

Approaches to the Integration of the System of Education of Belarus into the World Educational Space

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Abstract—The research theoretically grounds the development of the processes of integration in the world educational space at the end of the XX c. - the beginning of the XXI c. and the model of integration of Belarussian educational system into the world educational space. The essence and the contents of the integration processes in the world educational space are shown; trends of the development of integration processes in the world educational space are discovered; model of integration of Belarussian system of education into the world educational space was created; the peculiarities of integration of Belarussian system of education into the world educational space were defined.

Keywords— integration; the system of education; educational space; globalization; processes of integration

I. INTRODUCTION

Obtaining of independence, political, economic and sociocultural changes in the Republic of Belarus caused need of carrying out transformations in all spheres of activity of society, including educational system, its integration into the World educational space.

The World educational space is a set of all educational institutions, scientific and pedagogical centers, governmental and public organizations for education in various countries, geopolitical regions and on a global scale, their interference and interaction in the conditions of intensive internationalization in different spheres of public life of the modern world.

The Republic of Belarus, being the full member of the world community, one of the UN countries foundresses, the member of a set of international organizations, being in the geographical center of Europe, can't remain away from global processes of integration, including in world educational space.

II. INTEGRATION WITHIN CIS MEMBER STATES

Being the member of the Commonwealth of Independent States, Republic of Belarus has to build an educational system taking into account the integration processes happening in the countries of the former Soviet Union. Heads of the governments of CIS signed on May 15, 1992 the Cooperation agreement in the field of education for carrying out the coordinated educational policy, development of ways and mechanisms of practical implementation of joint multilateral projects. The agreement of Ministers of Education of the CIS countries (October 3, 1992) and creation of constantly operating advisory body – Conferences of Ministers of Education of the State Parties of the CIS, and also laws on formation of the CIS countries, etc. are initial standard and legal base to create scientific and organizational basis for development of integration processes in education. Concluded in April, 1996. An agreement between the Republics of Belarus, Kazakhstan, Kyrgyzstan and the Russian Federation on deepening of integration in economic and humanitarian areas became an important stage on the way of formation of uniform educational space. The instrument for development and system realization of state policy on support of integration processes in the field of education of the CIS countries was

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approved by authorized bodies of the CIS, providing its legal, organizational, financial, material, personnel, scientific and methodical and information support.

However integration processes in the CIS is only a part of universal processes of globalization and integration. It is possible to note that integration in the CIS is a reintegration, or restoration of that already existed.

With the collapse of the USSR and finding independence by all former soviet republics, their educational systems, continuing to keep bases of the Soviet model, underwent basic changes. Borrowing new of foreign models, one of the best in the world, Soviet educational model was almost completely rejected. This circumstance distanced the former soviet republics from each other more and more.

Existence of the national education systems which developed in the middle of the XX century separately from each other wasn't able to meet requirements which are imposed now by the society. Integration of national education systems into the World educational space with their corresponding unification and updating in connection with the requirement of time became really necessary.

Problems of integration of national education systems are subject of scientific research of pedagogues, philosophers, psychologists, economists, lawyers and sociologists. The tradition of illumination of this problem in the world historiography starts from the second half of the XX century.

Within the center of comparative pedagogics (Moscow) in 1992 the group of researchers studying the development of education in the CIS countries was created.

In 1993 the group prepared and published the analytical report "Legislative, standard and legal base of the development of education in neighboring countries" in which legislative and legal documents on formation of the CIS countries were considered, the analysis of general provisions of legislative and standard and legal base of educational institutions, developments of links of education, social guarantees of realization of the rights of citizens for education, questions of differentiation of competences of the field of education, aspects of management, economy and financing of educational institutions, the international cooperation and foreign policy activity contained in the field of education. The scientific field of research was made by problems of justification of initial positions of steps and levels of continuous education in the CIS countries.

TABLE I
CHANGING STRUCTURE OF BELARUSSIAN HIGHER EDUCATION

Level	Old system	New system
1	Specialist diploma 5 years (6 years – medical specialties) – for full time students, 6 years – for part-time	Bachelor degree 4 years (6 years – medical specialties) – for full time students, 5 years – for part-time.
2	-----	Master degree 1-2 years (depending on specialty and form of study)
3	Candidate of Sciences 3 years – full time, 4 years – part-time	Candidate of Sciences (PhD) 3 years – full time, 4 years – part-time

It is necessary to mention, that processes of integration into the World educational space passed in the CIS countries unevenly, not in the same timeframes, through different stages. Most of the post-soviet countries (including CIS countries) joined the Bologna declaration in the early days of its existence. The pioneers were Baltic states, Ukraine, Georgia and Russia. For many years (until 2014) Belarus remained the only European state that did not join the common integration processes. Nevertheless, the road map was designed and several steps according it have been implemented (for example transition to the 3 circle structure of higher education – returning undergraduate (bachelor) degrees, changing master-level degrees, turning to the competence-based approach in education, etc.). The changing structure of the Belarussian higher education can be illustrated in the table I.

III. THEORETICAL GROUNDS OF INTEGRATION

At the same time the insufficient theoretical readiness of the sociocultural bases of integration of the Belarusian education system into the World educational space, unilateral emphasis in domestic pedagogical science only on positive or negative sides, insufficiency of complete idea of the realized and unrealized potential of the national educational system for its modern transformation in innovative, open and effective system which will be a harmonious part of European and World educational space became a basis of definition of a subject of our research.

Integration processes take place in education under the influence of the world process of globalization and is the part of universal processes of integration in all spheres. The content of integration processes is directed to unification of educational systems by the principle "Unity in variety" which assumes a community at preservation of national lines, opens their essence. Specifics of integration processes in education are defined by the principles: humanity (reflects a freedom of choice of each person on self-determination in questions of a choice of ways of integration), democracy (assumes equal rights and opportunities in education regardless of race, nation, social origin), mobility (reflects variety of means, ways, integration forms, its flexibility, readiness for fast reorganization of national educational systems), advancing (demands anticipation of possible options and results), openness (assumes expansion of education, attraction to the educational sphere of new experts, extension of the list of specialties and specializations), continuity (designates need of continuous course of integration processes), phasing (assumes existence of the integration stages defined and coordinated at all levels), systemacity (designates that integration processes exists as a system), equalities (provides to each participating party of integration process equal conditions), unity in variety (assumes implementation of integration processes taking into account national and regional features of the countries).

In the conditions of intensive development of science and transition to information society strengthening of attention to the tendencies causing processes of unification of components of educational systems is required. The main tendencies of development of integration processes in world educational space are: growth of scales of education; diversification of education in institutional forms, levels and the contents; cooperation of the states in line with convergence of policy of the governments in the field of education; partnership at all levels of management, including education; internationalization in education; competition in education; versatility, globality, flexibility of education; availability of education; remote education; technologization and computerization of infrastructure of education; through life education; creation of target supranational programs; transformation of traditional systems.

The structural and functional model of integration of the Belarusian education system into the World educational space assumes, on the one hand, integration of educational system of the Republic of Belarus into the World educational space on the basis of the European principles, on the other – implementation of integration within the Union State of Russia and Belarus, "Big

Five" and the CIS; it is realized taking into account the principles of humanity, democracy, mobility, an advancing, openness, a continuity, phasing, systemacity, equality, unity in variety. Integration of the Belarusian education system into the World educational space is carried out step by step: organizational stage assumes adoption of the relevant decisions, signing of international treaties that conducts to integration of education systems; the functional stage includes drawing up the project plan of integration, implementation of necessary reforms of education systems for complete unification with educational systems of other states; the control stage is directed on implementation of the mutual controlling actions over carrying out educational reforms; the correctional stage includes comprehensive monitoring of the carried-out changes, correction, studying of the changes which happened in an education system after carrying out reforms. Functioning of model of integration of the Belarusian education system with educational systems of other states is carried out on the basis of unification of legislative, sociocultural, psychological outlook, structural, material and educational components [3].

Features of integration processes of the Belarusian education system in the World educational space, which allows to define aspects of reforming of the educational system of the Republic of Belarus in the direction of its rapprochement with educational systems of other states: geopolitical (position in the center of Europe; existence of strong communications with the European Union, with Ukraine; membership in the Union of Belarus and Russia; strengthening of processes of globalization in the World; isolation of the educational system of Belarus from the World educational space for more than seventy years in the XX century, etc.); sociocultural (European character of social and cultural spheres; existence of one of the most effective educational systems in the World; powerful scientific and welfare potential; reforming of the education system taking into account features of integration processes, etc.); economic (essential economic potential; transition of educational institutions to market forms of organization and commercialization of educational services, etc.); typically educational (standard legal support; principles, priorities of development of the national education system; functioning of educational institutions of various types and forms of ownership; structure and duration of education at all stages is approached to the duration in the European countries; introduction of two-level system of training of specialists with the higher education; introduction of system of test units, etc.) [3].

Need of reforming of the contents and methodology of existing educational systems became really acute. The idea about discrepancy of the operating education system more often called traditional to modern public requirements, a level of development of production, economy and society in general is put forward. In this regard, changes in educational systems have to be focused on the integration processes happening in world educational space.

According to definition, integration (from Latin integration – restoration, completion, from “integer” – whole) – association in a single whole, streamlining, structuring earlier disconnected, disorder phenomena, parts of the whole. In the course of integration the volume, frequency, intensity of interactions between elements of a system increases, bigger degree of its integrity, stability, an autonomy and efficiency of action are reached. The result of the process of association and unity, condition of harmonious steadiness, ordered functioning of parts (close concepts can be understood as integration: system, structure, organization, and model). Depending on nature of system object integration can be considered at the level of the personality, group, region, city, economic and cultural complex, social system, the commonwealth of the states and the world community. According to the nature of the interacting elements we can distinguish integration groups – social, cultural, etc. [9].

In the context of our research first of all social and cultural integration, shown in interaction of educational systems and spaces as education is a basis of a welfare paradigm are important.

Cultural integration – process of deepening of cultural interactions and interference between the states, national and cultural groups and regions. It can be considered as: 1) process of practical and information exchange between cultural establishments, the centers, creators and

consumers of culture; 2) achievement of bigger compliance and coherence between the various cultural establishments, traditions, national forms of culture, between cultural heritage of society and new achievements of culture; 3) process of the statement of uniform system of values as a live, friendly exchange between cultures at the interstate and interstate levels. Unlike social integration, integration cultural doesn't assume "alignment" of norms and values of culture, achievement of their uniformity. In the conditions of modern democratic cultural integration is aimed at the most free development of each of cultures by means of all others. Cultural integration is complicated by distinctions of outlooks, religions, the unconscious cultural installations developed during the millennia. The management of processes of cultural integration assumes tolerance and careful attitude to different views and customs, aspiration to understand each other; use of various forms of cultural cooperation, wide circulation of international modes of production, communications, trade, transport, scientific and technical cooperation; introduction of uniform programs of international education and education taking into account national features of culture [9].

Social integration – process of establishment of optimum communications between social institutes, groups, echelons of power and management; development of spatial and territorial system of communications between various regions, development of uniform ideology by society. Public work of people within this or that way of production which defines its ways, mechanisms, forms basis of social integration. In antagonistic society at the totalitarian modes social integration happens most often by infringement of the rights and freedoms of the social groups, ethnic minorities, liberation and revolutionary movements, is carried out by violence and terror. In democratic society social integration is based on free, equal and mutually beneficial cooperation of economic regions and states. It assumes effective division of labor, exchange of scientific and technical experience and information, coordination of plans of social development, establishment of uniform system of standards in all branches, different creation of the advisory and coordination centers. The purpose of social integration – alignment of indicators of economic and social development of the countries and regions.

The available publications testify that now the problem of integration in education became independent object of research in pedagogical science and practice.

Special relevance of a problem of integration in education was gained in the 1990th. A distinctive feature of researches of this period are the works giving a complete picture of integration at rich historiographical material, based on use of system and historical methods. Undoubted advantage of these works is the introduction to science a large number of historiographic sources, statistical materials, deep scientific validity of the received results. At the same time the problem of integration was considered in them against the general review of a condition of education. From the middle of the 1990th the problem of integration becomes independent object of the scientific analysis.

IV. ANALYSES OF THE PROBLEM

Publications of the famous researcher in the field of comparative pedagogics B. L. Vulfson consecrate problems of the World educational space. The author opens communication of the integration processes proceeding in education systems of the countries of the world with globalization processes, characteristic for all spheres of activity of society; points to positive and negative aspects of the studied phenomenon. In modern World educational space demands orientation to development tendencies of education in various countries. The researcher pays main attention to the quantitative indices, characterizing modern World educational space, provides the development analysis of the educational sphere in Russia, carries out comparison of educational systems of other countries, analyzes demographic prerequisites of the changes happening in the World educational space. The World educational space is represented as a uniform formation which all national education systems will enter gradually [11].

In the research conducted by V. V. Anisimova and O. G. Grokholsky problems of creation of uniform educational space in the context of integration of Russia and Belarus are considered and methodological bases of integration of education systems and principles of integration are development. They developed methodological installations of integration of educational systems of Russia and Belarus which are applicable (with insignificant correction) and in integration of education systems of all countries of the World community into educational space.

Many scientists are investigating the problem of transformation of the Belarusian educational standards to the norms of the European Union, note that European Higher education institutions faced the same problems, and transition to new quality of education according to the requirements of the XXI century is so difficult for them, as for HEIs of Belarus. Educational systems have to develop on the basis of cooperation taking into account the experience which exists in different educational systems [7].

Researchers L.S. Onokoy and V. V. Senashenko study the problems and prospects of integration of the higher school of Russian Federation into European education system. According to the researches, Russian labor market was not ready to employ bachelors and masters. According to some experts, the two-level system of higher education accepted at the level of legal acts was unclaimed by economic and governmental institutions of the country. Moreover, "it was sawn-off considerable part of educational community". Authors place emphasis on the point that education is based on cultural and pedagogical national traditions and priorities, has deep historical roots, is formed taking into account mentality of the people living in the country. Any innovations in education have to be carried out after careful methodical, technological, marketing study in the presence of standard support and only in that case when society is ready to accept them. High social importance of education doesn't allow to turn it into a platform for rash experiments [7].

A.N. Dzhurinsky's works raise questions of internationalization of higher education in the modern World. The researcher considers that internationalization of the higher education is an objective consequence of globalization of the modern World and at the same time large resource of acceleration of integration of public and economic life, elimination of national isolation; points to that fact that process of internationalization was difficult and contradictory. Analyzing the course of integration processes in some countries of the West, A.N. Dzhurinsky draws parallels with the processes proceeding in the Russian higher education, describes and analyzes the projects existing in the European Union directed on rapprochement of education systems. The important advantage of publications of the scientist is the analysis of problems and prospects of integration of educational systems [5].

In the research of A.P. Liferov, problem of reintegration of educational space of the CIS countries is traced. The author notes that in the process of integration CIS gains lines of a multiplepleness; traces features of course of integration processes in border regions; defines the factors promoting expansion of interstate cooperation in the field of education, analyzes problems and prospects of development of integration processes in each of the countries of "border-zone". The scientist considers that in "reintegration of educational space of the CIS the Western vector dominates, i.e. at reunion of education systems of the former republics of the Soviet Union, main "beacon" are educational systems of the countries of the West, generally EU countries" [6].

In scientific articles and monographs devoted to integration of national educational systems special stress is given to systems' transformation. Globalization, according to the western analysts, is the main factor of integration of educational systems into educational space and acts as one of the most important parameters of existence of human society. It is explained by rapid growth of the population of Earth, and also uneven distribution of income. During the period between 1960 and 1994 the number of people living below the poverty line increased in Europe, Central Asia, Latin America, Caribbean countries and the countries of Africa [8].

The general expenses for education comprise 80 billion dollars a year now. The World community through joint efforts already achieved some progress in the educational perspective. So, as an example, number of children attending school increased from 599 million in 1990 to 681 million in 1998. Since 1990 every next year the number of the children attending school increases by 10 million. East Asia, the Pacific region and Caribbean countries are close to introduction of universal primary education. The number of children who aren't attending school for the reasons stated above around the World decreased from 127 million in 1990 to 100 million in 2004 and continue to decrease. Nevertheless, in the countries of Africa to the South from Sahara, the number of the children who aren't attending school grew up on 17% in connection with the sharp growth of population. In Latin America and Caribbean countries, for example, the number of children who aren't covered by primary education decreased for the specified period twice – with 11,4 to 4,8 million. The number of children visiting preschool institutions increased for the last decade by 5%. The number of competent adults doubled from 1970 to 1998 and increased from 1, 5 billion to 3,3 billion. Today 85% of men and 74% of women around the World are able to write and read. 87% of youth (from 15 to 24 years) are around the World competent. However, despite notable progress in education, 17% of World's population or 785 million adults remain illiterate, from which – 63,8% – women [12].

Since 1990 to 2005 the number of illiterate decreased (from 875 million). Thus, positive role of globalization on development and improvement of national educational systems is shown. Globalization also has positive impact on integration of education systems of the countries of the World into uniform world educational space. This process will lead to emergence of the general educational standards, uniform curricula and programs, uniform system of estimation of knowledge and abilities of students, deeper and closer interaction of educational institutions [12].

Processes of modernization of various spheres of public life of the Republic of Belarus at the end of XX – the beginning of the XXI centuries are caused by internal processes of social and economic character, and global tendencies connected with transition to an information and technogenic phase of development of human civilization. At the same time it should be noted that these processes have contradictory nature which is caused by factors of political and ideological character. Contradictions between ethnocultural processes in the modern former Soviet Union and integration processes in culture amplify due to so-called paradox of ethnicity, so characteristic for modern World, – when in the process of deepening of internationalization of culture, the level of national consciousness increases.

Educational situation of Post-Soviet Belarus was a consequence as socio-political differentiation within uniform allied space, and the accruing process of globalization of public life on a global scale. Caused by transition to a civilization of technogenic and information type, process of globalization was reflected in all spheres of activity, including in dynamics of development of educational system. At the same time it should be noted that the idea of a globalism by the internal nature is peculiar to domestic philosophical and pedagogical thought [4].

At the present stage there is a consolidation of welfare identity of Belarus within the global tendencies. Initial general designation of various initiatives, actions, organizations, movements which purpose is achievement of visible unity of people. Now it is rather an idea, search, aspiration to find unity), i.e. aspiring to a unification on the principles of moral.

Antipode of integration processes is the processes of nationalization, or geoethnoregional fragmentation when the majority of the countries of the World have their national traditions including educational which also develops eventually. These processes happened and happen also in Belarus.

In the conditions of the World integration and prompt development of global information technologies, the universal communicative environment is erasing borders between continents,

states, and people. The main objective of education is connected with development, varieties of information streams, integration of science and culture. The state policy in the field of education has to be implemented in the interests of formation of harmoniously developed, socially active, creative person and as one of factors of economic and social progress of society on the basis of the priority of education proclaimed in the Republic of Belarus [10].

Modern process of the state decentralization and regionalization causes need of search for the educational sphere representing the defining side of culture of society, strategy of reforming and the concrete directions of an exit from the created crisis. Because the educational paradigm changed, it is necessary to develop innovative education which essence can be found in new pedagogics, new educational processes, new technologies. Such transformation of education system which would promote updating of all spheres of life of society is necessary. Feature of modern social and economic reforming in Belarus is the mobility and flexibility demanding some theoretical judgment of the processes [2].

Research works of many scientists are devoted to the problems of functioning of educational system of modern Belarus. Authors created scientific and pedagogical concepts within the development strategy of educational systems are defined, mechanisms of their functioning in the innovative mode taking into account fundamental tendencies are offered. It should be noted that, despite of considerable differences in a big variety of approaches, most of the researchers incline to that any national educational system has to be a component of uniform educational space of the region (continent, the World).

Main objectives and problems of education in modern Belarus are seen in ensuring historical continuity of generations, preservation, distribution and development of national culture; education of patriots, the citizens of the constitutional, democratic, social state respecting the rights and personal freedoms and morality; formation of complex outlook and modern scientific outlook, cultural development of the interethnic relations. At the same time, growing threat of violation of unity of educational space regarding training in a number of subjects, as the main problem the is noted. Implementation of legislation in the field of education means, mainly, updating of its contents and introduction of educational standards. Certain difficulties in the solution of the matter are dictated by that subjects of the world community realize a national and regional component of the content of education in any forms that complicates reduction of plans and programs for training courses to the uniform standard and detection of efficiency of the educational process.

The principle of regionalization acts as the dominating factor of development of educational systems which realization designates a new stage of formation of variable education in the modern World now. This principle allows ethnical and regional educational systems to act as subjects of strategy of development according to geo-economic and sociocultural features inherent in the region. As E.A. Sobolev and V. I. Spirin specify, the holistic approach allowing to establish organic or functional connection between whole and the parts making it, to reveal contradictory tendencies of regionalization and integration of education, its development and self-development, variability and integrity of educational space forms the methodological basis of realization of the principle of regionalization. The region acts as a steady social and geographical concept which gets more concrete sense in modern educational space. At the same time, there is a question concerning how legally reduce national and regional component of the content of education to the needs of a certain country and people in the sphere of reproduction of sociocultural values [2].

The main contradiction in development of ethno-regional educational systems of the modern World seems in discrepancy of ethno-regional and poly-cultural factors of creation of the content of education. On the one hand, development of educational system is urged to keep national identity, on another – to create conditions for "injection" into the World cultural and educational space.

We consider several steps should be taken for creation of uniform cultural and educational space: 1. To create the uniform concept of the content of education. 2. At the international level to raise a question of creation of textbooks and manuals, to develop flexible and variable mechanisms of preparation of pedagogical shots in the system of secondary education taking into account the global tendencies in the cultural and educational sphere. 3. "Global regionalization" of public life caused need of reconsideration of a role, situation and prospects of further development of domestic education. As for an educational situation of modern Belarus strengthening of an ethnization of the content of education, increase of a role of national culture in the course of socialization and an interiorization of the personality is characteristic, ethnocultural factor has to act as a basis for polycultural education. The leading principle of realization national in polycultural education – the sociocultural context of development of the personality assuming the maximum accounting of concrete national realities and definition of their place and the importance in the international world. On the basis of this purpose the educational strategy directed on formation of the personality capable to active and effective activity in the multinational and polycultural environment having the developed feeling of understanding and respect of various national cultures is defined. This educational strategy defines the following educational tasks: deep and comprehensive mastering bases of National culture that is an indispensable condition of integration into other cultures; formation of ideas of variety of national cultures, education of the positive relation to the cultural distinctions providing conditions for self-realization of the personality; familiarizing with bases of world culture, disclosure of the objective reasons of process of globalization, interdependence of the people in modern conditions. Modern polycultural education has to be based on the basis of the accounting of the following principles): the principle of a dialectic inclusiveness of national culture in system world, expressing system of common cultural imperatives which are inherent equally in all ethnocultural educations; the principle of a historical and cultural and civilization orientation of the national education assuming need of disclosure of historical conditionality of the phenomena of the past and the present, studying of folklore, national art, customs and traditions. Thus the concept "national culture" gets extensive, comprehensive and multidimensional sense as the integrative category uniting various aspects of identification of society in domestic and world culture. As mentality is formed as interaction of the national philosophies, national religion and folklore, these components act as reference points in creation of pedagogical theories of both national, and political cultural education; the principle of polycultural identification and self-updating of the personality based on inclusion in the regional content of formation of knowledge of the person and society; the principle of globality of the cultural and educational process which is responsible for development of complete polycultural outlook, communicative features of the personality in the modern world; the principle of polycultural tolerance and inter educational prospect reflecting the mechanism of ethnocultural identification of the personality to structure of harmonization of the interethnic relations.

Modern polycultural education has not only to be guided by the comparative analysis of various ethnocultural modes, but in every possible way use diachronic approach allowing to track stages of formation of system of spiritual and moral values, to see in historical and retrospective aspect the invariant and specific phenomena in development of a certain type of culture, to feel "spiritual style of an era" and to reveal artifacts in development of this ethnoculture. Diachronic approach in structure of polycultural education is directed on identification and the analysis of the "cultural stereotypes" representing set of the most characteristic features of culture. As the cultural stereotype represents set interacting with each other and complementary elements, consideration of each of them inevitably brings to the level of studying of the system. This approach answers the idea of humanitarization of education as it is directed on complete studying of culture [2].

Organized thus polycultural education relies on interdisciplinary creative approach and is directed on formation of a culturological reflection as a result of which the learning subject rises over various ethnocultural paradigms of vision of the world and the person. Formation of the polycultural thinking acting as a reflection of modern global tendencies in the educational sphere is the result of this educational process.

V. CONCLUSION

The article showed main tendencies in the development of educational system of the Republic of Belarus, analyzed the processes happening in education and global trends. The topic developed in the article needs further investigation with the new events and challenges which take place in the World educational space, brought by globalization.

Integration processes take place in education under the influence of the world process of globalization and is the part of universal processes of integration in all spheres. For many years Soviet Union remained isolated from the World educational community. Until the first decade of the XXI century Belarus remained the only European state, that did not join the common integration processes. Due to the road map, developed by Belarussian side, the process of integration took its real shape. But still there are too many obstacles on the way to complete integration (different terms of secondary education, different approaches to teaching and educational process, contradictions in the vision of formal side of subjects, etc.) which make the process longer.

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