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## THE EUROPEAN DIMENSION OF THE DEVELOPMENT OF INNOVATIVE ACTIVITIES IN THE FIELD OF HIGHER EDUCATION

**Annotation.** In the presented study, based on the analysis of scientific and pedagogical literature, the main key positions characterized by the introduction of the European dimension in higher education are defined: the European orientation of education, which provides for the exit of curricula beyond national borders and reflects the concept of the unity of diversity; European knowledge, which includes the study of the history and current situation of Europe, its culture, the educational systems of European countries, the main directions of the development of education in Europe; European multiculturalism, associated with awareness of the multicultural nature of the European community, fostering respect for other peoples, ensuring equal opportunities for all students regardless of their ethnic or religious affiliation; European linguistic competences, which involves mastering at least two European languages while studying, improving qualifications outside one's country and communicating in these languages with colleagues abroad; European professionalism, which is acquired during the training process and gives the opportunity to work in any European country; European humanity, which means recognition and respect for such values as human rights, democracy and freedom; European quality assessment, which is one of the tools for achieving openness, credibility, transparency of achieved successes and compatibility of European systems of higher education personnel training.

The main problems related to the practical implementation of the Bologna recommendations in Ukraine have been identified. It has been found that the reform of higher education includes not only a functional aspect, but also a substantive one (the content of personnel training). Barriers that prevent the introduction of the Bologna process into the national system of higher education are considered: substantive, which means the impossibility of adequately matching the content and level of programs; normative (legislative), which allows for the legitimate implementation of the necessary measures; resource-based, which implies a lack of financial resources and competent personnel for full-fledged work within the framework of modernization; informative, which reduces the awareness of potential integration participants about the possibilities and prospects of connecting to the Bologna process; language, which deprives educational institutions, teachers, students of the chance to participate in pan-European or bilateral programs, or reduces their effectiveness. It was determined that the Ukrainian system of personnel training has every chance not only to be organically integrated into the integration process, but also to contribute to the improvement of education in Europe.

**Key words:** higher education, Bologna process, European dimension, higher education institution.

**Statement and justification of the relevance of the problem.** The main goal of education modernization is to create a mechanism for the sustainable development of the education system, to ensure its compliance with the challenges of the XXI century, the social and economic needs of the country's development, the demands of the individual, society and the state. Modernization of education is an innovative process of transformation of the entire education system, aimed at maximum satisfaction of the educational needs the students from the widest range of specialties, levels of education, educational institutions and information and educational resources.

**Analysis of recent research and publications.** shows that O. Avdeev [1], O. Antonova [3], D. Barabas [6], Yu. Bocharova [7], M. Boychenko, E. Bachynska [5] applied to the study of innovative activity in institutions of higher education S. Shestakova and others.

Modern trends and features of higher education in Ukraine are presented in a number of scientific works by I. Artyomov, I. Dychkivska, H. Klymova, O. Melnikova, V. Palamarchuk, G. Chirva, and others.

**The purpose of the article** is to determine the specifics of the development of innovative activities in the field of higher education.

Presentation of the main research material. In the world, which is assigned the role of the leading process of internationalization, this concept has developed into the concept of the European dimension, the main task of introducing which into the field of education is, first of all, the modernization of the content of education at all levels.

This process involves the creation of conditions for the mobility of university students and teachers, the development of partnership relations between various participants in the educational process, the support of joint cultural and educational initiatives and projects [6, p.23].

The analysis of the European implementation of the strategy of European integration of the educational sphere, as well as the process of integration of higher education into a single space, allows us to determine the key positions characterizing the introduction of the European dimension into higher education, such as [6]:

- the European orientation of education, which provides for the exit of curricula beyond national borders and reflects the concept of unity in diversity;
- European knowledge, which includes the study of the history and current situation of Europe, its culture, the educational systems of European countries, the main directions of the development of education in Europe;
- European multiculturalism, associated with awareness of the multicultural nature of the European community, fostering respect for other peoples, ensuring equal opportunities for all students regardless of their ethnic or religious affiliation [2];
- European linguistic competences, which involves mastering at least two European languages while studying, improving qualifications outside one's country and communicating in these languages with colleagues abroad;
- European professionalism, which is acquired during the training process and gives the opportunity to work in any European country;
- European humanity, which means recognition and respect for such values as human rights, democracy and freedom;
- European quality assessment, which is one of the tools for achieving openness, credibility, transparency of achieved successes and compatibility of European systems of higher education personnel training.

Within the framework of the Bologna process, coordination ties are formed, which in the future will allow strengthening the connection of integrated systems into a whole [6].

Currently, the national education system is going through a critical period of development. The national doctrine established the priority of education in the state policy of the country, recognizing it as a sphere of responsibility and interests of the state.

At the same time, one of the most important components of higher school reforms is the integration of Ukrainian education into the world education system, taking into account global trends [2, p.134].

The accession of Ukraine to the Bologna process in 2005 meant a fundamental choice for the national higher education to further develop in the European direction.

An important factor that determined this choice was the perspective of equal cooperation and mutual restructuring of all European educational systems, the desire for unity while preserving the uniqueness of each of them. This approach gives our country the opportunity not only to enter the pan-European system of higher education, but also, thanks to richer academic and pedagogical traditions, to contribute to the enrichment of the European cultural and educational space, to demonstrate its strong position in education [9, p.209]. Regarding Ukraine and the Bologna process, there are some contradictions between aspects of identity and aspects of unification. On the one hand, Ukraine is interested in using the opportunities and prospects provided by the process of integration of higher education systems. On the other hand, it is important for our country to preserve its cultural and educational uniqueness.

It should be noted that the practical implementation of the Bologna recommendations in Ukraine is associated with a number of difficulties, including [6]:

- a problem recognition of the first degree of higher education by employers;
- insufficient development of the legislative framework that ensures the reform process;
- lack of additional funding for the creation of new curricula and programs;
- the need to change working conditions and hiring teaching staff, etc.

Solving these problems at the institutional level may be possible for the largest Ukrainian universities, which have already proven their competitiveness on the international education market and have their own resources for the implementation of the Bologna standards [9].

Most universities need consistent support from the state for real participation in the Bologna process. The reform of higher education, being part of the general process of modernization of the country's higher education system, requires the development of a special approach to the planned changes.

This is due, first of all, to the fact that higher education is not only one of the elements of the educational system, but also combines two interrelated aspects: the institution of identity preservation and reproduction of national education, as well as the sphere of generation and implementation of innovative ideas on the reasonableness and timeliness of which the future of the country depends [7, p.25].

In this connection, the balance between established traditions and innovations, which require adaptation to the Ukrainian educational context, is of particular importance.

The European experience of developing and implementing state educational standards of education, as well as the Bologna recommendations on the structuring of educational programs can be a reference point for revising state personnel training based on the competency approach [10].

The main thing in this case is not the number of years spent on education at one degree or another, and not the quantitative ratio of mandatory and disciplines that are chosen by students independently, but a set of general and special competencies necessary for entering the labor market.

In this case, individual educational programs, regardless of their structure and duration, may be nominated by the university for examination of compliance with qualification indicators.

According to L. Hrebnev, the national «standards of not only master's degrees, but also of certified specialists in the vast majority are oriented precisely to the second degree of academic qualification. It can be assumed that this way of developing educational programs for the training of higher education personnel is the most optimal not only for Ukraine, but also for other European countries, as it allows for a gradual transition to a new structure of qualifications and takes into account the peculiarities of national education systems» [3].

In this case, the development scenario of education systems will coincide with their systemic programming to maintain balance, self-organization and independent search for new connections with the external environment at the level of elements, which excludes the imposition of rigid structures from the outside that increase the imbalance of the system.

Pan-European integration of education systems includes not only a functional aspect, but also a substantive one. The content of personnel training, which is implemented within the framework of the Ukrainian higher education system, in many respects coincides with the content of European educational programs.

An important point is also cooperation with European structures within the framework of pan-European programs similar to the project «Adjustment of educational systems in Europe» [2].

European countries are actively implementing the modular construction of curricula in teacher training programs of various qualifications.

The modular approach allows you to rethink the function of the disciplines, their interaction within the module and modules within the block, since it is the integrative interdisciplinary connections that ensure the logic of the educational process and are a necessary condition for the creation of a single subject-problem field. The modular construction of curricula, in contrast to the linear disciplinary one, allows you to determine the branching points of the educational program to expand the possibilities of designing individual educational routes within the framework of the chosen direction [5, p.56].

Interdisciplinarity gives students the opportunity to combine knowledge from different fields and prepare themselves for professional activities at the intersection of modern specialties, which in the conditions of shortage of personnel and the specificity of regional needs for specialists in a specific field is an undeniable advantage of flexible educational programs.

In other words, during the period as long as the general structure of qualifications at the interstate level is developed in Europe, higher education institutions of Ukraine and European countries can cooperate in creating joint programs and ensuring student mobility based on a certain mechanism for comparing educational programs [1].

As the main factors preventing the implementation of components of the Bologna process in national systems of higher education, the following barriers are usually considered:

- meaningful, which means the impossibility of adequately matching the content and level of programs;
- normative (legislative), which allows for the legitimate implementation of the necessary measures;
- resource-based, which implies a lack of financial resources and competent personnel for full-fledged work within the modern frameworkization;
- informative, which reduces the awareness of potential integration participants about the possibilities and prospects of connecting to the Bologna process;
- language, which deprives educational institutions, teachers, students of the chance to participate in pan-European or bilateral programs, or reduces their effectiveness [8].

Another common belief is unification, which threatens all educational systems, the erasure of national characteristics, their dissolution in a vague international education. However, all published documents of the Bologna Process refer to rather flexible agreements on structural and qualitative parameters that allow for simplified access to European education and the European labor market. This approach does not encroach on the national identity of each education system. The structural restructuring of personnel training cannot mean certain changes in the content of education.

Changes, however, do not equate to giving up accumulated experience. They make the strategy of improving existing educational courses on the basis of introducing the European dimension into the content of university education in the form of an intercultural component of the learning process in demand. The mechanisms of such a policy are:

- academic exchanges for consulting and expert activities, as well as professional development of professors and teaching staff;
- creation of pilot courses, their approval in the educational process, monitoring of efficiency and demand;
- organizational and administrative measures to include developed courses in curricula; use of distance learning technologies [8].

As for the system of continuous higher education in Ukraine, it does not exist as such. As in most post-Soviet states, science, especially fundamental science, traditionally remains the prerogative of national Academies of Sciences, distanced from the educational process in higher education institutions.

Thus, the transition of Ukraine to European schemes and criteria is quite problematic.

In addition, it is a very difficult requirement from the point of view of practical implementation to ensure adequate bachelor's qualifications. The fact is that experts are sure that it is not easy to provide sufficient opportunities for specialized and practical bachelor's training even during a four-year study. We should also not forget about the parallel reform that is being carried out in the secondary school. In Europe, no one would think of studying a foreign language at university, because in high school students learn at least two foreign languages. If necessary, the student chooses another language for studying at the university, if it is needed for specialization and research [3].

For full inclusion in the Bologna Process, formal implementation of its principles is not enough. One of the main tasks is to ensure transparent and strict quality control of education, primarily licensing and accreditation. In Ukraine, such schemes have been introduced for a long time, but they are imperfect, they are constantly revised and supplemented. Recently, the demands of expertise have increased significantly, but the problem of its quality remains quite acute.

It is the Bologna process that is a powerful incentive to revise the principles and methodology of education quality control according to international standards, which allows to involve foreign experts in this work and has a positive effect on the quality of student training [9].

Modern higher education is distinguished by a number of features and requires certain changes in the content and organization of education, changes are an integral part of progress. Technical innovations cause changes in technological processes, changes in the management of these processes and changes in the training of specialists.

Changes in the economic environment lead to the need for professional reorientation of specialists at various stages of their careers, development of new fields of activity, career change, etc.

The creation of the European space of higher education will contribute to the high mobility and competitiveness of the knowledge and skills of Ukrainian citizens.

In the conditions of the socio-economic situation in which Ukraine is now, such as: unemployment, lack of jobs, low wages, weak social protection, there may be increased migration of Ukrainian citizens to other countries in search of decent work, leakage of intellectual property from the country. Therefore, solving educational problems in Ukraine, according to the Bologna agreements, requires intensive development of production, creation of a significant number of new jobs, provision of youth, in accordance with Ukrainian legislation, with the right to the first job, which still remains only formal [6].

Obstacles on the way to the effective implementation of the principles of the Bologna Convention are the inconsistency of study programs in European universities, problems with visas and work permits for students and scientific and teaching staff, the lack of a single supplement to the diploma that would be recognized by all countries that are participants of the Bologna Convention.

One of the principles of the Bologna process is the active participation of students as partners in the management of the quality of education. In particular, in the document The Bologna process states that students should participate and influence the organization and content of education in universities and other educational institutions.

Student self-government in Europe does not depend on the administration of the university or the minister of education and is actively developing. In Ukraine, student self-government works poorly due to insufficient motivation of students and the absence of any funding from the state [5, p.45].

Undoubtedly, overcoming the language barrier plays an important role in intensifying the participation of Ukrainian universities in European programs. Knowledge of foreign languages, which has always been perceived as an indicator of a person's general culture, today additionally acquires a pragmatic character, since without knowledge of at least one European language it is impossible to count on participation in integration activities. This applies to students, teachers, scientists, and organizers of higher education. The study of foreign languages in higher education institutions, regardless of the direction of education, is of particular importance and becomes a factor in the personal development of the future staff [2].

**Conclusions and prospects for further exploration.** The task of the university in this case is to provide students and postgraduates with the opportunity to learn a foreign language in an amount sufficient for participation in academic mobility programs. Organizational difficulties are not the least of the circumstances that hinder the participation of higher education institutions in the Bologna Process.

Taking into account the above factors and overcoming the problems that have arisen, the Ukrainian personnel training system has every chance not only to be organically integrated into the integration process, but also to contribute to the improvement of education in Europe [4].

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## ЄВРОПЕЙСЬКИЙ ВИМІР РОЗВИТКУ ІННОВАЦІЙНОЇ ДІЯЛЬНОСТІ В ГАЛУЗІ ВИЩОЇ ОСВІТИ

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**Анотація.** У представленому дослідженні на основі аналізу науково-педагогічної літератури визначено основні ключові позиції, що характеризуються запровадженням європейського виміру у вищій освіті: європейська спрямованість освіти, яка передбачає вихід навчальних планів за національні кордони та відображає концепцію єдності різноманіття; європейське знання, що включає вивчення історії та сучасного становища Європи, її культури, освітніх систем європейських країн, основних напрямів розвитку освіти в Європі; європейський мультикультуралізм, пов'язаний з усвідомленням багатокультурної природи європейської спільноти, вихованням поваги до інших народів, забезпечення рівних можливостей для всіх учнів незалежно від їхньої етнічної чи конфесійної приналежності; європейські лінгвістичні компетенції, що передбачає оволодіння під час навчання як мінімум двома європейськими мовами, підвищувати кваліфікацію за межами своєї країни та спілкуватися цими мовами з колегами за кордоном; європейський професіоналізм, який здобувається у процесі навчання і дає можливість працювати в будь-якій країні Європи; європейська людяність, що означає визнання та повагу до таких цінностей, як права людини, демократія та свобода; європейська оцінка якості, що є одним із інструментів досягнення відкритості, достовірності, прозорості досягнутих успіхів та сумісності європейських систем підготовки кадрів вищої школи. Визначено основні проблеми щодо практичної реалізації Болонських рекомендацій в Україні. З'ясовано, що реформа вищої освіти включає не тільки функціональний аспект, але й змістовний (зміст підготовки кадрів). Розглянуто бар'єри, що перешкоджають впровадженню Болонського процесу в національну систему вищої освіти: змістовний, під яким розуміється неможливість адекватного зіставлення змісту та рівня програм; нормативний (законодавчий), який дозволяє здійснювати легітимну реалізацію необхідних заходів; ресурсний, що має на увазі нестачу фінансових коштів та компетентних кадрів для повноцінної роботи в рамках модернізації; інформаційний, що знижує поінформованість потенційних учасників інтеграції про можливості та перспективи підключення до Болонського процесу; мовний, який позбавляє навчальні заклади, викладачів, студентів шансів на участь у загальноєвропейських чи двосторонніх програмах, або зменшує їхню ефективність. Визначено, що українська система підготовки кадрів має всі шанси для того, щоб не лише органічно вбудуватися у процес інтеграції, а й зробити свій внесок у вдосконалення освіти в Європі.

**Ключові слова:** вища освіта, Болонський процес, європейський вимір, заклад вищої освіти.

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## **INNOVATIVE ACADEMIC ENTREPRENEURSHIP AS A DRIVER OF TRANSFORMATIONAL CHANGE IN HIGHER EDUCATION AND SCIENCE**

**Annotation.** The purpose of the work is the study of the complex essence of higher education as an integral part of the anthroposphere (technosphere); definition of the main fundamental tasks of innovative academic (university) entrepreneurship; studying the main types of innovations initiated by academic capitalism in the higher education system, which can lead to innovative changes and their classification; determination of the main objects of innovation activity in the field of higher education and science and expedient directions of further innovative development of higher education in Ukraine; studying the types of innovations in the higher education system.

The authors consider innovative transformations in the field of higher education and science as objectively conditioned transformational changes caused by the environment of academic capitalism. The core of the study is academic or university entrepreneurship, based on market relations spread by academic capitalism in the field of scientific and educational activities of higher education institutions,