Research work of the university
Types of rating	Global rating; ranking by disciplines; ranking by faculties; ranking of universities in Asia, Latin America, BRICS countries; rating of the best student campuses; Top 50 universities under 50 years old	Global ranking of world universities; ranking by disciplines; global reputation rating; Top 50 universities under 50 years old; Ranking of universities in Asia; rating of BRICS countries and developing countries	Global rating; ranking by disciplines
Periodicity	Yearly	Yearly	Yearly
Organization	Quacquarelli Symonds	Times Higher Education Thomson Reuters	Center of World-Class Universities of Shanghai Jiao Tong University

Table 2. Place of higher education institutions of Ukraine in international rankings in 2022.

Higher Education Institution of Ukraine	THE (2022 year)	QS (2022 year)
Sumy State University	501-600	801-1000
Lviv Polytechnic National University	601-800	801-1000
Kharkiv National University of Radio Electronics	1001-1200	1001-1200
Ivan Franko National University of Lviv	1200+	1001-1200
National Technical University of Ukraine — Igor Sikorsky Kyiv Polytechnic Institute	1200+	701-750
Oles Honchar Dnipro National University	1200+	–
Taras Shevchenko National University of Kyiv	1200+	651-700
V.N. Karazin Kharkiv National University	1200+	541-550
Yuriy Fedkovych Chernivtsi National University	1200+	–
National Technical University "Kharkiv Polytechnic Institute"	–	651-700
National University of Kyiv-Mohyla Academy	–	1001-1200
Odessa I. I. Mechnikov National University	–	1001-1200
National University of Life and Environmental sciences of Ukraine	–	1201-1400

vector, while the national rankings evaluate the educational function. Focusing on the breakthrough achievements of science cannot characterize the depth of the teaching function of the institution, which depends on the level of education of the nation. Considering the national peculiarity of the Ukrainian education system, the development of a rating that evaluates the image of higher education institutions from the standpoint of the quality of education and positioning in global cooperation.

Correlation of the rating evaluation indicators under study with the basic functions of the higher education institutions of Ukraine and their implementation in the economy and society confirms significant differences in the structure of the ratings and unequal assessment of functions in different ratings. Special importance is attached to international activity, the weight of which indicators also differs significantly from rating to rating. When using ratings as a tool for evaluating

the competitiveness of universities, it is necessary to consider the features of different ratings, as well as the target audience. In the case of their application as important tools of university policy formation, it is necessary to focus on several ratings at the same time since each tool evaluates different processes of universities.

At the same time, one should not exaggerate the possibilities of evaluating the university's competitiveness through ratings, since the limitations for evaluation and monitoring are laid down in the methodological and methodical principles of each rating. The difference must be considered when forming a strategy for the development of higher education institutions in the state.

In Table 2, we evaluate the place of higher education institutions of Ukraine in international rankings in 2022. We do not use the ARWU rating since Ukrainian higher education insti-

tutions in 2021 were not included in this rating. The table is compiled based on sources (World University Rankings 2022, 2022; The Academic Ranking of World Universities, 2022).

One of the determining factors is the image of the educational institution. The rating of higher education institutions at the state and regional levels has an important influence on image formation (Ostapiovskyi & Ostapiovska, 2018). According to Malyshko et al., the competitive success of university institutions in the global market of educational services depends on the following main components: 1. Training and retraining of highly qualified personnel. 2. Carrying out fundamental and applied research. 3. High potential for generating new knowledge. 4. Diversification of funding sources. 5. Strengthening of international cooperation. 6. Quality of the educational process (Malyshko & Yaremenko, 2016).

The Center for International Projects "Euroeducation" in partnership with the IREG Observatory on Academic Ranking and Excellence international expert group presented the academic ranking of higher education institutions of Ukraine "Top-200 Ukraine 2022". It is reported that when compiling this year's rating, experts considered the current trends in the development of higher education in Ukraine and the world, which is undergoing profound changes, including because of the impact of the COVID-2019 pandemic and the full-scale military invasion of russia into Ukraine (The ranking of higher education institutions..., 2022).

Why are the ratings able to prioritize the values most significant for the educational space?

First, the ratings help to some extent to "reset" the value consensus in accordance with modern and progressive trends. Thus, most ratings focus on measuring indicators of scientific and research activities of universities and the level of their internationalization, precisely these components of the university mission become priorities from the point of view of understanding further development. The spread of university rankings and the related modernization of the values on which the university environment rests contributed to the fact that universities that paid attention to this earlier than others were more ready for integration into the European Higher Education Area (EHEA) and convincingly proved their own institutional capacity.

Secondly, the ratings contribute to increasing the legitimacy of domestic universities at the national, regional and global levels. If the staff of one or another university takes a responsible approach to the work of entering the university rankings and implements the reforms necessary for this, the university gets a real chance to enter even the leading international university rankings and to argue for itself as the leader of the domestic university education system. In this regard, the success story of Sumy State University is indicative, which, thanks to systematic work, entered several leading university rankings, which undoubtedly contributed to the legitimization of the leadership of higher education institutions. Thirdly, the popularity of ratings in the mass media and attention to their indicators of public opinion contribute to the fact that the favorites of university ratings are perceived by society as the most adequate and progressive educational institutions, as well as the institutional leaders of the

domestic space of higher education (Higher Education of Ukraine, 2017).

The factors of internal influence on the institution of higher education in modern realities are: the presence of a mission, strategy, and a clear concept of development; quality of the educational process; dynamics and level of professional skills of teachers; nature of mutual relations in the team: administration — teachers, administration — students, administration — public, teachers — students, teachers — public; implementation of innovations; traditions; leisure time and level of educational work; integration into the European and world educational space (Ostapiovskyi & Ostapiovska, 2018). The competition that arises between the leaders of the domestic system of higher education contributes to their dynamic development and requires new approaches to strengthening their own positions, which fully corresponds to the innovative nature of modern civilization. Therefore, we can claim that the ratings can be considered as important mechanisms for the formation of institutional leadership of universities and a powerful catalyst for progressive changes in the university environment (Higher Education of Ukraine, 2017).

The rating assessment is based on the principles of: accessibility, openness, transparency and publicity; trust and responsibility; comparability of rating evaluation subjects; compliance of the national rating system with international systems (Kotsiurubenko & Iohrachova, 2016). Domestic higher education institutions, in accordance with the requirements of the times and considering the integration processes, are also faced with the need not only to compete with foreign primary institutions, but also to adapt to new requirements for financing education, the implementation of which, to a certain extent, will depend on the place of the institution among others industry representatives.

The Osvita.ua portal forms the Consolidated rating of higher education institutions of Ukraine, which is based on such evaluation systems as international "Scopus" and "Webometrics", as well as the domestic "Top 200 Ukraine", which defines such development parameters as an integral indicator (80% — scientific quality — pedagogical potential, quality of education, international recognition), expert assessment of training quality by employers and the academic community (15%), using international scientometric and web metric data (5%) (Consolidated rating of universities of Ukraine, 2022).

3.2. Disadvantages of Rating System

The principles of creating world rankings of universities are not without shortcomings, which are a source of criticism and require attention and accounting: 1) the methodology for choosing indicators that will reflect the quality of higher education institutions, in particular their justification, the problem of combining indicators into one index, differences in the transcription of surnames and first names used in Scopus, Web of Science; 2) data collection according to such indicators 3) choice of indicator aggregation method.

Thus, it is believed that the ARWU academic rating is officially and declaratively based on a formula that considers the number of graduates of laureates and teachers — laureates of the Nobel and Fields Prizes, the citation index, university

territories, etc. A group of scientists from France and Belgium critically analyzed the Academic Ranking in 2009 in a joint article "Do you really believe in the Shanghai Ranking?" concluded that the selection criteria used in this ranking are not relevant to its objectives, and that the overall methodology contains significant errors and suffers from a lack of attention to fundamental issues of data structuring and processing. Their conclusion is unequivocal: "The ARWU rating, which received a lot of attention from the media, is not an objective and acceptable means for research and discussions about the "quality" of academic (educational) institutions, the promotion of reforms of the higher education system. The world needs more scientifically adequate and quality ratings than ARWU" (Federkeil, 2008).

The THE rating, unlike the ARWU rating, uses not only objective, but also subjective indicators, in particular the evaluation of colleagues in the academic environment and the evaluation of employers. As experts note, THE rating method mainly evaluates the university's marketing indicators and its status parameters (Kurbatov, 2009). The total number of indicators in the new methodology has increased (in the THE-QS methodology), but the "significance" of each specific indicator is not indicated, but a tendency to increase the importance of the university's financial activity as a criterion of its efficiency can be stated. In general, the use of complex criteria will improve the quality of the rating and make it more objective.

Despite the difference in the methodologies underlying these ratings, the basic principles of their creation are the same. Thus, comparing the ARWU rating and the THE rating, the German researcher Gero Federkeil notes that these ratings combine common approaches, despite the difference in the proposed indicators, they evaluate the university as a whole and use the principle of a hierarchical table ("league table approach"), according to which as in football, tennis, or chess, each team (player) has a certain position that determines its status. With this approach, it is natural that, for example, the fifth position is better than the eighth or tenth (Federkeil, 2008).

4. RECOMMENDATIONS

Summarizing the results of the conducted analysis, we present general recommendations, the consideration of which is expedient for Ukrainian higher education institutions to adjust and improve their competitiveness: in terms of increasing the rating: increasing the presence of higher education institutions in social networks; active implementation of academic mobility programs: internships, advanced training, professional retraining, business trips to exchange experience, development of joint scientific projects and programs or participation in international scientific events; expansion of cooperation and interaction with foreign colleagues, universities and scientific institutions; inviting foreign students to study as part of exchange programs; participation in international research projects; inclusion of links to the university website in scientific publications (Kvitka & Starushenko, 2021).

Fellow scientists suggest improving the rating of Ukrainian institutions of higher education through: — increasing the number of external hyperlinks to the domain of the Higher Education Institution, which will enable the institution to

connect to the global Internet, create an appropriate image of the university, and inform about events and successes as much as possible; to carry out constant control over the work of university websites on the Internet, to constantly update information on the website to ensure constant access of external users to information; translate the website into several languages; permanent access to electronic versions of scientific and pedagogical staff articles, training manuals, methodical developments, monographs (Malysenko & Yaremchenko, 2016).

In our opinion, the following steps are necessary to increase the competitiveness of higher education institutions: the creation of a special service that will systematically determine the real position of universities among competitors, analyze the situation and develop methods of promoting educational services, evaluate the effectiveness of the entire educational process. In addition, to ensure a sustainable increase in the country's position according to the Global Competitiveness Index, it is necessary to eliminate regional disparities and start the process of qualitative reform of the system of higher education and professional training.

The practical significance of the article lies in the substantiation of the role of ratings as an information base for the management of the quality of education and as a way of increasing the competitiveness of higher educational institutions. The article will also help to carry out a theoretical justification of ensuring the effectiveness of higher education quality management using a mechanism for rating the activities of individual and collective subjects of educational practices.

5. CONCLUSION

The development of higher education is the greatest challenge of modernity, the need to be included in the fierce competition of the global innovative economy. Increasing competitiveness is impossible without building a strong national education system recognized by the international community. This task is set at the state level, and the results of its solution are already reflected in the expansion of the representation of higher education institutions in global rankings.

In order to achieve sustainable competitiveness of higher education institutions, it is necessary to strive for the highest indicators of the institution's development strategy. Increasing competitiveness is a complex, long-term process. The result of increasing the institution's competitiveness should be the achievement of the status of a full member of the world academic community, the development of scientific and educational activities, which should meet the criteria of international ratings. It is important to take into account the mission and principles of work, the growth of academic cooperation, determining the priority of development, the restructuring of the internal structure of the university.

The results of participation in global and national rankings may not always be positive for the university. As a result of low positions in the rankings, the number of applicants may decrease, universities may merge, and funding may be reduced. Global rankings are a controversial tool for assessing competitiveness. In order to avoid such effects, it is necessary to use the ratings as a tool for assessing the competitiveness of

higher education institutions with caution, since the ratings have their limitations due to their methodological and methodical principles.

It is urgent to create a new approach to ensure competitiveness through state support programs for the competitiveness of higher education institutions, creation or improvement of the existing comprehensive national rating, multifaceted stimulation of activities through financing, raising the status and level of autonomy. The national rating system can serve as a regulator of progress and differentiation of funding for higher education institutions. There is an urgent need to create a National Program for Increasing the Global Competitiveness of Higher Education. Ukraine needs a comprehensive modern national rating considering national characteristics, and the state needs to ensure the stimulation of higher education institutions to high positions in international ratings by increasing the status of the university, accreditation, licensing, and state funding.

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