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MANAGEMENT ASPECT OF USING WORLD RATINGS FOR SUSTAINABLE COMPETITIVENESS IN THE EDUCATIONAL SERVICES MARKET

Abstract. In the article, the author considers the managerial aspect of using world ratings for sustainable competitiveness in the market of educational services, because in the conditions of globalization and increased competition among universities, great attention is paid to those that provide high-quality knowledge and prepare students of higher education for a successful career in the future. Covers world international rankings THE World University Rankings, QS World University Rankings, The Academic Ranking of World Universities. With the help of these information holdings, he analyzes the methodologies and criteria (Academic Reputation, Employer Reputation, Faculty Student Ratio, Citations per Faculty, International Faculty Ratio, International Research Network, Employment Outcomes, Sustainability) by which universities were ranked. A comparative analysis of the main criteria and their weight was made. International rankings QS World University Rankings, THE World University Rankings and ARWU (Academic Ranking of World Universities) are important tools for evaluating and comparing higher education institutions from around the world. Identifies common methodological aspects and how they differ in some key respects. In the article, the author highlights and substantiates the most prestigious institutions of higher education according to international ratings, in which the positioning strategies of leading universities in the international information space have the highest indicators
according to the criteria. These include the following universities: Massachusetts Institute of Technology, Stanford University, Harvard University, California Institute of Technology, Cambridge University, Cambridge University. Taking into account the specified criteria for sustainable competitiveness in the market of educational services will allow to highlight the key aspects of their use in the context of management of educational institutions: strategic planning and development of improving the quality of education, international reputation, financial success.

Keywords: international rating, institutions of higher education, criteria, educational services, competitiveness.

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УПРАВЛІНСЬКИЙ АСПЕКТ ВИКОРИСТАННЯ СВІТОВИХ РЕЙТИНГІВ ДЛЯ СТІЙКОЇ КОНКУРЕНТОСПРОМОЖНОСТІ НА РИНКУ ОСВІТНІХ ПОСЛУГ

Анотація. У статті автор розглядає управлінський аспект використання світових рейтингів для стійкої конкурентоспроможності на ринку освітніх послуг, адже в умовах глобалізації та посилення конкуренції серед університетів, приділяється велика увага тим у яких надаються якісні знання і готують здобувачів вищої освіти для успішної кар'єри в майбутньому. Висвітлює світові міжнародні рейтинги THE World University Rankings, QS World University Rankings, The Academic Ranking of World Universities. За допомогою цих інформаційних холдингів здійснює аналіз методологій та критеріїв (Academic Reputation, Employer Reputation, Faculty Student Ratio, Citations per Faculty, International Faculty Ratio, International Research Network, Employment Outcomes, Sustainability) за якими проводилось рейтингування університетів. Зроблено порівняльний аналіз основних критеріїв та їх вагу. Міжнародні рейтинги QS World University Rankings, THE World University Rankings та ARWU (Academic Ranking of World Universities) є важливими інструментами для оцінки та порівняння закладів вищої освіти з усього світу. Визначає спільні методологічні аспекти та чим відрізняються в деяких ключових відношениях. У статті автор висвітлює та обґрунтовує найпреміжніші заклади вищої освіти за міжнародними рейтингами, у яких стратегії
Formulation of the problem. The goal of every educational institution is to provide quality knowledge and prepare students for a successful career in the future. However, in the conditions of globalization and increased competition in the market of educational services, it is necessary not only to ensure a high level of education, but also to carry out effective management, taking into account world ratings.

The use of world rankings becomes an important tool for managing educational institutions and improving their competitiveness. Rating systems, such as QS World University Rankings, Times Higher Education World University Rankings, and others, take into account various criteria that determine the level of quality of the educational process and research activities of educational institutions.

Analysis of recent research and publications. Such scientists as L. Balabanova, L. Beznosyuk, S. Belyaeva, A. Honcharuk, L. Kobylyatsky, M. Porter, J. Shaughnesssy and others paid attention to the issue of enterprise competitiveness. Theoretical aspects of international competitiveness are covered in the works of such scientists as M. Porter, P. Krugman, A. Voronkova, I. Otenko, and others. However, the study of the influence of international ratings on the level of competitiveness of higher education institutions is insufficiently studied. Therefore, the issue of determining the impact of international ratings on competitiveness, as well as establishing numerical dependencies, remains quite relevant.

The purpose of the article is to identify key aspects use of world ratings for sustainable competitiveness in the market of educational services

Presenting main material. The desire to improve educational systems in accordance with modern trends in the development of society and to ensure the competitiveness of higher education institutions at the national and global levels forced most states to introduce changes in the education system at the legislative level. At the same time, economic and social changes forced developed countries to raise requirements for the quality of education, make it informationally open and transparent, all this led to increased competition in the field of education and required adequate mechanisms for evaluating the activities of educational institutions.
A. Kharkivska noted that one of the stages of the development of the HEI is its positioning, during which the state (in particular, compared to the main competitors) of the HEI is determined, in which it is at the time of strategic planning, as well as the position (again compared to the competitors), which the university seeks to occupy in the future [3, p. 133–138].

Such an evaluation should be carried out by both state and non-state bodies (independent expert institutions), which should take into account the index of academic reputation of higher education institutions, specific achievements in both fundamental and applied sciences; index of academic integrity; opinions of students, scientific and pedagogical workers, scientists and employers; index of their satisfaction with university graduates, etc. The purpose of such monitoring is to convince the individual, the administration, the educational institution, and the state in general that they are studying at a higher education institution that has received a high level of expert evaluation.

Independent evaluation of the quality of education and activities of higher education institutions can be carried out in the form of ratings of higher education institutions, in particular, using the methodology and results of international comparative studies in education. In global practice, the development and implementation of procedures for independent assessment of the quality of education, in particular, ratings of organizations providing educational services, are mainly carried out by independent organizations. For example, the formation of world rankings of universities is carried out by information holdings THE World University Rankings (annual edition of university rankings according to the Times Higher Education magazine); QS World University Rankings (a global survey and its accompanying rating of the best higher education institutions of global significance according to the indicator of their achievements in education and science, calculated according to the methodology of the British consulting company Quacquarelli Symonds (QS)); The Academic Ranking of World Universities (located at the Institute of Higher Education of Shanghai Jiaotong University [5]).

The QS World University Rankings, the most comprehensive ranking of its kind, shines a light on the best institutions from across the world, supporting our mission of enabling motivated people anywhere in the world to fulfill their potential through educational achievement, international mobility, and career development [4]. Entering the international rankings and occupying positions in them equal or comparable to the leading universities in the world is an indicator of the high competitiveness of HEIs.

The QS World University Rankings compare universities according to the following criteria: Academic Reputation (30%), Employer Reputation (15%), Faculty Student Ratio (10%), Citations per Faculty (20%), International Faculty Ratio (5%), International Student Ratio (5%), International Research Network (5%), Employment Outcomes (5%), Sustainability (5%). Also, the university must meet three main criteria in order to be eligible to participate in the rating: Subject
comprehensiveness (the institution must provide full degree programs (undergraduate or postgraduate) in at least two out of five broad faculty areas), Level comprehensiveness (the institution must provide full degree programs at both undergraduate (Bachelor's or equivalent) and postgraduate (Master's, PhD or equivalent) levels, in any subject area), Mode of teaching (For both of the above criteria, these should be delivered in-person and on campus. An institution may, of course, deliver online provision - but it should be in addition to the physical delivery).

The first indicator, Academic Reputation, takes into account the data of an expert survey of representatives of the academic community, which reflects the opinions of scientific and pedagogical workers about the quality of research and teaching in higher education institutions around the world. Data for the last three years are taken into account. Survey representatives can rate up to 30 universities, but cannot vote for the institution of higher education where they work.

The second indicator, Employer Reputation - takes into account the ratio of the total number of citations and the total number of scientific-pedagogical and pedagogical workers working in a higher education institution. Data for the last five years are taken into account. Citation of scientific works is evaluated on the basis of the Scopus bibliometric database. The weight of this indicator is 15%.

The third indicator, Faculty Student Ratio, takes into account the data of a global expert survey of representatives of organizations, which reflects the opinions of the management of organizations about professional competence, the desire to introduce innovations in professional activity, and graduates of a particular university hired by them. The weight of this indicator is 10%.

The fourth indicator, Citations per Faculty, takes into account data on the ratio of professors and teaching staff to the number of students. This indicator is the most effective indicator for the quality of teaching, because the insufficient number of scientific-pedagogical and pedagogical workers leads to an increase in the educational load, a decrease in the quality of teaching, and a complication in the employees' performance of scientific, methodical, and organizational work. The weight of this indicator is 20%.

The next two indicators, International Faculty Ratio and International Student Ratio, are related to the internationalization of higher education institutions and account for 5% each.

International Research Network – The International Research Network (IRN) is a measure of global engagement, and specifically on how institutions create and sustain research partnerships resulting in internationally co-authored publications with other institutions across borders to collaborate on solving the world's challenges and disseminate vital research to wider audiences. The weight of this indicator is 5%.

Employment Outcomes – designed to reflect the ability of educational institutions to provide high levels of employability for their graduates, as well as to
nurture future leaders who will continue to make an impact in their fields. The weight of this indicator is 5%.

Sustainability – helps highlight the importance of sustainability to students, institutions, national policy makers and the wider sector. The weight of this indicator is 5%.

THE World University Rankings has an exception for certain institutions of higher education. Universities are not evaluated if these institutions of higher education train specialists or teach only in narrow specialties and have published less than 1,000 articles in scientific journals over a five-year period, that is, up to 150 articles per year.

THE World University Rankings compares universities according to the following criteria to provide the most complete and balanced comparative characteristics trusted by students, academic and teaching staff, university leaders, industry organizations, government: 1) teaching (educational environment); 2) research (volume, revenue and reputation); 3) citation, influence, authority; 4) international image (students, collaborators, research); 5) income from industry (innovation).

Institutions of higher education provide relevant data and validate it for use in ratings. However, when specific data are not provided, universities are given a conservative score between the average value and the lowest value of the indicator. The raters do this in order to avoid punishing the institution of higher education too severely (do not give the institution a "zero" in the absence of information), and not to encourage the university for not providing specific data.

In the method of ranking universities according to ARWU [2] the ranking is calculated based on 6 indicators: Alumni of an institution winning Nobel Prizes and Fields Medals (10%); Staff of an institution winning Nobel Prizes and Fields Medals (20%); Highly Cited Researchers (20%); Papers published in Nature and Science (20%); Papers indexed in Science Citation Index-Expanded and Social Science Citation Index (20%); Per capita academic performance of an institution (10%) to evaluate these four key criteria.

One of the factors behind ARWU's significant influence is the fact that its ranking methodology is scientifically based, stable and transparent. EU Research Headlines on December 31, 2003 reported on the work of ARWU with the following quote: "Universities were carefully evaluated using a number of indicators that characterize the effective performance of research" [1].

The ARWU and its contents are widely cited and used to begin to identify the strengths and weaknesses of the country's education, as well as to help reform and establish new initiatives. M. Enzernik, in his article published in the journal "Science", argued that "the low position of French universities in the Shanghai ranking ... contributed to the emergence of a national debate on higher education, which led to the emergence of a new law ... giving universities more freedom". B. Bollag, a reporter for the newspaper "The Chronicle of Higher Education", wrote that ARWU "is considered the most influential international ranking" [1].
The analysis of the methodology of the three most famous, most authoritative international university rankings allowed us to conclude that there are similarities between the criteria and indicators used for ranking, but their weights differ.

International rankings QS World University Rankings, THE World University Rankings and ARWU (Academic Ranking of World Universities) are important tools for evaluating and comparing higher education institutions from around the world. They share several methodological aspects, but also differ in some key respects.

Common methodological aspects:
- Academic reputation: In all three rankings, considerable attention is paid to the opinion of the academic community regarding the quality and prestige of higher education institutions.
- Research indicators: These take into account the scientific achievements of the institution, such as the number of publications, citations and scientific awards.
- International maturity: International cooperation, international composition of students and teachers, as well as international reputation are evaluated.
- Faculty: All three ratings assess the qualifications and reputation of the faculty.

Differences in methodologies:
- QS World University Rankings: QS uses several main criteria, including academic reputation, employers, student-teachers, citations, internationality and student-faculty ratio.
- THE World University Rankings: THE places greater emphasis on academic reputation, research achievements, teaching staff and research impact.
- ARWU (Academic Ranking of World Universities): ARWU prioritizes research indicators such as scientific publications, citations, and the awarding of Nobel Prizes and Fields Medals.

Thus, although these rankings share methodological approaches, they differ in weighting and evaluation approaches. It is important for each educational institution to understand exactly which criteria they wish to emphasize and which rating best reflects their goals and achievements.

For example, for the QS World University Rankings, research on the university's academic reputation (40%) and the number of citations per faculty member (20%) are the predominant criteria. For THE World University Rankings, the percentages are equally divided between the three criteria: teaching, research and citations (30% for each criterion). For ARWU, the percentages are equally divided between two criteria: faculty quality and scientific productivity (40% for each criterion).

The similarity between these ratings is revealed in the indicator showing the citations of scientific publications: QS World University Rankings – the number of citations per faculty member (20%); THE World University Rankings – citations, influence, authority (30%); ARWU - highly cited scientists in various subject areas (20%).
Diversity lies in the internationalization of universities. QS World University Rankings measures it with two indicators (total percentage – 10): the ratio of the number of foreign faculty members to the total number of faculty members of a higher education institution and the ratio of the number of foreign students to the total number of students of a higher education institution. THE World University Rankings measures – by three indicators (total percentage – 7.5): the ratio of the number of foreign students to the total number of students of a higher education institution; the ratio of the number of foreign colleagues of the teaching staff and the number of local colleagues of the teaching staff of the institution of higher education; the ratio of the number of scientific publications with at least one foreign co-author to the total number of scientific publications of the institution of higher education. The ARWU rating does not include this criterion at all. But on the other hand, ARWU focuses on the Nobel Prize, the Fields Medal or prestigious awards awarded by graduates or employees of the institution of higher education.

To analyze the positioning strategies of the leading universities in the MIP, we will identify the universities that are among the hundred most prestigious higher education institutions according to international ratings (QS, THE, ARWU):

1. Massachusetts Institute of Technology (MIT) - often ranks first in many rankings, including QS World University Rankings and THE World University Rankings, thanks to the high quality of research and innovation.

2. Stanford University - occupies leading positions in many international rankings, is noted for its high level of academic achievements, scientific research and technological innovation.

3. Harvard University is one of the oldest and most prestigious universities in the world, constantly occupying top positions in world rankings due to the high quality of education and scientific achievements.

4. The California Institute of Technology (Caltech) is another leading technical university noted for its high level of research activity and engineering achievements.

5. The University of Oxford is a leader in many rankings in Europe, Oxford is famous for its academic traditions, high level of research work and international prestige.

6. University of Cambridge – Another prominent UK university that often ranks high in world rankings for its academic excellence and research achievements.

After analyzing the results of international rankings of higher education institutions (according to QS, THE, ARWU), it was found that the first places are occupied by American universities. Therefore, in the context of the inclusion of national universities in the global scientific and pedagogical community, we consider it appropriate to analyze the background of the positioning strategy of the best higher education institutions in America, which have proven their effectiveness in practice.
These HEIs are among the first in the world to fundamentally change the boundaries of the educational services market, expanding them to a global scale. The analysis of the positioning strategies of the leading universities revealed that almost all directions of these strategies are aimed at simultaneously solving a number of tasks: they provide the background for the focus of the positioning of the university's activities on: obtaining high-quality higher education; satisfaction of subjects of the educational process in intellectual, cultural and ethical development; quality of academic staff; increasing the prestige of universities among consumers of educational services or users of educational products; comfort; dissemination of knowledge among the population, raising its educational and cultural levels; and also, the toolkit of positioning strategies is used as an effective communication channel with potential consumers of information about the university.

The analysis of positioning strategies of leading universities was carried out according to global indicators. Let's take a closer look at the international rankings of the Massachusetts Institute of Technology, Stanford University and the University of Cambridge based on the three international rankings presented above.

The Massachusetts Institute of Technology (MIT) is one of the most prestigious and influential universities in the world, and is known for its high-quality teaching and research in various fields of science and technology. His achievements are particularly impressive in the QS World University Rankings.

Academic reputation: MIT has an impressive academic reputation both in the United States and around the world. In the QS ranking, it is often given one of the leading places, reflecting the high status and respect in which it is held among the academic community.

Research Achievements: MIT is known for its innovative research work in various fields including engineering, computer science, biotechnology and others. In the QS ranking, this is taken into account through criteria such as citations, research impact and innovation.

International Collaboration: MIT actively collaborates with universities and research institutes around the world, which facilitates the exchange of knowledge and ideas. This is an important aspect that is reflected in the QS ranking through the international cooperation indicator.

Innovation and Technological Impact: MIT is known for its technological innovation and impact on the global technology industry. This is reflected in the QS ranking through indicators assessing technological impact and innovativeness.

Next, we will consider Stanford University. It is one of the most prestigious universities in the world, regularly occupying leading positions in various international rankings. The QS World University Rankings reflect the influence and status of a university in the global educational environment. Let's consider the key aspects that determine its position in this rating:

Academic reputation: Stanford University is known for its excellent academic reputation, which is reflected in its high scores in the QS rankings. The large number
of famous scientists, scholars and Nobel laureates associated with the university contributes to its prestige and influence in the academic world.

Scientific achievements: The University is famous for its high-quality scientific activities and innovations in various fields of knowledge. The number of scientific publications, citations and scientific achievements are taken into account in the QS ranking as an indicator of the high quality of the university's research work.

Internationality: Stanford University attracts students and scholars from around the world, which promotes international diversity and knowledge sharing. Its global reputation and active international cooperation help maintain high performance in the QS ranking.

Faculty: The University has an impressive faculty consisting of recognized experts in their respective fields. Their knowledge and experience contribute to the provision of high-quality education and research.

Overall, Stanford University has demonstrated its excellence and high quality as both an academic and research institution, receiving high marks in the QS World University Rankings.

The University of Cambridge is one of the oldest and most prestigious universities in the world, which regularly ranks high in international rankings. The QS World University Rankings reflect important aspects of the university that confirm its recognition in the global educational environment. Here are some key characteristics that determine its position in this ranking:

Academic reputation: The University of Cambridge is known for its long history of academic distinction and excellence. The high quality of education and research attracts scientists and students from all over the world. Its academic reputation is taken into account in the QS ranking as a key indicator of success.

Research achievements: The University of Cambridge is renowned for its high-quality research and influential research achievements. His significant contribution to scientific discovery and innovation contributes to his higher ranking in the QS ranking.

International cooperation: The University actively cooperates with institutions from all over the world, which promotes the exchange of knowledge and ideas. Its global community of students and scholars ensures broad international influence and interaction.

Innovation and technological impact: The University of Cambridge is known for its innovative solutions and technological impact in various fields, including science, technology and medicine. His contribution to the development of society through scientific discoveries is taken into account in the QS ranking.

Overall, the University of Cambridge is recognized as one of the leading universities in the world by the QS World University Rankings methodology, which confirms its high quality of teaching, scientific reputation and global influence.

In the international ranking of THE World University Rankings, the Massachusetts Institute of Technology is noted for such aspects as: quality of
education and research work - MIT is known for its high quality of education and intensive research activities. In the THE ranking, these aspects are assessed through criteria such as teaching reputation, research impact and citations; international appeal – MIT attracts students and scholars from around the world due to its prestige and academic reputation. In the THE ranking, this aspect is assessed through indicators such as the international student and teaching community; innovation and technological impact – MIT is known for its innovation and impact on global technological progress. In the THE ranking, this is taken into account through indicators that assess the technological impact and innovativeness of the university; ensuring the quality of education - MIT is actively working on the continuous improvement of educational programs and conditions for students. In the THE ranking, this aspect can be taken into account through indicators that evaluate the student experience and the results of graduates.

Overall, THE World University Rankings recognize the Massachusetts Institute of Technology for its high quality of teaching, scientific achievements and international influence, confirming its status as one of the world's leading universities.

Stanford University's ranking in THE World University Rankings reflects important aspects of the university that help it gain recognition in the global educational environment. Here are some key characteristics that determine its position in this ranking:

Academic reputation: Stanford University is known for its excellent academic reputation and high quality of education. Its influence in the scientific world and fame among scientists and academics are taken into account in the THE ranking as one of the main indicators of the university's success.

Scientific achievements: Stanford University is famous for its advanced scientific activity and contribution to the development of various fields of knowledge. The number of publications, citations and innovations associated with a university are taken into account in the THE ranking as indicators of the high quality of research work.

International influence: The university attracts students and researchers from all over the world, which promotes international diversity and exchange of knowledge. Its global reputation and active international cooperation help maintain high performance in THE rating.

Faculty: The University has an impressive faculty consisting of recognized experts in their respective fields. Their knowledge and experience contribute to the provision of high-quality education and research.

In general, Stanford University is recognized as one of the leading universities in the world according to the methodology of THE World University Rankings, which confirms its high quality of education, scientific reputation and global influence.

In the international ranking of THE World University Rankings, Cambridge determines its position in this ranking as follows:
Academic reputation: The University of Cambridge has an unsurpassed academic reputation, which is confirmed by high evaluations by experts in the global educational environment. His name is known throughout the world as a symbol of distinction and prestige.

Scientific achievements: The university is famous for its advanced scientific work and contribution to various fields of knowledge. The number of publications in scientific journals and citations of scientists’ works are important indicators of his scientific influence.

International appeal: Cambridge attracts students and researchers from around the world thanks to its reputation and quality of education. Internationalization is an important component of university life, which contributes to the development of cultural and academic diversity.

Faculty: The University has an outstanding faculty consisting of recognized experts in their respective fields. Cambridge teachers are leaders in their scientific fields and actively influence the formation of global scientific discourse.

The University of Cambridge continues to be one of the most prestigious universities in the world according to THE World University Rankings, reflecting its high quality of education, scientific contribution and global influence.

When evaluating the Massachusetts Institute of Technology using the ARWU (Academic Ranking of World Universities) methodology, several key aspects can be noted:

- research activities – MIT is known for its active research activities in various fields such as engineering, computer science, physics, biology and others. In the ARWU ranking, this aspect is taken into account through indicators such as the number of scientific publications and Nobel laureates associated with the university;

- scientific resources – MIT has significant scientific resources, such as libraries, laboratories, and research centers, that promote scientific production and innovation. In the ARWU rating, this aspect can be taken into account through indicators that evaluate the scope of research activities and university resources;

- international prestige – MIT has international influence and prestige thanks to its academic reputation and collaboration with universities and research institutions from around the world. In the ARWU ranking, this aspect can be taken into account through indicators that evaluate the international cooperation and reputation of the university;

- faculty – MIT has a highly qualified faculty that is known for its expertise and active involvement in research. In the ARWU ranking, this aspect can be taken into account through indicators that evaluate academic composition and its achievements.

Overall, MIT is recognized as one of the leading universities in the world by the ARWU methodology, which confirms its high quality of teaching and scientific reputation.
ARWU ranking, conducted by Shanghai University, takes into account various aspects of universities, paying special attention to scientific achievements and academic reputation. The main criteria that determine the position of Stanford University in this rating:

Scientific productivity: Stanford University has a large scientific impact in various fields of knowledge. His significant contribution to scientific discoveries, publications and research work makes him one of the leaders in the scientific world.

Science citations and impact: The University provides a significant contribution to the development of science through a high level of citation of its research and publications. This indicator is taken into account in the ARWU rating as one of the key criteria.

University reputation: Stanford University is known for its excellent academic reputation, which is recognized both internationally and nationally. This is reflected in the high ratings of experts and scientists in the ARWU rating.

Nobel laureates and high-profile awards: Stanford University has a significant number of Nobel laureates and high-profile awards, attesting to the high quality of research and academic excellence.

Positions of the University of Cambridge in ARWU:

Scientific productivity: The University of Cambridge is known for its high scientific productivity and contribution to the development of various fields of knowledge. A large number of scientific publications, citations and innovative achievements are taken into account in the ARWU ranking as important indicators.

Academic reputation: Cambridge has a long history of academic distinction and recognition. Its reputation as a world leader in education and science is recognized in the international scientific community.

Nobel laureates and high-profile awards: The University has a significant number of Nobel laureates and other high-profile awards, attesting to its high quality of research and academic influence.

International influence: Cambridge actively collaborates with institutions from around the world and attracts students and researchers from different countries. Its international reputation and global influence ensure high performance in the ARWU ranking.

So, after analyzing the international rankings among the most powerful institutions of higher education in the world, it can be said that they are the most competitive. Therefore, the management aspect of the use of world ratings is of great importance for sustainable competitiveness in the market of educational services. Universities use data from the ratings to develop strategic development plans. Understanding their strengths and weaknesses allows universities to focus their efforts on improving key areas and correcting weaknesses. A high ranking: increases the attractiveness of the university to international students and scholars, which can lead to an increase in the number of applications for admission and an increase in the talent level of the university community; can help universities attract funding.
from donors, sponsors and other sources, this can be important for funding research projects, scholarships and infrastructural developments; positively affects the employment rating of graduates, which contributes to the attractiveness of the university for future students. The successful use of ratings can give universities a competitive advantage in the international market of educational services, which allows attracting talented education seekers, scientists and specialists.

Conclusions. Having analyzed international ratings and their criteria, can be highlighted key aspects of their use in the context of the management of educational institutions: strategic planning and development - the analysis of world ratings enables the management of the institution to obtain an objective assessment of its current position and to determine strategic directions of development to increase competitiveness; improving the quality of education - ratings take into account the quality of educational programs, scientific reputation, international cooperation, etc. This stimulates educational institutions to constantly improve the educational process and ensure high quality of education; international reputation – high positions in world rankings contribute to increasing international awareness and attracting both students and scientists from all over the world. This contributes to the development of an international student environment and cooperation with leading universities; financial success - a high position in world rankings can lead to an increase in financial resources due to an increase in the popularity of the institution among students and investors. However, it should be noted that the ratings are not perfect and may have their limitations and shortcomings. For example, they may not sufficiently take into account the specifics of each educational institution, as well as use a limited set of criteria that do not always reflect the full picture.

Therefore, the use of world ratings for the management of educational institutions is an important tool for achieving sustainable competitiveness in the market of educational services. However, in order to achieve success, it is necessary to combine the analysis of ratings with internal strategic planning that takes into account the peculiarities of each institution and the needs of its community.

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