INTRODUCTION

The COVID-19 pandemic has become one of the main challenges for the Ukrainian education system in 2020. Quarantine measures have led to the transition of educational institutions to distance learning, for which the participants in the educational process were not fully prepared. Quarantine has led to far-reaching economic and social consequences due to the aggravation of a number of socio-economic issues, including equal access to education, ways of providing educational services for children with special educational needs, additional needs of home care for children, providing the educational process in vocational (vocational) education in terms of organizing practical classes that require the physical presence of students, providing practical and laboratory classes in higher education, the introduction of new procedures for obtaining degrees in quarantine conditions, material and technical support of educational institutions, etc.

Higher education is the foundation of human development and the progress of society, and also acts as a guarantor of individual development, supports the formation of the intellectual, spiritual and production potential of society. The development of the state, structural changes at the micro- and macroeconomic level should be harmoniously combined with the modernization of education in order to meet the needs and goals of people, especially young people, to establish a new system of social values in the field of activity, both in the public and private sectors.

Adaptation of the education and vocational training system to dynamic changes in the supply and demand environment in the world labor markets, ensuring the training of the workforce, whose professional and qualification parameters meet the needs of the socio-economic development of society, act as the determining conditions for the growth of the competitiveness of human resources. In the conditions of the formation of an innovative society, the functional features of education are not only the ability to provide those who want to study, loads of knowledge and skills in previous years, but also to increase the ability to assimilate and use in practice new scientific ideas, technical tools and production methods, to form workers innovation, initiative and enterprise.

Socio-economic and political changes in society, strengthening of statehood, Ukraine’s entry into the world community are impossible without a structural reform of the national higher education system. The priority task is to modernize higher education in accordance with modern requirements. Teaching academic disciplines in higher education should, of course, set the goal of training a specialist whose knowledge and skills fully meet the conditions of the modern information society.

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But the question immediately arises: can this be achieved using the old “old-fashioned” approaches and methods?

Indeed, in the twentieth century there have been significant changes in the nature of the accumulation of knowledge in all areas. So, if a hundred years ago the doubling of the volume of knowledge, especially in fundamental disciplines, took place in 50-100 years, and a young man during his studies could learn almost everything that was done in one or another specialty. Now the doubling of knowledge in many disciplines is ten times faster.

Therefore, there is a need for changes in the education system: it is necessary to teach the student to independently solve typical and atypical problems, search for information, constantly master new knowledge. And this requires completely different approaches than those that were used earlier in higher education.

**THE INITIAL PRESUPPOSITIONS**

In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

**METHODS**

On June 19, 1999, the Ministers of Education of 29 European countries signed the Bologna Declaration, the main goal of which was to build a common European higher education area.

On May 19, 2005, in the Norwegian city of Bergen, representatives of the Ministry of Education and Science of Ukraine met with the Ministers of Education of European countries for a communique dedicated to the Bologna Process. At this conference, documents were signed on the inclusion of Ukraine in the Bologna process, which gave our country the right to become an equal participant in building a common European space for higher education, creating a so-called “Europe of knowledge” and bringing educational systems of different countries to a single standard.

Ukraine’s participation in the Bologna Process expands the prospects for the development of the national education system. Thanks to the introduction of a credit-modular system in the educational process, students of higher educational institutions will have the opportunity to continue their studies at any European university, and the issue of lifelong learning will receive a new impetus.

The most important thing that the Bologna Process offers is to improve the quality of national education. Now, students who study in the Bologna system will confirm that in order to get a good grade, it is necessary to work hard here. In particular, attend classes, perform modular tests and, which is very important, learn to work independently (ANDRUSHCHENKO, 2010).

The main goal of the creation of the Bologna Commonwealth is to stimulate mobility and create conditions for the free movement of students, teachers, researchers, education managers within this space, as well as to ensure employment of university graduates in the European labor market and increase the competitiveness of European higher education.

- the same system of academic degrees for all countries, which consists of two levels - bachelor’s degree (3 years) and master’s degree (2 years). The first level is focused on the satisfaction of the labor market, the second - on scientific research;
- a credit system, according to which, in order to successfully complete the course, it is necessary to accumulate a certain number of academic hours (so-called credits). Loans can be obtained in portions at different universities in the participating countries;
- learning throughout life, i.e. advanced training or retraining in accordance with the demand in the labor market;
the autonomy of universities, i.e. their independence from the state, both financially and in terms of educational solutions (ANDRUSHCHENKO, 2010).

In the process of reforming education in the countries of the Bologna Commonwealth, it is proposed to introduce two training cycles: 1st - obtaining the first academic degree, i.e. bachelor's degrees and 2nd - master's degrees. At the same time, the duration of a bachelor's degree must be at least 3 years and not more than 4 years. The term of study of the second cycle can be 1-2 years after receiving the 1st degree. A doctoral degree is envisaged, subject to a total duration of training of 7-8 years.

In addition, it is proposed to introduce in all national education systems a system of accounting for the labor intensity of educational work in credits. It is proposed to take ECTS as a basis. It is proposed to organize accreditation agencies independent of national governments and international organizations. The assessment will be based not on the duration or content of training, but on the knowledge, skills and abilities that graduates have received.

In this regard, the main direction of the development of traditional higher education in Ukraine is its modernization in accordance with the provisions of the Bologna Declaration, one of the principles of which is the introduction of credit-modular training as the latest model for organizing the educational process and the introduction of a modular-rating system for assessing students' knowledge.

A credit-modular system for organizing the educational process is a model for organizing the educational process, which is based on the combination of modular learning technologies and credit or credit educational units. With a credit-modular system of organizing the educational process, the content of the discipline is divided into meaningful modules (2-4 modules per semester), that is, the academic discipline is formed as a system of meaningful modules. A module is a documented complete part of an educational and professional program (academic discipline, practice, state certification), which is implemented by the appropriate forms of the educational process. Thus, a meaningful module should include time for lectures, seminars, practical and laboratory studies, independent and individual work (for example, course work), consultations, practices and knowledge control in the module (current and final testing).

A credit is a unit of measure of the academic load necessary for mastering content modules or a block of content modules. In the course of a pedagogical experiment, which was carried out by leading higher educational institutions, the amount of ECTS credit was set in Ukraine - 36 academic hours and the annual student workload was set - 60 ECTS credits. The number of ECTS credits per academic discipline is determined by dividing the total hours planned for studying the discipline by the credit price (rounded to 0.5 credits). For example, if 108 hours are allocated to study a discipline, then this corresponds to three credits. In this case, the discipline is formed from three modules (HARRIS, S., SUTTON, R., 1986).

The modular-rating system for assessing knowledge provides for a 100 point scale, that is, 100 points is the maximum number of points that a student can receive for academic success in the process of studying a meaningful module. Assessment of a student's knowledge for a content module takes into account the marks received for all types of conducted classes, for the current and final testing (for example, for the implementation of practical, laboratory classes, etc.), taking into account the weight coefficients.

The total assessment of the assimilation of the educational material of the discipline is determined without a semester exam as an integrated assessment of the assimilation of all content modules, taking into account the weight coefficients. A student who scored the required number of points during the semester has the opportunity to:

- do not take an exam or test and get the number of points scored as a final grade;
- take an exam in order to improve your rating in the discipline.

A student who scored less than the required number of points during the semester is required to take an exam.
The academic success of a student is determined using the knowledge assessment system that is used at the university, but with the obligatory reduction of grades to the national scale and the ECTS scale (IASECHKO, M., IASECHKO, S., SMYRNOVA, I., 2021).

RESULTS AND DISCUSSION

The Bologna process was to the liking of the students, they got more freedoms. But how real are these freedoms, provided that the student studies and lives in Ukraine? A student, migrating between different universities in Europe, can receive knowledge in parts - in the form of separate modules, and these modules are mandatory for credit in any educational institution in the EU space. But each such student must be fluent in at least three foreign languages and have the financial ability to travel abroad. Already at the beginning of the "process", few believed that by 2010 each of our students will be fluent in at least one foreign language. The possibility of financial support for mass education abroad was also illusory. Indeed, for most of our students, the problem is even the payment of tuition at a domestic university, and not just long trips abroad (IASECHKO, SHELUKHIN, MARANOV, 2021).

The introduction of knowledge control on the basis of a credit-modular system also turned out to be sweet self-deception. In a flawed version of execution, it suppresses the creative potential of students and teachers. And for the latter it also creates a colossal additional burden. In addition, the signing of the declaration was not followed by actions to implement the declared intentions, develop and implement uniform training standards for unified programs. Finally, a coordinating center has not been established.

Behind the whistle around the Bologna process, the system of training personnel in working specialties, through the same vocational schools, has been consigned to oblivion and completely destroyed. On the other hand, cashiers, product handlers, sales consultants with university diplomas flooded the sales areas of supermarkets. Ukraine found itself in a personnel impasse, the way out of which is not visible. And largely thanks to the thoughtless campaign of the Bologna Process (IASECHKO, KHALAMOV, SKRYPCHUK, FADYEYEVA, GONTARENKO, SVIATNAIA, 2021). Among the components of modernization of the structure of higher education in Ukraine, which are extremely important for its further development, we think it is appropriate to highlight the following:

1. Modernization of the structure of higher education in Ukraine requires changes in system of legislative and regulatory regulation of higher education, considering the requirements of the European system of standards and certification, which will promote the development of national cultural values, democracy and humanism as the main factors in the functioning of civil society.

2. Priority in the context of formation competitive system of education acquires the introduction into the educational process of unique, innovative, creative elements, the latest achievements of education and science. After all, ensuring sustainable social development depends on people who think and work creatively, without established stereotypes, based on modern scientific and technical achievements. In view of this, the main attention should be paid to the general development of the individual, his culturological and communicative readiness, the ability to independently acquire and develop knowledge, to form information and social skills.

3. An important factor in modernization shifts should be humanization of the educational process, in particular - the focus on personality-oriented education, the harmonious development of the personality of the listener, student, the formation of not only competent professionals but also highly spiritual young people people, patriots of Ukraine.

4. The problems of the social dimension of national higher education remain unresolved today. Reforms in its structure should provide a social context for higher education, which will enable graduates of higher education institutions to form a successful professional career on the principles of social justice, responsibility, universal values. Successful interaction with social partners will allow to solve problems of employment of graduates, to provide control over quality of their preparation, to forecast need for specialists of certain professions, to improve the
content of professional programs in accordance with the requirements of modern production.

5. The modernization of the structure of higher education is aimed at the introduction of a national qualifications system, the process of formation of which is still ongoing, and its harmonious coherence with the qualifications system of the European space.

6. Higher education. The formation of a national qualifications system should ensure, firstly, transparency, openness and recognition of terms and periods of training of specialists with higher education in Ukraine, and secondly, the national qualifications system should be certified by relevant European structural bodies, which will introduce higher education in Ukraine.

7. The reform of higher education should also affect the optimization of the network of higher education institutions, as well as the definition of types of pre-university and university educational institutions. Such reforms are due to the need to ensure the proper quality of education in higher education.

8. Modernization of the structure of higher education involves the introduction of a three-cycle education system (bachelor - master - Doctor of Philosophy).

However, the issue of training in the third cycle - Doctor of Philosophy (PhD) - is under serious discussion. The final version of the adaptation of training for the third cycle has not yet been determined, but in today’s conditions there is an urgent need for a thorough discussion with the scientific and pedagogical community on a number of issues regarding introduction of the third Bologna cycle (ANDRUSHCHENKO, 2010).

Thus, the global nature of modern education in the formation of the information society, which is characterized by increasing internationalization, standardization, increasing requirements for the quality of education, and also determine the internal socio-economic imperative the need for optimal modernization of the national higher education system. Given the strategic priorities of state development (the effectiveness of socio-economic reform, the competitiveness of the national economy, the development of the rule of law, international recognition etc.), the integration of higher education into the European educational space is becoming strategically conditioned and natural, and reforming its structure is an urgent need (ANDRUSHCHENKO, 2010).

CONCLUSION

Stimulating the Bologna process, despite the fact that Ukraine will not become an EU member in the foreseeable future, has already put it on the brink of a personnel and technological abyss.

Most of the professors, associate professors, teachers of various universities in Ukraine speak very negatively about this process, saying that we inherited from the Bologna system its worst component - the credit-modular system. It is this, according to the unanimous opinion of the Ukrainian professors, that led to the rapid degradation of domestic higher education since the assessment of knowledge (in parts!). Does not leave the student with an integral idea of the corresponding subject, and, therefore, does not contribute to the acquisition of systemic knowledge. Long-term, systemic, and not fragmentary momentary (passed the module and forgot!). In addition, the Bologna learning process is focused only on obtaining tabulated knowledge, but not at all on developing the creative abilities of students. There is no place in it for the implementation of the extraordinary capabilities of a student who is able to think creatively and generate his own ideas.

As a result, the Bologna process significantly reduced the general level of domestic education and sharply stimulated the outflow of young specialists abroad. And in the near future - a complete dismantling of the once one of the world's best systems of higher education and training of highly qualified scientific personnel (candidates and Doctor of Sciences).
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Challenges of modernity in the process of modernization of the structure of higher education in Ukraine

Desafios da modernidade no processo de modernização da estrutura do ensino superior na Ucrânia

Resumo
O artigo considerou os problemas causados pela necessidade de adaptar o sistema de ensino superior e de formação profissional às mudanças dinâmicas do mundo globalizado. Destaca-se como interferências do Processo de Bolonha na Educação Superior da Ucrânia. Este é um estudo exploratório de cunho qualitativo. Dentre como considerações finais destacamos que a maioria dos professores, professores associados, professores de várias universidades na Ucrânia falam muito negativamente sobre esse processo, dizendo que herdamos do sistema de Bolonha seu pior componente - o sistema de crédito-modular. É isso, segundo a opinião unânime dos professores ucranianos, que levou à rápida degradação do ensino superior doméstico desde a avaliação do conhecimento (em partes!). Não deixa o aluno com uma ideia integral do sujeito correspondente e, portanto, não contribui para a aquisição de conhecimento sistêmico.

Keywords: Process of modernization. Ensino superior. O processo de Bolonha. Ucrânia.

Abstract
The article considered the problems caused by the need to adapt the system of higher education and vocational training to the dynamic changes of the globalized world. It stands out as interferences of the Bologna Process in Higher Education of Ukraine. This is an exploratory qualitative study. Among these closing considerations we highlight that most professors, associate professors, professors from various universities in Ukraine speak very negatively about this process, saying that we have inherited from the Bologna system its worst component - the modular credit system. This is, according to the unanimous opinion of Ukrainian teachers, which has led to the rapid degradation of domestic higher education since the assessment of knowledge (in parts!). It does not leave the student with an integral idea of the corresponding subject and, therefore, does not contribute to the acquisition of systemic knowledge.

Keywords: Process of modernization. Higher education. The Bologna process. Ukraine.

Resumen
El artículo consideró los problemas causados por la necesidad de adaptar el sistema de educación superior y formación profesional a los cambios dinámicos del mundo globalizado. Se destaca como interferencias del Proceso de Bolonia en la Educación Superior de Ucrania. Se trata de un estudio cualitativo exploratorio. Entre estas consideraciones finales destacamos que la mayoría de los profesores, profesores asociados, profesores de varias universidades de Ucrania hablan muy negativamente sobre este proceso, diciendo que hemos heredado del sistema de Bolonia su peor componente: el sistema modular de créditos. Esto es, según la opinión unánime de los maestros ucranianos, lo que ha llevado a la rápida degradación de la educación superior doméstica desde la evaluación del conocimiento (¡en partes!) . No deja al alumno con una idea integral de la asignatura correspondiente y, por tanto, no contribuye a la adquisición de conocimientos sistémicos.

Palabras-clave: Proceso de modernización. Enseñanza superior. El proceso de Bolonia. Ucrania,