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Today the role of education, especially higher education, is very important, because it completes the process of socialization. Of course, we don't have to minimize the role of family in the field, but to tell the truth the more is given by school and other institutions. Only leaving school and then university or another higher institution the man or woman may be called diversified, because while a person is studying he gets some experience, he learns how to act in different life situations. Education encourages the spirit of competition. In addition the main fact we want to note is that education doesn't allow any individual to degrade, so we should intend to increase the level of educated people and some progress has been made: nowadays Europe has around 4 000 higher education institutions, with over 19 million students. It may be said a lot about the advantages but it doesn't mean that it's ideal. The potential of many higher institutions is not being fully used. It means that curricula are not always up to date, there are not enough possibilities for young people to go to university and sometimes the level of studying is not very high. In the light of these challenges, one of the main directions of government policies is to create better conditions for universities. It must be noted that some success in this sphere has been achieved. First of all we may see that funding of universities isn't a problem now. Secondly some things have been made to change the system of entering universities. Thirdly a very important role in this was played by so-called The Bologna Process.

The Bologna Process is a series of ministerial meetings and agreements between European countries designed to ensure comparability in the standards and quality of higher education qualifications. The Process officially started in 1999, but the beginning of the unification of Europe in the field of education was laid long before the Bologna Declaration (named after the city where it was signed) [1, p.20]. Signing the Bologna declaration meant that the European Minister of Education would meet every two years to discuss some vital issues. This meetings calls communiqués and they had place in the Prague (2001), Berlin (2003), Bergen (2005) and London (2007) [3]. Each of these communiqués takes part in the changes of the Education system.

After signing the declaration the main goals to achieve were formulated:

- uniting the European Higher Education Area and the European Research Area;
- adopting to a system of comparable qualifications (degrees);
- using the two-tier system of higher education (Bachelor - Master);
- applying the credit system (academic credit), the number of which depends on the number of hours on the discipline and a reflection of the curriculum in the Diploma;
- developing academic mobility of students, teachers and administrative staff;
- providing university autonomy;
- promoting European cooperation in quality assurance in higher education;
- consolidating the European dimension in higher education in Europe;
- providing student-centered learning.

Thus the systems of higher education in Europe must achieve harmonization.

We can see that the main goal is to create a united European Higher Education Area (EHEA). It has always been the main objective of the Process. The question of EHEA was discussed at every meeting, but finally it was launched along with the Bologna Process' decade anniversary, in March 2010. The members of the European Higher Education Area are all the members of the Bologna process: in 2011 representing 47 countries and the European Commission. The representatives of the Bologna Process commission describe the EHEA as “more comparable, compatible and coherent systems of higher education in Europe” [2, p.37]. The implementation of the European Higher Education Area has entailed a process of profound renewal and change in all European universities.

However, the existence of the European Higher Education Area in itself did not mean an achievement of all the objectives agreed upon by the ministers involved in the Bologna Process. Therefore, we can say that the Bologna Process and the European Higher Education Area have entered a new phase, a more in-depth one, focusing on a reduction of the implementation discrepancies in the countries forming the EHEA.

If by 2010, the main aim of the Bologna Process was to set up a European Higher Education Area, the main priorities for the next decade are [5]:

- social dimension;
- lifelong learning;
- employability;
- student-centered learning;
- education, research and innovation;
- mobility;
- data collection;
- multidimensional transparency tools;
- funding.

Despite the fact that the activities of the Bologna process have led to significant improvements in the system, not all the representatives of the countries accept the Bologna process. Many of them expressed their doubts about the need for this process. Professor Ann Winokur of Nanterre University (France) wrote, "We are at the stage of experimentation in our life. Executive reforms are unlikely to apply the necessary effort to predict the possible systemic effects." [4, p.105]. Another researcher of Nanterre, coordinator Carole Sigman gave his opinion: "We criticize the Bologna process, as they give good ideas, but which in fact it is not so good... Thus, the EU leads to the destruction of the diploma as a guide to establish the scale of salaries. It should be noted that the European elite universities (Cambridge, Paris Institute of Political Science, etc.) refused to participate in the process..." [4, p. 30].

As a result, we can identify the pros and cons of the Bologna system. Among the positive aspects of the Bologna process are:

- credit-modular system makes both teachers and students to work harder;
- this system provides better training for graduates;
- mobility allows the student to begin to learn in a university in his country and finish in a higher education institution of another university in Europe, where we have introduced the Bologna system, and etc.;
- education system becomes more open;
- our competitive teachers will have the opportunity to earn decently abroad;
- after graduating from university included in the Bologna process a person can get a job in every country member.

However there are some negative aspects of the Bologna system:

- the Bologna Declaration provides that the acceding countries have to build their education in line with the European tradition, which denies own traditions of a country;
- raising "brain drain";
- preparing students today is the writings, not the acquisition of knowledge;
- the destruction of the established system of higher education and academic degrees;
- classroom hours are reduced and more time is dedicated to self-study.

Certainly educational reforms in particular the Bologna process are significant for any European country as they contribute to the overall development of the country and people. At the same time we should devote more time to the development of plans, which ideally should be different for each specific country. Only in this case, the process will continue to develop.

## References

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