

RISKS OF INNOVATIONS IN THE NATIONAL EDUCATIONAL SYSTEM

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Reforming the national education system is a highly controversial phenomenon. Obviously, the entry of our country into the Bologna Process, the signing of the Bologna Declaration (2003), initiated by France, Germany, Britain and Italy, on the one hand, helps to remove obstacles to the free movement of students, teachers, researchers in higher education; increases the mobility, openness of European higher education in the world, actualizing the role of practice. In this context, the system of higher education and research is adapted to the changing needs of society and the achievements of scientific thought, joint training and research programs are being developed, which is of importance for the post-industrial era.

Taking into account the above, new criteria for evaluating higher education institutions are being clarified in Belarus: the quality of students' knowledge as the average score of centralized testing, research, financial and economic, international activities, the institution's infrastructure, its present, the number of professors and doctors of science in pedagogical colleges, lecture. In the queue – the development of specific scales for universities of various types, because the content of professional competences, for example, students of technical universities, pedagogical, creative, military universities are fundamentally different.

Nevertheless, as the events of recent years show, the European Union itself is far less stable and harmonious than it was at the beginning of its organization. The modern policy of globalization, designed primarily to fulfill the functions of integration and prognostication, so far shows more economic instability, increased unemployment, increased material inequality, social stratification, military aggression, erosion of the traditional moral foundations of European civilization [1].

All this cannot but negatively affect the self-awareness of the younger generation, its disorientation in moral values. In this regard, the entire education system of any country, concerned about its future, should focus on the development of a psychologically healthy, humanely oriented person, not content with a formal change in its external parameters.

Consequently, the functioning of the educational system in the Bologna Process cannot be imitative, leading to the loss of national achievements and

traditions. Although the Declaration itself recognizes the fundamental values and diversity of higher education in Europe, the need for autonomy and autonomy of universities, the creation of a common space for higher education, taking into account the diversity of cultures, languages and education systems, the risk of its “standardization” or “unification” is very high.

The implementation of the humanistic educational system of the school, university, class, academic group allows students to develop individuality, focusing on collectivist values, to form the skills of adaptation, socialization. It is with the support of the conceptual foundations of the educational system, in particular that the higher school acquires the forces for comprehensive work with students, their families, unfolding the phased preventive, psycho-ethical, ideological, career-oriented activity of specialists, avoiding organization and “eventfulness” [2].

In particular, many years of experimental work in the development and approbation of an educational system for the formation of meaningful orientations of the individual and proved the relevance and viability of such an organizational form of the educational process as an educational system.

So, even superficial analysis of integration of the National education systems in Bologna process shows divergences in the educational systems of the leading European countries that keep national traditions, provides conditions for innovative research. But also, the general perspective of western education is evident: scientism, pragmatism, excessively early specialization of school students, their autonomism, absence of full-fledged children's collectives and so forth.

In western educational practice, there is not such criteria as existence of educational institution, ensuring psychological comfort of educational process for students and teachers, social and pedagogical wellbeing of establishment (existence absence offense, scientific research institute), etc. Today the national system of education risks to lose positive pedagogical experience of humanization not only in the educational process, but also in life of society in general.

LITERATURE

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