

# THE EUROPEAN NEIGHBORHOOD POLICY: ITS IMPACT ON UKRAINIAN HIGHER EDUCATION INSTITUTIONS

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The development of domestic education, aimed at taking into account the globalization and European integration processes, the actualization of taut-technical progress and implementation of innovative approaches, require the development of targeted comprehensive training of professionals to form their respective competencies in each specialty.

Domestic higher education institutions, joining the European higher education system, must ensure equitable access to a high quality system of education for citizens of all social backgrounds. For this purpose, the state must produce effective funding models, including targeted funding, which will balance the investment of public and private higher education institutions at both national, regional and local levels.

For Ukraine, joining the European political cooperation in education and training ET 2020, production, innovations in education and ensuring its quality are particularly relevant issues. After all, ET-2020 creates conditions for building best practices in education policy, knowledge generation and dissemination, introduction of innovative approaches to educational services, reforming education policy at the national and regional levels.

Education is a priority for all EU member state governments, although education systems in these countries differ from one another. It is education that does not fall under the regulation of the "single European policy", the responsibility for the content and organization of the educational process is borne directly by EU member states. The European Commission is an auxiliary body, which provides the distribution of educational services in the EU, promotes the quality of education, develops a continuous and uninterrupted learning process.

The development of the Europe 2020 strategy was conditioned by the socio-economic problems of the EU countries. The instability of the European economy was related to such global problems as the reduction of natural resources, globalization, the aging of the population, increasing mortality, climate change, Covid-2019. Given these factors, the European Commission suggested that EU member states pay particular attention to the following areas: employment, research and innovation, education, climate change, energy, and poverty alleviation.

According to the opinion of the leaders of the EU member states, as Khoruzhyi H. [1, p.273] overcoming the crisis required joint efforts in the socio-economic sphere, which would also include measures on higher education policy. To ensure sustainable intellectual growth, the EU puts knowledge, namely knowledge innovation and modern innovation projects, at the center of its efforts.

"Higher education, linked to research and innovation, plays a decisive role in individual and societal development, and in addition, highly qualified workers and citizens must be involved in creating jobs, economic growth and greater prosperity. Therefore, higher education institutions are important partners in the implementation of the European Union's growth strategy. The potential of higher education institutions to fulfill their public role in enhancing the welfare of Europe is inexhaustible. [1, p. 274].

The main priorities of EU member states and their higher education in the context of educational modernization have been identified as follows:

1. A clear understanding of the ways to develop vocational and other education, the definition of national qualification frameworks related to the European qualification framework as a means of achieving this goal.

2. Facilitate contact with students from underrepresented social groups in education and students who do not fit the classical profile, including adults.

3. Guarantee the enrollment of targeted financial aid to potential students from low-income families.

4. In line with the objectives of the European Union, develop and implement national strategies for the training and retraining of sufficient numbers of scientists.

Thus, the priority areas of EU activities impose a certain imprint on the activities of EU member states and other states, contribute to increased investment in education, combine education and the production sphere, provide economic security of states. In the sphere of educational security a number of problems can be identified:

- 1) the need to form values and socio-patriotic attitudes in the population that contribute to strengthening national security and effectively overcoming hybrid threats;

- 2) formation of safe competencies in young people in the process of teaching social, economic, legal and other disciplines;

- 3) improving the quality of education;

- 4) expansion of teaching methods;

- 5) striving to strengthen the defense capability of the country;

- 6) the need to replace the concept of training specialists "for life" with the concept of "lifelong learning";

- 7) stabilization and improvement of distance learning.

In recent years, through Covid-19, and last year even more because of the war that Russia is waging against Ukraine, the innovation process in the educational process in the educational sphere has slowed down somewhat, or we can say that it is holding at this level (regarding the proportion of doctors and candidates of science who do research and development in research and development, which has gradually increased, but these events have affected the decline.

At the same time, it should be noted that the main innovative developments are created in educational institutions. After all, in the educational sphere the majority of applications for inventions and utility models are filed (over 60%) and, accordingly, about 50-60% of all patents for inventions and utility models are obtained [2; 3].

**Conclusions.** So, in the process of research established the importance of education, its quality and safety, the need to introduce innovative methods in educational processes and the need for investment in education. Focused on the growth of enrollment in postgraduate or doctoral studies, but not completing it due to the decline in the prestige of education and low salaries in educational institutions.

### References:

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