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PECULIARITIES OF THE STUDENT SELF-GOVERNMENT IN UKRAINE AND IN POLAND: PROSPECTS FOR COOPERATION

The research defines the peculiarities of functioning of student self-government in Ukraine and Poland as one of the components of the Institute of Democratic Civic consciousness. The prospects of cooperation between institutes of student self-government of Ukraine and Poland are considered through the prism of educational migration, in particular, the possibility of influencing the process of educational migration in the view of preserving Ukrainian national security. The approaches are proposed to improve the role of student self-government in the process of educating the new generation of the national elite capable of directing the vector of political development of Ukraine's political system to sustainable European integration.

Keywords: «Student self-government», «the Institute of Democratic Civic Consciousness», «educational migration», «student democracy».

Introduction. The student self-government may belong to one of the leading roles in the democracy acquiring by the student youth, in facilitating institutionalizing the democratic civic consciousness of the society. In order to confirm the hypothesis stated in this research the works of the scientists and some author's researches of the last years (2002-2018) devoted to the student self-government theme were considered. The search for ways to strengthen European democracy, responsible use of public authorities against global challenge that is: strengthening migration flows from non-democratic countries, hybrid wars, exacerbation and militarization of conflicts actualize and determine the theme of the research. The scientific novelty of this topic is in the study of student self-government as one of the components of the Institute of Democratic Civic consciousness. V. O. Suchomlynsky defined "civic consciousness" as "a complex socio-psychological phenomenon in which the intellectual, emotional, strong-willed and practical life aspects of a human as a creator of material and spiritual values of a society"¹. The author defines the "Institute of Democratic Civic Consciousness" as a constructive qualitative part of civil society which is organized to consolidate conscious active competent national-patriotic citizens with a high level of political culture in political-responsible cooperation with state authorities"² That is to take into account, we analyze the student self-government not in the context of the educational and pedagogical problems, but as a self-organization form of students whose main purpose is to represent interests and protect students' rights. The functioning of the student self-government in modern Ukraine is at the stage of institutionalization and requires scientific study and development of approaches in enhancing its role in the democratization processes. In European countries, on the contrary, the student self-government is an important factor in the development and modernization of the society, the identification of potential leaders, the development of their managerial and teambuilding skills, the formation of the future national elite. That is why the goal of the research is to study the experience of the student self-government in Poland neighboring with Ukraine to consideration and improve the Ukrainian practice of gaining democracy experience with the Ukrainian student youth.

To solve the scientific problems, the following methods of research were used as: the method of analysis, the comparison method in the coverage of foreign experience of functioning student self-government, the normative method of work on the legislative base of functioning student self-government, the systematic method in analyzing the functioning of student government in Ukraine; questionnaire and etc.

The following factors indicate the strengthening of student self-government role in the society to change the vector of political development to the democratic one. Firstly, the vital component of student self-

¹ Сухомлинский, В.А. (1971). *Рождение гражданина*. Москва: Мол. гвардия.

² Ярошенко, В.М. (2019). Вплив мережевої комунікації на становлення інституту демократичної громадянськості в Україні. *Наукові праці*, 297, 285, 58-64.

government activity is instilling of civic values. Secondly, the integration into the European educational space has been defined by Ukraine.

Thirdly, students at all times have been the least conservative by their compliance orientations in social stratum of the population and that, most sensitively and positively responding to social changes. Fourthly, the formation of student self-government promotes active involvement of young people in solving the main problems of the State, as well as formation and implementation of youth policy.

The level of the development of the theme in scientific sources is insignificant due to relatively recent emergence of student self-government in Ukraine. In particular, the legal aspects of the student self-government functioning are adequately disclosed have been by authors V. Bahrushin¹, Y. Kraschenko². The coverage of foreign experience of the student Self-government functioning have been by author V. Shcherbachenko³

Peculiarities of student self-government functioning in modern Ukraine. The normative base of functioning of student self-government in Ukraine is: the Law of Ukraine "On Higher Education" (article 40)⁴, the Regulations on Student Self-government in Higher Education Institutions⁵.

It should be noted that one of the problems of student government functioning is the contradictions of powers and general principles of organization of student self-government, defined in article 40, which require clarifications.

According to the research conducted by V. Bakhrushin in April 2018, the following norms of the law can be counted as the most problematic in terms of the number of violations and possibilities of their practical implementation, they are: 1. Elections of the organs of students' self-government (OSS) without specifying which organs by direct and secret voting by the students are (Cadets)-Part 1 art. 40. Among the considered provisions of the student self-government in 30 educational establishments there is hardly any institution where this provision was fully obeyed⁶ 2. Termination of person's participation in the student self-government body with termination of their education in higher education institution (Part 4 of article 40). This provision deprives powers of those graduated from the Bachelor's and entered the same institution to the Master's. 3. Registration of a student self-government body as a public organization (part 4 of article 40). After such registration, the public organization will have to keep to the law of Ukraine "On Public Organizations" (NGOs), which does not provide for obligatory regular renewal of the NGO (non-governmental / public organization), its management and the founding board. Therefore, immediately after the registration the NGO will begin to live its own life, with time it will increasingly be removed from OSS. Therefore, it cannot be identified with the student self-government body. It is possible to predict the right of OSS and students to create their public organizations, although they have this right already. But it is impossible to register the student self-government body as a public organization⁷.

The second problem of student self-government functioning lies in the fact that student self-government functions are limited to representation in management bodies, to harmonize certain decisions with the narrow circle of activists. As well as, in our opinion, not enough attention is paid to educational work. That is, at the same time, the important task of the university is to form the personality of each student,

¹ Бахрушин, В. Проблеми організації студентського самоврядування. *Освітня політика. Портал громадських експертів*. <<http://education-ua.org/ua/articles/1176-problemi-organizatsiji-studentskogo-samovryaduvannya>>.

² Кращенко, Ю. (2009). *Студентське самоврядування в освітньо-виховному середовищі вищої школи України та зарубіжжя*. <www.vsrmon.org.ua/studlibrary/manage/1167-2009-12-04-16-48-58>.

³ Щербаченко, В. Студентське самоврядування. Чому нас навчила Польща. <http://www.ukraine-poland.com/ua/dosvid/molod.php?id=stud_samovriad.txt>.

⁴ Закон про вищу освіту 2014 (Верховна Рада України). *Офіційний веб-сайт Верховної Ради України*. <<https://zakon4.rada.gov.ua/laws/show/1556-18/page4>>.

⁵ Положення про студентське самоврядування Національного університету «Києво-Могилянська академія» (редакція 09.11.2016). <<http://sk.ukma.edu.ua/2016/11/нова-редакція-положення-про-студентс/>>.

Положення про студентське самоврядування Київського національного університету імені Тараса Шевченка 2018. <<http://sp.knu.ua/wp-content/uploads/2018/03/ПОЛОЖЕННЯ-ПРО-ОСС-КНУ-ухвалено-13-березня-2018-року.pdf>>; *Положення про студентське самоврядування Національного університету «Києво-Могилянська академія»* (редакція 09.11.2016). <<http://sk.ukma.edu.ua/2016/11/нова-редакція-положення-про-студентс/>>; *Обговорення Положення про органи студентського самоврядування в НПУ імені М. П. Драгоманова!* (проект станом на 07.04.2018). <<http://npu.edu.ua/ua/oholoshennia/196-zahalnounivesytetski/4484-obhovorennia-polozhennia-pro-orhany-studentskoho-samovriaduvannia-v-npu-imeni-m-p-drahomanova>>.

⁷ Бахрушин, В. *Проблеми організації студентського самоврядування*, *Освітня політика. Портал громадських експертів*. <<http://education-ua.org/ua/articles/1176-problemi-organizatsiji-studentskogo-samovryaduvannya>>.

their general competencies – critical thinking, ability to make informed decisions and bear responsibility for them, work in a team, etc. Therefore, these problems identified the theme of the research of student self-government as one of the components of the Institute of Democratic Citizenship, which may include one of the leading roles to acquire democratic experience by the student youth at the appropriate solving of these problems. Additionally, the claimed statement of a possible leading role of student government in the formation of the Institute of Democratic Citizenship relies on the dissemination of the positive significance of the revival of self-governing traditions of Ukrainians since the Cossack times. It should be agreed that the Ukrainian state more and more contributes to the revival of the Ukrainian Cossacks, popularization among the young generation of Cossack ideals and principles of self-government, educating young people in the glorious traditions of our ancestors. In fact, substantial assistance in functioning of student self-government is financial support of activities from the Special Fund of the University. But such assistance should be mutual-and more effective from the part of the educated students, whose focus is student self-government.

The peculiarity of the initial stage of the Institute of Student Self-government in the early 2000s in Ukraine was its low popularity among students due to their own inability to influence the solution of actual problems of students. The process of its creation mostly initiated by the administration of Universities. The leaders of student self-government mostly pessimistically assessed their activities, the main obstacle to the development of student self-government as the author of the article understands was not in the internal reasons, but in changing legislation. Thus, the underestimation of the students' roles and opportunities of the student self-government was generated by their non-awareness. It should be agreed that the reason for the relative passivity of student self-government functioning was not in social apathy and disbelief, since the events of the Orange Revolution of 2004 and the Revolution of Dignity in 2013 showed high activist participation of young people, which was possibly gained from the previous practice of student self-government. Moreover, student youth acted as an avant-garde to defend the pro-European vector of political development. And, due to high patriotism of youth as well, the national independence and national territory of Ukraine was preserved.

This indicator can be considered as the growth indicator of student democracy within the functioning of student government in Ukraine for the last ten years. That is, it is necessary to recognize the high social value of gaining democratic experience, which is an indicator of the irreversible democratic vector of political development of Ukraine.

The Peculiarities of Student Self-Government in Poland. The development of student self-government bodies in Poland may be one of the indicators of significant changes that have taken place in the country over the past decade. The emergence of student self-government bodies in Poland in the form in which they exist now preceded the activities of independent students' organizations in the 80s of the XX century. In 1983 Poland adopted the law "on Higher Education", which foresaw the possibility of establishment of student government in universities. The spirit of freedom, which did not leave Polish universities even in tough times, became one of the reasons that Polish students were actively involved in the struggle for democratic transformations in the country, and the year 1988 was especially distinguished by student strikes. As a result of student activity on September 12, 1990 the Parliament adopted a new law "On Higher Education", which provides a number of legally enshrined guarantees of independent status of student self-government in universities in Poland. In particular, the new law was enshrined in the compulsory financial support of the student self-government bodies from the university budget¹. The law of Poland "On Higher Education" from 12 September 1990 made substantial changes in terms of student self-government as a single representative of the student community (article 156 of the Law), which determined the role and purpose of this institution. The Law «On Higher Education" foresaw two equal functioning of student self-government in Poland: functioning of student government at the general state level and level of the higher educational establishment. At the national level, this organization represents the student Parliament. Most of the student government bodies insisted on the acquisition of the legal status of the organization. According to the law "On Higher Education" the student self-government is divided into national and local levels. *The student self-government in Poland does not depend on the administration of the university or the Minister of Education.* To support its activities, student organizations receive funding from the universities; in addition, students directly donate a certain amount of funds to the student self-government bodies².

¹ Щербаченко, В. *Студентське самоврядування. Чому нас навчила Польща.* <http://www.ukraine-poland.com/u/dosvid/molod.php?id=stud_samovriad.txt>.

² Щербаченко, В. *Студентське самоврядування. Чому нас навчила Польща.* <http://www.ukraine-poland.com/u/dosvid/molod.php?id=stud_samovriad.txt>.

At the general state level in Poland there is the Principal Council of Higher Education (hereinafter-the Council).¹ The local level is the students' self-government at the level of the University of Poland. In universities, the collegial bodies are the Senate and the Councils of faculties, the sole bodies are the Rector and Deans, the elected bodies are the Voter Board, if it is provided in the Statute. Student self-Government on the territory of higher educational establishments carries out socio-household and cultural activity in student's affairs².

There are differences in the student self-government structures; they arise according to the number of students of the university. The common feature in all the bodies of student self-government are the legislative, executive and judicial bodies of the structure. Legislative power is executed by the Student Parliament. The structure of the executive organs is varied, it is determined as the procedure for being elected to the Student's Parliament, by the Regulations on Student Self-Government. The Provisions and amendments are adopted by the parliament; they become valid after the approval by the Rectors Office its provisions compliance with the Statute of the University. The judiciary power is represented by Disciplinary authorities or the Peer Court. The most influential and decisive voice of the representatives of student self-government bodies are in the elections of the Rector, as well as pro-Rector and deans of educational work. A separate level, although is not stipulated in the law "On Higher Education" of Poland, and it is comprised by the associations of student self-government bodies at the level of administrative territorial units. However, such bodies are more likely to be coordinative than representing a union or the student self-government body³. It is necessary to pay attention to the revival of the Territorial Self-government (detachment, County, provinces), which allowed the transfer of management of educational institutions to self-government. Due to it, they can conduct their own educational policies that is to meet local needs. The task of territorial self-government is to guarantee education, upbringing and guardianship in educational institutions for which they are governing bodies. The units of territorial self-government assumed a wide scope of authority; primarily their responsibility for the condition of education on their own territory increased⁴ Student organizations have their own premises at the university, which mostly are equipped with own furniture and office equipment. If a certain student's organization wants to rely on financial support from the funds allocated to the activities of the university student self-government, it must be registered at the University and submit annual reports on its activities. In order to receive the grant the student organization should submit duly completed application form and obtain the funds⁵. The characteristics of the student self-government in Poland reflect the peculiarities of well-established democratic models of student self-government institute functioning. However, a well-known fact is that democracy is not a stable model and it may acquire with certain influences of authoritarian or totalitarian direction. For democracy is important to preserve the democratic environment and maturity democratic institutions. The indicator of the determination of the experience of student democracy in Poland can serve as protest speeches in June 2018 of the academic community against the new Higher education bill. Thus, a group of students and Lecturers of the University of Warsaw, 20 representatives of the Academic Committee of the protest, the organization formed by the members of the Academic academy community, opposed to a new higher education bill, compiled a list of 11 Requirements they wanted to include in the higher education system.

The protest spread to other cities of the country (Lodz, Bylastok Gdansk, Krakow), and there were white and red banners with such slogans as: "Self-government is our weapon ", "We demand Democratic universities ", "We do not abandon our autonomy " and "Sovereign Academies " which reflected the main content of protests and demands.

The reason for the speeches is that the new bill, also known as "Bill 2.0 " or "the Constitution for Education ", was intended to establish "university councils ", the governing bodies, which consist of people not affiliated to the university. These councils would have the right to elect University presidents. Protesters feared

¹ Щербаченко, В. *Студентське самоврядування. Чому нас навчила Польща*. <http://www.ukraine-poland.com/u/dosvid/molod.php?id=stud_samovriad.txt>.

² Щербаченко, В. *Студентське самоврядування. Чому нас навчила Польща*. <http://www.ukraine-poland.com/u/dosvid/molod.php?id=stud_samovriad.txt>.

³ Щербаченко, В. *Студентське самоврядування. Чому нас навчила Польща*. <http://www.ukraine-poland.com/u/dosvid/molod.php?id=stud_samovriad.txt>.

⁴ Adamczyk, E., Gęsicki, J., Matczak, E. (2001). *Przemiany prawno-organizacyjne w tworzeniu oświaty samorządowej. Samorządowy model oświaty: conception and realia*. Warszawa: Instytut Badan Edukacyjnych, 19-29.

⁵ Кращенко, Ю. (2009). *Студентське самоврядування в освітньо-виховному середовищі вищої школи України та зарубіжжя*. <www.vsrmon.org.ua/studlibrary/manage/1167-2009-12-04-16-48-58>.

that, with the new draft, the Ministry of Science and Higher education would acquire too much political control over academia, having the opportunity to directly influence the content of educational programs at universities. In addition, the reform stipulated that regional universities in smaller cities would lose their budget for research and the rights to assign candidate ranks, actually turning to educational institutions. According to the Committee on academic protests, these changes threaten opportunities of students and scientists outside big cities, further supporting the interests of urban elites. What is an important feature of the tradition of Polish student democracy, according to the author, is that the meaning of protests goes beyond politics. "The occupation of the university space is a new form of protest, turning the rector's palace into a social space", says Helen Patzer, the anthropologist from the Institute of Ethnology and Cultural of Anthropology of the University of Warsaw, "in our world everyone is busy, always running around. Abstracts, examinations, administrative work... This protest creates a space for meeting people, better acquaintances and relevant disciplines", she says. "The professors spend their classes here, sitting on the grass. It is a moment for all of us to create together all sorts of alliances and to plan activities, not just to protest against the new reform".¹ The efforts of the vigilant and participating influence of the educational community of Polish universities to the authorities in preparing amendments to the educational law achieved a positive outcome. It is evidenced by the notice in May 2019: "The reform of education is the answer to the expectations of the most Poles. We strongly emphasize that education reform has been carefully prepared and its implementation is constantly monitored. A full organizational and financial analysis of the effects of changes was developed. The Ministry of National Education provided funds for the tasks associated with reforms. It prepared the relevant normative and legal acts that allowed implementing the changes, developed the curriculum and approved textbooks for school use. In the next years of reform the implementation by the Ministry of Education continues to support local self-government bodies, co-financing of school equipment, reconstruction, modernization of laboratories, purchasing textbooks for school Libraries and Multimedia Equipment".²

The factors for the further successful establishment of the Institute of Student Self-government and the prospects for cooperation both in Ukraine and Poland can be considered similar in both countries to the glorious historical traditions of self-governance, normative and legislative conditions of functioning of student self-government, financial support of its activity, democratic European vector of political development, positive experience of struggle in defending democratic freedoms in recent years. In this list there may be enough themes for mutual exchange of experience and joint events between student self-government organizations of Ukraine and Poland. *The distinguishing features* of student self-government are the following: the structural differences, for example, in Poland there are no defined academic groups as such, there are no student trade unions, which in Ukrainian universities create certain competition and take over some functions of student self-government. Such differences can be taken into account by the Ukrainian youth with further planning of improving the effectiveness of student self-government. And the most important differences, in our opinion, are in the fact that Polish students, in contrast to Ukrainian students, have a greater experience of so-called democratic sensitivity and have timely response to peaceful protest measures against the narrowing of democratic freedoms. This experience, undoubtedly, is acquired over time, but it is valuable for Ukrainian students as it can warn too much of a social tragedy for belated happy responding to the encroachment of democratic freedoms.

The educational migration can be considered an important part of defining the prospect of cooperation between institutes of student self-government of Ukraine and Poland an addition to the proximity of cultural, linguistic, ethnic, religious, territorial factors. In particular, the focus of scientific analysis is important to concentrate on that part of the student youth who returns home to Ukraine after studying abroad and brings learned experience of democratic governance and established personal friendly contacts with representatives of Polish youth. To study the experience of student democracy in Poland in the part of ensuring the rights of Ukrainian students in Polish universities, we represent the results of the following survey of Ukrainian students who returned to Ukraine after graduation in Poland. This survey was conducted by the author in the format of Radio Bridge "Mykolayiv-Zhitomir" in October 2018, organized by the Ukrainian public broadcasting. The format of discussion touched on motivation of Ukrainian students studying in Polish universities. According to the information of 4 participants (2 representatives – from Mykolayiv and 2 – from Zhitomir), 3 – graduates out of 4 have expressed a strong conviction to stay to live and work in Ukraine.

¹ *Akademicki Komitet Protestacyjny*. <<https://www.facebook.com/akademicki2018/photos/a.780673705472907.1073741829.779991188874492/783512561855688/>>.

² Zmiany wprowadzone w oświacie zostały przygotowane rzetelnie 05/22/2019. *Department of Information and Promotion Ministerstwo Edukacji Narodowej*.

The facts in favor of the advantage of living in Ukraine were family values and significantly wider opportunities to use in life their acquired life and educational potential. In terms of personal participation in the activity of student self-government in Poland during student life, there were no examples of 4 participants of the radio broadcast. They did not have to appeal to the student government centers in Polish universities for defending their rights and they relied more on their own awareness and ability to exercise their rights. But with respect to other colleagues, they confirmed that student government is actively helping those Ukrainian educational migrants who need them to adapt and feel equal in the foreign Polish University. Two participants of the radio broadcast reported that they had to work at the time of the university training in other spheres not related to their specialty, for example, culinary production in order to provide accommodation and training in the Polish university. The following example of motivation of students – educational migrants, in the format of Radio Bridge “Mykolayiv-Zhitomir”, as we agree, is not indicative. It is also difficult to determine the total number of listeners except 5 calls in the studio during the discussion and 8 calls after the broadcast. The listeners the broadcast program mainly emphasized the relevance and importance of the discussion on the air. The fact of the discussion in public space the topic of the educational migration clearly confirms the importance of further scientific research. In the future, it is appropriate to provide research on the problem of educational migration within the project: "Migration of Ukrainian students to Poland, Czech Republic, Hungary and Slovakia: Human Capital Perspectives" (03.11.2018), since we consider it as one of Prospects of cooperation of student self-government of Ukraine and Poland.

The Profile of Ukrainian Students and Graduates in Poland. The largest group (83%) is current students, i.e. persons studying at a BA or Master's program at the University of Poland. Another group of 17% is Ukrainian graduates who have a diploma from the Polish University. Two-thirds of respondents (67%) do not have Polish roots, but 31% say that their grandparents were born in Poland. A large majority has close relatives in Ukraine. Most of the respondents have lived in Poland for a long time: 29% have lived in Poland for 1-2 years and 29% – for 3-4 years. The largest group of respondents – 42% consists of persons aged 18-20 years old, while 32% have the age of 21-23 years old.¹

Motivation of Ukrainian Students to Study Abroad. Among the respondents who returned to Ukraine, the main reasons are the desire to apply the education received in Poland for their native country (52), to live in the cultural environment where the respondent grew up (40), and to live closer to friends and relatives (36). On the other hand, those who plan to remain in Poland (243 from 872), among the reasons noted better conditions for life (79%), the possibility to earn more than in Ukraine (52%), and more job prospects in their professional sphere (44%). Less popular were the following reasons: unstable political situation in Ukraine (25%), the desire to get a new experience (16%), the fact of residence of parents in Poland (14%), better opportunity to find work even in another specialty (17%), military conflict in Ukraine (7%) and ease of obtaining a permit for a long-term stay (3%)². Consequently, the study of motivation of educational migrants and its consideration for the improving of youth policy and reforms in educational sphere in Ukraine have the prospect of preserving the young generation for further permanent residence and strengthening of national security. Taking into account the globalizing challenges and social risks that affect both Ukraine and Poland, including the intensification of migration from both Ukraine and Poland, we can assert that the prospect for cooperation of student self-government of both neighboring countries has its future.

Conclusions. As a result of the research of student self-government as one of the components of the Institute for Democratic Citizenship, which may include one of the leading roles in the acquisition of democracy experience, by the student youth the following conclusions were comprised: the institute of student government in Ukraine undergoes a stage of institutionalization and has all chances to be one of the leading in the formation of the Institute of Democratic Citizenship; in the functioning of the student government in Ukraine and Poland there are certain common and distinctive features that may be the basis for useful cooperation; the experience of Polish colleagues in democratic sensitivity and vigilance for

¹ Грач, К., Пилат, А., Сегеш Фрелак, Ю., Мішальська, Д., Лада, А. (2018). Українське студентство в Польщі: політики залучення, інтеграції та мотивація і плани студентства. *Проект: Міграція українського студентства до Польщі, Чехії, Угорщини, Словаччини: перспективи людського капіталу*. <<https://cedos.org.ua/uk/articles/ukrainski-studenty-v-polshchi-polityky-zaluchennia-intehratsii-ta-motyvatyia-i-plany-studentiv>>.

² Грач, К., Пилат, А., Сегеш Фрелак, Ю., Мішальська, Д., Лада, А. (2018). Українське студентство в Польщі: політики залучення, інтеграції та мотивація і плани студентства. *Проект: Міграція українського студентства до Польщі, Чехії, Угорщини, Словаччини: перспективи людського капіталу*. <<https://cedos.org.ua/uk/articles/ukrainski-studenty-v-polshchi-polityky-zaluchennia-intehratsii-ta-motyvatyia-i-plany-studentiv>>.

preventing narrowing of democratic freedoms is particularly useful for Ukrainian students; the theme of educational migration deserves further study of scientists and can be considered as a factor of prospect of cooperation of student self-government of Ukraine and Poland. Additionally the following proposals to increase the role of student self-government were elaborated: 1. To start practices of the experience exchange in the functioning of student self-government of Ukrainian and Polish students in the format of the Ukrainian Association of Independent and Democratic National Association of Students of Ukraine, which unites the student self-government bodies, student community organizations, student clubs and scientific societies that are active in the higher educational Institutions of Ukraine, as well as individual active students to protect the rights and representation of interests of the Ukrainian student community at the national and international levels. 2. to introduce the mechanism of cooperation between the student self-government bodies and employers. 3. To initiate constructive and continuous dialogue between the self-government bodies and local governments. 4. to assist the Organization on the ground of seminars, TV bridges, scientific and practical conferences, round table meetings, scientific researches on student self-government in the regions and publication of methodological manuals on the student Self-government, 5. to promote the formation and coordination of regional associations of student bodies of self-government.

The analysis of student self-government functioning in modern Ukraine provides an opportunity to assert that the process of student self-government functioning, involving educated young people in solving the main problems, first of all, students' youth, promotes the definition of interest groups and formation of a new generation of the national elite. That is, effective student self-government can mobilize potential resources in sufficiently critical mass of civic energy to direct the vector of political development to sustainable European integration. Since the educated student youth in the self-government practice acquires leadership qualities, the personalization of which is the civic ability of young patriots of Ukraine.

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