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EFFICIENCY OF THE STUDENT SELF-GOVERNANCE IN PROMOTING THE INSTITUTE OF DEMOCRATIC CITIZENSHIP IN UKRAINE

This publication is dedicated to determining the level of student self-government effectiveness in the process of establishing an institution of democratic citizenship in Ukraine. It indicates the importance of participation of student self-government in the process of institutionalization of collective citizenship. An important focus of the study is that for the successful implementation of the pro-European vector of political development identified by Ukraine, the efficiency of student self-government becomes especially relevant.

The scientific novelty of this study is to determine student self-governance as a form of development of the Institute of Collective Democratic Citizenship in Ukraine and, in case of its effective development, the conditions for changing the vector of political development towards Euro-integration. The practice of students' self-government functioning based on the developed indicator of measuring its effectiveness and recommendations regarding innovative technologies for their improvement is provided.

Keywords: student self-government, institute of democratic citizenship, education reform, fortune-telling social practices, educational migration, innovative technologies, quality of education, values.

Actuality of the problem

For the successful implementation of Ukraine's pro-European vector of political development, the effectiveness of student self-government becomes especially relevant. First, the active consolidation of democratic foundations in all sectors of Ukrainian society is taking place. Therefore, the emergence, development and activity of student self-government is a significant factor in the formation of the political culture of Ukrainian youth.

Secondly, the already mentioned integration of Ukraine into the European educational space, of course, deeply affects all components of the educational industry, requires its democratization, where students are considered as "a constructive partner in creating the European space of higher education." Third, students at all times acted as a kind of "barometer" of the socio-economic and political state of society. This is due to the fact that young people are the least conservative in their value orientations to the social strata of the population, and most responsibly and responsibly respond to social changes.

Thus, studying the dynamics of student self-government as part of the youth movement, makes it possible to diagnose the general state and predict the further development of Ukrainian society. Fourth, the formation of student self-government promotes active involvement of young people in solving the main problems of the state, the formation and implementation of a youth policy of Ukraine.

Thus, student self-government is a significant factor in the development of the institution of democratic citizenship in Ukraine. However, the proclamation of declarations about the important role of student self-government and the real state of its involvement in solving current student and youth problems, participation in public administration of the activity of a higher educational institution at the present stage, in most cases, do not coincide. Such a shocking situation has a number of internal and external factors in relation to student self-governance, which actualize and determine the subject of this research to find possible ways to optimize the role of student self-government in the process of becoming an institute of democratic citizenship in Ukraine.

The use of normative legal, comparative and statistical methods in this study provided the opportunity to achieve the goal of this work: to identify the increase in the efficiency of student self-governance during the last seventeen years (2002-2019 rr). The scientific novelty of this study is to determine student self-governance as a form of development of the Institute of Collective Democratic Citizenship in Ukraine and the conditions for changing the vector of political development towards Euro-integration.

Signals of local sources and publications

The level of development of this topic in scientific sources is insignificant due to the relatively recent emergence of student self-government in Ukraine. In particular, the legal aspects of the functioning of student self-government in the works of T. Yatskiv "Legal regulation of the student self-government institute in Ukraine" are well-publicized¹. an analysis of the forms of interaction between student organizations and public authorities and local self-government in the work of P. Viknyansky², A. Karnauha³, K. Ploskii⁴, the experience of the functioning of student self-government in Poland, O. Khuliak⁵. Also, as sources in the study of students' self-government issues, publications of youth and student organizations, laws and regulations of Ukraine, draft laws of the Verkhovna Rada of Ukraine, regulatory documents of the Ministry of Education and Science of Ukraine, materials reflecting the work of student colleges were used.

Execution of clean water supply

Consideration of this problem should begin with an analysis of the context of the use of the term "student self-government" in relation to various socio-political phenomena and processes.

The functioning of student self-government is regulated by the Law of Ukraine "On Higher Education", Art. 40 (Information from the Verkhovna Rada (BBP), 2014, No. 37-38, ст.2004). "Article 40. Student Self-Government 1. In higher educational establishments and their structural subdivisions student self-government, which is an integral part of the public self-government of the relevant educational institutions. Student self-government is a right and opportunity for students (cadets, other than cadets-servicemen) to solve the issues of studying and living, protecting the rights and interests of students, and also participate in the management of a higher educational institution»⁶.

In general, we have the following hierarchy of acts on student self-government: Law of Ukraine "On Higher Education" of 17 January 2002 (Articles 37, 38, 40). Regulations on the state higher educational institution. Approved by the decree of the Cabinet of Ministers of Ukraine dated September 5, 1996 No. 1074 (clauses 37.38, 49-57). Regulations on student self-government in higher education in educational institutions. Approved by order of the Ministry of Education and Science of Ukraine dated April 3, 2001, No. 166. Statute of a higher educational institution. Regulations on student self-government in higher educational establishments (adopted by the general meeting (conference) of students of higher educational institutions and approved by the general meeting (conference) of the staff of the university). Other acts of student self-government bodies.

In order to determine the role of student self-government in the process of establishing an institution of democratic citizenship, it is necessary to consider the internal motives that determine the activity of these structures, because it is the human factor in the unfavorable conditions for the emergence of a new civic education is often decisive. Let us turn to the data of several social surveys conducted in different years. We submit the results of the survey of the Center for Social and Political Studies "European Dimension" among students of the All-Ukrainian Central Organization of Kyiv in 2002. One of the questions in this survey was set as follows: "How do you rate student self-government activities at your institution?"

The obtained results, according to the Center, "leave no doubt that at present these structures, as a rule, do not play any serious role in universities»⁷

The data of the same survey showed that there are a significant number of problems that are actual for students, the solution of which could be through a well-developed system of student self-government.

The next poll can be called expert as it is the results of a sociological survey of representatives of student self-government bodies of higher educational institutions, leaders of student organizations,

¹ Яцків, Т. *Правове регулювання інституту студентського самоврядування в Україні*. <<http://www.kpss.lviv.ua>>.

² Вікнянський, П. *Резолюція круглого столу «Студентське самоврядування: проблеми законодавчого забезпечення»*. <<http://students.net.ua>>.

³ Карнаух, А. (2005). Проблеми молодіжної політики в сучасній Україні. *Політичний менеджмент*, 4 (13), 63-69.

⁴ Пłosкий, К. (2005). Участь молоді у розвитку місцевої демократії в Україні: проблеми та перспективи. *Український соціум*, 1 (6), 101-111.

⁵ Хауляк, О. (2005). Рівні функціонування студентського самоврядування в Польщі. *Студентський пульс*, 5.

⁶ *Закон про вищу освіту, ст. 40. 2014* (Верховна Рада України). *Відомості Верховної Ради України*, 37-38, 2004.

⁷ Результати опитування Центру соціально-політичних досліджень «Європейський вимір» серед студентів ВНЗ м. Києва. <<http://www.evrovymir.narod.ru>>.

professional unions of Lviv region (held during the round table "Student Self-Governance in Lviv Oblast: Realities and Development Prospects – May 2005"¹.

As for the initiation of the process of creating student self-government in the RCC, we have the following results: 31% of those polled believe that this process was initiated by the administration of higher educational institutions, 26% – an initiative group of students; 25% – union of students, 8% – public organizations; 2% – individual students; others do not know the initiators. The respondents also evaluated the activity of student self-government bodies at their higher educational institutions (on a five-point scale, where 1 is a low level of activity, 5 is a high level of activity): 48% rate them by 1 point, 32% by 3 points, 19% by 4 points, others abstained from the answer.

The main obstacles in the development of student self-government in Ukraine were: Absent legislation (74%) Competition with trade unions (11%) Students' passivity (8%) did not support student initiatives (7%). In our opinion, the following conclusions can be drawn from the data of 2 surveys: the institution of student self-government in the early 2000s was unpopular among the students due to their inability to influence the solution of the students' actual problems; the process of its creation was largely initiated by the administration of the Supreme Court. Most likely, the reason for such a state of affairs in that period of student self-government should be sought not in the general pessimism, social apathy and student frustration, but in the lack of awareness of both the activities of student self-government bodies and their rights and opportunities in relations with the administration – notes V. Uankovich².

Thus, student underestimation of the role and opportunities of student self-government at that time was generated by their ignorance. It must be accepted that the reason for the relative passivity of student self-government was not social apathy and disbelief, since the events of the Orange Revolution of 2004 and the Revolution of Prosperity in 2013 demonstrated a high activist participation of young people, which, it is possible, gained it from the previous practice of student self-government.

To improve the efficiency of student self-government in Ukraine, it will be advisable to study the experience of student self-governance in higher education institutions in European countries. Especially since the experience is easy to start, taking into account the educational migration process. So, the experience of Poland, France and Great Britain testifies to its deep democratic traditions and developed organizational structure. Student self-government is organically linked with the dynamic processes taking place in public life.

It is significant that student self-government in these countries receives significant consultative and financial support from the state, public and other organizations; may be engaged in commercial business. On the other hand, higher education institutions and their academic community comprehensively stimulate the involvement of students in participating in the formation of the educational process, the implementation of the functions of management of educational institutions, leisure activities and sports and cultural work.

In particular, in Poland, student organizations have their own premises at the university, which in most cases are equipped with their own furniture and office equipment. If a student organization wants to rely on financial support from the funds allocated to student self-government, it must register at the university and submit annual reports on its activities. To receive a grant from the OSS, the student organization must submit a properly completed application form. In Poland, in addition to the OSS at universities, there is a nationwide student parliament whose delegates are selected by students from higher education institutions. This body has advisory functions and expresses the student's position on certain legislative or administrative changes that may affect the interests of students³.

Thus, Polish experience is valuable for student self-government in Ukraine. In particular, the legislative consolidation of the independent legal status of the Student Self-Government Organizations (OSS) in the new Law of Ukraine "On Higher Education" and financial guarantees. It must be agreed that it was during the last 2017-2019 that the practice of democratic, transparent, secret and general elections to the OSS with all the attributes of the election (public speeches, leaflets, ballots, etc.) really changed for

¹ *Результати соціологічного опитування представників органів студентського самоврядування вищих навчальних закладів і лідерів студентських організацій, професійних спілок Львівщини під час проведення круглого столу «Студентське самоврядування у Львівській області: реальність і перспективи розвитку» (2005).* <<http://www.kpss.lviv.ua>>.

² Ванькович, У. *Український досвід студентського самоврядування: тенденції, проблеми.* <<http://osvita.org.ua>>.

³ Щербаченко, В. *Студентське самоврядування. Чому нас навчила Польща.* <<http://www.ukraine-poland.com/dosvid/>>.

the better. Positive is the experience of introducing a system of grants for student organizations, associations and initiative groups that operate at universities.

This greatly enhances the initiative of student youth. An evidence of democratization of the higher education system has been the more active involvement of students in solving university and university affairs through more active and meaningful involvement of students in collegial bodies of Ukrainian VZOs and financial support of OSS from university funds. As a result of the analysis of the topic under consideration for improving the efficiency of student self-government in Ukraine, the author developed a questionnaire as an indicator of student self-governance efficiency, the content of which is given below¹.

"Give assessment of the student self-government in ----- (indicate the name of the RCC) according to the proposed index. The assessment is based on a five-point scale, where: 1 – the absence of this factor; 2 – unsatisfactory condition of this factor, 3 – satisfactory condition, 4 – relatively good level of development, 5 – excellent.

Factor	Rating
Block 1. Space	
Presence of the provision on student self-government at the MSUU. P. Mogila, which clearly defines the rights and responsibilities of this body.	
Level of interest from the administration, university staff, faculties and dormitories in the effective operation of the CSO.	
Level of independence and self-sufficiency (financial, organizational, logistical, etc.) OSS.	
Block 2. Structure	
The effectiveness of the model of election to the OSS.	
The effectiveness of measures to attract activists to the OSS.	
The effectiveness of the structure of the functioning of the OSS and their officials, the presence of a clear delineation of tasks and responsibilities of each of them.	
Block 3. Values and ideas	
Level of motivated student self-government leaders.	
Availability of the strategy and system of planned activities on the development and activities of student self-government at the university	
Level of cooperation and mutual assistance among leaders and students of self-government.	
Block 4. Impact and activity	
Level of awareness of students of the potential role and weight of student self-government, the ability to present their own interests through this structure.	
The level of perception of teachers and employees of the University of student self-government as a significant representative of the interests of students	
Level of establishment of constant contacts with the external public (OSS of other VZOs, state institutions, public and political organizations, etc	
The level of information activity of the OSS (publications, round tables, debates, etc.) with the aim of popularizing student self-government at the university.	
Efforts to find funds for the implementation of their own OSS projects.	
Activities to protect students' rights.	
Cultural and entertainment activities.	

¹ *The questionnaire was developed by the author as an indicator of the effectiveness of students' self-government functioning in May 2018.

As a result of the survey conducted by the author in May 2018, within the framework of the study of the process of establishing the Institute of Democratic Citizenship in Ukraine, it was found that 49% of respondents identified indices 3 and 4, that is, 3 satisfactory, and 4 – relatively good level of development in accordance with the position Level of students' awareness of the potential role and weight of student self-government, the ability to represent their own interests through this structure ", as well as the indices – 4 – relatively good level of development and 5 – excellent in accordance with the posture "The level of information activities of the OSS (publications, Internet networks, round tables, debates, etc.) with the aim of promoting student self-government at the university."

The sample of respondents was conducted according to the cluster method, 500 respondents were interviewed – student youth of higher educational institutions of Odessa, Nikolaev and Kherson, age of respondents – from 16 to 23 years. Gender of respondents: 45% of men, 55% of women – 4%, as a result of the study, tables were developed for each of the questions presented in the form of responses as a percentage*. Also, the result of the topic under study is the author's recommendations for increasing student self-government efficiency: 1. To start the practice of preliminary discussion and agreement with student and trade union organizations on the draft provisions on socio-economic rights and guarantees of student youth. 2. Implement the mechanism of cooperation between student government bodies and employers. 3. Initiate a constructive and permanent dialogue between the CSOs and local self-government bodies. 4. To facilitate the organization of on-site seminars on student self-government in the regions and publication of methodological manuals on student self-government; 5. To facilitate the formation and coordination of the activities of regional associations of students' self-government bodies. That is, effective student self-government can mobilize potential resources into a sufficiently critical mass of civic energy and direct the vector of political development of the political system to a sustainable European integration. As educated student youth acquires leadership qualities in the practice of self-government, the personalization of which is the citizenship of the young patriots of Ukraine. According to the definition of the domestic scientist VP Gorbatenko "Citizenship – readiness and ability of the individual, citizen to actively participate in the affairs of society and the state on the basis of a deep awareness of their rights and responsibilities"

Conclusions

Student self-government in Ukraine is the stage of institutionalization and is an important form of development of the Institute of Democratic Citizenship. The process of functioning of student self-government, involving educated youth in solving the main problems, first of all, student youth, promotes the identification of interest groups and the formation of a new generation of the national elite. And the study of the functioning of student self-government provides, to a certain extent, a forecast of further socio-economic and political development of Ukrainian society. Thus, student self-government is an important factor in the development of civil society in Ukraine. The main purpose of student self-government is to protect the rights and realize the interests of students at the level of a specific OSS, as well as at the level of the entire country (through relevant student and youth associations). An analysis of the activities of student self-government organizations in European countries indicates a direct link between the level of democratic political culture in society and the level of student self-government and is a positive example of experience.

At the current stage, 2017-2018, the dissemination of the idea of student self-government was promoted – the creation of sites, the production of various informational materials, which explained to students the task and capabilities of student self-government bodies. The result was the revival of the functioning of student self-government in higher education institutions, that is, the functioning of this important component of the Institute for Democratic Citizenship became more effective.

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