



Features of Higher Education in Europe: On the Example of France

Mamadkulova Kamila Abdukhalikovna

Teacher of Samarkand State University of Kattakurgan branch

Rustamova Khinzhihon

Student of Samarkand State University, Kattakurgan branch

ABSTRACT

The article discusses the types of education in France: primary, secondary and higher. France ranks first among non-English speaking countries in terms of the number of international students studying in it. Every third doctoral degree here is awarded to a foreigner.

ARTICLE INFO

Article history:

Received 04 Jan 2022

Received in revised form

03 Feb 2023

Accepted 09 Mar 2023

Keywords: education, neutrality, secularism, non-religiousness, self-expression, perceive, feel, imagine, create, knowledge of the world, art education.

© 2023 Hosting by Research Parks. All rights reserved.

Education in France is compulsory from 6 to 16 years of age. From 2020, education between the ages of 16 and 18 will be compulsory (this may be education, employment or civil service). Basic principles of French education: freedom of teaching (public and private institutions), free education, neutrality of education, laicism (secularism, non-religiousness) of education.

Education consists of several stages:

- primary education (fr. enseignement primaire) - 3-4 years in kindergarten (fr. l'école maternelle) and 5 years in elementary school (fr. l'école élémentaire).
- secondary education (fr. enseignement secondaire) - 4 years in college (fr. le collège) and 3 years in the lyceum (fr. le lycée). Upon completion, a bachelor's degree (fr. baccalauréat or bac) is issued on completion of complete secondary education, which corresponds to level 3 according to CITE / ISCED.
- higher education (fr. enseignement supérieur) is possible only after receiving a bachelor's degree (fr. baccalauréat or bac) on completion of secondary education.

About 6.1% of GDP is spent annually on education. As of 2009, there are 12,016,484 children enrolled in primary and secondary schools. The share of private education in primary and secondary education is 16.9%, in higher education - 14% of students.

In the 1980s, Ferry's laws were passed on the compulsory education of children from 6 to 12 years old. Primary schools usually ended with vocational training classes and did not involve further education (colleges or lyceums, after which one could enter the university, usually had their own primary classes).

There were public and private schools, including religious ones. In 1905, the interference of religion in school education was prohibited.

In 1959, a government decree created the following system: a single primary school (for children from 6 to 11 years old), then the first cycle of secondary school - college (from 11 to 15 years old), followed by a second cycle - lyceums (classical, modern and technical for children from 15 to 16-18 years old) or a technical college.

By 1967, the decree provided for the compulsory education of children under 16 years of age, which was carried out by the 1980s. Primary education consists of two levels: kindergarten and elementary school. It is not necessary to go to kindergarten, but today almost 100% of children aged 3 to 5 study in kindergarten.

Kindergarten is optional. This institution is designed for children aged 2 to 5 years. The number of children aged 2 years in kindergartens is 20.9%, from 3 to 5 years 100%. Children in kindergarten are divided into 3, sometimes 4, groups: TSP (fr. très petite section), PS (fr. petite section), MS (fr. moyenne section), GS (fr. grande section). The PS and MS groups are included in the 1st educational cycle, the GS group is included in the second educational cycle, which includes the first two classes of elementary school.

Educational tasks of kindergarten:

- language development and preparation for writing;
- preparation for school and future student status;
- self-expression;
- discovery of the world;
- perceive, feel, imagine, create.

Elementary School. Primary school education begins with the Preparatory Course (CP) for children six years old and consists of five levels (grades): CP (cours préparatoire, first year, 6 years old), CE1 (cours

élémentaire 1, second year, 7 years old), CE2 (cours élémentaire 2, third year, 8 years old), CM1 (cours moyen 1, fourth year, 9 years old), CM2 (cours moyen 2, fifth year, 10 years old).

The Basic Education Cycle (Cycle 2), which begins with the senior group of kindergarten, is the period when basic initial knowledge is formed, such as speaking, reading and writing - the basis for further successful learning. The student gradually acquires independence.

The timetable set by the French Ministry of Education for various disciplines ensures sufficient time for each of the 7 main areas of education.

- mastery of speech and French;
- life together;
- mathematics;
- knowledge of the world;
- art education.

Secondary education is divided into two stages (college and lyceum) and lasts seven years.

College education is compulsory, lasts four years (from third to sixth grade) and is divided into three cycles:

- Adaptation Cycle - Sixth grade (fr. la classe de sixième). All elementary school graduates without exams are taken into this class. The purpose of the first year of study at the college is to consolidate and bring together the knowledge gained in elementary school, to prepare students for independent learning. In this class, students choose their first foreign language.
- Central cycle - Fifth (fr. la classe de cinquième) and fourth class (fr. la classe de quatrième). The purpose of this cycle is to deepen the acquired knowledge and skills. Particular attention is paid to academic performance and preparation for choosing a professional direction in the lyceum. In the fifth grade, chemistry and physics begin, you can also choose Latin as an elective, and in the fourth grade a second foreign language.
- Vocational Orientation Cycle - Third grade (French: la classe de troisième) prepares students for a choice of one of three areas: general education, technical or vocational. In the third grade, there is an opportunity to study the ancient Greek language, and students can also choose a 3-6-hour "introduction to professional life" module. At the end of the third grade, students take a national exam and receive a French. *diplome national du brevet*. The results of this exam do not affect the transition to the next class.

At the end of the third grade, students have the opportunity to enroll in a general or technological lyceum in the second grade, or to enter a professional lyceum to prepare a certificate of professional fitness (fr. *certificat d'aptitude professionnelle*) for a particular profession.

Lyceums are divided into three types: general, technological and professional. In the first two training - 3 years. In lyceums of a general type, according to the results of examinations, a general baccalaureate is issued, which gives the right to access higher education. At the end of the technological lyceum, exams are taken for obtaining a technological bachelor's degree - the right to study at the university in their specialty. Vocational lyceums - 2 years of study, after which a certificate of vocational training and a certificate of professional fitness are issued, which do not give access to higher education. You can get a professional bachelor's degree after three years of study at a lyceum (since 2005).

Higher education is available only with a bachelor's degree of complete secondary education. The higher education system in France is distinguished by a wide variety of universities and disciplines offered.

Most institutions of higher education are public and have historically been subordinate to the Ministry of Education, in which higher education has sometimes been subordinated to the secretariat of state within the ministry.

Types of higher education in France.

1. Short higher education. The training lasts two to three years, after which graduates receive DUT (diplôme universitaire de technologie) or BTS (brevet de technicien supérieur). This type of higher education prepares mainly specialists in the field of industry or in the service sector.

2. Long-term higher education. This type of higher education is given in universities and higher schools.

Decree No. 2002-481 of 2002 introduced a new system of degrees:

- bachelor - license (3 years)
- master (2 years)
- doctor (3-4 years)

Although this decree does not regulate the duration of training. National Master's Diploma: Master Researcher and Professional Master (resp. DEA and DESS, which have not been abolished). A student almost every year receives a national diploma corresponding to some university diploma, which creates additional difficulties in understanding French education documents.

Until 2002 (before the introduction of the Bologna process), the old system of higher education was presented as follows:

- 18 years old - First cycle. DEUG (2 years, General University Diploma)
- 21 years old - Second cycle. License (1 year, in Russian higher education this corresponds to the fourth year)
- 22 years old - Third cycle. Maitrise (1 year, after which it is decided which direction to study further)
- 23 years - The third cycle. DEA (1 year, Diploma of Advanced Study, Research Studies) or DESS (Diploma of Higher Specialized Education, is a professional diploma).
- 24 years old - Postgraduate education. Doctorat (3-4 years, corresponds to postgraduate study in Russia).

Types of French universities. High schools (fr. les grandes écoles) are one of the features of the French higher education system. They are in fact opposed to the state system of higher university education in France and with great difficulty lend themselves to comparative classification at the international level.

Public higher education institutions account for about 30% of the total higher education budget, despite the fact that they study only 4% of the total number of students. In 2005, on average, budget expenditures for education of one student at universities amounted to 7,470 euros, and only at preparatory faculties for further admission to higher schools - 13,880 euros, or almost twice as much.

According to other sources, this gap is even greater: 6,800 euros per year on average per university student and up to 24,000 euros per year per student of the most prestigious universities. The weighted average cost per student in French university education was 9,280 euros in dollar terms in 2005, compared to 15,715 dollars in Sweden and 20,525 dollars in the United States.

Students of some higher schools receive scholarships as future civil servants. Created on the initiative of state authorities and private entrepreneurs to train specialists in specific areas of economic activity or employees of public authorities. Thus, the higher normal (pedagogical) schools train teachers, the Polytechnic School and Saint-Cyr School train military specialists, and the National Historical and Archival School train archivists and keepers of the national heritage. The higher schools also include five Catholic institutions.

A special place among all institutions of education and advanced training, and even among higher schools, is occupied by the National School of Administration under the Prime Minister of France (ENA). ENA is in the first place not so much in terms of the level of education (it is clearly superior in international recognition to the Polytechnic School), but in terms of the prospects for career growth and success in life. Students and graduates of the school are called "enarks" (fr. énarque).

Education at ENA is free of charge for students and the French state budget (through the ENA budget) bears the brunt of the costs. Government spending per trainee, although declining by about 10% in 2005-2006, was estimated in 2006 at €56,303 for the entire 27-month period, or about €25,000 per year, which is even higher than the average cost of education one student at US universities.

The vast majority of French AEN graduates (about six thousand since 1945) have become leading government politicians, heads of French institutions, parliamentarians, senior officials, diplomats and members of international organizations, high court judges, lawyers of the Council of State, administrative and financial controllers of the highest rank, leaders and top management of the largest state and international firms and banks, mass media and communications. AEN gave France two presidents, seven prime ministers, a large number of ministers, prefects, senators and deputies of the National Assembly.

The curriculum of higher schools usually has two cycles. The first two-year preparatory cycle can be completed both on the basis of the highest school and on the basis of some elite lyceums. At the end of the second cycle, the student receives a high school diploma. Upon graduation, graduates are required to work in the public service for 6-10 years, thus reimbursing the state's expenses spent on their education. In addition, there are many special schools of departmental subordination. To study in French higher schools, you must pass the ESABAC language proficiency exam, which gives you the right to study in higher schools in France and Italy.

France and the Bologna process.

France quickly began to implement the ideas of the Bologna process. As early as 1999, the "mastaire" degree (renamed "master" in 2002) appeared, which was automatically awarded to holders of five-year diplomas in the university and non-university sectors.

In France, the reforms, called LMD (licence-master-doctorat), are carried out without changes in legislation, carried out with the help of government decrees and ministerial decrees.

November 1999 - the introduction of the degree of professional license, dictated by the requirement of the Bologna Declaration on the demand for the first cycle degree in the European labor market (the classical license still does not meet this requirement). Most of the universities have been involved in the

LMD reform. This was mainly due to their financial dependence: for refusing to reorganize, state funding for the university is sharply reduced. The government declared the autonomy of universities, and the transformations are taking place, albeit rather centrally, but still in different ways. Some universities introduce all innovations at the same time, some gradually, by organizing special projects. The main problem faced by universities was the uncertain status of the licentiate - whether it has the value of an independent educational document or is it just a step to the next cycle.

Master's programs at French universities last two academic years. Training starts in September or October and ends in May or June. This period is divided into two semesters with the Christmas break in the middle. There is usually an exam at the end of each semester. The submission of documents to the magistracy is also supervised by Campus France. Admission may include entrance examinations, portfolio evaluation and interviews.

The educational process includes listening to lectures, discussing the material in theoretical classes, attending practical workshops and completing individual projects. In the future, this also includes research work with the writing of a dissertation at the end of training.

In the *grandes écoles*, admission is possible after passing the entrance exams. Master's programs in higher schools are called specialized (*Mastère Spécialisé*). They also last two years, but great emphasis is placed on in-depth knowledge and professional qualifications. An intensive educational process aims to provide better education than at ordinary universities.

In France, doctoral programs can be offered by both universities and specialized doctoral schools. These are structures that combine doctoral studies at universities and *grandes écoles*. In addition, they cooperate with French scientific centers. Doctorate lasts three years. The training consists of a theoretical part, including lectures and seminars, practical exercises and research work. At the end of the doctoral studies, students write a dissertation (thesis), which is evaluated by a commission consisting of 3-8 specialists in the relevant field. After that, the student publicly defends her.

France ranks first among non-English speaking countries in terms of the number of international students studying in it. Every third doctoral degree here is awarded to a foreigner. For admission to the first year of a French university, a school certificate obtained in the CIS countries is sufficient, however, entrance requirements vary depending on the type of university.

Universities do not arrange entrance exams, selecting candidates based on school performance, a motivational essay, and the availability of places for foreigners. Students of domestic universities have the opportunity to transfer to a French university for the same specialty with the loss of a year. When applying to a master's or graduate school, you may need to pass an interview. It should be borne in mind that in French universities, the transition to each next course is carried out through competitive selection: students receive a diploma of completion of the first course and apply for the second, etc.

Most universities in France are funded by the state, and education is free. You only have to pay a contribution to the social insurance fund (211 euros per year) and a registration fee (183, 254 and 388 euros per year for undergraduate, graduate and postgraduate studies, respectively - data from 2015). However, most of the budget programs of French universities are not taught in English. Tuition in higher schools can range from 500 to 20,000 euros per year.

Bibliography:

1. André Grelon, "The development of business schools in France (1800—1914) and relations with engineering training", in Monique de Saint Martin, Mihai Dinu Gheorghiu (dir.), *Les Écoles de gestion et la formation of elites*, Paris, MSH, 1997, pp. 15-33.
2. Gilles Lazuech, "The question of the training of "managers" in business and engineering schools in France since the beginning of the 1980s", in Monique de Saint Martin, Mihai Dinu Gheorghiu (dir.), *Les écoles of management and the training of elites*, Paris, MSH, 1997, pp. 203—222.
3. Gilles Lazuech, *The French Exception. The model of the Grandes Ecoles put to the test of globalization*, Rennes, fr:Presses Universitaires de Rennes, 1999.
4. Henri Le More, *Ruling classes, owning classes. Sociological essay on the Ecole des Hautes Etudes Commerciales*, Paris, EHESS, doctoral thesis, 1976.
5. Henri Le More, "The invention of the commercial framework: 1881—1914", *Sociologie du travail*, n°4, 1982, pp. 443—450.
6. Leon A., Roche P., *History of education in France*, Puf