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### **DEVELOPMENT OF UNIVERSITY EDUCATION IN POLAND (XX – BEGINNING OF THE XXI CENTURY)**

*The article analyzes the works of Ukrainian and Polish scientists dedicated to the development of university education in Poland: I. Holub (examines the peculiarities of the reform of the higher education system in the context of European integration); Yu. Hryshchuk (describes the peculiarities of the adaptation of Polish legislation on higher education to the requirements of the European Union); O. Derkach (gives the definition and historical discourse of university autonomy as the main vector of the development of the higher education system in Poland); I. Lopushynskiy (investigates the historiography and directions of development of the higher education system in the Republic of Poland); V. Maiboroda (investigates the development of university education and science in Poland at the end of the 20th – the beginning of the 21st century); K. Khomenko (highlights the current trends in the development of higher education in Poland); P. Hurskyi, M. Pelts, and Ya. Plachek (describe the methodology for assessing the quality of student learning, which includes the study of five parameters) and others.*

*Based on the analysis of historical and pedagogical literature, the stages of the development of university education in Poland (XX – beginning of XXI century) are substantiated. The first stage is the interwar period (1918-1939), after the restoration of Poland's independence, new universities were created, curricula were reformed, and new teaching methods were introduced. The second stage is after the Second World War (1945-1989). In this period, under the influence of the communist government, universities were centralized, and educational programs were strongly ideological. The third stage takes place after the fall of communism (1989 – the beginning of the 21st century). After the collapse of the communist regime in Poland, university education underwent reforms aimed at implementing European standards of teaching and research. The fourth stage is the modern period (from the beginning of the 21st century to the present). In this period, Polish universities actively cooperate with universities of other countries, introduce new teaching and research technologies, and develop international student exchange programs.*

*The authors note that each of these stages reflects important changes in approaches to the study of history in the Polish university environment. From the period after the restoration of independence to the present day, historiography in Poland has gone through a complex path of development, which was reflected in research methods, topics and approaches to the interpretation of historical events. Each of these periods played an important role in shaping modern historiography in Poland.*

**Key words:** education, development of university education, quality of education, university

**Pavlenko Vita, Korniiuchuk Mykhailo Rozwój edukacji uniwersyteckiej w Polsce (XX – początek XXI wieku)**

*W artykule przeprowadzono analizę prac ukraińskich i polskich naukowców, którzy badali rozwój edukacji uniwersyteckiej w Polsce: I. Hołub (rozpatruje specyfikę reformy systemu szkolnictwa wyższego w kontekście integracji europejskiej); J. Hryszczuk (opisuje cechy adaptacji polskiego ustawodawstwa dotyczącego szkolnictwa wyższego do wymogów Unii Europejskiej); O.*

*Derkach (podaje definicję oraz historyczny dyskurs autonomii uniwersyteckiej jako głównego wektora rozwoju systemu szkolnictwa wyższego w Polsce); I. Łopuszyński (opisuje historiografię i kierunki rozwoju systemu szkolnictwa wyższego w Rzeczypospolitej Polskiej); W. Majboroda (bada rozwój edukacji uniwersyteckiej i nauki w Polsce pod koniec XX – na początku XXI wieku); K. Chomenko (wyróżnia współczesne tendencje rozwoju szkolnictwa wyższego w Polsce); P. Hurski, M. Pelc i J. Płaczek (opisują metody oceny jakości nauczania studentów, które obejmują badanie pięciu parametrów) i inni.*

*Na podstawie analizy literatury historyczno-pedagogicznej uzasadniono etapy rozwoju edukacji uniwersyteckiej w Polsce (XX – początek XXI wieku). Pierwszy etap – międzywojenny (1918-1939), po odzyskaniu niepodległości w Polsce powstały nowe uniwersytety, zreformowano programy nauczania oraz wprowadzono nowe metody kształcenia. Drugi etap – po II wojnie światowej (1945-1989). W tym okresie, pod wpływem władzy komunistycznej, uniwersytety zostały zcentralizowane, a programy nauczania były silnie ideologizowane. Trzeci etap – po upadku komunizmu (1989 – początek XXI wieku). Po rozpadzie reżimu komunistycznego w Polsce edukacja uniwersytecka przeszła reformy, mające na celu wdrożenie europejskich standardów kształcenia i badań. Czwarty etap – okres współczesny (od początku XXI wieku do chwili obecnej). W tym okresie uniwersytety w Polsce aktywnie współpracują z uczelniami innych krajów, wprowadzają nowe technologie nauczania i badań oraz rozwijają międzynarodowe programy wymiany studentów.*

*Autorzy zauważają, że każdy z tych etapów odzwierciedla istotne zmiany w podejściu do badań nad historią w uniwersyteckim środowisku Polski. Od okresu po odzyskaniu niepodległości do współczesności historiografia w Polsce przeszła skomplikowaną drogę rozwoju, co znalazło odzwierciedlenie w metodach badań, tematach oraz podejściu do interpretacji wydarzeń historycznych. Każdy z tych okresów odegrał ważną rolę w kształtowaniu współczesnej historiografii w Polsce.*

**Słowa kluczowe:** *edukacja, rozwój edukacji uniwersyteckiej, jakość edukacji, środowisko uniwersyteckie w Polsce, Unia Europejska, reformy edukacji.*

**Віта Павленко, Михайло Корнійчук. Розвиток університетської освіти Польщі (XX – початок XXI століття)**

*У статті зроблено аналіз праць українських та польських науковців, які досліджували становлення університетської освіти Польщі: I. Голуб (розглядає особливості реформування системи вищої освіти в контексті європейської інтеграції); Ю. Грищук (описує особливості адаптації польського законодавства про вищу освіту до вимог Європейського Союзу); О. Деркач (дає визначення та історичний дискурс університетської автономії як головного вектору розвитку системи вищої освіти Польщі); I. Лопушинський (студіює історіографію та напрями розвитку системи вищої освіти в Республіці Польща); В. Майборода (аналізує розвиток університетської освіти та науки в Польщі у кінці XX – на початку XXI століття); К. Хоменко (виділяє сучасні тенденції розвитку вищої освіти Польщі); П. Гурський, М. Пельц та Я. Плачек (описують методіку оцінки якості навчання студентів, що включає вивчення п'яти параметрів) та інші.*

*На основі аналізу історико-педагогічної літератури обґрунтовано етапи розвитку університетської освіти Польщі (XX – початок XXI століття). Перший етап – міжвоєнний (1918–1939 рр.), після відновлення незалежності Польщі було створено нові університети, реформовано навчальні програми та впроваджено нові методи навчання. Другий етап –*

*Pavlenko Vita, Kornichuk Mykhailo. Development of university education in Poland (XX – beginning of the XXI century)*

*після Другої світової війни (1945–1989 рр.). У цьому періоді під впливом комуністичної влади університети були централізовані, а навчальні програми були сильно ідеологізовані. Третій етап – після падіння комунізму (1989 р. – поч XXI століття). Після розпаду комуністичного режиму в Польщі університетська освіта пройшла реформи, спрямовані на впровадження європейських стандартів навчання та досліджень. Четвертий етап – сучасний період (з початку XXI століття до сьогодні). У цей період університети Польщі активно співпрацюють з університетами інших країн, упроваджують нові технології навчання та досліджень, розвивають міжнародні програми обміну студентів.*

*Автори зауважують, що кожен з цих етапів відображає важливі зміни в підходах до вивчення історії в університетському середовищі Польщі. Від періоду після відновлення незалежності до сучасності історіографія в Польщі пройшла складний шлях розвитку, що відобразився в методах дослідження, темах та підходах до інтерпретації історичних подій.*

*Кожен з цих періодів відіграв важливу роль у формуванні сучасної історіографії в Польщі.*

**Ключові слова:** *освіта, розвиток університетської освіти, якість освіти, університетське середовище Польщі, Європейський Союз, реформування освіти.*

**Introduction of the issue.** Improving the quality of higher education remains in the center of attention of Polish society throughout the period of socio-economic transformations after 1989. The search for ways to improve the functioning of the higher education system led to the adoption of a number of procedures related to the objective assessment of the achieved results. The modern system of higher education in Poland fully meets the requirements of the European Union, and the diplomas of graduates of Polish universities are recognized in all EU countries.

Recently, the problems of the development of higher education in the Republic of Poland have been studied by such scholars as I. Holub, who examines the peculiarities of reforming the higher education system in the context of European integration [1]; Yu. Hryschuk, who describes the peculiarities of adaptation of Polish legislation on higher education to the requirements of the European Union [2]; O. Derkach, who gives the definition and historical discourse of university autonomy as the main vector of the development of the higher education system in Poland [3]; I. Lopushynskyi, who investigates the historiography and directions of development of the higher education system in the Republic of Poland [4]; V. Maiboroda, who identifies the development of university education and science in Poland at the end of the 20th – beginning of the 21st century [6]; K. Khomenko, who highlights the current trends in the development of higher education in Poland [7] and others.

These scientists make efforts to study the history and current problems of the development of higher education in Poland, and point out important aspects such as European integration, adaptation of legislation to the requirements of the European Union, and university autonomy. Their research contributes to the understanding and analysis of current trends in the field of higher education in Poland.

**Aim** of our article is to substantiate the stages of development of university education in Poland (20th – beginning of 21st century).

**Results and discussion.** After the restoration of Poland's independence (1918–1939), the main task of the education authorities became the unification of the education system. Thus, the definition of the organization, tasks, ideological principles and programs took the priority. This process continued until 1922. The National Meeting of Teachers held in April 1919 at the initiative of the Ministry of Religion and Public Education, known as the «Teachers' Sejm», defined the principles of the future education system, including a unified and free primary school, the introduction of compulsory seven-year education and established the connection between all levels of schools to ensure access to higher education regardless of social status, wealth and level of education [19].

University education was subordinated to the Ministry of Religion and Public Education but had wide autonomy and self-governance. In that period, universities were developing on the territory of the Republic [20]. New educational institutions were opened, and therefore divided into academic

and non-academic ones. Academic higher schools had the right to grant scientific degrees and possessed autonomy. However, in 1933, the Law "On Higher Education» was adopted, which limited the autonomy of universities and increased the powers of the minister, who received the right to create and terminate departments and faculties with the approval of rectors, thus strengthening the powers of the rector and limiting the positions of the academic senate in universities [19].

Thus, I. Holub describes in his research that after the political changes in Poland, particularly the fall of the communist regime in 1989, the education system in the country underwent significant transformations in all aspects. The post-communist period, as well as the beginning of European integration and the conclusion of the Association Agreement with the EU in 1991 led to significant changes in higher education, including the structure, organization, management and content of education [1].

In 1990, the government initiated the Law on Higher Education, which began the first phase of post-communist transformations, systemic reforms and democratization of education by moving away from centralized management. This law allowed the opening of private universities on liberal terms, which led to the rapid development of the private sector of higher education. After the appearance of the first private institution in 1991, the number of private higher education institutions increased rapidly to 328 in 2011. Most of them were small institutions that offered a limited number of educational programs and were usually located in small towns. This new trend contributed to the development of entrepreneurship in the country and increased demand for qualified specialists. The most important reforming step was giving universities real autonomy in management and the ability to use resources independently. This caused a radical modernization of institutions and an increase in the number of students due to the elimination of centralized admission criteria [1, p. 30].

After the end of the Second World War, a new stage of the development of university education in Poland began, which lasted from 1945 to 1989. During this period, universities in Poland began to actively resume their activities after the war. New faculties were created, new specialties were opened, and the number of students increased. Universities played an important role in training personnel for the reconstruction of the economy and society after the war.

However, university education in Poland during this period was also strongly influenced by the existing Soviet system. Thus, universities were centralized, students' freedom of choice of subjects was limited, ideological courses were introduced.

The main task in the first decades was to restore the personnel and material-technical base of educational institutions under the influence of demographic and economic conditions. The main goal of university education in this period was the training of highly qualified specialists, their further professional growth and provision of scientific personnel for education and scientific research. The system included different types of higher education institutions with various terms of study, as well as scientific and postgraduate institutions for deepening knowledge in a certain field of specialization [19].

Until 1989, there were 11 state universities in Poland in different cities of the country.

Since 1989, after the fall of the communist regime, university education in Poland began to move in a new direction. Academic freedom was restored, new specialties were introduced, as well as the general approach to education was changed.

After 1989, the development of higher education took place under the slogan «Change or die», which was different from the slogan of 1979 «Learn or die». This process took place in the conditions of democratization, globalization and opening of borders. Polish researchers identified three stages of higher education reform, which included stagnation, recovery and development. The development of education depended on the amount of funds from the state budget and provided for three levels of higher education: basic (bachelor's), master's and doctoral.

The main directions of the development of higher education in Poland in this period included increasing the international competitiveness of Polish science through the strengthening of cooperation between science and the economy, increasing the qualitative and quantitative level of the

teaching staff, as well as improving the effectiveness of the implementation of research and the development of the infrastructure of scientific experiments.

Legislative acts and corresponding framework determine the legal regulation of education in the country. At each stage of the state's development, the education sector needs new laws and a legal framework to achieve its goals. In the last three decades, university education in Poland faced two key changes: restructuring after the fall of the communist regime and accession to the EU in 2004. Each time a new law on higher education met the requirements of the time. During this period, two laws on higher education were adopted, which were regularly amended and supplemented.

According to Y. Hryshchuk [2, p. 79], in the period from 1991 to 2004, Poland successfully complied with European legislation in the field of education and successfully implemented the main EU programs and documents, which contributed to the development of the country's partnership with members of the European Higher Education Area. The new Law on Higher Education, adopted on July 27, 2005, considered the principles of the Bologna process and was aimed at the maximum approximation of educational legislation to EU requirements, providing a legal basis for further reforms.

The author argues that Polish university education is a clear example of how universities achieve their best results when they are given autonomy. Thus, the new law greatly expanded the autonomy of higher education institutions, allowing them to act on their own in all areas of activity in accordance with the existing legal framework, ensuring freedom of education, scientific research and art. Institutions of higher education have the right to independently choose the directions of scientific research and to cooperate with others, including foreign, academic and scientific institutions on the basis of agreements and contracts.

K. Khomenko determines that the end of the 20th – the beginning of the 21st centuries is marked by the signing of documents on the modernization of higher education in accordance with the conditions of the modern world by the ministers of education of the leading European countries. These documents include [7, p. 385]:

- The Great Charter of Universities, signed on September 18, 1988, in Bologna during the celebration of the 900th anniversary of the oldest university in Europe;
- «Sorbonne Declaration», signed on May 25, 1998, during the celebration of the 800th anniversary of the University of Paris – Sorbonne – by the Ministers of Education of Germany, France, Italy and the United Kingdom;
- «Bologna Declaration», signed on June 19, 1999 in Bologna by the ministers of education of 29 countries, which contains requirements and criteria for national systems of higher education with the aim of creating a single European educational and scientific space by 2010.

According to the author, the construction of a single pan-European educational space is based on principles, the most important of which are:

- implementation of transparent assessment systems and a single model Appendix to bachelor's and master's diplomas to expand employment opportunities for European citizens;
- introduction of a two-level study cycle according to the 3+2 formula: the first undergraduate cycle lasting at least three years, and the second, master's cycle, lasting at least two; later, the third level of higher education was introduced - graduate school;
- application of the system of credit points, i.e. ECTS (European Credit Transfer System), which allows their transfer and accumulation;
- development of the mobility of students, teachers, research and administration staff through the elimination of barriers to free movement;
- development and promotion of European cooperation in the field of improving the quality of higher education by developing mechanisms for mutual recognition of assessments, accreditation and certification;
- promotion of the European dimension of higher education, especially in terms of professional development, mobility of all participants in the educational process, as well as integrated programs of education, training and research activities.

K. Khomenko emphasizes that the main objective of the Bologna process is the harmonization and coordination of the national systems of higher education of the participating countries, but not the standardization and unification of these systems. Thus, participation in the process should contribute to the development of general principles of interaction, while preserving the heterogeneity and independence of historically formed models of higher education.

The author points out that all leading universities in Poland offer educational programs in both Polish and English. Poland actively participates in the Bologna Process, which allows students to use the ECTS system and study in other European countries. The main centers of student and scientific life in Poland are traditionally Warsaw, Krakow, Poznan and Gdańsk.

I. Shempruch conducted a study of the trends in the development of pedagogical education of teachers in Poland from 1918 to 1999, which made it possible to reproduce the history of the development of the system of pedagogical education in the country during the period of independence [9, p. 21]. As a result of the analysis of specific historical circumstances, the periods of development of teacher education in Poland were determined, as well as the functions of various teacher training educational institutions.

The researcher identified the leading trends in the pedagogical education of teachers, such as structural harmonization, socio-cultural actualization, raising the level of education and changes in the goals of education and upbringing under the influence of socio-political and economic changes. Improvements in the management of pedagogical education by involving teachers' organizations and delegating a number of management functions to educational institutions and local self-government bodies were also identified.

O. Derkach in his article «University autonomy as the main vector of the development of the higher education system in Poland» claims that the development of new directions in improving the quality of education in Poland took place in the conditions of deep socio-political and economic changes associated with the transition to a market economy and diversity of ideologies. In 1990, an important event in the country's educational policy was the limitation of direct state intervention in education, which led to the diversity of the education system. The authorities also tried to consider the Western European trends in the development of education, but there was a gap between the needs of society and the outcomes of education. Criticism from the European Union led to radical changes that related not only to individual aspects of the education system, but also to the general doctrine of education as a whole [3, p. 33].

V. Shevchenko notes that at the request of the Polish authorities, the European Committee on Education conducted an analysis of the education system in Poland in 1994-1995. Its report indicated both positive and negative aspects of education management in the country [8, p. 393].

Until the 1990s, the education system in Poland suffered from outdated management structures that were ineffective in a free market environment. Therefore, it was a need for a quick educational reform.

The reform of the education system in Poland took place in 1998-2004, before the country joined the EU, and was aimed at European integration. This reform led to changes in legislation, economy, organization and content of education, including special education.

V. Shevchenko's research shows that private institutions of higher education have become the main driving force in the reform of the Polish higher education system. After receiving state recognition, they became fully-fledged participants of the process of training the specialists, as well as they partook in the development of science, and the implementation of educational innovations. Private institutions quickly responded to the changing needs of society and adapted their programs to the new conditions. The number of private institutions increased from 195 in the 2000/01 academic year to 321 in 2014/15, while there were only 132 state HEIs. This trend of rapid growth persists, but with a much lower intensity [8, p. 394].

L. Lokhvytska examines the evolution of university education in the context of reforming the national system of higher education according to European standards [5, p. 62]. She notes that studying the experience of universities in Poland is useful, since Ukraine borders this country, which

supports our country's accession to the European Union. The researcher emphasizes the implementation of projects such as «Erasmus» and «Horizon 2020», which cover research and innovation initiatives.

The analysis of Lohvytska's research points to the peculiarities of the higher education system, such as three-level training (bachelor, master, doctoral), the introduction of the ECTS credit transfer system, the use of the diploma supplement in Polish and English, as well as the new system of accreditation of higher education institutions. She also points out that in Poland there is practically no difference between public and private universities, and that the number of private institutions is increasing as they open in different cities as an educational network.

I. Lopuszynski claims that the system of higher education in the Republic of Poland is part of the European area of higher education, which is confirmed by the signing of the Bologna Declaration together with other 29 countries. Over the past ten years, the system of higher education in Poland has improved significantly and continues to develop actively. Regardless of the form of ownership, the quality and prestige of the diploma are determined by the standards of the organization of the educational process and teaching. Higher education institutions in Poland specialize in various fields, such as technical, business, medical, and others, and may have different statuses, such as technical schools, colleges, universities, and others [4].

The current stage of the development of university education in Poland was described by V. Maiboroda in her dissertation. For the first time, she conducted a comprehensive study of trends, principles and regularities in the development of higher education and science in Poland. Through the analysis of literary sources, she identified the main stages of the development of university education and science in Poland at the turn of the century, and also listed the characteristics that were characteristic of each of the periods. Thus, the author claims that in 1990-2000 there was a search for an optimal system for the development of university education and science in the conditions of a market economy, based on the principles of democratization and humanization, integration and modernization, autonomy, decentralization, and rational centralization; and in 2000-2010, intensive development of university science and education in Poland was observed in conditions of globalization, which was based on the principles of purposefulness and democracy, humanization and modernization, openness and internationalization, integration and diversification, professionalization and praxeologization [6].

In her dissertation, V. Maiboroda emphasizes that only in the period from 2000 to 2010, 22 doctoral theses were defended in Ukraine on various aspects of higher education and teacher training in Poland: B. Sitarska's «Theoretical and methodological aspects of didactic tasks in pedagogy in the process of preparation and improving the qualifications of teachers», which examines the strategy of professional training of future teachers in the context of the development of pedagogical and psychological education in Poland at the turn of the 20th and 21st centuries, as well as general civilizational principles; H. Nikolai's «Development of music-pedagogical education in Poland (20th century)», in which the theoretical-methodological and historical aspects of training music teachers in the context of music-pedagogical comparativism are disclosed [6].

The process of transformation of the higher education system in Poland is systematically covered in the monograph of the Polish scientist-practitioner Krzysztof Pawlowski «Transformations of higher education in the 21st century: the Polish view». The researcher offers a model for further improvement of the system and reveals the leadership role of universities in building a «knowledge society».

Polish scientists, in particular C. Banach and A. Rajkiewicz, indicate the need to make a qualitative leap in the field of university education in Poland. This involves the development of a long-term program for the development of education, in which it is important to highlight such priority areas as [10, p. 9]:

- 1) the role of education in the information society;
- 2) the impact of education on the integration of Poland into the EU;
- 3) the relationship between education, the economy and the labor market;

4) improvement of the pedagogical education system and the professional status of the teacher.

Three independent research teams of experts (G. Izdebski, M. Kwiek, and A. Radwan) are working on reforming the activities of Polish universities to ensure their activity in the modern world [15]. The new law, which was presented to the national congress of science, should become a kind of «constitution of science». The law envisages the development of research-type universities, which would focus on conducting scientific research and improving the quality of higher education. It is also planned to create a National Agency for Academic Cooperation, which will deal with scholarship activities and support for scientists and students abroad. These steps are aimed at the return of young talented scientists who emigrated from Poland and popularization of science among the people.

A group of Polish authors (P. Gurskyi, M. Pelts and J. Placek) described a methodology for assessing the quality of student learning, which includes the study of five parameters. These criteria are used in Poland for the annual determination of the rating of domestic higher education institutions:

- the prestige of the educational institution,
- capability of scientific personnel,
- learning conditions,
- student learning outcomes,
- internationalization of education [12, c. 60].

The first evaluation criterion is the prestige of the educational institution, which allows to determine the degree of authority of the university, its teachers, as well as graduates in the academic environment.

The second characteristic makes it possible to assess the intellectual abilities of the academic staff of the university both in terms of carrying out scientific research and in preparing and conducting didactic work. The evaluation of the conditions of study provided to students in higher education institutions is of great importance for higher education seekers. When choosing a university, this criterion sometimes has a decisive influence. It is a fairly common opinion that «students' expectations change during each year of study» [22, p. 121].

J. Pawlikowski believes that the assessment of the quality of higher education in Poland should have two components:

- assessment of conditions and methods of education,
- assessment of the quality of education obtained by graduates [17, c. 31].

The first component provides an assessment of the formal aspects of the educational process including documentation, the number of teachers with a scientific degree, the number of students per teacher, the number of student groups, the state of technical and didactic equipment, social and living conditions, the level of informatization of didactic processes, the state of library funds, etc.

A complicated task, in the opinion of the author, is the assessment of teaching methods, which requires the evolution of meaningful aspects of the educational process, for example, the correspondence of educational programs and accepted forms of education, the rules for preparing and making changes to educational programs and the degree of participation of students in this procedure, compliance with the mission of higher education institutions or of a separate faculty with accepted forms of education, the level of didactic and thematic preparation of teachers for classes, methods of conducting classes, requirements for students and methods of determining the degree of achievement of accepted forms of education, opportunities for personal growth of students and methods of preparing them for conscious and active activity.

In recent years, the Polish government has paid considerable attention to the improvement and development of the higher education system in the country, realizing that this is where the significant potential for the country's development lies.

Only in the last 15 years, the costs of education in Poland have increased by more than 136% [18]. The largest amount of funding was directed to the development of the education system in small regional towns. Here, over the same years, the growth was 170% [18].

In 1999, Poland joined the Bologna process, introducing an education system with two degrees (bachelor's and master's degrees). The country actively implements the Bologna standards and norms



in education, science and technology, which allows it to have numerous advantages in the sphere of higher education. Diplomas of Polish universities are recognized in all European countries and many other countries of the world without the need for additional confirmation. The education system in Poland corresponds to the common European scheme (ECTS) and the International Standards for the Classification of Education (ISCED).

The legal basis of university education in Poland is the Constitution of the Republic of Poland, in art. 70, which refers to the right of everyone to education, and it is mandatory for children under the age of 18 [14]. State bodies provide citizens with general and equal access to education. For this purpose, they create and support systems of individual financial and organizational assistance to pupils and students. The conditions for providing such assistance are determined by law [14].

It should be noted that the modern system of university education in Poland has developed as a result of continuous reforms, trials and errors, scientific discussions and experiments. Currently, both state and non-state higher education institutions equally function in the country.

The principles of the functioning of university education are determined by the current Law «On Higher Education and Science» of July 20, 2018 (Ustawa Prawo o szkolnictwie wyższym i nauce) [21], which is often called the Constitution for Science, or Law 2.0. Thus, due to its importance, this document, which significantly changed the education system of modern Poland, received such a title.

Reforming the country's university education system is only an element in the system of permanent changes of the entire society. Polish scientists, analyzing the first results of the reform, warn that this is only the first stage on the way of new reforms, inevitable in the modern dynamic development of education [16, p. 10].

This law was not born easily. The Ministry of Science and Higher Education organized the competition at the end of May 2016.

In total, three different versions of the draft law were selected for discussion. The board of the National Congress of Science was appointed to review the projects, which held a series of conferences across the country to discuss the main provisions of the future law. In September 2017, the first version of the project was presented at the National Science Congress in Krakow [19].

As a result of consultations lasting several months, numerous changes were made to the project.

Such a law has long been expected by the academic society of the country, possible directions of reforms have been discussed. However, despite this, the final document had undergone long and difficult path before it was finally approved (consultations on the Constitution for science have lasted for over 574 days [13]).

The academic community not only gave impetus to the creation of a comprehensive reform of Polish higher education and science, but also directly participated in the process of creating this law. Therefore, the adopted Constitution for science found the unequivocal support of the entire academic society of the country.

The law defines the possibilities of modern Polish higher education institutions depending on the results of the examination of scientific research conducted by a specific higher education institution. The examination is conducted once every four years by the Education Evaluation Commission (Komisja Edukacji Narodowej, hereinafter – KEN). The examination results are displayed on a scale containing 5 grades: A+, A, B+, B, C (in descending order).

Thus, higher education institutions can receive more than one scientific category – their number depends on the number of disciplines in which the higher education institution conducts scientific activity. Several categories may also be awarded to some scientific institutes. These assessments more accurately measure the quality of scientific research in individual disciplines and provide a basis for comparing higher education institutions [11, p. 10].

As a result of the examination, higher education institutions are ranked into academic and professional. Thus, according to the KEN qualifications, a research university or an international institute will be allowed to grant the degree of Doctor of Philosophy (PhD) and Doctor of Science in a specific discipline, if it receives categories A+, A or B+ in its field. The best higher education

institutions (with grades A or A+) from at least 4 disciplines in 2 areas will be able to conduct individual interdisciplinary research.

Based on the analysis of historical and pedagogical literature, the stages of the development of university education in Poland (20th – beginning of 21st century) are substantiated (Table 1).

Table 1

**Stages of development of university education in Poland  
(XX – beginning of the XXI st century)**

№	Period	Name of the stage	Features of the stage
1.	First stage – 1918-1939 y.	Interwar stage	– after the restoration of Poland's independence, new universities were established; – educational programs were reformed; – new teaching methods were introduced.
2.	Second stage – 1945–1989 y.	Postwar stage (after WWII)	– under the influence of the communist government, universities were centralized; – educational programs were ideologized.
3.	Third stage – from 1989 to the XXI st century	Post-communist stage (after the fall of the communism)	– university education undergone a reformation aimed at the implementation of European standards of education and research.
4.	Forth stage – from the beginning of the XXI st century up to nowadays	Modern stage	– active cooperation with universities of other countries; – introduction of new learning and research technologies; – development of international student exchange programs.

Each of these stages reflects important changes in approaches to the study of history in the Polish university environment. From the period after the restoration of independence to the present day, historiography in Poland has gone through a complex path of development, which was reflected in research methods, topics and approaches to the interpretation of historical events. Each of these periods played an important role in shaping modern historiography in Poland.

**Conclusions.** Therefore, the analysis of the historiography of the research shows that in recent years, both in Ukraine and in Poland, numerous studies have been conducted on the historical stages and features of the formation and development of university education in Poland, but the analysis showed the absence of special complex scientific theoretical and methodological developments regarding this issue. Many scientific investigations are devoted to specific aspects of university education, such as the history of particular universities, the development of higher education in a certain period of time, etc. However, there is no systematic analysis that would allow us to consider university education in Poland as a whole.

In the works devoted to this topic, numerous proposals can be found, namely:

– *Quality evaluation* (quality review/audit), conducted in accordance with ISO 8402 standards, i.e. systematic checks of the compliance of plans and actions taken to improve the quality of education, as well as the results obtained. The evaluation allows to determine the effectiveness and feasibility of implementing the obtained results into practice. In higher education, such inspections are carried out

by an external organization or a group created for this purpose, consisting of employees of higher education institutions. An analysis of the ways in which a higher education institution manages the quality of education allows to determine whether appropriate management mechanisms are used and level of their effectiveness. Thus, it is not academic standards that are studied, but rather the methods of achieving the standards adopted by higher education institutions.

– *Assessment* – determination of the quality of the educational process in particular higher education institution. The assessment is the result of comparing specific actions and issues that should be solved with the help of these actions. The assessment team determines the effectiveness of the methods used to improve the quality of the educational process based on the analysis of educational plans, programs, as well as the conditions for the implementation in the didactic process.

– *Accreditation* – the process of obtaining the right to grant professional titles and scientific degrees or recognition of qualifications for higher education by the HEIs from the competent governing bodies. In the process of accreditation, an external institution confirms that this higher education institution, as well as the processes and methods of education used in it, meet the marginal quality criteria (most often they mean compliance with the minimum quality standards). The conclusion of the State Accreditation Commission (Państwowa Komisja Akredytacyjna) gives the higher education institution the right to issue state diplomas on higher education.

It is also worth noting that some studies in Ukraine and Poland have a certain ideological connotation, which can affect the objectivity of their results. Therefore, it is important to conduct research on university education with an objective scientific methodology in order to obtain reliable results.

In the future, it is expedient to conduct joint Ukrainian-Polish research on the issues of university education, which would allow to get a broader picture of the history and modernity of this field in both countries.

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