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**COMPARATIVE ANALYSIS OF FEATURES OF SYSTEMS OF HIGHER  
EDUCATION OF UKRAINE AND FRANCE**

*Comparative analysis of the features of higher education of Ukraine and France provided the unification of European education in the framework of the Bologna process is carried out in the article. Features of formation of knowledge and skills at higher education institutions of the two countries were discussed. Differences and similarities regarding the organization of the learning process, the creation of educational and training environments in higher educational institutions of Ukraine and France have been described.*

**Keywords:** *The Bologna process, higher education, professional training.*

**Statement of the problem and its relevance.** Ukraine once again confirmed its European development vector by signing an agreement on European integration. This applies not only support of democratic values, ethical and social norms, but also the aspirations of our country to create and develop a model of European society. Reform must be carried out in the economic, political and other social spheres, as well as in the education system, which takes a leading role in the professional, educational preparation of modern specialists. Idea of what controlling mechanisms should be in the country, how legislative and judicial systems should work, the questions of morality and tolerance to all actors of society are laid in adolescence, during training in schools and universities.

In order to realize the goal of European integration of Ukraine and to close Ukrainian education system to the European as possible, the Bologna Declaration was signed in 1999. At present, 45 European countries, including Ukraine, signed the document, which stresses the need for European cooperation in quality assurance in higher education, improving the quality of training, building confidence between the subjects of education, mobility, compatibility of qualifications systems, strengthening the competitiveness of the European education system [1, 2].

In addition, it is very important to ensure the competitiveness of graduates of Ukrainian higher educational institutions in relation to the graduates of similar professions in Europe. As we believe the integration process can be successful only if normal working conditions and livelihoods of specialists are maintained. This can be achieved only with the stable position of experts on the European labor market [3, 4]. To achieve this, an action plan was developed, that contributes to the ultimate objective - training of highly qualified specialists who will be competitive at the national, European and global labor markets.

Since May 2005 the higher education system of Ukraine introduced important steps towards the implementation of the Bologna process. Ministry of Education proposed "Action Plan for Quality Assurance in Higher Education of Ukraine and its integration into European and world educational community for the period up to 2010" (Order of MES from 13.07.2007). In this regard, the main principles of higher education in Ukraine within the framework of the Bologna process were determined. The main components are:

- creation of innovative space based on educational and research support;
- adaptation of the higher education system of Ukraine to the norms, standards and basic principles of the European Higher Education Area;
- ensuring the social context of higher education, which will allow graduate students to build their career based on social justice, responsibility and human values.

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Thus, an action plan for the integration of the national higher education to the European contemplates a number of tasks that should help achieve the main goal - training of highly qualified specialists who will be competitive at the national, European and global labor markets [3-5]. These include:

- modernization of higher education systems and qualifications frameworks to improve the content of higher education and the educational process;
- improving the efficiency and quality of higher education;
- international recognition of higher education;
- strengthening the position of the higher educational institutions of Ukraine in the European and world market of educational services and the achievement of equality in the European and global community [3, 6].

**Analysis of foreign and domestic psychological and pedagogical literature** [1, 2, 3, 6, 7, 8, 9], as well as materials of conferences devoted to the educational process in Ukraine and Europe indicates the presence of large differences in the organization of the learning process, methods and means of training, approaches in higher education.

This applies not only to differences in the ratio of the content of the courses of practical and theoretical components, but also to the creation of educational environment, the formation of not only professional but also personal qualities of future specialists.

The purpose of this article is to conduct a comparative analysis of the features of systems of higher education in Ukraine and Europe (for example, in France).

**Basic material.** The educational system of any country, despite its uniqueness, is made up of the same elements. In its composition the following main components are pointed out:

- generation of knowledge (scientific work and education);
- practical application of knowledge (production sector of goods and services);
- management component (organization of training and educational environment).

The connection between the elements is provided by a special environment, formed by moral, social and cultural environment of society, government policy and regulatory framework.

Ukrainian and French higher education systems are based on the above components, but their implementation and content are somewhat different. Let's consider the features of the implementation of each component of the system of higher education in Ukraine and France. Formation of knowledge of future specialists in a particular subject area is the first and the main component of the whole educational process. But due to the high velocity of propagation, change of information and new information technologies there is a need in the formation of the basis of knowledge that enables the specialist to have the professional competence. In addition, they must be prepared to develop and learn throughout their lives, thereby improving their professional and personal qualities.

Many higher educational institutions in France train students with an accelerated program. To obtain the diploma it is sometimes enough to pass a three-year training course (6 semesters). The course will include a single-minded focus in theoretical and practical training. This is due to the fact that at the age of 15 students choose lyceums, which have a special focus. And instead of the 10 courses that are taught in Ukrainian schools, students listen 5 courses that prepare them for their chosen profession of humanitarian, scientific (technical) or natural sciences (medicine and biology) profile. In the Ukrainian education system technical schools and colleges carry out such training. In the French system of education students are required to select the direction of future professional activity till they are 15 that allows them to be better prepared for training in higher education in the future.

Students of French institutions of higher education have a higher motivation in getting not just a diploma of higher education, but obtaining the necessary knowledge and skills needed for successful employment. In addition, it should be noted that in contrast to the Ukrainian system of education in the French higher education tuition fees must be paid. There is no system of contract and budget places.

For admission to higher educational institution a bachelor's degree must be provided, which is an analogy to school certificate and external exams of national testing in accordance with the profile of the university in Ukraine. In contrast to the Ukrainian certificate of external independent testing, which is valid for several years, a bachelor's degree in France is valid for a lifetime. This enables university admission without examination for a number of years of post-secondary education.

Another feature of the first component of the system of higher education is the formation of students' patriotism, responsibility, love of country, understanding the social, political, and social processes. In each institution of higher education in France, the students listen a course on values and social laws of the country, its historical development, democratic and moral values, tolerance, respect for religion and the people of other nationalities, etc [6]. This allows students to understand better the history, culture and social processes of the country in which they live. In the Ukrainian institutions of higher level of accreditation such a course is partially displayed in the disciplines of "History of Ukraine", "cultural studies" and "religion."

Another interesting fact, in our opinion, is training future professionals in the field of engineering, dominated by technical courses related to a deep study of mathematics, information technology, physics and other technical disciplines. Both in Ukraine and France there is gender inequality between teachers and academic leaders in the field of engineering sciences at universities. So, the National Center for Scientific Research in France has published the following statistics. French scientists have conducted research which showed that 16% of women and 84% of men are choosing technical specialty in higher educational institutions and further build a career as engineers or mathematicians. Also, 2 women and 15 men of 17 teachers of technical college are involved in research activities in the field of mathematics. That is only 12% of women scientists conducting research in the field of engineering sciences [7, 8, 10]. Among the teachers of technical disciplines 20% of the seats are owned by women and 80% men.

In one of the schools of Provence a study was conducted. In it the students were asked to solve the task of geometry. In one group, the task has been standard wording, and the second group the task was formulated without the emphasis on mathematics [10]. As a result, in the first group the men succeeded, and in the second group - the young women. This study suggests that women initially have some concerns about the fact that the task they can not accomplish.

A similar experiment was carried out 15 years ago at a university in the United States among engineering students, who were on the 4 year of training. It proposed a complex mathematical tasks. Students were divided into two subgroups. In the first group of future professionals before performing tasks it was announced that this test regularly showed differences among the percentages of men and women who carried out this task properly. In the second group, the researchers reported that the test had not detected any differences between men and women. In the first case, results between students of both sexes were significantly different. Results of female students were significantly lower results than results of the men. While in the second case, there were no differences between the results of engineering tasks between men and women [10].

Thus, the researchers concluded that the ability to solve mathematical and engineering problems of men and women do not differ. And there is a view that is rooted in the society of lesser abilities in mathematics of female representatives compared to male sex.

But it's not only the students' views on this issue, but also the views of teachers. Since most of the faculty of engineering specialties are men who believe in weaker abilities to master engineering and mathematics courses of women compared with the male, when performing more complex tasks teachers expect the best results from the men. This affects the learning environment in which women feel less confident in solving engineering problems that entails less progress in mastering engineering courses.

The same situation is in higher technical institutions of Ukraine. A survey among graduates of technical colleges indicates that only 25% of women are trained in technical specialties in the information sphere. Among the specialties related to engineering and energy, this figure reaches 10%. Scientific activities in the field of engineering involve from 15 to 20% of women in higher educational institutions of Ukraine.

According to the results of these studies in the educational system of higher educational institutions in France some adjustments have been made. At the moment, there are plenty of activities that focus on raising motivation among female students to master the profession of engineer and mathematician [6, 8]. These include: the development of educational materials adapted to female students; the work with the teachers of educational institutions is conducted, which is dedicated to the development of teaching methods without an accent that the engineering field are increasingly dominated by men; many universities have produced special student newspaper devoted to women's activities in the field of mathematics and engineering news in the world of technical sciences, as well as interesting facts from the fields of mathematics and engineering.

Concerning the second component of the higher education system, it should be noted that there are some differences in the practical training of future professionals in the universities of Ukraine and France. College students are in practice throughout the school year on enterprises and organizations in their field. In addition, it is accepted to exchange experiences, to visit enterprises of neighboring countries (Germany, England). Students of linguistic faculties, specialties, which are associated with international operations, are required to undergo their training in the country of native speakers. This training lasts from semester to a year.

In Ukrainian schools practical activities of students is at a lower level. There is no experience abroad for specialties related to the transfer and international activities. In addition, the possibility of an internship for engineering students is somewhat limited due to the fact that many factories and industrial organizations are functioning poorly and require updating.

Due to the fact that France is adjacent to many European countries, the relations between universities are strong. They held not only joint conferences and seminars, but weekly meetings with the teachers of the same specialties from other universities of France and the near abroad countries. Moreover, anyone can come to such a meeting and discuss the practical and professional activities, the organization of education and doing research. This allows the university to be a truly open system that allows you to keep abreast of new ideas of European and international education, as well as cutting-edge trends in research.

The third component of higher education is associated with the organization of the learning environment, management training and educational process. This component is the most connected with the formation of personal and professional qualities, the relationship between subject and object of study. Model of higher educational institutions in France tends to reduce the distance between teacher and student. A survey among teachers of the University of Bordeaux 3 indicates that teachers prefer to use teaching jokes, expressions peculiar to students who are members of the course.

Discipline on such classes is not a primary requirement. Teachers perform course material emotionally, using examples of video materials from You-Tube, press releases, etc. Teachers believe that this technique allows the organization exercises to reduce stress in the learning process, which will give students an opportunity to ask questions about the theoretical and practical course material, without fear of negative reactions of the teacher. This approach is somewhat different from the classical organization of classes in Ukrainian schools.

But excessive freedom in the organization of the students in the classroom in higher educational institutions in France sometimes reduces the productivity of the development of the material in the European higher educational institutions. In addition, the survey, in which students of humanities University of Bordeaux 3 took part, showed that this technique supports only 23% of the trainees. The remaining 77% prefer the classic model of the educational process, in which the teacher keeps some distance between themselves and the students.

In addition, in the performance of practical and laboratory work in Ukrainian universities active learning methods that involve the collective activity of students are used. In European universities individual work of students is more preferred. Therefore, often laboratory and practical work students perform on their own. Also, during the organization of practical lesson the teacher creates an environment in which students perceive their colleagues as competitors.

Thus, the students learn to work independently and solve problems not collectively but individually. In this type of organization there is a certain lack, as, for example, working in the production while solving complex engineering problems specialist is forced to work in a team, and it would be more difficult for professionals who are used to work individually. Such important professional and personal qualities of tolerance, communication, mutual support, quality-related work in a team, management skills are formed in the collective work of students.

Comparing the syllabuses of different universities of France and Ukraine, you can highlight another feature. In the higher educational institutions of Ukraine there are curricula and passport of specialties that represent mandatory and elective component of courses. Comparing the training of engineers, mathematicians of various technical universities of Ukraine, we can say that the courses do not have large differences. In higher education, the French universities have greater freedom, and teachers can change certain aspects of their courses at their discretion.

In higher educational institutions of Ukraine each teacher should take a refresher course, once every four years on average. And each year a teacher should submit a report on the implementation of methodical, scientific and educational activities. In higher educational institutions of France the situation is partly similar, teachers should not only improve their professional competence, to carry out educational, scientific and methodical activity, but also to prove their high level of competency. Every year a contract is signed with every teacher. At many institutions at the end of the school year, the teacher takes a certain aptitude test. In the case of discrepancy of the teacher with the necessary level his contract will not be extended or a position in another institution or organization won't be offered. This allows to control the high level of teaching staff in higher educational institutions, allowing universities to be competitive in the market of educational services not only in the country but also abroad. This system allowed the French universities to have a high reputation in the world market of educational services.

Thus, based on our analysis of the literature and research on the higher educational institutions of Ukraine and France we can draw **the following conclusions**.

French system of high school, as well as Ukrainian higher school is on the way of their cardinal change, which is associated with the unification of the national education system to the European system of training future professionals. Higher educational institutions become

open subjects that allow creating a single scientific and educational space. The Bologna process is a proof of this fact.

Participation of Ukrainian universities system in the Bologna process requires it to take part in the modernization of scientific, academic and educational work. For these purposes, two-tier system of education, universal graduation diplomas, degrees and qualifications, which is recognized throughout Europe were implemented [1, 2, 3, 5]. A universal system of evaluation ECTS (European Community Course Credit Transfer System) was adopted. This will enable the Ukrainian educational system to be close to the European system and will enable future graduates to be competitive on the European labor market.

But with the majority of positive factors of transformation of the national training system in Ukraine, there are significant differences, which are due to national and cultural features. The European system of education is based on the values of science, culture and education of the leading countries like France, Germany, Italy, which have always been centers of science and art. But at the same time, higher educational institutions in Europe are trying to preserve national characteristics and values of their countries.

Therefore, while the reconstruction of the education system of Ukraine and introduction of educational technologies, methods and tools that suggest its introduction in the framework of the Bologna process, we should not forget about the peculiarities of the national education system and cultural features. Moreover, the Bologna process involves variability of pedagogical techniques and approaches. Therefore, in collaboration with institutions of higher education of the European countries, the Ukrainian higher education system should strengthen the links between the existing systems of education, retaining the strengths of its own traditional high school.

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### **ПОРІВНЯЛЬНИЙ АНАЛІЗ ОСОБЛИВОСТЕЙ СИСТЕМ ВИЩОЇ ОСВІТИ УКРАЇНИ І ФРАНЦІЇ**

*У статті проводиться порівняльний аналіз особливостей систем вищих шкіл України і Франції за умови уніфікації європейської освіти до Болонського процесу. Розглянуто особливості формування знань, умінь і навичок у вищих навчальних закладах двох країн. Описано відмінності і спільні риси щодо організації освітнього процесу, а саме створення виховного та освітнього середовищ у вищих навчальних закладах України і Франції.*

**Ключові слова:** Болонський процес, вища освіта, професійна підготовка.

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### **СРАВНИТЕЛЬНЫЙ АНАЛИЗ ОСОБЕННОСТЕЙ СИСТЕМ ВЫСШЕГО ОБРАЗОВАНИЯ УКРАИНЫ И ФРАНЦИИ**

*В статье проводится сравнительный анализ особенностей систем высших школ Украины и Франции при условии унификации европейского образования в рамках Болонского процесса. Рассмотрены особенности формирования знаний, умений и навыков в высших учебных заведениях двух стран. Описаны различия и общие черты относительно организации процесса обучения, создания воспитательной и образовательной сред в высших учебных заведениях Украины и Франции.*

**Ключевые слова:** Болонский процесс, высшее образование, профессиональная подготовка.

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