

## THE INFLUENCE OF THE BOLOGNA PROCESS ON YOUTH'S WORLDVIEW

**Tursunoy Abduvokhid kizi Abdurakhimova**

Teacher of Andizhan Institute of Economics and Construction, Republic of  
Uzbekistan

*E-mail: [abduraximovat1994@gmail.com](mailto:abduraximovat1994@gmail.com)*

**Abstract:** It is known that any educational model forms the basis of the future political regime of the country. There are many views on the influence of the Bologna education system on the worldview of young people, and even the strongest critics of this system recognize this influence. This article examines the impact of the Bologna Agreement based on the credit-module system on the outlook of students of higher education institutions, research on this system, and the positive results of this system to date.

**Key words:** geopolitics, strategic cooperation, migrant, tolerance, global labor market, corporation, ideology, social integration.

### INTRODUCTION

It is known that geopolitical conflict has reached its peak in the world today. The number of conflicts leading to nuclear war is increasing day by day. This requires protecting national interests and refraining from becoming strongly dependent on any country in the geopolitical arena. The traditional strategic cooperation with the Russian Federation is changing in favor of the People's Republic of China in a complicated situation. It is no secret that as a result of China's aggressive financial policy, some countries of Central Asia fell into a debt trap, which poses a threat to their territorial integrity.

### RESEARCH METHODS

At the same time, the complex demographic conditions in Uzbekistan, the excessive labor force, serve as a lever for countries such as the Russian Federation and Kazakhstan to influence Uzbekistan. Migrants mostly work in low-paid, hard

jobs. This causes certain negative changes in their outlook. In such conditions, it is possible to train a new generation of national personnel by implementing the concept of "salvation in education".

## **RESULTS AND DISCUSSIONS**

The Bologna process with all its attributes is fully compatible with the current complex social situation in Uzbekistan. Because it is necessary to allow young people of Uzbekistan to work not only in one or two low-paid jobs, but also in high-paid professions. Strong critics of the Bologna process often argue that the system prepares personnel for the global labor market and allows young people to go abroad. Due to the lack of balance in the labor market in Uzbekistan, 5-6 million migrants work abroad. Globally, migration has become a natural phenomenon, and according to data, more than 100 million migrants work abroad in China. The most important thing is that, based on our national traditions and way of life, most of the earned funds are sent to Uzbekistan, which plays a certain positive role in our economy. At the same time, it is observed that most of the young people who studied and worked abroad returned to Uzbekistan after a certain period of time and are successfully working in various aspects of society. While reflecting on these issues, some experts write: "After our traditional higher education system is not recognized in the world, we are obliged to apply advanced standards and systems to higher education institutions. Therefore, it is the right decision to continue the efforts to reform the higher education system. it is necessary to solve it in reasonable ways".

Bologna rules have a great role in the formation of democratic values in the worldview of young people, and in the formation of tolerance towards different cultures. In Uzbekistan, applicants were given the opportunity to choose up to 5 courses, which allowed students from different regions to study in mutual higher education institutions. For the first time in their lives, students had the opportunity to go to another region or communicate with students from another region. This has a very positive effect on national unity. The ground is being prepared for the disappearance of the negative evil that is against our national interests, such as

localism. In the same way, the academic mobility program of the Bologna process allows to get acquainted with the culture of Central Asia and the countries of the world, to eliminate the phobias formed in relation to them. For example, in the Russian Federation, Uzbeks are mostly portrayed as illiterate migrants, while we can improve our national image by sending tens of thousands of our students to universities in this country within the framework of academic mobility.

One of the means of influence of the Bologna process on the outlook of young people is its connection with the transfer of democratic values. The Bologna rules were created in the countries of the world where democratic values have been formed and serve as a benchmark for other countries. The principles of the educational system in free democratic countries are oriented to the individual, not to promote some ideologies and to educate and conquer the human mind, but to form the individual and thereby exercise his right to free choice. This can give students the opportunity to express their views freely during the educational process, to solve problems independently. The formation of such democratic attitudes is also shown when the activities of public organizations of students are established. For example, there are several types of student community organizations in Europe. The researcher of Voronezh State University D.V. Dorokhina, who conducted a study on these issues, lists the following types of them: "... based on national unity - corps, student corporations, local student unions, forest and hunters' corporations, academic, men's and women's corporations, secret societies of students - orders and fraternal corporations." [2;46] Such organizations serve to strengthen the relations between students and strengthen the process of social integration. At the same time, it increases the possibilities of mobilizing the public to solve big problems with common ground. It is known that the higher the role of civil society institutions in solving social problems, the more transparency, justice and impartiality will be ensured in this process. The root of corruption and other evils will be axed. From this point of view, public organizations of students will have a great influence in solving not only their technical problems, but also important issues such as the

quality of education. For this reason, the Bologna process, with its content, can have a positive effect on the establishment of democratic values in the minds and worldviews of students.

The introduction of the credit-module system also requires transformation processes in the outlook of young people. In the traditional educational paradigm, the professor-teacher was the possessor of absolute knowledge. Because in the madrasa education system for thousands of years, it has been emphasized that the mudarris are extremely wise, and that the student of knowledge is a cave - not yet ripe, raw. There is also a reference to this in the wise saying, which is an integral part of the folklore of the people, which starts with "It is said that one day a student asked his teacher a perfect person". Now, in the educational system, it is a difficult matter for an individual subject to become a mature specialist in all fields of science and make rational decisions on all issues. This is probably why in the credit module system, it is determined that the student independently decides the strategy of acquiring knowledge. As a rule, neither the teacher nor the parents can influence this process. Because learning is a complex and time-consuming process. A certain positive result can be achieved if it is approached through personal motivation. This gives rise to the feeling that students should make decisions based on their interests, needs and capabilities, and be responsible for their decisions, rather than waiting for ready-made decisions. Of course, it will take some time for such a complex educational model to take place in the world of young people. Because, at present, the material capacity of higher education institutions, the level of knowledge of professors and teachers, and the outlook of young people show that changes are gradually taking place in these matters.

The origins and factors of the Bologna education system are multifaceted and interrelated. A combination of political, economic and social motivations along with the active participation of various stakeholders shaped the process. The Bologna education system has become an important framework for higher education in Europe and has created opportunities for mobility, collaboration and quality

assurance [3;146]. However, it is important to emphasize the ongoing debate and the need to acknowledge, continually evaluate, and improve process issues.

As the Bologna education system moves forward, it will be necessary to take into account the different perspectives and opinions of scholars, politicians and stakeholders. Through continuous research, critical analysis and constructive dialogue, the Bologna Process can continue to evolve and adapt to meet the changing needs and challenges of higher education in Europe and beyond.

### CONCLUSION

In conclusion, the education system of Bologna has undergone significant development and changes under the influence of many reasons and factors. From an analysis of relevant research and scholarly opinion, it becomes clear that several key themes emerge in understanding the origins of the Bologna process.

The most important aspect of the worldview of young people is their openness to new things, openness to various experiments and changeability. This shows that the Bologna rules, which are expected to be introduced in Uzbekistan, are promising and will be of positive importance for the development of our country.

### REFERENCES:

1. <https://xs.uz/uzkr/post/kredit-modul-tizimiga-otish-nima-uchun-kerak-maqсад-mohiyat-va-afzallik>
2. Дорохина Д.В. Студентские корпорации Европы. Вестник МГОУ. Серия «Философские науки». № 2, 2011. – С. 46
3. Fazilova M., Sultanov S. Assessment of the State of the Coagulation Link of Hemostasis in Women Who Terminated Non-Developing Early Pregnancy with Medication //Science and innovation. – 2022. – Т. 1. – №. D7. – С. 259-263.
4. Fazilova M. O., Sultanov S. N. Features of the course of pregnancy and childbirth in woman with a history of non-developing pregnancy //Journal of Modern Educational Achievements. – 2022. – Т. 1. – С. 228-232.
5. Olimjanovna F. M., Nargiza N., Osorio J. I. The structure of the placenta in the normal course of pregnancy and in fetoplacental insufficiency //J Regen Biol Med. – 2020. – Т. 2. – №. 6. – С. 1-11.
6. Olimjanovna F. M. et al. Glycadelin in Obstetrical Practice: Past, Present //Practice. J Regen Biol Med. – 2022. – Т. 4. – №. 3. – С. 1-8.