

Joining the Bologna process in Ukraine as the direction of improving higher education

**Приєднання Україні до Болонського процесу
як напрямок вдосконалення вищої освіти**

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Ключові слова:

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Today, the development of educational sphere is considered a priority of our state, its agencies and officials. The state is trying to create the right conditions for the functioning of education to provide the necessary logistical, financial and other resources for sustainable and effective development. Often this process is by improving regulatory support education and research areas, bringing their standards to international legal requirements, usually expressed in the introduction of new educational standards, review existing programs of educational sphere, introducing some innovative processes and so on.

It should be noted that the scientific level of one of the levels of higher education, as well as for targeted and effective functioning of scientific sphere it is necessary to provide quality higher education in Ukraine and its integration into European and world educational community. This, in particular, clearly stated in the Law of Ukraine "On education", namely art. 65 provides that scientific, scientific-technical and innovation in higher education is an integral part of educational activities carried out and to integrate research, education and production activities in higher education. Proceedings of scientific and technological activities of universities, academies, institutes mandatory¹.

With this in mind the normal functioning of education in the country is the key to sustainable development of the scientific areas of applied and other research, an important condition for the introduction of new technologies in the field of science, exercise science, technology and innovation. Therefore, in the present conditions of life along and scientific activities necessary to describe the development of the education sector, which in recent years has undergone significant reform, which, in our opinion, very positive impact on the quality of the acquisition of knowledge as changed requirements and criteria for training specialists and researchers. In this connection it is necessary to agree with the opinion of O.G. Veliczka, according to which, based on the fact that higher education is complete educational cycle and formation specialist, are the following basic requirements for the preparation of the modern professional, extensive fundamental knowledge, teamwork, quickly master new technologies have the skills to self and capacity for creative and research work. These are a specialist main objectives and guidelines for building a modern higher education system, to facilitate the creation of knowledge, access, management, distribution and monitoring their assimilation². Achievement of such criteria modern specialist training can take place only reforming the entire system of education, lifted it to international legal requirements, revising state standards in the industry to make the relation of the individual to obtain a quality education.

Current problems of improving education highlighted in research V.P. Andruschenko, N.M. Anufrieva, V.I. Baydenka, I.S. Kalenyuk, O.H. Weliczka, V.G. Kremen, V.I. Lugovoi, V.M. Ogarenko, I.M. Predborskoyi, S.O. Sysoev, Y.M. Rashkevych, V.D. Shynkaruk, L.I. Yakovenko and other domestic and foreign scientists. However, today remains relevant further search for ways to improve education, to identify priority areas of the state to improve the education system in Ukraine. Given the above, the purpose of the article is to study the positive and negative

¹ Higher Education: Law of Ukraine from 01.07.2014 number 1556-VII // Supreme Council of Ukraine. – 2014. – № 37–38. – Art. 2004.

² Velichko O.G. Bologna process – a concrete decisions and actions / O.G. Velichko // Theory and Practice of Metallurgy – 2004. – № 1. – P. 3–13.

effects on the implementation of the Bologna process in national education as an important element of the reform and improvement of the education system in Ukraine.

Before turning to the immediate consideration of the purpose of our study provide a proper definition of "improving the education system" by which we mean a complex, long-term and purposeful process aimed at strengthening and / or improvement of educational processes in the country by changing how the process of regulation of educational activities, improvement of the training institutes change curricula, dissemination of innovation in the classroom, which is based on the relevant work of higher authorities and the adoption of regulations in this area, and rethinking the value of the educational process as by the participants of the educational process, and others not related to educational activities persons.

An important step in the reform and improvement of education in Ukraine was the process of accession to the Bologna process, which began in 1999 and was sent to the European integration of the education system and bringing it to international standards. The Bologna process is characterized by N.F. Dmytrychenko, aimed at forming a single open European space for education, introduction of credit technology based on the European system of transfer of credits, encouraging mobility and creating conditions for free movement of students, teachers and scholars within the European region, simplify procedures for qualifications to facilitate employment of graduates and students on the European labor market. According to the scientist, the Bologna process – a kind of movement and national education systems to unified criteria and standards that assert themselves in Europe. Its purpose is to consolidate the efforts of the scientific and educational spheres on a substantial increase competitiveness of European higher education and research in global terms, and to enhance the role of the system of social transformations³. Thus, the Bologna Process aims to increase the competitiveness of education, improve its quality approach of education to understand the ordinary citizen, simplification of getting scientific knowledge and so on. The Bologna Process brings the national education system to the requirements that are set at European level by establishing uniform criteria for evaluating the quality of education.

On the Bologna Process Ukraine there are both positive and sceptical reasoning. Positive aspects in implementing the Bologna process specified in Bologna Stocktaking Report 2009, which stated that during the years when Ukraine joined the Bologna process made a significant number of steps to the approximation of national legislation to European education. Most importantly, began developing an appropriate legislative framework is fundamental to any modernization of education. In addition, already drafted and adopted a series of public acts, with appropriate conceptual and content, orientation to international parameters and standards. But the negative side of the Bologna Process is that the legal framework of higher education has internal contradictions, duplication of some regulations and provisions designated certain contradictions between the drafting of the law and the procedure for their adoption, indicating the need for changes that should be made carefully and comprehensively⁴.

We agree with the fact that on the way to the introduction of the Bologna Process Ukraine adopted a number of important legal acts, which were aimed at improving the national education system, among which it is worth noting: the Cabinet of Ministers of Ukraine of 31.12.2005. Number 1312 "On urgent measures to introduce external evaluation and monitoring of the quality of education"⁵, the Ministry of education and Science of Ukraine № 612 from 13.07.2007 g. approving the "Plan of Action for the quality of higher education in Ukraine and its integration into European and world educational community for the period up to 2010"⁶ Decree of the President of Ukraine № 244/2008 "on additional measures to improve the quality of education in Ukraine"⁷ and others. These and many other documents are very important and necessary, because with their help made the implementation of programs declared the Bologna process in national legislation, defines the basic legal principles of the formation of a new state policy in the sphere of education, created the objective conditions for the full development of new relationships in the family .

³ Dmytrychenko N.F. Bologna Process: unified principles, different Implementation / N.F. Dmytrychenko // Modern Education. – 2007. – № 11. – P. 100–110.

⁴ Bologna Stocktaking Report 2009: summary and evaluation sheet, which are based on the National Report to the introduction of the Bologna process [Electronic resource]. – Access : <http://www.mon.gov.ua>

⁵ On urgent measures for the implementation of the EIT and Monitoring Education Quality Cabinet of Ministers of Ukraine from 31.12.2005 number 1312 // Official Bulletin of Ukraine. – 2006. – № 1/1-2. – Art. 34.

⁶ Action Plan to ensure the quality of higher education in Ukraine and its integration into European and world educational community for the period until 2010: Ministry of Education and Science of Ukraine of 13.07.2007 number 612 [Electronic resource]. – Access : <http://zakon.nau.ua/doc/?code=v0612290-07>.

⁷ On additional measures to improve the quality of education in Ukraine: Presidential Decree Ukraine from 20.03.2008, the № 244/2008 // Official Journal of the President of Ukraine. – 2008. – № 8. – Art. 404.

A significant positive step in the process of joining the Bologna process is the development of independent work. The importance of independent work in the Bologna process said V.I. Volovich, who emphasized that when talking about the quality of education, mean its effectiveness – the ability to use the acquired knowledge and skills in practice. The author notes that these conditions can be achieved only if the graduate has sufficient independent work skills, able to plan their time and takes an active position in relation to the work – just such skills should receive a student during his training. Previously classical paradigm fit training in subject-object relationship (where the subject performed a teacher, and the object of obtaining knowledge was a student), now a student also becomes a subject of study – the result is “active cooperation during which the student receives knowledge and skills, and teacher – skills”⁸. We agree with the fact that independent work is one of the main areas of education, because through it the person is aware of the relevant educational program may stop separately on the study of certain elements to determine for themselves the material which is most suitable for research issues. Independent work that provided the Bologna process, in our view, encourage the person to independent search at issue, disciplined person, making it more responsible and collected.

On the negative input Bologna education system in Ukraine said V.I. Cina, which, in her view, are as follows: First, the excess number of training areas and specialties, respectively 76 and 584 (the world’s best higher education are five times less); secondly, unjustified confusion in the understanding of specialist and master. On the one hand, there is the proximity of training programs and Master, their equivalence with the qualification status, and on the other – they are accredited by different levels, respectively III and IV; thirdly, inadequate to the needs of society and the labor market the fate of such a widespread level of education as schools and colleges, despite the fact that their number in the country four times larger than the universities III and IV levels; Fifthly, knowledge and especially practical skills of graduates compared to graduates of European universities are not in our favor⁹.

Indeed, unfortunately, at the time of the introduction of the system of higher education in Ukraine Bologna existing legal principles and technology education did not meet the requirements that were set at the European level training, that was not necessary motivation of students for learning, competitiveness in education, necessary information technology the development and provision of resources for independent research work of students and others. However, we believe that all the above problems – a problem of time, that the implementation of reforms in any area of life can not be immediately effective and consistently, so in any case have some issues that have to be resolved in the future when immediate realization of the state problems. Given this solve the above issues will be made in the implementation of the Bologna process into practice.

Implementing the principles of the Bologna process in the curriculum of higher education, was put European credit transfer system knowledge assessment. As described in the information package for 2013-2014 ECTS, the European Credit Transfer System - a system designed to ensure uniform procedures Interstate measurement and comparison between academic institutions of learning outcomes of students, their academic recognition. It is designed to ensure the mobility of students, facilitates understanding and comparison of curricula and educational achievements of students as between domestic and foreign institutions. The system ECTS is based on evaluation of all types of student work necessary to achieve the objectives set out in the curriculum, lectures, training and participation in seminars and workshops, self-study, exams, internships, training and protection of the master’s works, etc.¹⁰.

Describing the legal opinions of scientists on the introduction of the European Credit Transfer System O.V. Vasyuk and V.I. Kustov noted that this system has several problems, including scientists observed:

- Adapting the ideas of the European Credit Transfer System (ECTS) for higher education in Ukraine to ensure the mobility of students in learning and flexibility training, including quick requirements of national and international labor markets;
- Ensuring student learning opportunities for individual variable part of the educational and professional programs generated by customer requirements and wishes of the future expert and helps its self under preparation for life in a free democratic society;
- Encouraging participants in the educational process to achieve high quality higher education;

⁸ Volovych V.I. The Bologna Process and the new paradigm of education in Ukraine / V.I. Volovych // Sociology: Theory, Method, marketing. – 2004. – № 4. – P. 189–199.

⁹ Cina V.I. Higher education and the Bologna process as a subject /origins of pedagogical skills. – 2011. – Vol. 8 (1). – P. 301–306.

¹⁰ European Credit Transfer System ECTS ECTS // Information package for 2013–2014 // National Academy of Administration under the President of Ukraine. – K. : Education, 2013. – 31 p.

– Normalization procedure to enable students to gain professional qualifications to meet the needs of the labor market¹¹.

With the introduction of the European Credit Transfer System study increases interest in individual and differentiated forms and methods, activating cognitive and creative activity of students, ensuring the effectiveness of the self-identity of the future specialist. One of the principles of the European Credit Transfer System – flexibility and partnership – building requires an education system to learning content and how to achieve the goals of education and training answered individual needs and abilities of the student¹². We agree with the above views on the feasibility and necessity of introducing the European Credit Transfer System, because it is made using balancing of interests between students and their teachers, created all necessary conditions and opportunities of people to combine training with work independently. European Credit Transfer System aims at self evaluation of the student, his personal organization in education, individualization in learning more.

Thus, in view of the foregoing, we hold the position according to which the Bologna Process is very important and positive step for the formation of Ukraine in an efficient, competitive education that can truly meet the needs of employers in the future. Such an education system not only provides sufficient and necessary knowledge, but also brings in the person of independence, responsibility, confidence, commitment in achieving the goal itself, that all the necessary leadership qualities.

Анотація

У статті на основі думок учених і юридичної практики розглянуто процес удосконалення вищої освіти в Україні у світлі болонського процесу; описано позитивні й негативні аспекти болонського процесу в національній системі освіти.

Summary

In this article on the basis of the views of scientists and the practice of law the process of improvement of higher education in Ukraine in the light of the Bologna Process is described, Positive and negative aspects of Bologna Process in the national education system.

¹¹ Vasyuk A.V. Company credit-module system in higher education / O.V. Vasyuk, V.I. Kustov // Bulletin Book Chamber. – 2009. – № 9. – P. 24–26.

¹² On conducting pedagogical experiment with the credit-modular system of educational process: Ministry of Education and Science of Ukraine of 23.01.2004 p. 48 number [Electronic resource]. – Access : http://osvita.ua/legislation/Vishya_osvita/ 3126.

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