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II International scientific and practical conference  
“Problems and perspectives in  
European education development”*

*21st-24th of November 2017,  
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**Prague Institute for Qualification Enhancement**

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Proceedings of the II International scientific and practical conference “Problems and perspectives in European education development” include theses of reports of the conference participants in the fields such as: innovative methods and technologies in education, European humanities and their contribution to the personality formation and the society of XXI century, problems and priorities of the fundamental education development, priority directions of the applied education development, and contribution of the social science to the development of modern social and economic processes.

These Proceedings are intended for scientists, entrepreneurs, professors, postgraduates and students.

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## **DEVELOPMENT OF THE DOCTOR'S PERSONALITY IN THE PERIOD OF EDUCATION SYSTEM REFORM**

The formation of a personality of a professional is determined by the formation of complex psychic systems of regulation of activity and the formation of peculiarities of behavior. Each profession influences the development of similar traits of personality, its settings, the motivational sphere and the corresponding system of values. In his development, a person assimilates the main features of a profession, and these characteristics begin to manifest themselves in other spheres of life. This is inherent to those who are interested in professional activities, and enjoy the pleasure of its mastery and practical work. In other words, such specialists are characterized by a high level of identification with their profession [2].

The society of informational technologies or, as it is called, the post-industrial society, in contrast to the industrial society of the late nineteenth and mid-twentieth century, is much more interested in the fact that its citizens are able to independently, actively act, make decisions, and flexibly adapt to changing conditions of life [1]. This requires, first of all, the involvement of each student in an active cognitive process, and not a process of passive mastery of knowledge, and active cognitive activity. Nowadays, there is an urgent need for a clear understanding of where and for what purposes this knowledge can be applied, the opportunity to work together, collaborate in solving various problems, while showing some communicative skills, the ability to communicate widely with peers from other universities. Like any other kind, the motivation to study at a medical college is determined by a number of factors specific for this activity. Firstly, it is determined by the educational system itself, by the educational institution where the educational activity is carried out, and secondly, by the organization of the educational process, thirdly, by the subjective features of the learner (age, gender, intellectual development, abilities, level of requirements, self-esteem, interaction with other students, etc.), fourthly, the subjective features of the teacher and, above all, the system of his relation to the student, to the affair, and fifth, the specifics of the subject [3]. Therefore, under the professionally significant qualities of the student as a future specialist are the qualities presented by modern society to the specialists of this profession, have a significant impact on the success of the student's educational activities, give him the opportunity to fully realize himself, the development of these personality features further provides him with high quality professional activity.

Society needs specialists who are capable of independent decisions and actions, are ready to assume responsibility in any professional situation, who can determine the purpose of the activity, and choose the best way to achieve it. Responsibility is called among the main qualities in the models of modern specialist. In the person of the specialist of any profile liability should be present as one of the manifestations of its

essence. If the specialist is not responsible, he is a specialist of a low level. The responsibility of a specialist should be considered not a property, but the quality of his personality, because it reflects the essence of a specialist and is a high level of its development.

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## INTERNATIONALISATION OF HIGHER EDUCATION IN EASTERN EUROPE AND UKRAINE AT THE END OF THE 20<sup>TH</sup> – BEGINNING OF THE 21<sup>ST</sup> CENTURIES

Internationalisation is ... the complex of processes whose combine defect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions [1]. The process of internationalisation involves: cooperation with public authorities, university leaders, faculty and students from different countries to support international component of higher education [2].

The end of the 20<sup>th</sup>- beginning of the 21<sup>st</sup> century is defined as the time lag between 1999 and 2020, during which the implementation of Bologna reforms took place which led to the creation of a pan-European higher education area (Budapest-Vienna Declaration on the European Higher Education Area). During this period it became possible to evaluate and compare the results of educational reforms in the countries of Eastern Europe, prospects for their use within European education area, which Ukraine also integrates with.

Higher education systems in the countries of Eastern Europe were created and developed under the influence of the educational system of the Soviet Union inherited by Ukraine as well. However, reforms in the field of higher education at the end of the 20<sup>th</sup> century, which took place in Eastern Europe and Ukraine, indicated gradual changes in the development of national higher education systems in these countries