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"Display" of the Bologna Process in Ukraine

Ukraine's status as an independent, democratic, and righteous society within Europe is dependent on several significant factors. One such factor is the matter of higher education, which has a tremendous impact on the expansion of intellectual and productive resources of the Ukraine society as well as on the spiritual growth and development of the Ukrainian people. Improving the higher education system would support the success of Ukraine's European integration. In the early 1980s, a French sociologist Pierre Bourdieu, and a British researcher John Colemanwhile investigating the role of education, concluded that the process of knowledge acquisition and the education system in itself is what defines the social capital, which in effect determines the development of a society[1]. This thesis is vital for present day Ukraine.

Integration of the Ukraine education system with the European higher education system is crucial for Ukraine, because it creates human resources on which Ukraine's social status and global competency relies on. Improving the quality of higher education (the purpose of the Bologna Process) provides such benefits as developing evolving professionals' communication skills, ability to make independent decisions, critical thinking, establishing informational and social behavior patterns. This thesis should include Zygmunt Bauman's statement that the mission of education is preparing the young for life in the world of unpredictability, ambiguity, wide variety of opinions and the lack of credible and trustworthy mentors. This mission involves developing patience and acceptance of differences, strengthening critical thinking skills, the ability to question self and to be responsible for one's decisions and their consequences, learning to see beyond the visible boundaries and to resist the temptation of abandoning freedom which may contain painful uncertainty, together with novel and undiscovered pleasures[2].

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[1] П. Бурдье, 'Структура, габитус, практика' *Журнал социологии и социальной антропологии* 1:2, (1998) (P. Bourdieu, 'Structure, habitus, practice' *Journal of Sociology and Social Anthropology* 1:2, (1998), p. 73-78.

[2] Зигмунт Бауман, *Индивидуализированное общество.* Часть II. Как мы думаем. Глава 10. Образование: при, для и несмотря на постмодернити, (Москва, 2004), с. 268 (Zygmunt Bauman, *The Individualized Society.* Part II. How we think. Chapter 10. Education: when, for and despite postmoderniti, (Moskva, 2004), s. 268).

Actualization of research efforts of the adaptation problem of Bologna Process in Ukraine is reasonable and well timed.

Research of the phenomenon of building a united European state within the higher education, its dynamics and its obstacles is present in the findings of Ukrainian researchers Zgurovskij M., Dovzhenko O., Kremen V., Vorotilova O., Sikorskij P.[3]

Due to the integration of global effects on all aspects of social life, described by Bauman and Giddens, the sociological analysis of higher education field becomes acutely urgent on a global scale at the end of the XX Century[4].

"Display" of the Bologna Process in Ukraine: General Tasks

In scientific literature the Bologna Process is commonly defined as a movement for unification of educational systems in European countries[5]. In order to achieve this goal, the Bologna Process mustfaceseveral existing tasks. Ukrainian social and economic situation corrects some of these tasks.

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[3] М. З. Згуровський, *Болонський процес: головні принципи та шляхи структурного реформування вищої освіти України*, Київ, 2010 (M. Z. Zgurovsky, *Bolonga process: The main principles of structural reform education in Ukraine*, Kyiv, 2010). О. В. Довженко, 'Сорбонская и Болонская декларации: Информация к размышлению', *Вестник высшей школы:* Almamater (O. V. Dovzhenko, 'Sorbonne and Bologna Declaration: information for consideration', *Herald of high school:* Almamater, 2000, № 6). В. Г. Кремень, 'Болонский процесс: сближение, а не унификация', *Зеркало недели,* 13-19 грудня 2003 року (V. G. Kremen, 'Bologna Process: convergence, rather than unification', *Mirror weeks*, 13-19 December 2003). О. Воротилов, 'Болонському процесу — осмислений підхід: Український стандарт і Болонська траєкторія: Чи приживаються нові правила у Вищій школі?' *День*, 2005, 31 серп. (№ 156), с. 1, 6 (O. Vorotilov, 'Bologna process - rational approach: Ukrainian standard and Bologna trajectory: New rules were accustomed High society in schools?' *The Day*, 2005, 31 august (№ 156), p. 1, 6). П. Сікорський, 'Якість вищої освіти –основна вимога Болонського процесу: Проблема підвищення якості вищої освіти – одна із ключових вимог Болонської декларації. Одним із важливих шляхів виконання цієї вимоги є перехід на кредитно-модульну технологію навчання', *Освіта*, 2004, 14-21 квіт. (№ 19), с. 3 (P. Sikorski, 'Quality of higher education, the basic requirement of the Bologna Process: The problem of improving the quality of higher education, one of the key requirements of the Bologna Declaration. An important way to meet this requirement is the transition to credit-modular technology of educatin', *Education*, 2004, 14-21 April (№ 19), p. 3).

[4] A. Giddens, 'Times Higher Education Most cited authors of books in the humanities, 2007' *Times Higher Education*, 2009, 26 March. З. Бауман, *Индивидуализированное общество.* Часть II. Как мы думаем. Глава 10. Образование: при, для и несмотря на постмодернити, (Москва, 2004), с. 268 (Z. Bauman, *The Individualized Society.* Part II. How we think. Chapter 10. Education: when, for and despite postmoderniti, (Moskva, 2004), s. 268).

[5] М. Бурик, 'Болонский процесс в мире и в Украине', *Образование*, 2013, №1, с. 25 (M. Burik, 'Bologna process in the world and in Ukraine', *Education,* 2013, №1, s. 25). В. Уланов, *Постмодерн и особенности образования в XXI веке*, (Москва, 2010), 112 с. (V. Ulanov, *Postmodern and features of education in the twenty-first veke*, (Moskva, 2010) 112 s.). Mark L. Taylor, *Meeting Generation NeXt. Today's Postmodern College Student* (Electronic resource, Mode of access: http://www.strana-oz.ru/?numid=30&article=1273). В. А. Канке, *Основные философские направления и концепции науки. Итоги XX столетия*, (Москва, 2000), с. 6 (V. A. Kanke, *Fundamental philosophical trends and concepts of science. Results of the twentieth century*, (Moskva, 2000), s. 6. Т. Кун, *Структура научных революций*, (Москва, 2002), 605 с. (T. Kun, *Structure of Scientific Revolutions*, (Moskva, 2002), 605 s.). М. Кастельс, 'Становление общества сетевых структур', *Новая постиндустриальная волна на Западе. Антология* (под ред. В.Л. Иноземцева) (M. Castells, 'Formation society networks', *The new wave of post-industrial West. Anthology* (Ed. Inozemtseva VL), Moskva, 1999, p. 494-505. J. F. Lyotard, *The postmodern condition*, Minneapolis 1988 (Originally published in French in 1979). Ж.-Ф. Лиотар, *Состояние постмодерна*, пер. с франц. Н. Л. Шматко, (Санкт-Петербург, 1998), с. 3 (Zh.-F. Liotar, *Situation of postmodern*, trans. frances. N.L. Shmatko, (Sankt Petersburg, 1998), s. 3).

Task number one: *Create unified space of higher education in order to provide mobility in employment for citizens of different European countries.*

For the Ukrainian State, involvement in the creation of a unified space of higher education is quite a difficult process.

One of the main reasons for that is the slower rate of Ukraine's economygrowth in comparison to other European countries. This places Ukraine at a disadvantage in the ability to createfavorableconditions for the process of education.

- Lack of IT infrastructure, shared Databases (DB) and even lack of IT equipment in classrooms.

- Limited Internet access in universities, and sparse connection to scientific DB.

- Lack of financial support for establishing mobility in educational sphere.

Task number two. *Achieve compatibility of higher education systems*.

Strategically, this task seems achievable, but its success depends on the economic abilities of the Ukrainian State. In order to enter the European unified educational space, Ukraine would require substantial financial resources to improve the quality of higher education: unification of standards and procedures, significant increases in the usage of informational technologies (IT) in learning process, access to online libraries and databases with recent scientific data, reasonable working and studying conditions/environment, etc.

Besides economic reasons there are sociological ones. It is quite clear that most of professors/lecturers in Ukrainian universities belong to elder generation with "post-soviet" patterns of educational approach. It is nearly impossible to elevate such professors to new European standards of education. Universities' low wages make it extremely difficult to recruit the younger generation into the field of education. Majority of young intellectuals choose alternate fields with better financial incentives. The transition of the Ukrainian education system from the traditional "Monologue" method to "Interactive/Dialogue" is both an acute necessity and a struggle.

The present day educator has become a powerful representation of the mind. He/she is the transmitter of knowledge, entitled to regulate and assess the absorption of presented material. He or she is now the sole judge of what is true. And it's quite logical that this educatoris perceived as authority. In any case of dialog it tends to have hierarchical order: from below to upwards or form upwards to below.

Task number three. *Increase quality of education in participating countries*.

We should abandon the old definition of "teaching". In turn, doing so demands for new protocols of pedagogue work which give students space for creation and development their own opinion[6].

In case of intense exchange of methods and protocols for educational process in participated countries education will be highly valued and well balanced. But it is important to keep well-established traditions of every established university. These traditions made universities well known and leading teaching organizations for centuries.

Task number four. *Development mobility for students and professors/assistants in the area of international education*. With rare exceptions Ukrainian State finances this streamline. As a rule, academic mobility is shown by students and lecturers which have an understanding of European mobility standards and have starting financial abilities.

It is quite clear that the proportion of such students/lecturers is low in Ukrainian education. Just to mention that the mobility in education area which attracted so much Ukrainian students still tends to be a dream for majority of them.

Tasknumberfive. *Development social partnership between higher education organizations and employers, citizens, different social institutes.Their involvement into creating guidelines and strategic directions of development for higher education system.* Successful realization of this task is in big correlation with establishing democratic institutes in Ukraine. Experience of social partnership is just getting to be a valued in Ukrainian society. Partnership with employers has its own issues - Ukrainian employers are rather conservative and do not accept idea of differentiation bachelor - master degree. They still consider master degree is the only completed and valued degree. That's why there is a discrimination of bachelor degrees in employment process.

Features of Ukrainian Educational Problems "Field"

In order to implement the Bologna Process into Ukrainian higher education system, certain conditions of Ukrainian academic space must be considered.

One of the issues is the motivational factor of acquiring higher education. On one hand, it is apparent that acquiring a specialized graduate or postgraduate education in a

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[6] Проблема знания Осмысление университета (По материалам инаугурационной профессорской лекции, прочитанной в Институте образования Лондонского университета 25 октября 1997 года. Перевод Р. Гайлевича. © 1999 ЦПРОБГУ) Барнетт Рональд, профессор Института образования Лондонского университета (Understanding the problem of knowledge University (According to the inaugural professorial lecture at the Institute of Education, University of London 25 October 1997 goda. Perevod R. Gailevich. © 1999 TSPRO BSU) Ronald Barnett, professor at the Institute of Education, University of London).

certain college or university does not guarantee landing a desired position in the working field. At this time, there is a limited demand for trained specialists.

On the other hand, there is inertia and expectation of proceeding education beyond grade school and most students enroll into university upon graduation from high school. It leads us to a surplus of specialists graduating and saturating the already competitive work field. Oftentimes, a university graduate will end up accepting a position that does not require a degree or training.

Another issue is the lack of reliable authority figures among educators. Students may not perceive their college professors as transmitters of knowledge or find them a successful individual based on Ukraine's notoriously low wages paid to university personnel. Unsurprisingly, students do not desire to follow their professors' footprints and may doubt their teaching capabilities.

Finally, today there are more graduate schools in Ukraine than in England, and ten times more than in Poland. Such a vast amount of colleges and universities is incapable of providing quality education, due to a lack of qualified educators[7].

It seems that this system, along with the lack of mandate for undergraduate students to attend lectures, would motivate professors to put efforts into making their courses more engaging, as opposed to simply reading from course books, even ones had published themselves.

Nevertheless, it is common to see a nearly empty lecture hall, with an unacceptably low amount of student attendees. Professors' pleas and retaliation by lowering examination grades have little impact on increasing student attendance and their only option is the attempt to make lectures more interesting. This is an unusual strategy for the students, who are accustomed to the old school system in which universities bear the responsibility of their education.

The Bologna Process in Ukraine: Reflection of the Students

For the purpose of analyzing Ukrainian adaptation process into the Bologna Process standards, the well-known sociological "Democratic Initiatives Foundation" conducted a nationwide sociologic study involving Ukrainian students and their take on the situation. The participants were third year undergraduates through graduate students, resulting in a total of over 1001 students in 51 universities of 20 cities all over Ukraine[8].

[7] S. M. Nikolayenko, *Higher Education reform in Ukraine and Bologna Process* (Electronic resource, Mode of access: http://www.staff-by.com/pubs/191-155-chto-takoe-bolonskaya-sistema-i-pochemu-ee-tak-nenavidyat.html)

[8] Болонський процес в Україні. Соціологічне опитування (Bolongna Process in Uklraine. Sociological poll), (Electronic resource, Mode of access: http://dif.org.ua/ua/publications/press-relizy/hklhttukduk.htm.)

Research showed that a relatively large population of students is familiar with the Bologna Process. 43% of students are quite knowledgeable of its principles, 50% have a basic knowledge and only 7% admitted to have only just heard of the system. It may be assumed that the Bologna Process is not expected by most students as Ukraine's primary path of integrating into European higher education space because, only 32% of responders are aware of the possibility of acquiring a European addendum diploma along with their Ukrainian higher education diploma.

Students are also not commonly aware of the mobility factors that the Bologna Process offers. Most named factor is the probability of being accepted into master degrees in other domestic or foreign universities, it was named by 28% of students. And only 20% of bachelor students are aware about possibility to be mobile in choice of university. By student's opinion, transfer to Bologna Process hasn't change situation with students exchange programs. Only 2% participated in such exchange programs inside Ukraine and 5% with universities abroad.

Financial factor was named as the biggest obstacle for education abroad - lack of funds for travel and accommodation expenses - 75%. Another big issue is insufficient knowledge of foreign languages. This reason was named by 42% of students. Among the rest issues are difficulties with getting visas and self-ignorance about possibilities of Bologna Process - every fifth student named them.

Some Bologna Process requirements are very slow getting implemented in real education process. Big number - 37% of students noted complete absence of possibility of selection particular classes.

Here are excerpts from an interview of Ukrainian student, who participated in Erasmus program in Humboldt University of Berlin:

- For us European education system is like from another world;

- There is a big difference between Bologna Process in European university and so-called "Bologna Process" in Ukraine. So at the beginning of education in Berlin we were unaware how to choose classes, what score we should archive, how score system works, and etc.;

- Overall after my experience studying in Humboldt Universityof Berlin I have perception of European education system, which may be expressed with one word - Freedom. Freedom in self-expression, freedom in communication, freedom of choice;

- Informal communication between teachers and students was quite usual, as in Humboldt Universityof Berlin they first of all are colleagues, they are equal, and educational process is a process of knowledge exchange;

- Biggest difference between German students and Ukrainian ones is level of interest in ongoing learning process. Germans attend seminars, lectures, read endless scientific prints, not because they have to, or need obtain good score to collect scholarship, but because they really like it[9].

Conclusion:

There is symmetry between integration of Ukrainian educational system into Bologna Process and European integration of Ukraine State. By this fact educational reform in Ukraine state is actual and important for Ukrainian society.

In some way we can say that shifting to European educational standards was the first step to integration of Ukraine in Europe.

"Ukrainian pathway" into Bologna Process has a lot of problems, and as a result is not so successful, as many were expected. Most common issues are:

- Prolonged economic crisis in Ukraine subtracts resources from educational transformations;

- Low levels of compensations among professors and lecturers in Ukrainian universities, and as a result low social status among them;

- Conflict of educational reform with perception of social justice among students: all of them want to obtain master degree, not accepting bachelor-master differentiation; most of them wish to use their right for academic mobility, but don't have enough funds for it;

- Ukrainian employers discriminate graduates in job market by accepting only master degree as full education accomplishment;

- Newcomers in young generation of professors and lecturers are not proactive due low economic and social status of academic employees;

- State is unable to fund academic mobility of professors and lecturers;

- Bologna Process implementation in Ukraine is quite low, as there are still problems with IT for educational process.

Ukrainian society expresses big desire to join a community of civilized Europian states and this means future success of Bologna Process in Ukraine.

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[9] Н. Савчак, *Программа Erasmus университета им. Гумбольдта города Берлин* (N. Savchak, *Programa of University town. Berlin*), (Electronic resource, Mode of access: http://www.sociology.kharkov.ua/socio/index.php?option=com_content&task=view&id=389&http://www.sociology.kharkov.ua/socio/index.php?option=com_content&task=view&id=389&Itemid=133Itemid=133)

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