

## European educational system (comparative aspect)

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**Abstract.** This article is a comprehensive analysis of different aspects of a modern educational model as applied in the European Educational environment and a successive study of up-dated university traditions. In order to achieve this, based on a comparative method, the following objectives have been set: Assessment and interpretation of the actual state of the biggest universities in Europe and United States of America (USA); a special assessment of their scientific and educational activity; a research assessment of the university exchange procedure as an essential component of international education; an analysis of the principle student exchange programs, that occur in the form of international academic mobility; a review of the main directions in development and reforming of other modern education system, including Commonwealth of Independent States (CIS) countries.

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### Introduction

The primary subject of the research is the implementation of the Bologna process principles within the European Union and CIS [1].

Based on the method of comparative linguistics, the author analyzed the main trends in the creation of a common and uniform European system of higher education. In accordance with the experience of formation of a new educational environment, she suggests the possibility to develop a certain model for Kazakhstan, as a member-state that joined the Bologna process [2].

In the post-Soviet era there are positive as well as negative opinions with respect to the Bologna process. However, this testifies an insufficient study of this process by academes and an administrative approach of conducting reforms [3].

### The comparative analysis of the development of an educational environment within EU and possibility of applying this development for CIS countries

The Bologna process is a typical phenomenon of post modernism, which is related to internal and external politics Internal interests of Kazakhstan to the Bologna process are connected with common set of tasks in the sphere of modernization as presently apply to Kazakhstan. They include the following:

- reforms in the sphere of higher education aimed at bringing higher education in Kazakhstan to the standards and requirements of the information era and world market;
- increase competitiveness of Kazakhstan's economy, ensuring sustainable economic growth, release the dependence of Kazakhstan on export of

natural resources ("Dutch disease") and transition to the knowledge economy of producing goods and services with high added value;

- liberalization, market transition and deregulation of economic and social sectors in Kazakhstan, limiting excessive influence of the state, release the society from paternalism and parasitic attitude to the state;

- public pluralism, development of independent public institutes (universities, academic associations), civil society and the "third sector";

- preservation of the national, cultural and education identity, and traditions of Kazakhstan's higher education;

- education of new generation of beau monde that will belong to Kazakhstan by heritage and culture and global by the level of competence and perspectives.

However, in the beginning let's see the main trends in formation and development of the common educational environment within the European Union.

Creating the European Higher Education System by 2010, was one of the most important plans of European education, directed on enhancement of cooperation level of higher education institutions within Europe. To create the unified and common system of European Higher Education, it is necessary to decide upon the problems associated with mobility of students and tutors; the recognition of education levels and quality of syllabuses; a clearly defined and established structure based on the basic two cycles (bachelor-magistracy); the approval of the system of ECTS type of credits [4].

At the present time, two basic trends dominate in education: a unitary system where higher education is accomplished at universities or

university-type institutions, and a binary system with a traditional university sector and a separate non-university sector of higher education [5].

One of the central objectives of the Bologna process is to integrate all European quality standards in higher education. In 1998 the European Council recommended to establish a cooperation in this field and as a result the European Association for Quality Assurance in Higher Education (ENQA) was established. During so called Bologna seminars, new proposals on improvement of quality of European standards (programs of bachelor and master levels) were presented in Amsterdam («European dimension of proof of quality»). 70 European universities participated in the first version of the project «Comparing educational institutions» in Europe, that elaborated criteria for comparing 7 subjects: business, education, geology, history, mathematics, chemistry and physics [6].

Further learning and elaboration of this theme in the frame of the project «Dialogue of organizational cultures in the creation of all European space of higher education», taking into consideration the realization of the principles of Bologna process in the international educational programs of Kazakhstan and other CIS countries that joined to the Bologna process, brought two basic tasks:

1. Consideration of perspective of the modern higher education.

The basis trends in the field of higher education at the turn of XX-XXI centuries. Higher education under the conditions of globalization and integration. Universities and market economy. The modern higher education institutions under the conditions of scientific and technical progress. «Commercial model» of university. Distance learning and other innovative forms in the modern educational environment. The problems of state regulation and private financial support of science and education in the modern world.

International student exchange. Conception of academic mobility. International and Regional Programs of international student exchange. The modern condition of institutional setting of higher education. Ratings of the modern higher education institutions. The peculiarities of preparing documents for study abroad. The problems of compatibility of degrees. International organizations and foundations on the matters of student exchange.

2. The regional specifics of higher education in the European countries and peculiarities of national educational systems.

1) Higher education in Italy and Spain. Specifics of academic activity of Italian universities. Review of the leading Italian universities, characteristic of the educational process and the basic

academic grades and degrees. International links to Italian universities and higher education institutions for foreigners. The advantages of Italian higher education for foreigners. The problems of reformation of higher education institutions in Italy in the context of Bologna process. Characteristic of educational systems of Spain. The basic types of higher education institutions and the largest universities. Characteristic of the educational process and the basic diplomas. International links of Spanish higher education institutions. The perspectives of reformation of higher education institutions of Spain in the context of Bologna process.

2) Higher education in France, Switzerland and Belgium. Reforms of education in France in 1968 and trends to humanization of higher education. The modern condition of higher education institutions in France. The problems of French higher education institutions at the beginning of 2000-s and student's demonstrations in March 2006. The basic types of French higher education institutions, specific role of the universities and phenomenon of «Big schools», peculiarities of its academic activity. Review of the leading French higher education institutions, characteristics of its structure, educational process, the basic academic grades and degrees. Reforms of higher education institutions in France (learning cycles, academic degrees). Discussions of inclusion to Bologna process. International links of French higher education institutions. Scholarships and grants of French government. Activity of Campus France. Influence of France on formation of higher education institutions in Switzerland and Belgium. Characteristic of educational systems of Switzerland and Belgium. The basic types of higher education institutions and the largest universities.

3) Higher education in United Kingdom. Different peculiarities of English universities. Review of the leading English universities: specifics of its academic activity, characteristic of the educational process, the basic academic grades and degrees. «Oxbridge» as one of the most prestige universities of the world. International links of English universities.

4) Higher education in Germany, Austria and Netherlands. The modern conditions of higher education institutions of Germany; the basic types of higher education institutions. The leading universities of Germany; specifics of its academic activity, peculiarities of the educational process, the basic academic grades and degrees. Dual system of higher education in Germany, its positive and negative sides. Reforms of higher education institutions in Germany at the beginning of 2000-s. International links of German universities. Peculiarities of learning of foreign students. Activity of DAAD. Peculiarities of

higher education in Austria: the largest universities, characteristics of the educational process, basic diplomas, international contacts.

Peculiarities of the university education in the Netherlands, the modern condition of higher education institutions, the basic types of higher education institution; specifics of its academic activity. Peculiarities of the educational process, the basic academic degrees and grades. International links of Dutch universities. Phenomenon of “university international courses”.

5) Higher education in Northern European countries. The modern condition of higher education institution in Sweden, Finland, Norway, Denmark. The basic types of higher education institution; specifics of its academic activity. Characteristics of the educational process at the universities of Sweden, Finland, Norway, Denmark; the basic academic degrees and grades. International links of the universities of the Northern European countries.

6) Peculiarities of educational activity of American universities. Review of the leading universities and colleges of North America; specifics of its academic activity, characteristics of the educational process, the basic academic degrees and grades. Peculiarities of admission and learning in the American higher education institutions. Academic activity of American universities. Conception of accreditation. Foundations of social aid to the students. Actual problems of higher education institutions of USA. Opportunities of gaining higher education degrees in USA for foreign students. International links of American universities [7].

## Results

Results of the analysis of the conditions of higher education and post-university education in Kazakhstan evidenced that strategic decisions taken before in this sphere, require more detailed theoretical and scientific guidance, justification and agreement, especially on a legislative level, since it impacts the establishment of a clearly set mechanism for the provision of resources (economical, informational, regulations, organizational, scientific and technical recruitment, etc).

Currently the State program on the development of education in the Republic of Kazakhstan for 2011-2020 is aiming at a cardinal upgrade of the educational system, significant and sustainable increase of investments into education, and improvement of its quality and output to the European level (see the State Program of Development in the Republic of Kazakhstan) [8].

The main trend in reforming the educational system was the creation of conditions to ensure its adaptation to the changes in the economy and

introduction of the educational system to the world educational area by means of the Bologna process. As known, the Republic of Kazakhstan is the first Central Asian state that gained the honor of joining the Bologna declaration and become a fully legitimate participant of the European educational system.

Looking at some mandatory parameters of the Bologna process and evaluating its implementation in Kazakhstan (table 1), it is shown that the current implementation in the Republic of Kazakhstan is purposeful for the consistent work to align Kazakhstan’s higher education system to the ones in other participating countries of the Bologna process [9].

**Table 1. Comparative analysis of the Bologna process parameters**

Mandatory parameters of the Bologna process	Implementation of the Bologna process parameters in Kazakhstan
Three level system of higher education	Successfully implemented in Kazakhstan
Academic credits ECTS	Kazakhstan introduced the credit system of higher education
Academic mobility of students, faculty and administrative personnel	In the process of development. One of the problems of implementing the academic mobility is its financial aspect
European appendix to the diploma	Implemented only in some universities of Kazakhstan
Quality control in higher education	Successfully implemented and practiced
Establishment of a common European research environment	Projects are being implemented to enter the common European research environment

In accordance with the accepted commitments, Kazakhstan must implement the following obligations by 2020:

- ensure transparency, maximum comparability due to wide distribution of one type of educational cycles;
- introduction of a common system of educational credits (credit units), similar forms of defining received qualifications and their mutual recognition;
- formation of developed structures to ensure the quality and professional development of specialists, etc.

Under the practical conditions of implementing the main principles of the Bologna process in Kazakhstan, the necessity arose to establish structures coordinating the activities of higher educational schools and monitoring the efficiency of conducted reforms. In this respect the Institute of the Bologna process was established under the National Centre of Educational Statistics, initiated by the Ministry of Education and Science of the Republic of Kazakhstan.

As a result of the analysis of main trends in upgrading the system of management of higher education institutions, the following relevant issues were identified in the system of higher educational schools in Kazakhstan:

- it is assumed that bachelors will be the main mass of employees and masters will be the intellectual beau monde. Education of bachelors is aimed at wide sphere of professional activity, whereas masters aim to acquire special knowledge and peculiarities for specific jobs. Bachelor degree will satisfy the increased growth for receiving higher education;

- the Bologna process will give an opportunity to combine the knowledge: it is possible to become a bachelor in one specialty, and master's degree can be obtained in another specialty. The current uncomfortable and time and money consuming system of second paid higher education will no longer exist;

- two level system of education best matches the present days demands as knowledge can quickly become obsolete. The new system of education provides for life-long education through programs of additional education for graduates;

- academic mobility gives large opportunities and advantage in providing knowledge in other higher educational schools, especially abroad. A qualified specialist will be in more demand in the world labor market.

Thus, in the XXI century, higher education acts as a fundamental component of sustainable development of the human community in which the most important place is allocated to university education, the main task of which it is the formation of the universal educational model based on the priorities of the knowledge on humanization, and the integration of CIS countries to the world educational environment based on the basic principles of Bologna declaration [10].

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