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PECULIARITIES OF THE FUNCTIONING OF DOMESTIC ELITE INSTITUTIONS OF HIGHER EDUCATION

ABSTRACT

The article provides a theoretical and practical analysis of the problem of the formation and development of elite higher education in Ukraine. In the context of the specified problem, the authors singled out: trends in the activity of educational institutions in the conditions of a full-scale invasion of Russia; factors of increased interest of researchers in studying the problem of elites, elite thinking, elite educational institutions; growth trends of private educational institutions in Europe and Ukraine.

An analysis of different approaches to the interpretation of the concepts of "elite", "private school", "alternative educational institutions", "elite education", "elite university", etc. is offered. The authors proposed a description of different types of private schools, in particular, elitist, denominational, compensatory, conjunctural, national and alternative models. The article presents the classification of private schools (preschool, primary, day, non-formal, with moderate and high tuition fees, with historically developed traditions and modernity, etc.), and highlights their characteristic features.

A comparative analysis of research and elite universities was partially carried out, and the characteristic features of a research university were singled out and characterized (the multi-functionality of the institution, the presence of a system of training specialists with a scientific degree, a wide selection of specialties and specializations, the formation of an intellectual environment around the university, a competitive and selective approach to the selection of students; the presence of corporate ethics, etc.). The article focuses on the specific characteristics of elite universities (autonomy, compactness, own traditions, small numbers, etc.), highlights the most significant factors of the emergence and development of elite higher education institutions in Ukraine (growing demand of the population for appropriate education, creation of an appropriate educational environment, expanded network of social provision of the most gifted students, etc.).

Keywords: elite education, scientific elite, alternative educational institutions, private school, research university, elite university

JEL Classification: D81, D83, H83, I21, I23, I28

INTRODUCTION

European integration educational processes are increasingly actively reflected in the national education system at various levels and degrees of functioning. The implementation of the experience of reforming various educational institutions into the national educational network makes it possible to create educational institutions taking into account the economic-political, social-scientific, and cultural-artistic needs and opportunities of different categories of the population.

The activities of the entire network of educational institutions in Ukraine are under pressure from various events caused by the full-scale invasion of Russia. Two trends in the activity of educational institutions are clearly visible, starting from preschool education institutions and ending with a network of extracurricular institutions and post-graduate education institutions:

1. The first trend is due to the need to preserve student (student) and teaching teams in those settlements that were destroyed by the Russian aggressor.

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2. The second trend is defined by the need to make changes in the educational process of those educational institutions that continue to work under normal conditions (if you can say so, working under martial law conditions), and those students of education and pedagogical (scientific-pedagogical) workers who are forced to leave their settlements (temporary occupation of the territory, transfer of the educational process to the format of mixed or distance learning, transfer to other educational institutions, etc.).

Despite significant destruction and difficult economic and political conditions, the domestic education system is undergoing significant reform and renewal. In the context of the above, the problem of studying elites remains relevant. The formation of the scientific elite, and the development of thinking and consciousness, which reflects the formation of the elite in the sphere of political, social, economic and cultural transformations, is becoming more and more in demand in the domestic society. We single out several factors that determine the increasing interest of researchers in studying the problem of elites, elite thinking, and elite educational institutions. Yes, in particular:

- an ambiguous attitude to the very concept of "elite", which has acquired a negative connotation in the public consciousness, reflecting the involvement of the individual in a certain elitist community, testifying to the significant distancing of the elite from society;
- lack of investigation of the problem of psychological and pedagogical features of the elite, its historical and theoretical foundations and the lack of appropriate criteria for distinguishing the elite;
- the ever-increasing importance of various types of elites for the stabilization and integration of the social system and its progressive development [8, c. 21].

LITERATURE REVIEW

This topic has already been the subject of our research [7; 8], as well as its individual aspects are studied both by domestic (I. Balanchuk [1]; G. Klimova [5]; A. Leibovich [6]; O. Smolinska [12]) and foreign (P. Cookson [13]) researchers.

Also, many scientists focus their attention on such important issues in the context of the proposed topic as the impact of martial law in our country provoked by the full-scale invasion of Russia into Ukraine [15]; the importance of the content of the media discourse regarding the reform of higher education in Ukraine [16]; little progress in reforming the education system, which is associated with a high average age and a long term of university management, etc. [17].

Another group of researchers emphasizes the relevance of the study and best practices of leading universities in Western Europe regarding the functioning of student unions [18], and the analysis of the processes of integration and differentiation of leadership higher education in the world's leading state associations of varying degrees of unitarily - the EU, the USA, China [19].

Finally, the third group of scientists addresses the role of science and education in the formation of the subjectivity of Ukraine for entering the European space [20] and notes the importance of the influence of the global trend of the 21st century - digitalization of education - on university academic traditions, in particular, freedom and responsibility [21] and so further.

At the same time, the increased interest of the public and scientific researches in the specified problems encourages expanding the directions of scientific research.

AIMS AND OBJECTIVES

The purpose of the study is to analyze scientific studies of the problem of the formation and development of domestic elite institutions of higher education and to single out the factors of the emergence and development of domestic elite institutions of higher education.

The emergence of alternative educational institutions is a kind of society's challenge to the increased public demand for education, upbringing, and development of various categories of the population, ensuring effective professional training of future specialists and creating competitive specialists. The network of educational institutions is supplemented by institutions called "private school", "independent school", "elite university", "innovative university", "open educational space", etc.

METHODS

Investigating in our article the peculiarities of the functioning of domestic elite institutions of higher education, such a general scientific method of research as analysis was used, in particular, with regard to the theoretical and practical analysis of the problem of the formation and development of elite higher education in Ukraine. A comparative method was also used to compare research and elite universities. In the end, the methods of synthesis, inductive and deductive analysis, and critical analysis were used to combine various sources and data and create a new understanding of the topic. At most, the analysis of scientific and practical sources, official websites of a number of private institutions of higher education and alternative institutions of secondary education makes it possible to summarize the results of our work and to single out the most significant factors of the emergence and development of elite institutions of higher education.

RESULTS

An important feature of the activity of alternative educational institutions is the introduction of modern information technologies into the educational process, improvement of the content of educational programs (OP) accordingly, renewal of curricula and educational and methodological support. However, the main transforming force remains the teacher: his high level of professionalism and pedagogical skill, benevolent qualities, and humanistic attitude to full-fledged pedagogical interaction.

We believe that the tests of the country's political, economic, and social system caused by the full-scale invasion of Russia prompt the need to train and form a scientific (educational) elite that will be able to ensure the reconstruction and renewal of the country.

The term "elite" (from French - best, selected) found active use/application in scientific terminology at the turn of the 19th and 20th centuries. In a broad sociological context, it denotes a higher, relatively closed stratum of society, controlling its main economic, political and cultural resources. In scientific and educational usage, the term "elite" is usually not used. Unfortunately, belonging to the scientific (educational) elite is not a very common and privileged phenomenon in our society [8, p.21].

Elite education (translated from French - better, selective, chosen) is a special, privileged education for a narrow circle of young people who have the opportunity to receive it due to the high social status of their parents (social status, material and financial capabilities) or high indicators of intelligence in various stages of selection and assessment (examinations in schools and colleges, competitions of talented children, etc.) [3, p. 261-262].

The emergence and operation of elite universities is impossible without a solid foundation, a basic foundation, which, in our opinion, should become both public and private schools. The term "private school" means a non-public institution owned by private individuals, charitable religious or educational organizations or foundations. The private school has a long history. Each state cherishes its historical experience of the emergence of a private school, which is determined by different levels of economy, culture, national traditions, and educational policy. The private school, as an educational institution, arose in the middle of the 19th century, when in some European countries (France, Denmark) laws were passed that allowed the opening of non-state schools. In Germany, Great Britain, and the United States, the right to establish private schools was legislated only in the 1940s [13].

Today, private schools exist in many countries, including Ukraine. In some countries, private educational institutions have a leading role, in others they are competitive with state ones, relegating the state ones to the background, and in others, they are represented very modestly or not at all. The activities of private schools are primarily determined by the basic laws of the state, as well as other regulatory and legal educational acts.

At the end of the 20th century, there is a trend of growth of private educational institutions. This phenomenon is explained by a number of reasons: the crisis state of the public school, parents' dissatisfaction with the quality of education, the increase in the material well-being of the population, etc. This term - private school - is quite conventional and implies schools that are financially independent from the state, financed at the expense of non-governmental organizations, foundations, and charitable donations by private individuals. In scientific and pedagogical literature, other terms are used as synonyms: "non-state", "independent", "free", "alternative", "public-state", "non-governmental" school, etc.

The models of private schools are included in Table 1 based on our analysis of foreign scientific studies [13; 14].

Table 1. Models of private schools.

Type of school	Content characteristic
The elite model covers privileged and prestigious private schools	the main goal is to train the elite of society; the leading task is the formation of the nation's intellectual and technical elite; features of such institutions: - a prestigious, respectable educational institution that works with families of the wealthy category of the population; - characteristic own philosophy of education, own style of activity - own "face", own image; - a high indicator of the academic focus of training, which implies the continuation of training at a higher level
The denominational model is represented by private schools, the activities of which are built taking into account the affiliation of students to an already defined denomination	Confession: 1) in the general traditional sense, the word "confession" (from the Latin confession – definition, confession) is used to denote a separate Christian church as an organized structure that has its own creed and cult features; 2) in a general non-traditional sense, the word "denomination" is used to mean: a certain religion in general; specific, within the framework of this or that religions, confessions; of any individual church; of any cult [4]. In most countries, Catholic schools predominate, where, in addition to academic subjects, the study of the basics of the Roman Catholic (Greek Catholic is more typical for Western Ukraine) church is included in the curriculum.
Compensatory model	Schools of this model seek to help students who, for various reasons, could not study in public educational institutions (social isolation, inconsistency of individual development with the general indicators of the class, disease state, psychological discomfort, etc.). In such schools, the number of classes is small, and minimal, so-called simplified teaching methods are used here, which are mainly selected taking into account the characteristics of each student. In such schools, great importance is attached to the selection of experienced teachers who will help the student gain confidence and make up for gaps in knowledge.
Business model	unites educational institutions that strive to meet the needs of society in educational services that are in high demand and work with a certain category of the population. Thus, new private schools for children of wealthy parents - representatives of different races - have become widespread in the USA. The purpose of such educational institutions is to prepare students for admission to universities. In the 80s of the XX century, numerous private specialized schools appeared in Italy for teaching prestigious specialties (fashion designer, journalist, architect). These schools were financed by large firms and companies. They are well-advertised and popular in society. Many wealthy parents prefer to educate their children in private schools, where the learning process takes place without stress, examination exams - without losses [10].
National model	includes private schools that were created for national minorities with the aim of preserving the national language, culture, and involvement in national traditions. Such schools are small in number and are located in places of compact residence of national minorities.
Alternative model - schools that promote alternative models of education and upbringing; they willingly go to experiments, testing new ideas, concepts of education and upbringing, and alternative teaching methods.	Alternative schools are innovative educational institutions that operate in parallel with regular schools or instead of them and provide an alternative in terms of content or forms and methods of working with students. For example, open school, school without walls, magnet school, street academy, free schools, Waldorf school or gymnasium, lyceum, college, etc. An alternative educational institution is an educational institution that meets the needs of students that cannot be met in regular schools, offers non-traditional education, is an addition to a regular school, or does not fall under the following categories: regular, special or professional school [2].

The analyzed models of private schools are quite common in the countries of Europe and the world, at the same time, they are also gaining popularity in Ukraine, which is due to the growing demand of society for education and upbringing of children. Such schools form a caste spirit in their students, and educate intellectually similar representatives of the same class who preach the philosophy of the ruling elite; such schools are characterized by caution and discretion in conducting various kinds of experiments that endanger the prestige of the school; in such educational institutions, the desire to use the usual arsenal of means that give a guaranteed result prevails.

We agree with A. Leibovych, who emphasizes that traditional education in modern conditions is unable to respond to acute problems in a timely manner and fully satisfy today's needs, because:

- only lists problems and is not aimed at solving them;
- does not allow to understand the systemic picture of the world, since most disciplines are taught separately;
- not aimed at the study and practical solution of local problems;
- society develops at a fast pace; therefore, knowledge often becomes outdated even before the end of the study period [6].

Schools of the non-state sector are gaining more and more popularity in society thanks to their versatility and individual approach to children. Based on the analysis of various sources, we offer the following classification of private schools, in particular:

- preschool, primary, secondary and special schools;
- free, with low, moderate and high tuition fees;
- day and boarding schools;
- with historically formed traditions and modern ones;
- with joint and separate education of girls and boys [7, p. 269].

The example of such educational institutions in Ukraine is already quite large, in particular: "Mriydiy" schools, which operate in Kyiv and Lviv (https://mriydiy.in.ua/?utm_source=google&utm_medium=cpc&utm_campaign=Lviv-Srch-Cat); Alterra School in Lviv (<https://www.alterraschool.space/lviv/>); Ecoland full-day school, Lviv (<https://ecoland.ua/>); Novo-pecherskaya school "Education of the Future", Kyiv (<https://lipki.capital/blog/novopecherskaya-shkola-obrazovanie>); Kyiv international school, Kyiv (https://kyiv.qsi.org/discover?gad_source) and others.

Such schools are characterized by certain features:

- high tuition fees;
- the academic level of preparation;
- casteism (state or professional seclusion, isolation);
- high level of social status of students' parents.

It is worth noting that graduating from a prestigious school gives an opportunity to get a higher education in the best universities in the country and Europe and open the way to a brilliant career. Elite educational institutions, we are talking about private schools, prepare their graduates for management positions in politics, business, economics, and jurisprudence. It is believed that the presence of such people in the governing structures of power ensures a high level of competence in the management of the country.

The problem of the emergence and development of elite (private) educational institutions is caused by the fact that the system of higher education in Ukraine increasingly acquires signs of mass, which reduces its value, reduces the availability of higher education among employers, etc. At the same time, the development of democratic freedoms and the expansion of access to education did not lead to the loss of positions in elite education. Moreover, the exclusivity of certain higher education institutions attracts a significant number of those who wish to get an education within the walls of this institution. In many countries of the world, two sectors of university education exist in parallel: elite and mass. Yes, in particular:

- in British higher education for seven centuries, there have been two peaks - Oxford (1214) and Cambridge (1318), which in the eyes of the British have merged into one and are often referred to by the single term "Oxbridge" in the scientific literature;
- in the USA, a group of privileged private "Ivy League" universities (Harvard, Stanford, Yale, Princeton, etc.) is maintained separately;
- in France for more than 100 years there have been Great Schools that form the nation's elite;
- in many countries, there is not so much an elitist sector of education as individual universities, usually metropolitan ones, which, due to their scientific potential, teaching quality and prestige, occupy a special place in national higher education systems (the University of Tokyo in Japan, the Institute of Higher Education "Ukrainian Catholic University" in Lviv and National University "Kyiv-Mohyla Academy" in Kyiv, Ukraine). Elite institutions of higher education are increasingly gaining weight in the eyes of society in the 21st century, which can be explained by the following factors:
- elite institutions of higher education increasingly acquire the status of statehood and become a reality in domestic national education;
- society offers a social order for the activity of special, benchmark educational institutions, which are supported by the solvency of certain categories of the population.

The idea of a university, according to O. Smolinska, is a complex abstract concept, its institutional image, which is characterized by certain value categories, special goals of activity, separate patterns of thinking, etc.; the essence of the university is actually the content of the listed characteristics; vocation - the internal logic of the university's development, the direction of the goal-setting processes, which are projected externally as the implementation of individual tasks and their complex [12, p. 48-49].

An elite institution of higher education is not only a quality and high level of education - it is also a special place in the hierarchy of educational institutions of the country, a special role of this educational institution in the socio-cultural development of the country.

Elite universities ensure the reproduction of the national and scientific elite and thereby influence the development of culture, science, education, production, and the market.

We agree with the position of I.Yu. Regheilo, who emphasizes that the scientific elite is the leading stratum of the socio-professional community of scientists, which consists of highly qualified scientists whose professional achievements are significant in science, recognized by the scientific community, and who are aware of their social responsibility both to their socio-professional community and to before society as a whole [9, p.184].

The social significance of elite universities is that their graduates belong to the scientific, educational, cultural, political and managerial elite of the country. Elite and mass education are opposites, located at different poles; each of them has its own philosophy and development strategy, its own priorities, its own contingent, and its own problems.

Elite institutions of higher education are characterized by the following features: high quality of education, academicism, scientific orientation, motivation to acquire new knowledge and self-education, and combination of research activity with learning not only in the process of postgraduate and doctoral training but also at the level of student education, the presence of authoritative scientific schools and general education leaders, a high level of teaching, the availability of stable communications between students and teachers.

The specific characteristics of elite universities also include their small number in the education system, autonomy, compactness, and their own traditions, because only in this case can we talk about the individualization of learning and a special atmosphere that promotes the development of a creative and intellectual environment. The optimal model combining the above characteristics is a private institution of higher education. Perhaps that is why most of the elite universities are private. But paradoxically, one does not exist without the other. Elite education can exist only next to mass one because against the background of the mass one and in comparison, with it, one can draw a conclusion about the elitism of the education.

In the scientific literature, there is a point of view that from the middle of the 20th century, two concepts - "elite university" and "research university" are considered identical both in theory and in practice. Today, it is believed that these two university philosophies have merged. Traditionally, an elite university is understood as an educational institution that will provide access to the entire body of modern knowledge and all levels of education, including the Doctor of Sciences (Ph. D.).

Researchers single out the following characteristics of a research university:

- multi-functionality of the university;
- focus on scientific research and development (primarily fundamental)
- availability of a system of training specialists with a scientific degree;
- an excess of the number of master's and doctoral students over the number of students focused on obtaining a general higher education;
- a wide range of specialties and specializations;
- high professional level of teaching staff;
- competitive and selective approach in selecting students;
- perception of world experience and flexibility in relation to new areas of scientific research and teaching methodology;
- a high degree of information openness and integration into the international system of science and education;
- formation of an intellectual environment around the university;
- the presence of corporate ethics, which is based on democratic values and academic freedom [1; 5].

It is obvious that in such an interpretation both concepts are very close and practically identical. What is a modern elite university? Its most typical example is the American counterpart, where the signs of an elite high school are maximally observed. Stanford University, opened more than 100 years ago, belongs to the five most prestigious American universities. The criterion for selecting students is their academic research. But not only the institution of higher education selects applicants who have special achievements outside school activities and are distinguished by organizational skills, high performance in art and sports. The entry requirements state that applicants must complete school courses in English, mathematics (minimum 4 years), science, foreign language, history or social sciences (minimum 3 years). Every year, 1,600 students enter Stanford. The tuition fee is USD 30.000 per year. Often, students with high academic achievements are not able to fully pay for their education, so financial assistance is provided to 72.2% of students [14, p.15].

For the last degree, Stanford offers studies in 7 schools: business, law, education, earth science, engineering, medicine, humanities and natural sciences. Today (as of 2018) 8,536 students study in these schools. After graduation, students carry out independent research projects. About 25% per cent of each school's graduate students receive the highest grade for their research work. Stanford has trained America's 17 astronauts, one of the American presidents (G. Hoover), several governors of California, many famous political figures, ministers, senators, businessmen, 25 Nobel Prize laureates, famous journalists, publishers, actors, producers, Oscar prize winners. Today, Stanford has 17 Nobel laureates, 4 Pulitzer Prize winners, 21 teachers awarded the National Medal of Merit in Science, 219 members of the American Academy of Arts and Sciences, 124 members of the National Academy of Sciences, 24 members of the American Academy of Education [14, p.35].

Another model of a private higher education institution is an innovative university. A vivid example of the development of this type of institution is private universities in Germany. There is no tradition of developing higher education through private funds. But the need for reforms and the emergence of a whole group of non-state higher education institutions, which have become the leaders of innovative processes in higher education, have come. Compared to the state, private universities in Germany are in a more advantageous position because they recruit students at their own discretion, tuition fees are compact, and the number of study places is regulated from several hundred to several thousand. This allows for an individual approach in the selection and training of students. Educational internships abroad (1-2 semesters) are widely used. Training courses are built in the form of modules and have a pronounced practical character. Classes are held in English, German, and French. A number of private universities are created jointly with foreign higher educational institutions. Thus, in 1999, together with the University of Texas (Ric University), the University of Bremen (IUB) was founded, which was supposed to combine in its practice all the best elements of the German and American traditions of higher education.

An elite university in Ukraine is a modern reality of European integration educational processes. Although the appearance of this type of educational institution has not yet become widespread, the positive activity of the national university "Kyiv-Mohyla Academy" and the institution of higher education "Ukrainian Catholic University" (UKU) indicates their necessity and demand in the modern domestic educational space. As of August 2, 2024, UCU has 2,296 students, including 1,572 students at the bachelor's level, 705 - master's students and 19 - graduate students (<https://ucu.edu.ua/>). In addition, the structure of UCU includes the following educational studios: Institute of Ecumenical Studies; Catechetical and Pedagogical Institute; School of Icon Painting; Institute of Church Music; Institute of Mental Health; UKU Medical Clinic; Institute of Religion and Society; School of Bioethics; Institute of Family and Married Life; Public Health Center; Institute of Church History, etc.

DISCUSSION AND CONCLUSIONS

Despite the fact that today there are many studies with solutions to certain issues touched upon in the article, many aspects still remain unexplored. Therefore, in the article, we propose to resolve some of them, in particular, what concerns the fact that the domestic education system is undergoing significant reformation and renewal. The problem of elite research remains relevant, because the formation of the scientific elite, the development of thinking and consciousness, which reflects the formation of the elite in the field of political, social, economic and cultural transformations, is becoming more and more in demand in the domestic society. In the end, we confirmed the importance and successful choice of the topic of the scientific work, which concerns the peculiarities of the functioning of domestic elite institutions of higher education.

Therefore, the analysis of scientific and practical sources, official websites of a number of private institutions of higher education and alternative institutions of secondary education makes it possible to summarize the results of our work and to single out the most significant factors of the emergence and development of elite institutions of higher education. Yes, in particular:

- the active appearance and development of elite higher education institutions are due to the growing demand of the population for obtaining proper education and proper professional training by those who receive education in the chosen professional field;
- an elite institution of higher education creates an appropriate educational environment that enables the individual development of each person, taking into account their potential and motivational readiness for personal and professional growth;

- the elite institution of higher education is based on an extended network of alternative institutions of secondary education, the activities of which are based on the principles of humanism and an innovative approach to the organization of the educational process;
- despite the absence of a state order, private institutions of higher education offer various social scholarships to support gifted youth;
- elite universities actively use ratings of educational achievements of students, which are used for regulation of the payment system for provided educational services; creation and implementation of potential opportunities for academic mobility; provision of employment opportunities for graduates, etc.

We see the prospects for further scientific research in a thorough analysis of the content of the educational programs of private institutions of higher education, which are in maximum demand among applicants, studying the experience of creating a suitable educational environment for revealing the potential opportunities of all higher education seekers.

ADDITIONAL INFORMATION

AUTHOR CONTRIBUTIONS

All authors have contributed equally.

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CONFLICT OF INTEREST

The Authors declare that there is no conflict of interest.

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ОСОБЛИВОСТІ ФУНКЦІОНУВАННЯ ВІТЧИЗНЯНИХ ЕЛІТАРНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

У статті здійснено теоретико-практичний аналіз проблеми формування та розвитку елітарної вищої освіти в Україні. У контексті означеної проблеми автори виокремили: тенденції діяльності освітніх закладів в умовах повномасштабного вторгнення росії; чинники посилення інтересу дослідників до вивчення проблеми еліт, елітарного мислення, елітарних освітніх закладів; тенденції зростання приватних навчальних закладів у Європі та Україні.

Запропоновано аналіз різних підходів до тлумачення понять «еліта», «приватна школа», «альтернативні заклади освіти», «елітна освіта», «елітарний університет» тощо. Автори запропонували характеристику різних типів моделей приватних шкіл, зокрема: елітарна, конфесійна, компенсаторна, кон'юнктурна, національна та альтернативна моделі. У статті подано класифікацію приватних шкіл (дошкільні, початкові, денні, безкоштовні, з помірною та високою платою за навчання, з історично складеними традиціями та сучасності тощо), виокремлено характерні для них ознаки. Частково здійснено порівняльний аналіз дослідницького й елітарного університетів, виокремлено та схарактеризовано характерні особливості дослідницького університету (поліфункціональність закладу, наявність системи підготовки фахівців із науковим ступенем, широкий вибір спеціальностей і спеціалізацій, формування докола університету інтелектуального середовища, конкурсний і селективний підхід при доборі студентів; наявність корпоративної етики тощо). Акцентовано увагу на специфічних характеристиках елітарних університетів (автономність, компактність, власні традиції, малочисельність тощо), виокремлено найбільш вагомні чинники виникнення та розвитку елітарних закладів вищої освіти в Україні (зростаючий попит населення на відповідну освіту, створення відповідного освітнього середовища, розширена мережа соціального забезпечення найбільш обдарованих студентів тощо).

Ключові слова: елітарна освіта, наукова еліта, альтернативні заклади освіти, приватна школа, дослідницький університет, елітарний університет

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