



SOCIOLOGY OF EDUCATION IN UKRAINE: HISTORY AND MODERNITY IN A CONTEXT OF RESEARCH METHODOLOGY

V. Astakhova, Ye. Batayeva, Ye. Mykhaylyova

Kharkov University of Humanities “People Ukrainian Academy”,
 27, Lermontovskaya Str., Kharkiv 61000 Ukraine,
 emihaileva@mail.ru

Abstract. The main purpose of this article – is the systematization of stages and trends of the sociology of education development in Ukraine. The article solves problems of separating the stages of development of this branch of sociology in Ukraine, the personification of their frameworks and the analysis of the research methodology used. The results of the research were obtained from use of the historical method, which having allowed to separate two main stages in the development of the sociology of education in Ukraine (1960s-1980s; 1990s-to the present), as well as the comparative method, which demonstrated the potential use of micro-and macro-theoretical constructions in the Ukrainian sociologists’ research practices in education. It is shown that the basic research schools on sociology of education operate today in Kharkov, Kiev, Donetsk, Luhansk. Separate studies are conducted in Odessa, Lvov. The main attention of their researches is focused on macroprocesses in education. The prevailing research methodology is structural functionalism. Education in terms of microsociology is studied less frequently, although the practice of using the qualitative research methodology became more popular. The factors of influence on Western theoretical concepts on sociologists’ research practices in education were also considered. The need to enhance the international cooperation in the field of sociology of education is defined as the perspective.

Keywords: education, sociology, scientific schools in sociology of education

Introduction

Sociology of education – is one of the relatively young branches of sociology. This relativity defines its status: on the one hand, it is not so young, as the sociology of globalization. This fact makes it possible to talk about the stages of its development, research traditions, formed scientific schools and directions. On the other hand, its relative youth did not form such a rigid frameworks of research, as it can be seen in earlier special sociological theories. Moreover, the sociology of education, as well as the sociology as a whole, is closely connected with the peculiarities of the development of the society. That is why it has, along with the general, the specific features of the development. All this speaks in favor of the understanding of these features extends the horizon of the scientific collaboration, enables to use the scientists’ achievements more efficient in search of new scientific results and to use them in practice.

The domestic researchers have repeatedly appealed to the problems of the development of sociology of education as a science (Astakhova, 2003, 2009; Chepak, 2011; Gorodyanenko, 2001 ;Lukashevich, 1997). Most often, however, their attention was focused on the European or global perspective of analysis. For example, the article of V. Gorodyanenko (2001) only mentioned the main research interests of domestic sociologists in the field of sociology of education. The work of V. Bakirov “University and Society” (2011) presented the sociologists’ research directions in the context of continuity and impact of the new socio-economic, socio-cultural and political contexts on the problem field of the sociology of higher education. Paying particular attention to the field of the higher education, the author identifies seven themes around which, in his opinion, sociology of higher education may develop. The author concentrated within the research problem on the one of the structural elements of the educational system – the higher education. V. Pilipenko in his paper “Ukrainian sociology today: a study of the main areas of the society” (2012) stops in details at the historical aspects of the sociology of education (from the Soviet era to modern realities). This allows to get a general impression of Ukrainian sociology of education, its major projects and the relationship with the ideological parameters of public life from different times.

Obviously, the works, which to some extent touch the issues of the development of sociology of

education in Ukraine are almost free of the system integration of the research practices and personalities, as well as the analysis of the methodological basis of research. Particular attention should be paid to the relationship of domestic and foreign methodology of education research. This gives you the opportunity within the present article using the historical and comparative analysis to determine the time continuum of the development of sociology of education in Ukraine and the stages inside it, to compare them with the personalities of scientists realized their research interests in the field of education, as well as to synchronize the methodological basis of the domestic sociology of education with the basic sociological paradigms. Accordingly, in the latter aspect, it can be assumed that the influence of Western theoretical constructs is rather expressed in Ukrainian sociology of education that determines the direction and nature of the research.

The results of this analysis have both theoretical and practical benefits. From the standpoint of social science, such a study may contribute to the formation of new trends and theories in the mid-level, the formation of new projects, including comparative ones.

Results

The formation of sociology of education in Ukraine started in the mid-1960s, with the establishment of sociological laboratories at Kyiv, Kharkiv, Lviv and Odessa Universities. Due to this fact later several schools of thought appeared dealing with various social issues of education. The first research in the field of education in the USSR was headed by V.N. Shubkin, F.R. Filippov and others. It served as a stimulus for the formation of sociology of education as an independent branch of sociological knowledge in Ukraine. Starting with the 1960s Ukrainian sociologists carried out active empirical research of education, thus the period up to the 1970s can be called empirically oriented. Among the works of the period one can name two all-Ukrainian (i.e., carried out on the republican level) empirical research projects.

In the 1970s the sociologists of Kharkiv, Odessa, Lviv and Zaporizhzhia carried out an all-Ukrainian research of the students' social activity, the results of which were presented in a monograph (Yakuba, 1983). As part of study more than two thousand students and five thousand University graduates were surveyed. The results obtained showed that the character of the social activity of students and University graduates is hindered by the "detachment of the education system from the young professionals' future occupation, as well as lack of students' involvement in practical activities". Sociologists believe the problem lay in the fact that graduates being unaware of what awaited them at work, when facing the routine lost their initial interest in their job, thus their enthusiasm fizzled out all too soon. In a situation of "professional boredom" a young specialist's social activism and zeal were clearly out of the question. The issue remains quite topical, and sociology of education should find the answer to the question of the changes needed to be brought to the education system for students to assess their professional future realistically and be ready for a creative approach to the fulfillment of their routine job tasks.

A logical continuation of studying the students and graduates' social activism was made with the research carried out in 1981-1985 by sociologists of Kharkiv, Kyiv and Lviv Universities (among the members were Ye.A. Yakuba, V.L. Arbenina, A.I. Andryushchenko, L.A. Kanishchenko, I.D. Kovalyova, V.I. Mironenko, B.T. Ponomarenko, V.A. Provotorov, L.G. Sokuryanskaya, T.Ye. Starchenko, A.M. Tikhonov, N.I. Chernysh). Within its framework more than 10,000 students in 30 universities of the Ukrainian Soviet Socialist Republic were surveyed, and its results were shown in a monograph (Yakuba, 1988).

Within this project the actual level of social maturity and that of the students' professional and political culture was studied, as well as the influence of teaching social and special sciences on the formation of students' social maturity. The authors developed the following criteria and indicators of the efficiency of building students' morale: "orientation on forming a system of inherently combined personality traits; the correspondence of purpose-oriented programs of morale building to the science-based model of a specialist; a student's activity in the morale building process; moral saturation of the morale building process etc." (Yakuba, 1988). During the research the concept of "social maturity", suggested by Ye.A. Yakuba, was tested. The concept remains significant for modern sociology as well, its indicators including "the social activity of a person, the level of assimilating social experience, professionalism, creative approach to work, self-improvement capability, acceptance of responsibility, professional and spiritual culture" (Yakuba, 1988).

The mid-1980s saw another period of the development of sociology of education in Ukraine, which can be described as theoretically oriented. It saw several independent authors heading several conceptual branches developing in Kharkiv, Kyiv, Odessa, Lviv scientific schools, among which Kyiv and Kharkiv schools are

best known in Ukraine.

Kyiv school is represented by two generations of sociologists, namely the older generation, formed in the 1970s-1980s, and the “new” generation of the 1990s (A. Vishnyak, V. Pilipenko, G. Artemchuk, V. Popovich etc.). Among the works of the older generation of special interest are those written by V.F. Chernovolenko, V.L. Ossovsky, V.I. Paniotto, providing a study of the world of professions from the viewpoint of their prestige value and appeal for the youth. The authors concluded that the prestige value and appeal of a profession are not so closely connected as one would assume. In the 1970s among the most appealing were the professions of a doctor, engineer or teacher, while professions in service industry had the highest prestige value. The authors believed this contradiction caused difficulties in the career guidance of future specialists.

Kharkiv branch of sociology of education emerged on the basis of Kharkiv State University (now called V.N. Karazin Kharkiv National University) in the 1960s-1970s. The founder of the school of sociology is Professor Ye.A. Yakuba. She studied education as a social institution occupying a specific niche in the social system and fulfilling a socially useful function. Her concept lies in the paradigm of structural functionalism. L.G. Sokuryanskaya analyzed education issues in the context of the sociocultural paradigm and, using R. Inglehart’s methodology, studied the students’ system of values. This group’s social behavior turned out to be “determined by the values of postmodern society, i.e. by reachable values” (Sokuryanskaya, 2006). L.G. Sokuryanskaya, who was a member of this research in the 1970s-1980s, later carried out a comparative analysis of the value priorities of the two generations, namely “the detente generation” and “the first generation of independent Ukraine”. The priority of the first one (surveys carried out in the 1970s) was creative work, whereas the second one (surveys carried out in 1995-1997) stated the growing importance of personal peace and material welfare (Sokuryanskaya, 2006).

By the 1990s Ukrainian sociologists had laid preconditions for analyzing social aspects of education, created grounds for effective cooperation of sociology of education with other disciplines studying education. By this time already independent scientific schools in sociology of education had appeared, studying the processes taking place in the education sphere of the altering society.

Among the first independent scientific schools in the 1990s one can name the school headed by Professor V.I. Astakhova at People’s Ukrainian Academy in Kharkiv. The main theme of the school is “The formation of intellectual potential of society at the turn of the century”. During the last decade this paternal school has been developed in such daughter scientific schools as the history of education in Slobodskaya Ukraine (headed by Professor Ye.V. Astakhova); education philosophy (headed by Professor Ye.A.Podolskaya); sociology of education (headed by Professor Ye.G.Mykhaylyova) and some others.

Several projects have been carried out within the framework of the scientific school. Among them: “The student of the 21st century: a social portrait against the background of social transformations”. Universities in Russia, Turkey, Sweden, Estonia, Kyrgyzstan and Latvia participate in the project. Its results served the basis for a multi-author book (Astakhova, 2010). The authors of the project concluded that a student community is a permanent element of the social structure of a society, and its qualitative and quantitative characteristics undergo changes, keeping some continuity and the initial essential features, differentiating a student community from other categories of the young. During the last several decades the student community has faced a serious alteration of moral values, its professional and migration motivation. This fact makes working with students a much more difficult task and increases the responsibility of universities and the state for the future of this community.

One more project was “The global problems of humanity as a factor of the transformation of educational systems” (Astakhova, 2008). It suggested a description of the conclusions and recommendations made as for reforming higher education, intensifying its humanitarian component and transforming its social functions in connection with the implementation of life-long education.

It is also worth mentioning such works as “Peculiarities of the educational services market in the Kharkiv region” (Timoshenkov, 2005), “Innovations in life-long education: their forms, role and meaning for educational systems” (Astakhova, 2006; 2011); “The forming of intellectual elite in contemporary society” (Mykhaylyova, 2008), “Universities in modernity” (Mykhaylyova, 2014) etc.

The success achieved by scientific schools at the KUH “PUA” was greatly influenced by the latter’s cooperation with other research centers dealing with sociology of education, both in Ukraine and beyond its borders. Close scientific contacts exist with the Sociology faculty of V.N. Karazin Kharkiv National University. Nowadays the school in it is lead by Professors V.S. Bakirov and L.G. Sokuryanskaya. In the last

decade their research has been concentrated on the issues of forming the qualities of the 21st century specialist and the role of Universities and colleges in transformations which Ukrainian society is facing today. Research has been carried out on the following themes: “Comparative analysis of identification strategies of schoolchildren and university and college students” (1990-2000), “Modern universities as centers for forming the future brainpower of Ukraine” (2001-2002), “Higher school as the subject of sociocultural transformations” (2002-2004), “Higher school as a factor of changes in the social structure: a comparative analysis of post-communist societies” (2005-2007), “Issues of forming civil identity of Ukrainian youth: the role of education as a factor of consolidating society” (2008-2009), “The inner world of the modern Ukrainian student community: national sources and global guidelines” (2010-2011).

Studying higher education as the subject of sociocultural transformations, authors of projects underline the fact that this process is determined by numerous factors. One of them is the coincidence of the period of obtaining education with the most important periods of a person’s life, his/her becoming the subject of professional, family and civil relations. Due to this fact the system of higher education, either directly or medially, promotes personal self-determination in various spheres of human activities. It is supposed that it is due to this process that changes occur in the structure of the function of “temporary education”, and first of all higher education, bringing its person-centered functions on the first place.

In the 1990s Ukraine saw a qualitatively new stage of the development of sociology of education as a professional academic field, namely, expansion. Ukraine saw the appearance of regional centers beyond the Kharkiv region. For example, a scientific school headed by Professor B.G. Gorodyanenko is carrying out research at the Sociology department of OlesHoncharDnipropetrovsk National University. The school deals with the theme “The formation of an innovation education potential in the higher education establishments of Ukraine”. Scientific research is carried out by A.V. Gilyun and P.A. Kudelya (Kudelya, 2002) within the framework of the school. The “Sociology” textbook has secured two State Prize nominations.

The Sociology department of Volodymyr Dahl East Ukrainian National University under the supervision of Professor B.G. Nagorny is studying the issue of the influence of globalization processes on the formation of values and life strategies of University and college students. The scientists’ view is that the globalization process should be seen as a complex social process having both positive and negative aspects. One of the negative consequences is the unification and standardization of educational programs, whereas the goal of education is the development of unconventional thinking and non-linear perception of verity.

Kyiv also has several scientific centers dealing with issues of sociology of education. The Institute of Higher Education of the National Academy of Pedagogical Sciences of Ukraine (IHE NAPSU) is working on the theme “The institute of education as the most important socializing factor of schoolchildren and University and college students”. The research is being carried out by the department of social issues of higher school and morale building of University and college students, the leader of the team of scientists being prof. N.I. Mikhalchenko. His concept of adaptive and developing socialization lies in understanding the socialization process as a succession of adaptations in mastering new life situations. This concept makes up the theoretical basis of organizing education and social work in Ukraine. Its own tradition in sociology education is in Kiev National University named T. Shevchenko (Chepak, 2011). Issues of situation of reforming general education and professional school have been studied by O. Vyshnyak, M. Churilov, V. Pichei.

To conclude, we can say that Ukrainian sociology of education has several regional scientific schools, which differ in their themes and research methods. The interest for education issues in Ukraine is reflected in the growth of the number of publications and theses maintained in the subject area.

Though sociological study of education combines both traditional and innovative theoretical constructs, the development of Ukrainian sociology of education is closely connected with the methodological traditions of the field. Especially strong was the influence of macro-sociological paradigms, and structure-function approach in particular. The latter, going back to Émile Durkheim and the British American school (T. Parsons, R. Merton and others), has greatly influenced sociology of education in Ukraine. Within the framework of this approach research has been carried out in the issues of the structure and functions of education, its factorial determination (Astakhova, 1999). Such a methodological viewpoint allows to carry out research strategies dealing with the role of education in society, effectiveness of its functions, interaction with other spheres, systemic nature of education.

Within the scope of macro-sociological approach the process of reforming educational system has been studied. The interest in this subject first arose in the 1960s when general secondary school was undergoing

reforms. Similar interest appeared in the 1980s-1990s, when education reforms were connected with the implementation of market relations, changes in management and in several structural elements of the educational system. Such research is typical for the Western tradition as well and is driven by peculiarities of sociology, e.g. the interest of scientists can be stirred up by transformations in a social life sector. While interpreting the results of education reform in Ukraine sociologists use various works by their foreign colleagues (J. Dewey and others).

Research on the macro-level is continuing. Special attention is paid to the processes of European integration in the sphere of education, educational system management, developing state policy in education. Within the research special attention is paid to changes in the structure and content of educational system, methodical and information support of educational activities.

The methodological principles of sociologists are to a great extent determined by the innovative changes taking place in society, thus the macro-sociological approach to researching education is strengthening. During the last two decades the state strategy as for education in Ukraine has changed greatly. The sphere of education has become pluralistic. Education establishments have obtained an optimized structure and their types are now differentiated. New principles of students' assessment and organizing the process of education are being implemented so that the educational system could join the European Educational Space. All these changes cannot but draw the attention of sociologists.

Research in the sphere of education is connected with its influence on social processes. Studying education as a channel of social mobility and a factor of the equalization of chances for different social groups and securing their social status has become a popular line of research. Education is becoming a factor of social differentiation due to the active formation of information society, the latest research of which show that a new line of social inequality (i.e., of inequality in information and knowledge) is appearing, and education is playing a leading role in the process. That is why education is seen as a resource of symbolic and cultural capital, whose increasing is one of the necessary conditions for individuals to be successful in a society.

It is obvious that the structure-functional paradigm predominates over sociology of education in Ukraine. But in the time of rapid social transformations and increasing manifestations of social crisis the effectiveness of the paradigm in studying education issues has started to decline. Influential remain the ideas of institutional approach as one of the branches of structure-function paradigm, which has taken shape in the works of Russian and Western scientists (M. Bendix, P. Blau, C. Mills, K. Polanyi, D. North, V.A. Yadov, O.E. Bessonova, T.I. Zaslavskaya and many others). *Within its framework Ukrainian sociologists pay special attention to innovation processes in the institution of education, interpreting innovation as a mandatory element of educational activities, and innovation environment as a condition of a productive personality development and meeting educational needs of a person.*

The institutional trend of research pays special attention to the dynamics of education prestige in general and higher education prestige, in particular. Traditionally, education was an end value thanks to which a person perfected him/herself in the professional, organizational or cultural spheres. Research carried out by Ukrainian scientists in the 1980s-1990s showed that education was transforming into a means value, and having it became a means of professional and knowledge capital formation and reaching material wealth. A similar situation is typical for the present day, as well. Matching up these facts with the scale of prestige factors, typical for a particular society, one can decide on the prestige of education as a whole or that of a particular specialty etc. Such research reflects the dynamics of social environment, the way the educational system reacts to the changes in the environment or the way social subjects react to these processes.

Researchers are showing a growing interest to the issues of the effectiveness of the education institution, and to the graduates' success or the employers' assessment among them. The criteria of education quality are shifting from exclusively internal ones to a combination of internal and external relying on the competence approach. Within this approach students are supposed to acquire a number of competences (communicative, social, general, special) determining the quality of the work of a University or college, for example, the nature and effectiveness of morale building activities.

The micro-sociological approach appeared in Ukrainian sociological studies in the late 1990s. In its context sociologists pay attention to particular elements of the educational system and its subjects (social groups of students, teachers, personnel, regulators etc.). A large number of works dedicated to such issues is centered on the tradition of studying value systems. These systems are formed through the educational system and determine its development and the development of society as a whole. This tradition is in many ways

based on the methodologies suggested by M. Rokeach and R. Inglehart and takes into account the work of Russian scientists (N.I. Lapin, A.G. Zdravomyslov and others), making it possible to analyze axiological meanings of education. The authors come to conclusion that the crisis of cultural values and the intensification of destructive processes in social relations put Ukrainian society in the danger of reducing human potential. The previous position in which education was seen as a global value and the way of becoming familiar with the world and national culture is being replaced by the assertion that education is nothing more than a means, that it is of applied nature, and its role in the formation of intellectual potential of a people and person is an applied one only.

The application of micro-sociology methods is connected with the sociocultural approach. It resulted in L.G. Sokuryanskaya's concept of the subjectness of the student community. Still, it can hardly be called strictly micro-sociological, as it also deals with macroelements.

Another field of education research carried out at the micro-level is dedicated to studying the type of reflection of a wide spectrum of macro factors on the level of individual consciousness: determination of the students' choice of specialty and University or college; social feeling of educators; the students' leisure structure and value orientation system; students' attitude towards education.

Discussion

So, sociology of education in Ukraine has its own history, which can be described through basic scientific schools and projects. Ukrainian sociologists of education do not clearly differentiate as to their methodologies, most frequently they combine numerous potential positions. It can be seen in Kharkiv, Dnipropetrovsk and Kyiv scientific schools.

When claiming the specific character of sociology of education in Ukraine one should mention its close ties with psychology, economics, philosophy of education, and this stimulates cross-disciplinary research. It is typical for the works of the Institute of Higher Education of the NAPSU of Ukraine and the scientific school headed by V.I. Astakhova. And although some areas of concern do appear in connection with the "identification" of the results of cross-disciplinary research, this approach to studying the sphere of education is rather promising.

Nowadays, as a result of the influence of the Western theoretical thought, the center of research in the field of sociology of education in Ukraine is moving from its structural peculiarities to its pragmatic aspects, from its substantive peculiarities to the analysis of educational system as a whole entity. The most topical theme becomes viewing education as a system: it is perceived as a complex of interrelated elements, ordered among themselves in a certain manner and united by a particular goal, providing multiplicity of study and interacting with the environment. As a result, education is viewed as a social element, having systemic qualities, the manifestations of which are socially significant for the whole society.

That is why modern case studies encompass the whole spectrum of educational processes, riveting attention on general systemic characteristics of education, as well on its particular characteristics, measuring both its modern state and trends, the dynamics of changes on a global scale. Such principle of sociological analysis as complexity is especially vivid in scientific research of these issues at the present stage.

A modern trend in the methodology of sociological research of education is attention to the subject placed in educational environment. Due to the popularity of qualitative strategies used in research scientists pay more attention to the issues of "overlapping formats" of personality and educational system, within which their mutual adaptation takes place. Research methodology is greatly influenced by the thriving post-modern sociology.

Another determinant is social processes in society as a whole and in education in particular. From the point of view of their influence on research methodology, these processes can be divided in macro-, meso- and micro-levels, for convenience. Macro-factors are featured in globalization trends. Methodology includes concepts of global society and global risks, reflecting the dynamic character of educational system. Meso-factors are determined by institutional transformations of the educational system, and its modern trends in Ukraine bear the imprint of the crisis in the whole social system. That is why modern scientists should not only study the issues of education system functioning but also the trends in its legislative and normative regulations and consciousness of social subjects. Micro-factors are derivative of the environment and the character of its impact on social subjects. They are a composite of personal and individual characteristics of social subjects, influencing the educational system or its elements. In general, it is obvious that combinatorial methodology is one of auxiliary characteristics of sociology of education in Ukraine. It provides a wide range

of subject areas in research, one of whose priorities, as we see it, is the life-long education issue.

We believe that international cooperation in carrying out research projects on educational issues is quite promising, though nowadays such cooperation is not quite widespread. Intensification of international relations in sociology of education will make it possible to reach such results which will be important both for international science and educational practices.

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