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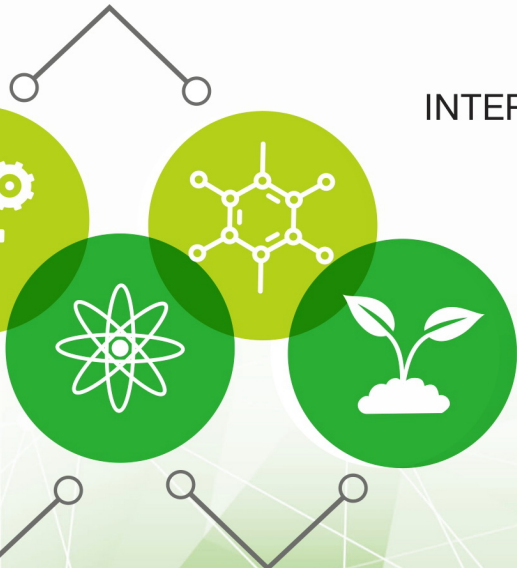
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Prokhorova Larysa A., Levada Olga M., Zavyalova Tetiana V.
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(Zaporizhzhia, Ukraine)**

**PREREQUISITES FOR HIGHER EDUCATION OF UKRAINE TO ENTER THE EUROPEAN
EDUCATIONAL SPACE**

Abstract. *The article analyses the main prerequisites for the entry of higher education into the European space, and defines the main tasks of this process.*

Keywords: *higher education, European educational space, key competencies, science, educational process.*

The transition from industrial production to scientific and information technologies, and then the formation of a society of knowledge, i.e. a society of high intelligence, objectively puts forward science as the most priority sphere that produces new knowledge and education, adds to this knowledge the society as a whole and every person in particular. It is from the level of intellectual development of a person that the success of any activity and, in general, life activities will depend to a greater extent. And with the growth of globalization trends and intensifying competition between nation-states, it becomes obvious that only a country that provides adequate development of higher education and the Bologna process of education and science to meet the requirements of the time can hope and choose a worthy place in the world commonwealth [1, p. 23].

Therefore, the first strategic goal in the development of education and science is the confirmation in society of the understanding of the priority of these areas and their actual provision. These are salaries, scholarships for students; this is modern equipment for all spheres of education, i.e. state provision of competitiveness [1, p. 23].

The second strategic goal is the modernization of educational activities in order to train a specialist capable of effective life activity in the 21st century. For this, every person who received a higher education must possess key competencies. The Council of Europe defines five groups of key competences that are common to all professions and specialties:

1. Socio-political competences. These are competencies related to the individual's ability to take responsibility, participate in joint decision-making, regulate conflicts in a non-violent way, participate in the functioning and improvement of democratic institutions;

2. Multicultural competences – competences related to life in a multicultural society. The individual's ability to prevent manifestations of racism or xenophobia, the spread of a climate of intolerance. Ability to live with people of other cultures, languages, religions in a mode of mutual respect;

3. Communicative competences determine a person's mastery of oral and written communication, which is important in work and social life to such an extent that those who do not possess them are threatened with isolation from society;

4. Information competences are related to the emergence of the information society. Possession of new technologies, understanding of their application, their strengths and weaknesses, the ability to critically relate to mass media distributed through channels;

5. Competencies of self-development realize the ability and desire of an individual to learn throughout his life, which ensures constant development in professional terms as well as in personal and public life [2, p. 32].

To achieve the set goals, the following tasks must be solved:

1. Significantly adjust the orientation of the educational process. The educational process receives the task of teaching to learn independently, master information and be able to find it. The world has entered a period when the change of ideas, technologies, and knowledge occurs faster than the change of generations of people. It is obvious from this that it is impossible to teach a child for the rest of his life, therefore it is not necessary to limit education only to the acquisition of a certain amount of knowledge by a pupil or student. In addition to this function of the educational process, there is the task of teaching to learn independently, to master new information, to make a student, a student, vitally important competencies. Education should prepare a person who is able to perceive changes, create them, consider variability as an organic component of one's own life.

The innovative character of modern civilization and modern economy requires a person of an innovative type, which can only be formed by an inherently innovative education.

2. Modernization of education. The system of mutual relations is complicated and scaled, which complicates the life behavior of a person. Education should prepare a person who would be guided in life by his own convictions and independent conscious analysis. This requires a transition from authoritarian pedagogy to pedagogy of tolerance, where education and upbringing are carried out taking into account the natural abilities and psychological characteristics of each individual. Without the formation of a self-sufficient personality, neither a stable democratic society nor an efficient market economy, which requires an effective, active, responsible citizen, is possible.

3. Translation of the material and technical base of the educational process to the modern level. Learning in modern times should correspond to the modernization of education

4. Making a language breakthrough. First, ensuring knowledge of the state language. Secondly, ensuring the study of foreign languages, because in today's globalized world a person cannot act as efficiently as possible, cannot maintain his professional competence without the possibility of wide communication with the world [1, p. 32-33; 2, pp. 23-24].

Obtaining higher education creates the necessary intellectual potential in society and the prerequisites for the introduction of scientific and information technologies, the transition to an innovative economy.

The higher school is also undergoing certain structural changes. Thus, at the beginning of the formation of our statehood, the practice of involving technical schools in the structure of higher education, on the one hand, led to the self-discrediting of domestic higher education, and on the other hand, reduced the opportunities for the successful work of the technical

schools themselves. Therefore, it is planned to remove technical schools from the composition of higher education and create an independent direction based on them - basic professional education, which will continue the training of junior specialists and will be between vocational technical education and higher education [2, p. 23].

Problems of science should be defined as systemic difficulties and barriers to innovative development in the context of scientific and technical activity. They are reduced to the following positions: demand for scientific domestic products in the country and abroad; activation of financial institutions to invest in innovations; insufficient experience of effective protection of intellectual property; creation of an adequate system of professional development. Only then is it possible to structurally and innovatively rebuild the economy and ensure the sustainable development of Ukrainian society [3, 4, 5].

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