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## Origins, Dynamics and Logics Bologna Process

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*Urinov Bakhrom Jamoliddinovic*

*Namangan State University*

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**Abstract:** Reliable system evaluation quality education allows satisfy informational needs various participants educational relations (students and parents, teachers and managers, employers and specialists), a also adjust politics on ensuring quality education. In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

**Keywords:** Quality, Bologna process, participants' needs, international integration education.

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Today the world is on the verge of a wave of innovation, accelerating "inflation qualifications", when topical on the today's day knowledge and competencies may turn out to be unclaimed already tomorrow and become constraint for further socio-economic development not only individuals, but also regions. These changes will force fundamental way revise world system education. large-scale innovations in education are extremely rare, over the last millennium can highlight four global changes [1]:

- X-XII centuries - the emergence in Europe of universities, focused on on \_ broadcast knowledge (Bologna, Paris and others);
- 1640 - Jan Amos Comenius introduced the classroom system, which has become a pedagogical norm for the mass, first of all school, education;
- 19th century – the emergence of research-type universities for generation of scientific knowledge and training of researchers according to the model Wilhelm background Humboldt;
- on the turn XIX and XX centuries going on development design and active learning methods as pragmatic education and experiential method (founder - American philosopher John Dewey ).

At the end of the twentieth century. education system that has evolved over thousands of years, accumulating all the best from world educational practice and absorbed the achievements of the best minds, ceased to satisfy the needs of society. Level of socio-economic development caused a number of challenges for national educational systems, decision which became possible only at condition international integration in education. On the two conferences rectors of European universities (in 1959 and 1964) were trying to find out what should be the training of graduates of European universities. The concept of a single European higher education space education matured with moment signing Maastricht agreements about institution the European Union, and "European dimension" with this pores became general goal, later fixed in Bologna Declaration. Thus, the conditions for the fifth global innovation in education are ripe, it was expressed in the form of the Bologna a process that is not restricted to European countries. This is the state in the formation of F.G. Altbach , L. Reisberg and L.E. Rumbley in his report on the world conferences UNESCO on higher education called beginning of the "academic revolution" [2].

In 1995, UNESCO, pursuant to the decisions of the General Conference, developed a Program Document entitled "Reform and development higher education", in which synthesized in the thesis form, world trends and tasks of the development of higher education at the turn of the century. In the introduction to the Document, among the main tasks of higher education in a rapidly changing world, three major directions: conformity requirements modernity; internationalization; quality as "multilateral concept, covering all the main functions and activities in relation to higher education.

The forerunner of the Bologna Process was the Lisbon Convention on the Recognition of Qualifications Relating to Higher Education in the European Region (April 1997), which proposed a common approach to formulating qualifications for universities different countries. The beginning of the Bologna process was the Sorbonne Agreement (May 1998), which analyzes the structure of higher education in Europe, signed by the ministers of education of four countries of Germany, Great Britain, Italy and France, gathered on about the celebration of the 800th anniversary of the Sorbonne University. In June 1999, the ministers of education of 29 European countries in Bologna (Italy) signed the Bologna Declaration, which declared the Concept for the formation of a single European Higher Education Area (EHEA) and laid the foundation for the so-called Bologna process [3].

The logic of the Bologna Declaration is determined by the following theses: the importance of education and academic cooperation; new mission university as center culture, knowledge, research; European higher education institutions play a key role in building the European Higher Education Area; increasing international competitor capabilities European higher education.

In order to develop common approaches to the quality of higher education Ministers of Education of a number of European countries have developed the main objectives and provisions of the Bologna Declaration, formulating 10 key indicators. To these include: the introduction of two level systems ( bachelor's degree - master's degree ); availability all levels of higher education; implementation of a unified approach to the formation of a national qualifications framework; development of external systems ensuring the quality of education; student participation in ensuring the quality of education; international participation in providing quality education; introduction European applications to the diploma; implementation of the principles of the Lisbon convention on the knowledge qualifications; implementation European systems test units and confession periods previous learning.

To the previously formulated tasks are added: the introduction of postgraduate studies in general system higher education (in quality third level); giving a "European dimension" to higher education (its orientation towards common European values); increase in attractiveness and competitiveness European education; implementation of the social role of higher education, its accessibility; development of the system of additional education, as well as implementation strategies "education in flow all life."

One of the main tasks of the Bologna process is to improve the description of qualifications and qualifications structures throughout the European Higher Education Area in terms of results learning, which allow express then, what must be achieved by trainees and how they can confirm it's an achievement.

Further, conferences of ministers of education began to be held regularly. participating countries Bologna process. Exactly they are supreme body and make decisive decisions on the directions of development of the Bologna process. It should be noted that joining to Bologna process not imposes on the countries \_ participants any obligations with legal points vision. It

is a voluntary cooperation process that involves carrying out the modernization of national systems of higher education in accordance with the jointly defined directions for the development of the Bologna process.

#### *Main stages development Bologna process*

The Bologna Follow-up Group (BFUG) was formed in Prague (May 2001) from representatives of 33 participating countries and the European Commission. The stages of development of the Bologna Process were adopted, an action plan was prepared to ensure the mobility of students and academic staff, forms of cooperation in the field of quality assurance and the European Higher Education Area were determined. education in the world; directions for promoting learning on the throughout all life, involvement students in process the creation of the European Higher Education Area (EHEA), proposed systems comparability diplomas with using European systems translation and accumulation loans (credits units) (ECTS - European credit Transfer and Accumulation System ).

Berlin (September 2003, joined the Bologna process Russia): Ministers education 40 countries emphasized Attention on the need to create a common model higher education in Europe, the issue of developing cooperation between the EHEA and the European space scientific research (EPSR). Delivered task to develop quality assurance standards for higher education on the university, national and European levels; systems of understandable and comparable higher education qualifications and diploma supplements have been adopted. As a result of the conference, communiqué on the progress of the Bologna process aimed at that national higher education systems provide development of national qualifications frameworks, and degrees (bachelor and master's) were described in terms of learning outcomes. The task was set to develop an acceptable set of agreed standards, procedures, quality assessment methods, as well as an adequate system external expertise for quality assurance or a system of accreditation agencies (organs).

The Berlin Communiqué reflected the adoption of a system adequately formulated and comparable degrees and common terminology for descriptions qualifications, to do and X more understandable to other universities, employers and those who participates in the evaluation qualifications that made the process recognition of periods of study in others universities possible and relevant. In many relations it is at the level of the second cycle (master's) that universities show innovation and creativity, so the emergence of new types of master's programs should consider as basis development strengths of European higher education [4]. For this, it is proposed European system of transfer and accumulation of credits (credits), based on the principle that 60 credits evaluate the load full-time student in one academic year. Usage results learning as general method for descriptions programs and modules can help in establishing common standards and common methods of quality assurance for higher educational institutions, and for students to understand what is expected of them to the end this program or module.

According to the final communiqué of the Berlin Conference, the PhD student preparation should become third step higher education , in result what in European countries will implemented next scheme higher education: Bachelor Master - Doctor of Philosophy ( Ph.D.). Decision to include educational programs Ph.D level as the third stage of higher education is due to awareness of the importance of the research component for a full-fledged functioning higher schools.

Bergen, Norway (May 2005): Participants from 45 countries (Azerbaijan, Armenia, Georgia, Moldova, Ukraine joined the Bologna Process) endorsed European standards and recommendations for ensuring quality in higher education (ESG - European Standards and

Guidelines ) as examples of successful / effective practice. A model of mutual evaluation within quality assurance agencies has been adopted; recommended to develop and adopt national procedures for the recognition of foreign documents on education, degrees and periods of study; a decision was made to approve the standards ensure quality higher education, developed under the direction of European associations on ensuring quality in higher education (ENQA - European Association for Quality Assurance in Higher Education ) to coordinate within the framework of the EHEA systems of independent quality control of training of specialists[5]. The formation of the European Register for Quality Assurance has begun with informational resource and list agencies on ensuring quality in Europe, meeting the requirements of ESG (confirmation external parties).

The European quality assessment standards include: policy and quality assessment procedures; monitoring and periodic checks educational programs and qualifications; assessment of students' knowledge; the quality of the teaching staff; student learning and support resources; Information Systems; public information. An essential factor in ensuring quality education is the presence of a system independent evaluation quality higher education, based on the system independent organizations (external expertise) at simultaneous expansion autonomy universities and transferring to them the main responsibility for the quality of education. This led to the creation of university assessment systems the quality of education.

The understanding of the definition of “quality of education” in Europe is determined according to the model of the “European Network for Quality Assurance in Higher Education”. These include: the quality of teaching staff; research and innovation activities of the university; the state of the material and technical base of the educational institution; the quality of curricula; the quality of students' knowledge; the quality of student learning outcomes; the demand for graduates in the labor market; alumni achievements. The main guidelines for the EHEA countries at the present stage: learning outcomes, the use of such tools as the European Standards and Recommendations for Quality Assurance in Higher Education (ESG), ECTS and the European Diploma Supplement, the introduction of limited terms for the recognition of degrees and qualifications (no more than 4 months), application of the recommendations and technologies presented in the European Guidelines for the Recognition of Foreign Education Documents (ERAM). The European recommendations for external review included: procedures for the university quality assurance system for external review; coordination and approval of external expertise procedures; decision criteria; compliance of procedures with the goals and objectives of the examination; publication about t- couple; determination of subsequent procedures; the frequency of the external examination procedure; research function to identify positive experiences and problems.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area contain a standard model for quality assurance, which consists of 7 main elements and recommendations for them implementation:

- development and implementation of the university's strategy for continuous quality improvement; while the strategy, program and procedures should have formal status and be publicly available;
- formal mechanisms for approval, monitoring and regular estimates programs;
- grade knowledge students in accordance with successively applicable published criteria, regulations and procedures;
- Availability systems ensure quality professorial teaching corps;

- availability of information resources adequate to the learning objectives and support systems students;
- availability of information systems that ensure the effective management of training programs and other activities of universities;
- regular update and publication objective and credible information about university programs[6,7,8] .

London (May 2007): 46 countries (Montenegro admitted) declared creation European registry agencies on control quality(EQAR) in accordance co standards and ENQA recommendations. The strategy “EHEA in a global environment” was adopted, determining \_ mechanisms promoting his attractiveness and raise competitiveness, fortifications cooperation, revitalization dialogue on recognition issues; graduate school determined as third level of higher education; as well as recommendations for creating conditions for ensure employment of university graduates after everyone cycle learning.

In 2008, the European Qualifications Framework (EQF) was approved, operating in the territory of the European Union, which allows to compare qualifications and educational degrees, and also creates a basis for mutual recognition of higher education programs of different countries. In many European countries, there are or already formed National framework qualifications (NRK) [9] .

Leuven / Louvain -la- Neuve , Belgium (April 2009): decided on increasing the number of students participating in academic mobility before 20 % to 2020 G. and declared need integration of science and education at all levels as the development of the "Europe of knowledge". Noted what higher education on the all levels must lean on the current state of research and development, thus contributing to innovation and development of society. AT quality the most important priority marked increase state investing in higher education and ensuring equal access all citizens to higher education, as well as the inclusion of industrial practices and on-the-job training in educational programs. The main emphasis is placed on the implementation of measures to develop various forms of support during the training period, the use flexible educational trajectories and alternative access routes to different levels education, including confession previously received education, including non-formal. It is allowed to complete a bachelor 's degree in one specialty, and the choice of a master's degree in another. This approach contributes to the mobility of teaching staff. and students, export educational services, mutual enrichment national educational systems, as well as the formation of a competitive market specialists with higher education.

Budapest, Vienna (March 2010): with 47 countries (accepted by Kazakhstan) summed up the results of the tasks set earlier. The Bologna process creates conditions for standardization and ensuring the quality of education; internationalization and strengthening of economic, political and cultural ties; flexible change of professional lei training in a situation of rapidly changing demand for professions. Claimed about creation EHEA, clarified priorities development EHEA up to 2020 G.

Leuven / Louvain -la- Neuve , Belgium; Bucharest, Romania (April 26-27, 2012): passed VIII Conference ministers education participating countries the Bologna process and the III Bologna political forum "Mobility for raise quality learning. Strategy mobility 2020 for the European Higher Education Area”. Defined political guidelines in the development of higher education in the last blowing period; adopted the communiqué “Maximizing the use of our capacity: consolidation EHEA”, "Strategy development mobility \_ in EHEA on the period before 2020 G.", a joint statement "Behind Bologna \_ process: creation and interaction national, regional and global space higher education". The Bologna process leads to greater

compatibility and comparability higher education systems and facilitates student recruitment and scientists from other continents. By now, most Western European countries operate multi-level systems preparation, the introduction of a system of comparable loans and actually solved problem mutual recognition qualifications.

By now, all EHEA countries have switched to a three-level system of higher education ( bachelor's , master's, postgraduate studies). Main tools Bologna process are European Credit Transfer and Accumulation System, European Appendix to diploma, mechanisms recognition periods learning in others universities, national framework qualifications.

Accepted updated Standards and recommendations on ensuring quality in the European Higher Education Area (version 2015). Their main goal is to develop a common understanding of the quality assurance of teaching and learning in all countries and for all interested parties. Participation in the processes of ensuring quality, especially external, provides possibility European higher education systems to demonstrate the quality and increase the transparency of learning outcomes, contributing to the formation of mutual trust, improving the recognition of qualifications, programs and other aspects related to the implementation of educational activities.

Tasks this period:

- support of universities in the development of innovative educational programs, including those using modern information technology, orientation programs on the market labor;
- strengthening the dialogue with employers, developing programs with a balanced ratio of theoretical and practical parts;
- development of inclusiveness programs in education against the backdrop of all greater diversification of European societies; at the core of an inclusive education put ideology, exclusive any discrimination and ensuring equal treatment of all people, in volume including having special educational needs;
- implementation of previously agreed structural reforms with a focus on som on the creation of a unified system of educational degrees and credits, harmonization of higher education quality standards, cooperation with goal academic growth mobility.

It is expected that the formation of new technologies in the global industry may be determined by 2025, which will require fundamentally new professional competencies from employees and ordinary consumers ("users"), to predict which now day is not always possible. The world lives in conditions of accelerating "inflation qualifications", when topical on the today's day competencies \_ may turn out to be unclaimed already tomorrow and even more -become a limitation for further socio-economic development [10]. The task of higher education is to prepare specialists who are able to adapt to the changing conditions of professional development. activities [11]. Today it is important to understand that the main task is whose part of all participants in the Bologna process is Mania for the need for full-scale implementation of basic goals creation EHEA.

However, as practice shows, this cannot be achieved many reasons obstructive equal to involvement countries in this project. Here relate insufficient diversification forms academic mobility and gap between economically developed and underdeveloped countries, partial or some revisionist approach to the implementation of the basic values of the Bologna process, the cognitive division of the European space into the "center" (Great Britain, Germany) and the "periphery" (the Baltic countries). In many countries, the mobility of students and teachers is associated with the "leakage of brains" [12].

Problems and perspectives development education, with which collide educational systems in different countries of the world, are relevant in Russia and determine the direction of modern educational policy. To eliminate obstacles to the mobility of teachers in the Russian Federation, it is proposed: to develop standard samples of regulatory documents in accordance with the available OBO powers; improve migratory legislation; provide for special order substitution posts scientific and pedagogical workers of universities (election by competition) for foreign teachers, etc. Of particular interest is the development of student mobility in the post-Soviet space through restoration of lost ties with the countries of the Russian-speaking space. Required institutional and grant support mobility of teachers and students, and the main emphasis in this work should be made on the institutional flexibility stimulating \_ career perspectives participants exchanges as at leaving in partner countries with goal acquisitions experience, So and at return to their institutions of professionals who have gained experience for abroad.

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