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**INTERNATIONALISATION OF UKRAINIAN HIGHER
EDUCATION INSTITUTIONS WITHIN EUROPEAN HIGHER
EDUCATION AREA**

Introduction. Higher education is one of the most important factors of the economic and social development of each country, fulfilling the most important social task of society – formation of the personality. As a social and cultural phenomenon, education is an attribute of humanity, its integral companion in the progressive movement of evolutionary development [3, p.6]. Education directs the life of society, transforming it from «society today to society tomorrow»; forms a new way of thinking, a new vision of the meaning of life. It creates new education centre, science and culture in society, where knowledge, skills, and abilities are transferred to the younger generation, as well as worldview and behaviour of each graduate is formed.

The purpose of the work is to research and determine higher education as one of the most important factors in the development of any country deserving a place in the world community.

Today, higher education is based on relevant scientific research, world experience and should be able to ensure the country's reproduction and development of its intellectual potential, and ultimately its rightful place in the world community. All this is possible only if it is recognised as an equal and a priority area.

On the European continent, during the last decades, the political, legislative, and organisational aspects of this movement were ensured via the Lisbon Strategy, which found its concretisation in the process of forming a single European area of education and research within the framework of the implementation of the Bologna Process [6, p.167]. The Bologna Process was

launched in 1999 in the Italian city of Bologna. The Bologna process is a process of structural reform of national systems of higher education in European countries, changes in educational programs and necessary institutional transformations in European HEIs. Its goal was to create a European research and educational area by 2012 to increase the employability of HEIs graduates, to improve the mobility of citizens on the European labour market, increasing the competitiveness of European higher education [1].

On May 19, 2005, at a conference in the Norwegian city of Bergen, Ukraine officially joined the Bologna Process, which aims to create a single European Higher Education Area by 2010. Thus, the vector of Ukrainian education movement and the direction of educational reforms were determined at the state level. The accession of our country to the Bologna process provided an opportunity to carry out structural transformations of higher education according to an agreed system of criteria, standards, and characteristics, which allowed Ukraine to become a recognised part of the EHEA [5].

In the light of Ukraine's movement towards the European Union, higher education has undergone positive changes due to interpenetration into the EHEA. This had a positive impact on competitiveness and directly opened new horizons for Ukrainian HEIs. In 2014, a new Law of Ukraine «On Higher Education» dated July 1, 2014, was adopted, strengthening the role of Ukrainian HE via EHEA, introducing the following innovations [2]:

The quality of education will be monitored by an independent body.

Academic autonomy: each university has the right to implement its own educational and research programs.

Financial autonomy: HEIs can open their own accounts, receive loans, dispose of property and land, will be able to establish research parks and enterprises engaged in science or innovation.

Strong student government.

Transparency: each HEIs is obliged to publish on its own website documents about its finances and property, including estimates, reports on their

implementation, distribution of salaries, etc.

Rectors, deans, heads of departments will be elected to positions for 5 years and will not be able to hold them more than twice.

Implementation of five degrees of HE: Junior Bachelor, Bachelor, Master, Doctor of Philosophy / Doctor of Arts, Doctor of Science.

Academic mobility and implementation on ECTS.

Conclusion. It can be emphasized that the Bologna Process became an important push for the revision and creation of new principles of higher education according to international standards and has a positive effect on the quality of students' education at Ukrainian higher education institutions. The creation of the European Higher Education and Research Area contributed to the high mobility and competitiveness of the knowledge and skills of Ukrainian citizens. The creation of highly effective and competitive education in Ukraine is, above all, a requirement of modern times and a real need of our society. At the current stage, Ukraine at the legislative level and in practice has almost reached the level corresponding to European standards, which already contributes to the most complete satisfaction of educational needs, the labour market and modern challenges, in particular for the reconstruction of Ukraine in the post-war period.

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