

применение гликобиологии в медицинской биотехнологии; роль микроорганизмов в медицинской биотехнологии; общая клеточная и генетическая терапия).

Модули оцениваются от 3 до 12 кредитов, общей трудоемкостью от 108 до 432 академических часов, из которых 36-162 часов очного обучения и 72-270 часов контролируемой индивидуальной работы.

Второй год обучения состоит из прохождения практик и стажировок, выполнения и написания магистерской диссертации, при успешной защите которой начисляется 45-60 кредитов.

Программа предусматривает периоды обязательной мобильности (освоение специализированных и вариативных модулей, практика или стажировки, выполнение магистерской диссертации) в вузе-партнере в течение от 3 до 12 месяцев.

UDC 378 (560)

EXPERIENCE OF TURKEY IN BOLOGNA PROCESS

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Bologna Process is an attempt which aims creating an academic area called "European higher education area" (EHEA) by making academic degree standards and quality standards more comparable and compatible throughout Europe until the year 2010. It can be described as a second step from Lisbon agreement which is signed in 1997. The process is started when signed Bologna declaration by education ministers of 29 European countries in 1999. Finally, EHEA is really formed in March 2010, after Budapest-Vienna Declaration. Today, 47 countries are members of the European higher education area (EHEA). Turkey signed the agreement and became a part of the Bologna Process in 2001.[1] The Qualifications frameworks in the European Higher Education Area (QF-EHEA) are accepted by the Ministers responsible for higher education in the countries participating in the Bologna Process in 2005 in Bergen.[2] This can be counted as a second step from the acceptance of The European Qualifications Framework (EQF) and Life-long Learning (LLL) projects which are accepted after Lisbon agreements.[3] These projects aim to relate different countries' national qualifications systems to a common European reference framework. [4] Turkey has done a lot of regulations in order to actively participate and realize the process, such as National Qualifications Framework for Higher Education in Turkey (NQF-HETR). According to NQF-NETR, Turkey adopted European Credit Transfer and Accumulation System (ECTS). ECTS can be defined as a standard for comparing the study attainment and performance of students of higher education in participating European countries. The realization of NQF-NETR is planned to be done in eleven steps. These steps are decision to start (April 2006), setting the agenda (2006), organizing the process (2006-2008), designing the framework (November 2008), consultation (January 2009), approval (March 2009), administrative set-up (May 2009), creating the web page of NQ (2009), implantation (pilot scheme December 2010, in all institutions December 2012), inclusion of

qualifications (2010-2015), self-certification of compatibility (2010-2012). Turkey has four cycles that are compatible with the decisions taken at the Bologna Process. These cycles are associate degree (which is known as 'short cycle' in QF-EHEA, 5th cycle in EQF-LLL), undergraduate degree (1st cycle in QF-EHEA, 6th cycle in EQF-LLL), postgraduate degree (2nd cycle in QF-EHEA, 7th cycle in EQF-LLL) and doctorate degree (3rd cycle in QF-EHEA, 8th cycle in EQF-LLL). [5] The transformation has almost been done in Turkey, but there are few steps to take to include the classification until 2015. This gives a chance to Turkish institutions to be more compatible with European ones. In addition, every year a lot of Turkish students from several universities resume their education in different European countries within Erasmus program and this gives them great abilities to cooperate with European students and scholars. I personally think that such organizations between Turkey and Belarus can be realized and this will give great perspective to the students from both countries.

REFERENCES

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УДК 378.147 (477)

БОЛОНСКИЙ ПРОЦЕСС: ФОРМАТЫ ПОДГОТОВКИ БАКАЛАВРА Пахотин К.К.

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Как бы мы не старались соблюсти чистоту языка в своих статьях, влияние времени обычно бывает необоримым, именно поэтому в название статьи вошел термин, обычно не употребляемый в предложенном смысле.

Задумав обсудить вопрос форм и методов процесса подготовки бакалавра, мы пришли к вопросам, которые официально относятся к компетенции педагогики.

1. Анализ эволюции стандартных форматов.

Виды учебной работы, предусмотренные современным учебным планом высшей школы, отражены на рисунке 1.