

нивать формы управления сетевой структурой при различных условиях внешней и внутренней среды. Построенные математические модели позволяют сопоставлять различные маркетинговые формы организации взаимоотношений по параметрам производственной деятельности предприятия при одинаковой вероятности наступления негативной ситуации. Показано, что наиболее целесообразной формой маркетинговой деятельности предприятия, производящего расходные инструменты, являются гибкие партнерские отношения, которые предполагают формирование партнерской сети с предприятием-интегратором.

**Научная новизна.** Развитие теории управления маркетинговой деятельностью путем создания модельного инструментария, который способствует обоснованному выбору вида координации взаимодействия промышленного предприятия с партнерами при сетевой организации бизнеса для получения равновыгодных условий для всех участников. Преимущество модели заключается в ее адаптивности к

внешней среде, которая динамично меняется, и учетом рисков, возникающих вследствие формирования потребительского спроса, который имеет вероятностный характер.

**Практическая значимость.** Предложенные вероятностные критерии оценки маркетинговых форм взаимодействия предприятий в рамках сетевой структуры позволяют выбирать новые разновидности партнерства, минимизируют риски колебаний спроса на продукцию посредством организации деятельности предприятия-интегратора.

**Ключевые слова:** маркетинговые формы организации деятельности, промышленное предприятие, сетевые структуры, партнерство, расходные комплекты, вероятностные модели

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## THE MANAGEMENT FEATURES OF THE UNIVERSITY PREPARATORY DEPARTMENT

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## ОСОБЛИВОСТІ УПРАВЛІННЯ ПІДГОТОВЧИМ ВІДДІЛЕННЯМ УНІВЕРСИТЕТУ

**Purpose.** To reveal the management features of the university preparatory department in the philosophical tradition of Plato, according to which the acquisition of knowledge is regarded as a way of life. The authors focus on: 1) the frequency of renewal of student flows; 2) the hybridization of education in the prospects of global transformation of education; 3) the need to adapt university entrants to higher education.

**Methodology.** The authors used the dialectical, system-structural, structural-functional method, as well as methods of comparison, analysis, synthesis, and expert assessment.

**Findings.** It is proposed to organize the management of the university preparatory department according to the philosophical tradition of Plato's line, which allows university entrants to view knowledge as a way of life, and not as a service. The authors identified and considered the three major features in the management of university preparatory department that currently require special attention: 1) the frequency of renewal of student flows; 2) the hybridization of education in the prospects of global transformation of education; 3) the need to adapt university entrants to higher education. The author's solutions of the above-mentioned tasks are proposed.

**Originality.** The strategy of managing the university preparatory department according to the philosophical tradition of Plato's line is developed, which allows university entrants to view knowledge as a way of life, and not as a paid service.

**Practical value.** The use of the results obtained in educational practice makes it possible to reveal the possibilities of knowledge as a guide to the fullest possible self-realization in life; knowledge as the possibility of achieving the goal in life; knowledge as an opportunity to find life predestination.

**Keywords:** university preparatory department, university entrants, Plato's line, knowledge as a way of life, management

**Introduction.** The authors use personal managerial experience in the article (one of the authors had been working in the position of the Head of the Preparatory Department for Ukrainian citizens at Taras Shevchenko National University of Kyiv from 2012 to 2017), as well as the experience recorded in international scientific publications on the research topic entitled.

**Analysis of the recent research.** In analyzing the management features of the preparatory department of the University, the authors used the research of S. Lucas, R. Montgomery, J. Lilly, O. Efremova, I. Plotnikova, A. Ustyuzhanina, A. Bourke and others. The studies of the listed authors are authoritative in this area, which is confirmed by the citation of their publications in the Scopus and Web of Science databases.

**Presentation of the main research.** Management of any organization begins with the definition of the organization's strategy. If we follow the logic of O. Bazaluk, then from the Greek paideia to the present days, two general strategies for the development of the theories of education – the line of Plato and Isocrates [1] – are clearly traced. In general, the theories of education according to Plato's line should be a direct consequence (or a particular case) of the theories of the Universe and establish a system of views and evaluations towards man's place at the scales of the Earth and the Cosmos. They must determine the features of worldview of human generations and the life style in accordance with the declared ideal norm. Isocrates' theories of education in Bazaluk's understanding are, first of all, a variety of educational practices, which are aimed at the full development of the internal potentials of man, the training of highly-qualified personnel that satisfies the needs of complicating sociocultural environment and the production sphere.

When using these strategies in organizing the preparatory departments of universities, there is a fundamental difference in management and in the organization of the preparatory departments. In the first case, we are talking about the domination of philosophical knowledge, notably, in the interpretation of P. Ado, as a way of life [2]. In the latter case, education is seen as a service, as the formation of a subject matter expert, for example, the concept of Homo economicus in the sense of perfect rationality. The main quality of Homo economicus is a focus on rationalism, pragmatism and increased practicality of behavior [3].

In choosing the best of these strategies, the book by M. Barber and M. Mourshed [4] will be of considerable help. The authors studied 25 education systems in the world, including the top 10. This allowed them to come to a whole series of important conclusions, some of which we use in the study. From the book by M. Barber and M. Mourshed it follows that the philosophical tradition in education is the most effective; that is the line of Plato, which highlights the figure of the teacher. Only a talented teacher is able to reveal the potentials of the entrant and prepare him/her for university education. The teacher forms the attitudes of the entrant to the choice of the place of further education and the choice of the future specialty by the applicant. The philosophical principle – “do as I do” or philosophy, as a way of life is of effect. That is why

the organization of the preparatory department of the university should begin with the selection of talented managers and teachers, around the personalities of whom work with the entrants will be built.

In organizing the work with the entrants at the preparatory department of the University, we would like to distinguish three most relevant features for the present time, as well as to offer options for overcoming them.

**1. Turnover of entrants, or the frequency of renewal of student flows.** One of the most important features of the contemporary society is mobility. This problem is being studied by D. Sviridenko. European cultural space is built on the basis of mobile European education area. The openness and effectiveness of academic mobility programs are one of the important steps of this way. The academic mobility is a very complex phenomenon which cannot be reduced to discrete steps, techniques and political decisions. Academic mobility is not only an ordinary students, teachers and staff exchange between different countries. It is a complex, multifaceted process of intercultural interaction in the global educational area, which initiates many questions for one's effective implementation [5]. This feature puts a number of important organizational tasks for the management and teachers of preparatory departments, solved with appropriate approaches. In essence, management and teachers of preparatory departments communicate with constantly updated, not stable, both in quantitative and qualitative composition, streams of entrants. Enrollees are often engaged in preparatory departments at different universities and have the opportunity to compare the organization of the educational process; academic level of teachers; conditions of study, etc. In order to achieve the most effective teaching at the preparatory department, as well as the attractiveness of the university itself as a place for further study of an enrollee, we offer: a) the rotation of the teaching staff of the preparatory department; b) special training of management and teaching staff, which increases the effectiveness of management and teaching; c) financial interest of management and teachers in the final result of work with entrants. That is the management of the preparatory department should be continuously complicated, involving new methods, tools and experience in the organizational process from a competing environment.

**2. Hybridization of education in the prospects of a global transformation of education.** This is the subject of research by, for example, O. Gomilko [6] and A. Ursul [7]. O. Gomilko, D. Svyrydenko and S. Terepyshchyi believe that the hybridity of higher education of Ukraine reveals itself in various versions of crossbreeding postcolonial, post-totalitarian, liberal-democratic and national educational trends. Expanding the boundaries of the interaction between different educational systems at most, globalization brings together mutually excluding elements in higher education of Ukraine, e.g., those of totalitarian education, which by its nature is autarchic and closed, and of the liberal one, the essential elements of which are openness and focus on market demand; or the colonial system with its direction to domination of the impe-

rial culture and national culture as the one that seeks its own recognition [6].

Hybridization of education in the context of globalization of society is manifested in the management of the preparatory department of the university in various aspects. For example, the number of foreign students increases every year. Those preparatory departments appeal to applicants who have been educated in educational systems with different national and cultural and professional characteristics. There is intercultural and interethnic communication, which is carried out within a wide age range: from adolescence to maturity. Often in the preparatory departments students are forced to learn the language of teaching at the university in order to better communicate and acquire knowledge.

A new methodology for working with foreign students studying the language of teaching at the preparatory departments of technical universities was proposed by O. Efremova, I. Plotnikova and A. Ustyuzhanina [8]. Using the platform Moodle the authors created a Math course with materials adapted for teaching foreign students. The following sections were represented at the platform: information about the course “Mathematics” and about the teachers, news forum, glossary, step-by-step instruction for working with the course, calendar of rating plan for the course, public forum. After enrolling on the course, foreign students studied the Instruction. In the Calendar of rating plan they got acquainted with period of works given for each assignment and task assessment expressed in points. For each topic the authors provided theoretical material, presentations, video lectures, and samples of Mathematical tasks, which focus on mastering mathematical terms in Russian, learning outcomes for each topic – all placed on the Moodle platform. After reading this information a foreign student passed the entrance test and then performed the tasks on the topic studied in class. The performed experiments have shown that the method of classroom and independent work on Mathematics developed by the authors has a positive effect on the linguistic competence formation level of foreign students in Mathematics at the Preparatory Department [8].

The hybridization of education in a globalized society forces the management of the preparatory departments to use special approaches to the entrants, especially in terms of providing them with appropriate teaching staff and learning conditions. As A. Bourke notes in his study, there is a great competition between host countries for foreign students [9]. To win this competition to a specific university, it is necessary to combine the efforts of management and teachers already from the preparatory department, and at least to solve the following organizational tasks:

a) to provide opportunities for individual approach to each entrant, both from the teachers and from the management of the preparatory courses;

b) to provide the needs of the entrants with the necessary preparatory literature. For this purpose, it is necessary to involve the capabilities of the university library, as well as the efforts of the library staff;

c) to provide mentoring: the possibility of informal communication between students of senior courses of the university and teachers with applicants, both during classes in the preparatory courses (in terms of sharing experience, round table discussions, case studies, etc.) and outside them;

d) to work with parents and close relatives of the applicant (if it is a question of a juvenile period or the period of adolescent youth), which occupies an important place in the work of the management of preparatory courses.

We emphasize that the strategy of Plato’s line in education is not the provision of a set of specific knowledge, but it is the disclosure of the possibilities of knowledge as a guide to the fullest possible fulfillment in life; knowledge as the achievement of the goal in one’s life; knowledge as an opportunity for finding a destination. This is not a literal understanding of knowledge that came into use in the 19<sup>th</sup> century, but an understanding of knowledge as a common culture in the Platonic tradition; as a synthesis of scientific knowledge on the basis of a common philosophical idea, which forms a certain future human image. This is a philosophical understanding of knowledge, which has been developed and implemented, for example, by O. Bollnow, M. Heidegger and others during the modern period [10, 11].

That is why the management of preparatory departments of universities in the philosophical tradition of Plato’s line does not rely so much on providing knowledge as a paid service, but rather on disclosing the possibilities of knowledge. It is necessary that the management of the preparatory department is aimed at ensuring that the entrant is inspired by knowledge and considers it not only in the program of preparatory courses, but also in independent work as everyday life. Striving for knowledge as a way of life is one of the necessary aspects of adaptation of the entrant to university traditions. Independent work on programs developed at the preparatory department for admission to the university significantly improves the efficiency of the preparatory department. Only in opening the possibilities of philosophical knowledge to the entrants, the aspects of the hybridization of education in the process of globalization are the attendant factors of achieving entrants’ goal to enter the university and to gain a university degree. Hybridization of education will contribute to a new way of life for an entrant gaining knowledge in order to achieve high aims, humanism, i.e. which is for the benefit of mankind. In this case, the preparatory courses turn the forthcoming studies at the university into an exciting follow-up to university traditions, which, for example, in Western universities, number from three or more centuries.

When organizing the management of the preparatory department in the strategy of Plato’s line, the hybridization of education enriches the university traditions with new meanings, and does not act as archaic rules restraining new trends of the times. The complexity and versatility of this problem is revealed in research by M. Nesterova [12]. Nesterova considers cognitive technologies for the development of social cohesion and the prospects for their implementation in the educational sphere. Nesterova argues that in addition to introducing

principles of integration and equity in education, the development of cognitive educational technologies is an important factor in improving social cohesion, stability and unity of society. New educational paradigm offers the concept of cognitive effectiveness and how to reach it through educational technologies. It includes topics of creative thinking, teambuilding abilities, effective decision-making, engagement in the learning and teaching processes, cognitive skills improvement, and others. The idea is application of innovative cognitive technologies (interactive visual communicative technologies, gamification, mediation, etc.) in to the system of education. It will change the existing approach to teaching and learning in secondary schools and universities. The perspective direction of further research studies is to find a methodological base for the platform for realization of innovative services for educational programs: integration of flexible teaching methods, the latest hardware and software, digital 3D-objects and multimedia content and elements of augmented reality [12].

**3. Necessity of adaptation of entrants to the higher school.** The difference between school and university programs is considerable. By the example of the USA, this is reflected in numerous publications, such as a book by D. Ravitch [13]. In the world educational practice, this difference raises serious concerns. First of all, it is caused by the fact that already from school, pupils face obvious social inequality. For example, R. Montgomery and J. Lilly analyzed the effectiveness of preparatory courses in training for passing Scholastic Assessment Test (SAT) and, ultimately, university entrance. The authors have shown a significant effect in score improvement for coached students over their uncoached peers in both Math and Verbal subtests of the examination. The findings by R. Montgomery and J. Lilly indicate that treatment group gains over control group by 23.5 points at the Verbal subtest and 32.7 points at the Math subtest, which exceeded expected results by over three times.

The studies of S. Lucas, R. Montgomery, J. Lilly, and others confirm the existence of unequal opportunities for admission to the university: upper-grade students who graduated from the preparatory departments of universities have a much better chance of enrolling in university and getting a university degree.

The research by R. Montgomery and J. Lilly, on the one hand, confirms the effectiveness of the preparatory departments and their importance as educational institutions; on the other hand, it highlights another alarming problem. In addition to the obvious social inequality, the university does not receive a significant percentage of students who do not have the opportunity to study at preparatory departments. It is more difficult for them to overcome the difference between school and university programs than for peers who have completed preparatory courses. The financial possibilities of parents affect the future of children.

The research by S. Terepyschchy underlined the fact of growing interest of the world community in the educational problems understanding education as an instrument of cultural and economic development of mankind. Standing on methodological position of famous experts,

the authors built the research understanding the important role of education in the situation of conflict neutralization as well as post-conflict reinstatement and re-establishment. Using their own definition of educational landscape, the authors suggested two structural-functional models: 1) the model of integration; 2) the model of reintegration of Ukrainian educational landscape. The model of integration of Ukrainian educational landscape is represented by a four-component cyclic matrix (new education policy, knowledge economy, human capital management, and cultural identity formation) [15].

At the Preparatory Department for Ukrainian citizens of Taras Shevchenko National University of Kyiv ([www.pv.univ.kiev.ua](http://www.pv.univ.kiev.ua)) we developed and implemented a unique methodology, which is also a way to solve the above problems of organizing work with applicants. The methodology includes the introduction of 13 special educational programs for applicants (students of the Preparatory Department), which are differentiated according to the time budget, the academic year, the level of education (degree of preparedness) and the age of applicants. The first and most popular programs in practice are the following: an annual program (academic year) and a 5-month training program for 11<sup>th</sup> grade students of comprehensive secondary school in the evening or on Saturdays. They are designed, as a rule, for the pupil of the graduation (11<sup>th</sup>) class and are the most competitive in relation to the school and individual lessons. It is during the long preparation that the student of the preparatory department of the university can completely revise the program of the chosen course, and, basically, this is the program from the 5<sup>th</sup> or 7<sup>th</sup> to the 11<sup>th</sup> grade of the comprehensive secondary school. Also, the students of the Preparatory Department are given the opportunity to write three control tests instead of the usual tests during the academic year, which fully imitate an external independent assessment of the subject, but only for the material covered (one-third, two-thirds and a full course of preparation). Such practice allows not only checking and strengthening the acquired knowledge, but also showing the student's ranking in the group, which in turn proves to be no less important, since the evaluation for external independent testing is based on the rating system.

However, it should be noted that in recent years, this curriculum has become very popular among the 10<sup>th</sup> grade-students of comprehensive secondary school. We note at once that the two-year training program at the preparatory department is not provided, since the programs for the preparation for external independent evaluation are compiled and updated each year by the Ministry of Education and Science; moreover, the list of subjects that are submitted for external independent evaluation can undergo changes. At the same time, students of the 10<sup>th</sup> grade of comprehensive secondary school prefer to study the course of certain subjects for two years, motivated by the fact that the course is more effectively mastered, and during the 11<sup>th</sup> grade they are not subjected to the stress of a time deficit when there is a need to "work for a certificate" and prepare for external independent evaluation.

The second form according to the demand is almost unique for Ukraine, which is the full-time (day-time) form of training. It is addressed to applicants who already have a complete general secondary education or to pupils of schools of externalities. As a rule, the contingent of this form of education is made up of students who, due to circumstances, did not study in the secondary education system of Ukraine or received such education, but not in full, or the school educational process was specific (for example, a sports school). Recently, the contingent of this form of training has been enriched by students whose main place of residence is the temporarily occupied territory of Ukraine (the Crimea). It is because of this specificity of the contingent that the educational process in the full-time form of education is not based on the consolidation of the comprehensive school curriculum, but on its study. Therefore, the curriculum provides six tests, the purpose of which is simultaneously to monitor the acquired knowledge, and the desire to accustom the listener to such form of control as the External Independent Evaluation.

The next curriculum, addressed to the students of the 11<sup>th</sup> grade of comprehensive secondary school, is a lecture hall during the holidays. It takes place within a week during the winter or spring holidays, and its specificity is that it is designed for the prepared listener, and the lessons are aimed at systematization of the acquired knowledge. That is why students of the Preparatory Department do not write a final test at the end of the class, but they write a training test at the first lesson in order to determine their place in the group, to evaluate the acquired knowledge up to this point and to allow the teacher to adjust the curriculum of the course taking into account the results of the test. The second specific feature of the lecture hall is that listeners receive homework at the end of the course, based on the intensity of the learning process (the listener who studies three subjects is in the classroom from 9.00 to 18.30).

A similar curriculum is a summer school for students in the 10<sup>th</sup> grade of comprehensive secondary school. This program, perhaps, could have the status of a training camp, since students who take a course in summer school, in addition to studying individual disciplines, participate without fail (despite the chosen course) in cultural and educational events selected by the preparatory department specialists under the course preparation for the External Independent Evaluation of the current year. Such events, as a rule, are: visiting performances in the National Opera of Ukraine; excursions to museums in the framework of studying the program of the Ukrainian literature; excursion to the Museum of History of the University and traveling around Kiev based on a history teacher's preference (or involving Ancient Kyiv monuments, or architectural monuments that are included in the list of compulsory memorization in the history of Ukraine, etc.). Since the intensity of the educational process is similar to the lecture hall, with the difference that the summer school lasts only for a month, the students of the summer school also receive homework at the end of the course.

The following educational programs became relevant for the Preparatory Department after two colleges had entered Kyiv National Taras Shevchenko University as structural subdivisions. This process naturally increased the requirements for applicants upon admission and, as a result, expanded the age group of students in the preparatory department, since college entrants are graduates of the basic general secondary education system (after the 9<sup>th</sup> grade of comprehensive secondary school). An indirect factor in the sharp increase in the enrollment of students of these curricula is that students receive training on the University premises and with the teachers of the University, which greatly enhances the authority of the college and the system of higher education in general. Curricula for the preparation for entering colleges are similar to traditional programs – 9-, 5- and 3-month courses in the evening or on Saturdays, as well as lecture halls before the introductory tests in the summer, which is aimed at capturing the material fast, and for listeners from other regions of Ukraine. However, there is a significant difference from traditional programs of preparation for the External Independent Evaluation: entrance examinations to colleges are held according to the programs that are approved by the University. In this case, the University took the program of preparation for the state final certification as a basis, and the basis for the form of admission tests is the system of external independent evaluation, except for one insignificant difference: the External Independent Evaluation in the Ukrainian language and literature as an open-form task has its own statement on the given topic, and for those entering the colleges dictation in the Ukrainian language is provided. It is exactly the fact that the training programs and examination questions are developed by the University, enabling the listeners to try their hand at the final test work, having performed the tasks of the examination work of the previous year.

At the same time, the fact that the program for the preparation for the entrance exams is based on the program of the state final certification for the 9<sup>th</sup> grade of comprehensive secondary school expands the circle of students of the preparatory department. Recently, the contingent of those who are preparing only for the state final attestation has been increasing, and as of the beginning of the 2017 school year it is 17 %.

**Conclusions.** In general, summing up our research, we note that the preparatory departments of universities historically have already occupied their niche in all the leading educational systems of the world. We have considered two possible strategies for organizing the preparatory departments of universities, and suggested organizing the management of the preparatory department in the philosophical tradition of Plato's line, which allows applicants to view knowledge as a way of life, rather than as a paid service. We have identified and reviewed three features in the management of the preparatory department that currently claim special attention: 1) the frequency of renewal and the diversity of student flows; 2) the hybridization of education in the future global transformation of education; 3) the need to adapt applicants to higher education. The authors used their ad-

ministrative experience and knowledge, and proposed solutions to these characteristics of the organization. By the example of the Preparatory Department at Taras Shevchenko National University of Kyiv, the authors revealed the peculiarities of working with applicants, which significantly expand the volume and quality of knowledge, and also deduce the preparation of entrants at the preparatory departments of universities to a new level. By analogy with P. Hadot, we called this level the level of obtaining knowledge, as a way of life. We are talking about the development and implementation of a unique methodology, which includes the introduction of 13 special educational programs for students of the Preparatory Department for Ukrainian citizens at Taras Shevchenko National University of Kyiv, which are differentiated according to the budget of the time, the academic year, the level of education (degree of preparedness) and the age of applicants. These are: a) an annual program (academic year) and a 5-month training program for 11<sup>th</sup> grade students of comprehensive secondary school in the evening or on Saturdays; b) full-time (day-time) training; c) the lecture hall during the holidays which is addressed to students of the 11<sup>th</sup> grade of comprehensive secondary school; d) summer school for students of the 10<sup>th</sup> grade of comprehensive secondary school; e) educational programs for graduates of the system of basic general secondary education (after 9 classes of comprehensive secondary school) for admission to colleges at the university.

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**Мета.** Розкриття особливостей управління підготовчим відділенням університету у філософській традиції Платона, згідно з якою отримання знань розглядається як спосіб життя. Автори акцентують увагу на: 1) частоті потоків абітурієнтів, що постійно оновлюються; 2) гібридизації освіти в перспективі глобальної трансформації освіти; 3) необхідності адаптації абітурієнтів до вищої школи.

**Методика.** Автори використовували діалектичний метод, системно-структурний, структурно-функціональний, а також методи: порівняння, аналізу, синтезу, експертної оцінки.

**Результати.** Запропоновано управління підготовчим відділенням університету у філософській традиції лінії Платона, що дозволяє абітурієнтам розглядати знання як спосіб життя, а не як платну послугу. Автори виокремили й розглянули в управлінні підготовчим відділенням університету три головні особливості, що потребують особливої уваги: 1) частота потоків абітурієнтів, що постійно оновлюються; 2) гібридизація освіти в перспективі глобальної трансформації освіти; 3) необхідність адаптації абітурієнтів до вищої школи. Запропоновано вирішення вищезгаданих завдань.

**Наукова новизна.** Розроблена стратегія управління підготовчим відділенням університету у філософській традиції лінії Платона, що дозволяє абітурієнтам розглядати знання як спосіб життя, а не як платну послугу.

**Практична значимість.** Використання отриманих результатів в освітній практиці дозволяє розкрити

можливості знань як путівника до максимально повної самореалізації в житті; знань як можливості досягнення мети життя; знань як можливість набуття свого призначення.

**Ключові слова:** підготовче відділення університету, абітурієнти, лінія Платона, знання як спосіб життя, менеджмент

**Цель.** Раскрыть особенности управления подготовительным отделением университета в философской традиции Платона, согласно которой получение знаний рассматривается как способ жизни. Авторы акцентируют внимание на: 1) частоте обновляемости потоков учащихся; 2) гибридации образования в перспективе глобальной трансформации образования; 3) необходимости адаптации абитуриентов к высшей школе.

**Методика.** Авторы использовали диалектический метод, системно-структурный, структурно-функциональный, а также методы: сравнения, анализа, синтеза, экспертной оценки.

**Результаты.** Предложено организовать управление подготовительным отделением университета в философской традиции линии Платона, которая позволяет абитуриентам рассматривать знания как способ жизни, а не как услугу. Авторы выделили и рас-

смотрели в управлении подготовительным отделением университета три основные особенности, которые в настоящее время требуют особого внимания: 1) частота обновляемости потоков учащихся; 2) гибридизация образования в перспективе глобальной трансформации образования; 3) необходимость адаптации абитуриентов к высшей школе. Предложены авторские решения вышеназванных задач.

**Научная новизна.** Разработана стратегия управления подготовительным отделением университета в философской традиции линии Платона, которая позволяет абитуриентам рассматривать знания как способ жизни, а не как платную услугу.

**Практическая значимость.** Использование полученных результатов в образовательной практике позволяет раскрыть возможности знаний как путевода к максимально полной самореализации в жизни; знаний как возможности достижения цели жизни; знаний как возможности обретения предназначения.

**Ключевые слова:** подготовительное отделение университета, абитуриенты, линия Платона, знания как способ жизни, менеджмент

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## MACROECONOMIC STABILITY EVALUATION IN COUNTRIES OF LOWER-MIDDLE INCOME ECONOMIES

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## ОЦІНКА МАКРОЕКОНОМІЧНОЇ СТАБІЛЬНОСТІ КРАЇН З НИЗЬКИМ І СЕРЕДНІМ РІВНЕМ ДОХОДУ

**Purpose.** Developing methods to evaluate macroeconomic stability of countries with lower-middle income economies. The results of analysis will help to make conclusions concerning regulatory economic policy in the given countries to their macroeconomic dynamics level.

**Methodology.** While investigating macroeconomic stability, the conception of macroeconomic stability pentagon was used which is based on evaluation of five basic macroeconomic indexes: level of GDP growth; unemployment rate; inflation rate; budget balance of the state to GDP; balance of the current turnovers size to GDP. The applied methodic tools are modification of methods, suggested by Professor of Economics Grzegorz W. Kolodko, Dr. Con-