

gave legal definitions to main principles of human rights (universality, inalienability, indivisibility) and got off through social network. They got 5 points for each correct definition. Last stage was creative by its nature. The students had to find in social networks quotation of an outstanding person relevant to human rights, analyze it, and prepare some illustrative support for their quotation. The results were represented on smart board with the maximum valuating 10 points. The team-winner found a famous quotation by John Kennedy who stated, "The rights of every man are diminished when the rights of one man are threatened". Thus, the teams' answers distinguished by great laconicalness, coherence and good skills to apply legal lexics.

In course of studying the topic "Lawyer's competence. Its essence and structure" the students were suggested to analyze real accounts of legal practioners in Facebook, in particular promotional content, contacts, images and psychological ways of influence on target customer. After searching such types of accounts and analyzing them, my students got a task to create their own lawyer's account in English in one of social networks. During the course of performance of this task my students repeated and used vocabulary on topic "Lawyer's competence", showed creative thinking and interest in studying legal English. After finishing the task law students sent me reference link to their "lawyer's accounts", best of them were reposted on my page and got "like".

Making a conclusion it should be added that social networks can be considered both as evil and benefit in educational sphere. They are able to destroy student's desire to study and totally take up all their time and attention. Nevertheless, knowing how to switch focus on learning process by means of social networks it can bring rather a surprising result — students' ability to formulate speech using specialized legal lexis, improve their speaking skills, develop various creative ideas in the field of law.

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## UNIVERSITY RANKINGS AS A GUARANTEE OF EDUCATION QUALITY SUPPORT

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**Abstract.** *The question of providing of quality of education, which touches both modern European educational space and Ukraine is analyzed in the article. Rankings are used by some governments in their higher education policy, by educational establishments looking for international institutions where forward-thinking students searching for using their abilities properly – due, often, to the lack of other widespread metrics.*

*University rankings are addressed to a generic recipient, but actually, there are various audiences for rankings, which have different demands and each one accredits a different value to information attached to rankings.*

*The university ratings have become an influential factor in the market of educational services. The ratings' main purpose is to maximally stimulate universities to develop and update, as well as to inform fully potential applicants and students about each university, to provide high-tech support for decision-making while choosing an educational institution. The rating of the academic quality of the university is the collection, analysis and systematization of the various types and types of methods used in the ranking of education. The university ratings are classified by data sources, by their structure and by type.*

*The academic reputation of the university, including scientific activity and the quality of education, the general citation of scientific publications, are the main criteria for university rating. The quality of academic staff, the general level of students' abilities and available resources determine largely the level of the university. The rating is continuously developing, new criteria are emerging (the level of internationalization and the criterion of innovation of the university). The current trend is to focus on the development of multi-dimensional ratings, in which each indicator is ranked separately, and the user must choose the most important indicators for himself/herself. None of the ratings has the right to claim the completeness and completeness of the picture of the world educational space. This also applies to the national universities rating systems.*

**Keywords:** *quality of higher education, applicant, accreditation, rating, standards, training.*

Ukraine needs a competitive education system. Otherwise there is a real threat to the separation of the education quality from modern standards. Today there is a need to create a system of objective, independent external quality control of received knowledge and to develop objective ratings principles for universities in an open dialogue with the public.

According to the International Standard ISO 8402: 1994 (which corresponds to the state standard of Ukraine ISO 3230-95), a quality is a combination of characteristics of an object (process, product, organization, system, or any combination of them) that determine its ability to meet certain and foreseeable needs. The quality of higher education in Ukraine in general correlates with the specified quality standards with particular emphases on knowledge, skills and competence graduate [2]. In particular, the quality of higher education is governed by the Law of Ukraine "On Higher Education" and is a set of personality traits together with higher education, reflecting its professional competence, values, social orientation and cause the ability to meet, on the one hand, personal spiritual and material needs, and from another hand - the needs of society. The educational activities' quality is defined by this law as the level of educational process organization in higher education that meets the higher education standards, provides the gaining of qualitative higher education and promote the creation of new knowledge [1].

The ratings system in different variations is used in Ukraine for several years. Evaluation of the Ministry of Education and Science of Ukraine is the most important and influential on the activities of the university. The Ministry conducts procedures for licensing, certification and accreditation of universities. However, the annual publication of official ranking of the Ministry of Education and Science, regular placing online the other ratings consistently raises a number of issues in professional community.

Universities' desire to understand the principles of carrying out the universities' ranking is clear. During every year the competition increase for each applicant, the results of comparative assessment can not affect the university, which is not all the same, what a place on the list they will be. This surprise is quite often increases with contradiction between the real recognition of university (in the form of high competition applicant, funding, wins in grant projects, recognition of foreign experts, etc.) and the place in which it assigned in the ministerial ranking.

What are the indicators used in international ranking systems. First, we note that the rating assessment carried out by independent organizations.

The most authoritative ratings are considered as American Journal U.S. News and World Report and Business Week, the British Times and the Financial Times rankings and others. Each of these rankings has its own specifics, but general analysis can distinguish three groups of criteria used for evaluation [9].

The first group is the determination of the applicants' quality and university's popularity among students. Index is the average admission score, the number of applications and their relationship to the number of seats (i.e. competition), the cost of training.

The second group is the quality of education. It consists of the university's reputation evaluation in academic (according to polls of directors, rectors and deans), evaluation of the professors' staff and the educational process. The professors' staff resources are evaluated by the categories of research capacity, degrees, the proportion of those who work full time, the ratio of lecturers and students. Compiling the 500 best university ranking in the world the Institute of higher education of Shanghai University took into account criteria such as the number of Nobel Prize professors and other major awards in scientific fields; the frequency of mention of scientific publications of University employees (citation index) and the number of articles published in the journals Nature & Science.

Admission rating competition is measured at enrolment, test scores of students and their school rating, contingent features of the first year studying. Academic Ranking is estimated (besides those already mentioned above) by the indicators such as the intensity degree of the training process, the availability rating of professors' staff, the percentage of subjects taught by the assistants, the average educational group. Financial support rating is estimated by the tuition fees, cost of residence, food, stationery and mandatory fees, grant support loans.

In the US and UK the higher ranking of universities whose graduates receive most attractive offers of employment, receive higher wages. In this case, the main arbiter quality of training are the professional associations of doctors, lawyers, journalists, etc. In addition, the graduates received the right to work in the specialty only after his/her knowledge and skills will be approved by the professionals.

Recently, Ukrainian university community has developed and offered to use a number of techniques and systems of evaluation and comparison of higher education institutions with various and detailed criteria.

Universities make their ratings of businesses, NGOs do it for their goals and by their criteria. Ratings are based on surveys of heads of institutions, lecturers, students, experts (staff recruitment agencies, employment agencies, professional societies, researchers, journalists, politicians) its own sociological research, official information of state bodies.

Enough interesting issued ratings are based on an anonymous survey of students and graduates and calculate the total score. Universities are evaluated on the following criteria:

1. The quality of the curriculum requirements of the student;
2. The degree of balance of training load of students;
3. The quality of the academic staff;
4. Monitoring of students attendance of classes;
5. The administration and professors control of the students' knowledge level;
6. Universities' assistance in finding employment;
7. Learning foreign languages;
8. Conditions for sports and creative activities of students;
9. Cases of drug use;
10. The level of corruption of lecturers (bribes estimates at exams and tests);
11. The material - technical support of institutions;
12. Premises classrooms.

The composite rating is very specific and interesting in the fact that the list of universities is very different from the official ministerial ranking. However, it is typical of others mentioned ratings.

Ranking Web of Universities by Webometrics is set from 2004 and is published twice a year (June-July and January). It consists of «Cybermetrics Lab» of the «Spanish National Research Council» (CSIC), which operates under the Ministry of Science and Innovation of Spain. Rating analysis began with 6000 universities in 2004, today it is analyzed over 20 000 higher education institutions and determine their place according to the consistent of their activities' presentation in the Internet using its own methodology for evaluation. One can criticize this methodology, but all the leading universities of the world are ahead. Laboratory develops methodology and especially the changes made in 2012.

The rating is calculated twice a year on the following criteria (lower number in a table shows the highest position of the institution on this criterion):

10% - PRESENCE - the number of pages in the institutions domain (includes all domains and in all file types, including format PDF); calculated by Google;

50% - VISIBILITY - the number of external sources that contain links back to the web-page; calculated in terms of tools and Ahrefs and Majestic;

10% - TRANSPARENCY - the number of citations of top authors of institutions for Google Scholar Citations (previous ranking in this indicator was published in December 2016).

30% - EXCELLENCE (or SCHOLAR) - articles research institutions that make up the top 10% most cited in 26 disciplines estimated by Scimago.

There are three leading Ukrainian universities: Taras Shevchenko National University of Kyiv, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" and Sumy State University in the "January 2017" Ranking Web of Universities by Webometrics [4].

Taras Shevchenko National University of Kyiv, which ranked first among Ukrainian universities, has the 1215-th place in the world ranking [4].

Rating of TOP UNIVERSITIES IN GOOGLESCHOLARCITATIONS is defined by the search application Google Scholar, which specializes on indexed scientific publications (articles, books, preprints and other). It is considered at determining of the overall world ranking of universities. Google Scholar program works under the same rules as the search-program Google. But there is a difference: Google Scholar performs not only information but also sciento-metric function. Robot Google Scholar indexes scientific publications on the Internet. Robot Google Scholar attends only sites related to science, and collects in its index information on the location and content of scientific work.

Ukraine in TOP UNIVERSITIES FOR GOOGLE SCHOLAR CITATIONS is presented by 101 universities [5].

Harvard University (USA) with 1,495,497 citations index is the leader in Transparency Rankings of TOP UNIVERSITIES FOR GOOGLE SCHOLAR CITATIONS [5].

The Method for ranking universities in Ukraine "Top 200 Ukraine" was one of the first steps in Ukraine in creation of a system of indicators to assess not only some institutions but also to compare them with each other. It was recommended as a basic model for developing similar systems and is used in the practice of universities, ministries and departments of Ukraine. In part, this rating is used as an additional source of information in determining the volume and structure of public job training. Annual data for ranking shall be taken only by the university rector's signature. They describe the scientific and pedagogical potential of universities, data on its international activities and the quality of students. It is taken into account such indicators as the number of graduates, number of textbooks and manuals approved by the Ministry of Education and Science. In addition to the data it is used information from the directory of the Ministry of Education and Science of Ukraine and the database information and production system "Education" ([www.osvita.org.ua](http://www.osvita.org.ua)). According to the Berlin Principles for maximum objectivity ranking universities it is used the only indicators that are of unambiguous interpretation and can be easily verified by the public and for the use which may compare the universities of different groups. Some rankings are made by region and general throughout the country. Moreover, all universities are divided into groups according to profiles [3].

The above rating is focused mainly on the universities, as well as education authorities. The ratings also regulate the local researchers' position based on their activity (publications in academic journals) and popularity (the level of citation in academic journals). This second ranking is the correction of the first one, taking into account the existing information system of distortion and manipulation of facts of initial information that considers the degree of academic honesty and integrity of researchers [7]. The disadvantage of this technique is the impossibility of assessing the quality of training of graduates and their success for students and their parents.

Entrants primarily needed:

1. Universities comparing specific region, not all Ukrainian universities combined into branch groups;
2. Compare competitions to regional universities;
3. Information on how and who will study, the conditions under which take place next five years of student's life and, most importantly, how it will develop a professional career after graduation.

An important characteristic of comparable indicators should be their authenticity. A mechanism is needed to control the sources of information of universities.

Overall rating scheme should include three main parts:

1. The quality evaluation "input"
2. Evaluation of the learning process
3. The quality assessment "output".

The quality of "input" is an assessment by the quality of its university graduates, competition for admission to the university, grade point average, tuition, etc.

The quality of education includes:

1. Academic Rating (presence of degrees, the proportion of those who works full time, salary, etc.), educational process, financial resources (including IT costs).
2. The criteria to assess the efficiency of innovative potential of universities - the ability to change, the ability to develop educational programs "proactive", given the fact that graduates will need to the society not now, but at least in 5 years.
3. The maturity of social sphere, healthcare and security - availability ordered hostels, catering, leisure, terms of personnel, security.

4. Assess of the quality of students' life in university campus - security, living conditions and spending time [6].

The quality "output" is an assessment of graduates with the use of indicators of the competence, ability to apply them effectively in their professional activities. The quality of educational services provided by the university, its competitiveness, is characterized by the degree of customer satisfaction compared to similar educational institutions.

Describing the system of evaluation and ranking of universities, the decisive factor in assessing the quality of universities should be the demand for its graduates employers, their level of pay and career advancement.

Available in ratings of indicators of the graduates' success, universities give additional reasons to support employers of the required educational level, systematic study of the employers' needs on education content. Thus, it is necessary to stalk systematically the careers of its graduates in the aim of increasing of Universities competitiveness. Systematic introduction of university rating has contributed to the creation in Ukraine of modern and efficient models for assessing the quality of higher education and the successful integration of Ukrainian higher education institutions in the European Higher Education Area (EHEA) and the European research area (ERA).

The main long-term task is the accession of Ukraine to the European Association for Quality Assurance in Higher Education (ENQA) and its inclusion into the European Register of Quality Assurance Agencies of Higher Education. The membership in these organizations provides compliance of standards and guidelines for quality assurance in the European Higher Education as well as the external audit of the organization, which is held every 5 years. It is also necessary to work with other European organizations involved in quality assessment and accreditation of higher education programs and institutions such as ASIIN.

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