

## IMPLEMENTATION OF THE BOLOGNA PROCESS IN HIGHER EDUCATION IN THE REPUBLIC OF BELARUS

*D. PILNITSKAYA, V. BOGONENKO*

Polotsk State University, Belarus

*This article examines the target direction of the Bologna process, its impact on the educational process, and the problems of the process development in the national education system.*

Higher education is becoming more universal and practice-oriented. Students can also use it in other countries. The acquisition of knowledge is not based on giving lectures to students, but on the fact that students study the material by themselves, and then pass it to their teachers once a week.

The Bologna process is based on voluntary principles. Its main goal is transparency, comparability, "clarity" of existing educational systems, and the ability to easily "convert" one system to another [1].

The purpose of the Declaration is to establish a European higher education zone, to compare and harmonize national higher education systems in European countries, and to activate the European higher education system on a global scale.

Ten main directions of the Bologna process (10 Bologna Action Lines) have been identified for the implementation of the goals):

1. Adoption of a system of commonly understood, comparable qualifications (degrees).
2. Introduction of a two-level system of higher education (bachelor –master).
3. The use of a system of credits (academic credits), the number of which depends on the number of hours in the discipline, and the reflection of the curriculum in the Appendix to the diploma, a sample of which was developed by UNESCO.
4. Development of academic mobility of students, teachers and administrative staff.
5. Mutual recognition of qualifications and relevant documents in the field of higher education, ensuring the autonomy of universities.
6. Development of European cooperation in the field of quality assurance of higher education.
7. Lifelong learning.
8. Increasing the participation of universities and students in the development of the Bologna process.
9. Strengthening the European component in the European higher education system.
10. Introduction of doctoral studies in the General system of higher education (as the third level).[2]

The main objective of the project is to develop academic mobility, build profitable cooperation and inter-university relations in the field of higher education, and improve the quality and prospects of higher education in the CIS [6].

At this stage, Belarus faces the most important task, the transformation of the economy to ensure competitiveness and timely high economic growth, which guarantees a decent existence for citizens. Without improvements in the quality of education and the dynamic development of educational structures and academic mobility, this task will not be achieved. This means that all the reforms taking place at this stage do not come from the rapid change of priorities in education itself, but in connection with the emerging needs of society for competent and highly qualified specialists.

The Bologna process has a significant impact on the national educational system of European countries. There is a certain convergence and borrowing. Internationalization of higher education is a reality of the present time. The General provisions of the Declaration radically change the General educational system and in fact the Bologna process becomes one of the most important factors driving the process of reforming the Belarusian higher education system.[3]

However, successful implementation of the Declaration's provisions cannot be achieved without proper reform of the well-equipped legal framework governing higher national education. In the legal aspect, the concept of "legislation" includes the entire set of normative legal acts, directly laws, by-laws, normative agreements and agreements (including international ones), and legal acts of local self-government bodies. The legislation of the Republic of Belarus has not yet been fully formed on this issue, so this is a rather time-consuming process. The development of this issue has so far stopped at local acts between universities. [5]

Of course, the country's participation in the Bologna process requires considerable economic costs, as well as the effectiveness of actions to implement the programme of this reform, bringing the higher education system to European standards, and adopting innovations in the established traditions of national education.

The positive aspects of joining the Bologna process are the following:

1. Introduction of the credit module system.
2. The accumulation of points makes it possible to get a reward, the so-called "machine".
3. Using European methods in national education.
4. Integration of the European national space.
5. Mobility.
6. Worthy earnings.

But also, in my opinion, there are some problem areas that will be solved later:

1. The problem of forming an effective accreditation system (different assessment systems).
2. A significant number of universities in Belarus are not ready to switch to a two-level system of training specialists.
3. Insufficient scientific and methodological, personnel and logistical support to implement the provisions of the Bologna Declaration.
4. Excessive regulation, lack of flexibility, adaptability of training programmes.

(The number of subjects and their diversity may differ in Belarusian universities from the subject orientation in the study programmes of Eurasian universities) [4].

As soon as Belarus becomes a full participant in the Bologna process, following all the instructions, our students will have many prospects. The main one is to make it easier to get a job abroad having the application to the European diploma. This will allow employers to avoid confusion in different assessment systems, which in turn will increase loyalty to graduates of Belarusian higher education institutions abroad. A significant advantage is a free choice of subjects for students to study. A flexible approach to the learning process and its individualization will allow students to regulate the learning process almost independently. Students will be able to accumulate a certain number of credits, suspend their studies and resume them at will, i.e., study throughout their lives, as do residents of Europe or America. Nevertheless, integration with the European education system in Belarus has been going on for a long time and quite successfully, so after entering the Bologna process, the Belarusian higher education will have to take only the best from Europe, while maintaining its identity. [6]

The accession of the Republic of Belarus to the European higher education area will mean that the country undertakes to follow the principles of building this educational space in general and make the national higher education system understandable and transparent for other countries of the European continent. There are no sanctions for violation of the terms for the implementation of the principles of the European Higher Education Area formation or the order of events, since the country's key role in achieving the goals is crucial.[3]

Thus, the participation of Belarus in the Bologna process leads to an increase in the quality of national education, there are some problems, but the achievement of the goals set in the education system will ultimately reflect its result. At this stage all spheres of life are developing very dynamically, this implies that the active transformation of the higher education systems of our countries will only lead to positive prospects in the labor market, there is a gradual transition to increase the involvement of universities and students in the Bologna process, as well the free choice of the level of their education(bachelor and master), the possibility of education in any country participating in the process that much important. Academic mobility creates an even stronger Union among society, playing a greater role in the political, economic, and educational arenas. The implementation of all the goals set in the Declaration is certainly a time-consuming process, but Belarus is aiming for a positive result in this area. [4]

#### REFERENCES

1. Толочкова, Т.Н. Влияние Болонского процесса на национальную культуру [Электронный ресурс]/ Т.Н.Толочкова. - <https://cyberleninka.ru/article/n/vliyanie-bolonskogo-protsesssa-na-natsionalnuyu-pravovuyu-kulturu-rossii> Дата доступа: 20.04.2019.
2. Сулова, Д.В. Болонский процесс [Электронный ресурс] /Д.В.Сулова.- Режим доступа:<https://cyberleninka.ru/article/n/rossiya-v-bolonskom-protsesse> Дата доступа: 08.04.2019.
3. Мокша, И.Н. Болонский процесс и Беларусь [Электронный ресурс] / И.Н.Мокша. - Режим доступа: <https://elib.gstu.by/bitstream/handle/220612/10637/Мокша%2C%20И.%20Н.%20Болонский%20процесс...pdf?sequence=1&isAllowed=y> Дата доступа: 06.04.2019.
4. Герасимович, С. Ф. Гармонизация высшего образования Беларуси через призму Болонской декларации [Электронный ресурс] / С.Ф.Герасимович.- Режим доступа: <https://elib.bspu.by/bitstream/doc/6973/1/Герасимович.pdf> Дата доступа: 09.04.2019.
5. Куприянов, Р.В. Болонский процесс специфика и сложности реализации [Электронный ресурс] / Р.В.Куприянов .- Режим доступа <https://cyberleninka.ru/article/n/bolonskiy-protsess-v-rossii-spetsifika-i-slozhnosti-realizatsii> Дата доступа: 08.04.2019.