

**EDUCATION REFORM IN UKRAINE IN ACCORDANCE WITH THE
BOLOGNA PROCESS**

Considering new challenges set by Bologna process, Ukraine had to face such difficulties as the excess number of training areas and specialties, insufficient recognition in the community the level of "bachelor" as a qualification level, the increasing of the gap communication between teachers and employers, between the education and labor markets, the unwarranted confusion in understanding of specialist and master, the level of autonomy of higher education institutions in these areas is much lower than in the European, the Universities of Ukraine do not take on the role of methodological centers, innovators, pioneers of social change, which the country should succeed [8].

Participation of Ukraine in the Bologna process provided great opportunities for participants of the educational process and enabled them to increase mobility and enhance their competitiveness. Ukrainian educational institutions found great opportunities and faced challenges, which forced them to make substantial changes for improving the efficiency of their institutions. The country is still moving in the chosen direction and deals with the issues of qualitative changes and scientific approach to education while the financial support of the educational process remains urgent.

The theme of implementation of the Bologna process in Ukraine was considered from various aspects by such scholars as A. Artemenko, B. Danylyshyn, N. Demyanenko, M.Z.Zgurovsky, S. Nikolaenko, V. Kremen, A. Kovalenko, I. Yukhnovsky.

V. Kremin considers the Bologna Process as a convergence rather than unification, and highlights his view on the role and the part of Ukraine in creating a unified educational space in Europe. I. Yukhnovsky points out the fact that the Bologna process opens another direction for Ukraine's integration into Europe and provides a real opportunity for Ukraine to obtain equal status in the

European educational space, which determines the development of Europe for the next generation. The scientist emphasizes that the participation of Ukraine's higher education in Bologna transformations should be directed towards its development and acquisition of new qualitative features. N. Demianenko draws particular attention to the implementation of the principle of autonomy in management of higher education in accordance with the principles of the Bologna process.

At the Conference of European Ministers responsible for Higher Education, Ukraine's accession to the Bologna Process was approved. This event is associated with the official recognition of the accession of our state to the process of integrating the national system of higher education into the European educational space in accordance with the principles and objectives defined in the Bologna Declaration "European Space in the Area of «Higher Education» of 19 June 1999 and other documents, signed in the development of the Bologna process [1]. In fact, Ukraine joined the Bologna process in the past by adopting a Program of Action for the Implementation of the Bologna Declaration in the System of Higher Education and Science of Ukraine for 2004-2005 (approved by the order of the Ministry of Education and Science of Ukraine dated January 23, 2004 No. 49) [6].

The implementation of university autonomy in Ukraine has become possible through the fulfillment of Ukraine's obligations under the Bologna system, as well as through the conclusion of agreements with those universities that will assume respective obligations to ensure the quality and transparency of all types of reporting. The universities have been empowered to open bank accounts and to use bank loans. They participate in shaping the structure and volume of government orders for the training of specialists with higher education has been expanded, etc. [3].

Modules as completed, self-contained complexes have become simultaneously a bank of information and a methodological instruction for its assimilation; the interaction of subjects of the educational process took place on

a fundamentally different basis - with the help of modules, a meaningful independent achievement is provided by those who are trained at the appropriate level of preliminary preparedness for each pedagogical meeting. The student starts to work independently, but in this he needs the teacher's guidance. At the same time, the modern student actively participates in the learning of knowledge, and the teacher's tasks are changing: from simple translation of knowledge to advising students on the search for knowledge, or rather, orientation in the ocean of knowledge. [4; 252].

The first results of the introduction of the credit-module system of organization of educational process point to the main advantages of this system: the intensification of the educational process and the improvement of the quality of training specialists. The transition to the credit-module system of training allowed the Ukrainian higher educational institutions to train specialists capable of continuous updating of scientific knowledge in a market economy, professional mobility and rapid adaptation to changes in the socio-cultural environment, to continue education or to obtain appropriate qualifications abroad on the basis of a certain complete cycle of education.; establishing feedback with each student at certain stages of training; control and timely correction of the educational process; increase motivation of participants in the educational process; increasing responsibility of students for the results of educational activities. There is a number of problems that require further resolution, namely: the issue of professional training of future specialists of different branches in the conditions of the credit-module system of training, improvement of the content and so on [4].

The financial and legislative factors that are positive for our country in the development of international academic mobility are the conclusion of multilateral agreements in the field of education, despite the significant obstacles faced by educators in the educational process. For example, the most famous European program Erasmus, which lists mobility schemes - Comet, Lingua, DAAD, IREX, UGRAD and the Fellowship Program. Fulbright, whose

goal is to: create a European model of higher education. Along with professional knowledge, the student gets involved in language proficiency and establishes an understanding with the local community. Yes, there is a process of establishing cross-cultural communication - not just a language learning, but the acquisition of language skills in a live communication with residents of a given country [2; 142].

An important advantage of the reformed education system in the implementation of the Bologna process was the introduction of a graduate system of higher education and the introduction of new educational qualification levels "Bachelor" and "Master", which facilitated the flexibility, development of interdisciplinary, since the two-cycle system gave the student the opportunity to become a bachelor of one specialty, and to finish the magistracy from the other. This gave students a chance to combine knowledge from different fields and provided the opportunity to work on the brink of specialties.

Within the framework of the Bologna process, Ukraine moved to the three-tier system of higher education (bachelor-master-doctor) and the training of higher education graduates of the degree of doctor of philosophy and doctor of sciences in higher educational institutions (scientific institutions) [7; 12].

To sum up, the principles of the Bologne process have made significant changes in the system of Ukraine education. The effective implementation of advanced ideas of the Bologna process, as well as any innovations is conducted considering the best domestic educational achievements and traditions. Modernization of the Ukrainian system of higher education occurs gradually, without too much haste. It is known that the transition from one system to another, from one level to another, is often accompanied by crisis phenomena. That is why the policy regarding the Bologna process must be balanced, transparent and expressive.

References:

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