

may not systematically analyze results, evaluate or make improvements.

Conclusion. Some work has already been done regarding quality at Ganja State University. Building upon that and integrating previous quality related work into new quality management system could improve the processes. One of the strengths is that university administration thoroughly supports the innovative ideas. Another advantage in terms of the implementation of the project is that the university has enough experience in such projects. The university has necessary resources to support the implementation of the similar projects. The most important improvement would be introduction of the quality management system which will make quality related issues more systematic as well as introduce new quality related elements.

REFERENCES

1. European Commission, 2015. ECTS Users' Guide. Luxembourg: Publications Office of the European Union. Luxembourg: Publications Office of the European Union.
2. European Commission/EACEA/Eurydice, 2015. The European Higher Education Area in 2015: Bologna Process Implementation Report. Luxembourg: Publications Office of the European Union.
3. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.
4. The ISO 9001:2015 implementation handbook: using the process approach to build a quality management system. Milton Dentch - Asq Quality Press – 2017.

BOLOGNA PROCESS: AZERBAIJAN'S INTERESTS IN INTEGRATION INTO THE EUROPEAN EDUCATIONAL SPACE

Amirova S.S.

*Azerbaijan Tourism and Management University, Baku, Azerbaijan
samiraasamira@yahoo.com*

Summary. This article discusses the internal and external interests of Azerbaijan in relation to the Bologna process. The main internal interests of Azerbaijan are related to the fact that the Bologna process affects the general course of economic, social and administrative reforms. Azerbaijan's external interests in connection with the Bologna process can contribute to the expansion of "soft power" in the period when traditional instruments of "hard power" lost their effectiveness in the CIS and around the world. As a result, an Azerbaijani higher school can become a much more promising and strong foundation for creating the much-needed international image and prestige than the size of the territory, and oil.

Key words: *Bologna process, globalization, integration, mobility, reforms*

In 1998, the education ministers of Great Britain, Germany, Italy and France, gathered in Paris on the occasion of the 800th anniversary of the Sorbonne University, signed a declaration "On the harmonization of the architecture of European higher education". The declaration pointed to the entry of Europe into an era of great changes in education and employment [9].

Bologna process created a new situation in the field of higher education and is characterized by the following main elements.

First: the internationalization of education. This is manifested in the form of increasing flows of students to foreign universities, as well as mutual exchanges of teachers and researchers; the use

of foreign programs, textbooks, literature and telecommunication sources of information [8].

Second: increased competition in the global educational market services. In addition to the traditional forms of admission of foreign students to study, a new sector of “big business” in education has emerged. It is being implemented as offshore campuses, training program franchising and virtual “on-line” education [4].

Third: higher education is increasingly exposed the impact of new imperatives in economic development posed by globalization.

Fourth: the functions of the state in the field of education. Many countries pursue a deregulation policy, transferring more rights and powers to the institutions themselves. This leads to a more accentuated market approach in education as a whole. Increased competition and a relative reduction in budget funding are strong motivations for universities to show activity beyond national borders. Already, there are cases of a certain separation of higher education institutions from the national state and their transformation into transnational ones. In the future, the scale of this phenomenon will expand [5].

Fifth: there is a change in the age structure of students opening up space for the implementation of the concept of lifelong learning. This concept has received the full support of international organizations and most national European governments [6, 3,7].

Internal interests of Azerbaijan to apply Bologna process are connected with the below mentioned tasks:

- Reforms which aimed at bringing higher education in Azerbaijan to the standards and requirements of the information age and the global market;
- increasing the competitiveness of the Azerbaijan economy, ensuring sustainable economic growth, freeing dependence of Azerbaijan on the export of natural resources (the “Dutch disease”) and the transition to a knowledge economy that produces goods and services with high added value;
- liberalization, transferring to market rails and deregulating the economic and social spheres in Azerbaijan, limiting the excessive influence of the state, freeing society from paternalism and parasitic attitude to the state;
- public pluralism, the development of independent public institutions (universities, academic associations), civil society and the “third sector”;
- preservation of national-cultural and educational identity, traditions of Azerbaijan higher education;
- education of a new generation of elite, which will become Azerbaijanian in heritage and cultural affiliation and global in terms of competence and prospects [1,2].

Azerbaijan’s external interests as applied to the Bologna process are also diverse.

• First of all, this is an expansion of dialogue with the EU. In the relations between the EU and Azerbaijan, the four common spaces are closely connected, and progress in the development of the “fourth space” (science, education, humanitarian exchange) will have a positive impact on the other three. Undoubtedly, the partnership between Azerbaijan and the EU, which is different, for example, from a partnership based on interests with the United States, is much more based on cultural choice. It is based on the idea of common values, norms and identities, a common cultural past and belonging to one civilization (or rather, the desire for it) [3].

• In addition, the adaptation of higher education in Azerbaijan to the norms and requirements of the Bologna process can become a “school of harmonization” in preparing a broader institutional adaptation of Azerbaijan to the EU as partnerships between both parties develop.

• With regard to integration with Europe, the Bologna process provides Azerbaijan with much

more opportunities than just a dialogue with the EU. As indicated above, it is a form of pan-European public dialogue that develops on an equal basis between the EU and the governments of different countries, as well as a transnational business community and a cross-border academic community [2].

- In addition to Azerbaijan's European interests, the Bologna process also affects its global demands. First of all, it allows Azerbaijan to show its advantages in the competition and give them an international character. We are talking about high education standards, the dynamism of the urban population and the traditions of classical Azerbaijani culture and the intelligence. In other words, the Bologna process can help Azerbaijanis make these national assets fully convertible and provide it with a better position in the international division of labor, relieving it of its role as a supplier of raw materials.

- The latter means that the Bologna process can help maximize the use of “soft power” in Azerbaijan and around the world [2].

Conclusion

Azerbaijan and Europe should seek integration in higher education. This means a two-way process of mutual consideration of interests, and Azerbaijan will not only adapt its internal systems in accordance with Bologna standards, but will also translate its national traditions into the language of joint communication and become an equal partner in the European higher education space. This study provides answers to the most important questions regarding Russia's participation in the Bologna process.

REFERENCES

1. Azərbaycan Respublikasında təhsilin inkişafı üzrə Dövlət Strategiyası'nın həyata keçirilməsi ilə bağlı Fəaliyyət Planı. /Azərbaycan Respublikası Prezidentinin 2015-ci il 19 yanvar tarixli Sərəncamı ilə təsdiq edilmişdir.
2. Bolonya Prosesi İcra Hesabatı 2018” sənədi.
3. Təhsil haqqında Qanuna dəyişikliklər qəbul olunub. 06.07.2018. <https://edu.gov.az/az/page/9/15201>
4. Yuval Noah Harari. XXI əsr üçün 21 dərs. Bakı: Qanun, 2016, 360 s.
5. Бегалинова К.К., Ашилова М.С., Бегалинов А.С. Эволюция системы образования: Куда ведет прогресс? // Философия Образования, 2018, №74, вып.1, с.18-24.
6. Технологии развития человека; образование, работа, жизнь. // Ведомости Talenttech, № 10(30)10.09.2018, стр 2-4. - <https://cdn.vdmsti.ru/application/2018/71/1y5ys/original-2ix.pdf>
7. Цыцарев А.А. О некоторых вызовах и перспективах образования в современном техногенном обществе. // Философия Образования, 2018, №74, вып.1, с.63-70.
8. Children in Singapore will no longer be ranked by exam results. Here's why. /11.10.2018/ - <https://www.weforum.org/agenda/2018/10/singapore-has-abolished-school-exam-rankings-here-s-why>
9. The European Higher Education Area in 2018, Bologna process Implementation report. Luxembourg: Publications office of the European Union, 2018.