

HIGHER EDUCATION IN FRANCE: HISTORICAL DEVELOPMENT

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ABSTRACT

The article deals with the peculiarities of historical development and modern state of higher education in France. The periods of higher education development of France are determined and the complex and multi-level system of French higher education is considered. The importance of education for the strategy of national development of the country and civilization is emphasized. The importance of the study of the historical development of the university education in France has been substantiated. The stages of education development at the universities of France are outlined and features are considered. Each of these stages. The types of higher education institutions in France and their peculiarities in the context of development tendencies are investigated. The present stage of the development of the system of French university education and the peculiarities of structural transformations is considered. The article describes the duality between the French higher education institutions and research centers, as well as the duality between educational institutions and educational programs. The peculiarities of functioning of universities, "big schools" and private institutions of higher education are studied. There is a strong centralized presence and the role of the state in the education of France, in particular in the organization of the educational process and in the financing of education, as well as in defining the fundamental principles of the educational process. The article focuses on the achievements of the French system of higher education and its uniqueness. The role and place of large schools in the system of higher education in France are highlighted. The leading elite schools and universities are mentioned, as well as the conditions for joining them. Attention was paid to the almost equal quality of education in the capital and in the province. Attention is drawn to the national character of the French higher education.

Key words: elite schools; higher education in France; major public institutions; private higher institutions; university.

INTRODUCTION

The educational system of each country, as well as its culture, is a unique phenomenon. It is much more complicated than other systems, since it is closely linked to the spiritual and material aspects of the past and present. University education occupies a leading place in the system of continuous education. It is connected with the economy and science, technology and culture of society, and therefore its development is an important component of the strategy of national development of both the country and civilization. Problems of the development of education in the conditions of modern globalization are actively investigated in modern Western and domestic scientific literature. Among the authors who deal with this problem are the French scientists C. Agulhon, D. Albertini, G. Bruzy, B. Caceres, P. Champagne, F. Cardi, A. Chambon, C. Charle, J. Verger and others, as well as Ukrainian and Russian scientists: M. Vladimirov, S. Golovko, A. Dzhurynskyi, L. Zyazyun, F. Kontrelyova, K. Korsak, S. Malkova, L. Makarova, A. Maksymenko, and others.

The purpose of the article is to study and analyze the peculiarities of historical development of the French higher education and to highlight and its contemporary state.

HISTORICAL DEVELOPMENT OF FRENCH HIGHER EDUCATION

The history of French universities begins in the Middle Ages and reflects the many vicissitudes of French history and its institutions. The first university is that of Paris, founded in the twelfth century (1150), followed by those of Toulouse (1229) and Montpellier (1289). The formation and development of the university education system in France covers several periods. (Nezhyva, 2017, p. 54). *The first period* (XII – XVIII centuries) is characterized by the birth of the university. During this period, universities in France performed purely educational functions, as well as mediators who passed the knowledge to the younger generation. These establishments did not engage in research activities. During the time of the Old regime, the state did not interfere in educational policy and allowed the clergy to regulate it, to oversee educational institutions (Nezhyva, 2017, p. 54).

The second period (1789–1799). During this period, a clear tendency was observed for the deepening of the university's university education. It was during this period that the idea of scientific degrees was widely supported and implemented, which was strengthened by the standard rules and a transparent procedure for compulsory final examinations. Only a diploma provided the citizen with a legitimate right to one or another professional activity (Korsak, 1997, p. 123). The process of education, the work of teachers was carried out under strict bureaucratic supervision, all the higher schools performed unified programs of study and examinations. This system of education has justified itself, allowing public services to be provided by trained personnel, especially for armies and industries that require specialists in technical sciences (Nezhyva, 2017, p. 59).

The third period (1877–1944). The emergence and development of a university education system after the reforms of the University by Napoleon by the Government of the Third Republic (1870–1940) is a characteristic feature for this stage. At the end of the nineteenth century, in France there was a system

of university education that operated without significant changes until the middle of the XX century. Its operation was enhanced by the activities of such prominent statesmen and educators as L. Pasteur, E. Butmie, J. Esmien, J. Mono, R. Janet, E. Durkheim, M. Bril, E. Lavis, E. Bosir , J. Pari, A. Dumont, L. Liard and others.

The fourth period (1945–1979). At this stage, the development of the system of university education is based on the socio-economic and pedagogical principles laid down in the 60's and 80's of the 20th century, and the processes of globalization. At this time, the main challenge for the university education system in France was a tendency to a significant increase in the number of students. At the end of the 60s of our century technological institutes were created. The Government of France pursued a policy aimed at expanding the training of engineering and technical specialists and increasing the number of technological institutes.

The fifth period (1980–2005). Since the beginning of 2002, the educational system in France has undergone significant changes related to the Bologna process. A number of legislative acts were introduced, including a Decree of April 8, 2002 on the involvement of the French education system into European system of education (Nezhyva, 2017, p. 62).

The sixth stage begins in 2005 and continues to this day. The current development of the system of university education is based on the socio-economic and pedagogical principles established in the 60's and 80's of the 20th century and on the processes of globalization that have become widespread at the end of the last century and lead to the elimination of academic boundaries in the functioning of national universities and to return to a university-wide transnational education (Durdas, 2018, p. 32).

The history of French higher education in the contemporary era has been the subject, since the 1970s, of important French and foreign works, but it is still far from arousing as much interest as the other orders of education. The history of higher education is the meeting of several fields: political, economic, social and cultural history, but also history of science and knowledge, administration, territory. Education in general, and higher education in particular, are remarkable subjects for those who would like to write a complete story (Présentation de l'enseignement supérieur [Electronic resource]).

THE FRENCH HIGHER EDUCATION SYSTEM IN THE MODERN TIME

Higher education in France is delivered in universities, vocational colleges, engineering schools and some courses which are held in high schools (Présentation de l'enseignement supérieur [Electronic resource]).

France has its own system of diplomas and scientific degrees. There distinguish the following degrees of diplomas in France:

- *License (La licence)*

This degree is prepared in six semesters. It replaces the former Diploma of General University Studies (D.E.U.G.) in two years followed by the license in one year. On the other hand, higher technician patents (B.T.S.), university technology degrees (D.U.T.), scientific and technical university degrees (DEUST) and professional license remain. Students from B.T.S., D.U.T. or

DEUST and pupils of preparatory classes for the grandes écoles (elite schools) may request to integrate the preparation of this new license. Students who obtained their B.T.S., D.U.T. or DEUST or having validated the first four semesters of the license may apply to enter a professional license. The latter is prepared in two semesters.

- *The master (Le master)*

At the end of the bachelor's degree, the students can prepare the master's degree which sanctions the typical courses of initial or continuous training with a double objective:

- prepare students, through doctoral studies, for research purposes;
- offer them a path leading to a qualification and a professional integration of high level.

It is prepared in four semesters (it corresponds to a diploma bac + 5 years of studies).

- *PhD (Le doctorat)*

At the end of the Master course, students can register to prepare a PhD. All students holding a Master's degree may apply for a doctoral dissertation, have obtained a master's degree, or hold an engineering degree or a higher education diploma. of commerce conferring the degree of Master.

The duration of doctoral preparation is generally three years (it corresponds to a diploma bac + 8 years of study) (Présentation de l'enseignement supérieur [Electronic resource]).

STRUCTURAL PECULIARITIES OF HIGHER EDUCATIONAL SYSTEM OF FRANCE

The French system is characterized by a duality of research and teaching organisation and a duality of higher education institutions and programmes (Thierry Chevallier, p. 1). The French education system is characterised by a strong central State presence in the organisation and funding of Education. The French education system is regulated by the Department for National Education, Higher Education and Research. It governs within the framework defined by the Parliament, which states the fundamental principles of education (France Higher Education System [Electronic resource]).

French higher education system is characterised by the coexistence of several types of institution. There are: universities; major public institutions (grands établissements publics); grandes écoles (elite schools); administrative public institutions; private higher institutions or schools.

- Universities. Universities are scientific, cultural and professional public institutions. Organised since 1984 into training and research units, they also include internal institutions and schools that dispense technical and short-term training. These are technological university institutes providing short higher education and professional university institutes awarding engineering diplomas.

- Major public institutions (Grands établissements publics). «Grands établissements» are higher education institutions mainly admitting on the basis of an entrance exam taken by students in classes preparing for admission to Grandes Écoles «classes préparatoires aux grandes écoles» (CPGE). They are governed by the provisions of chapter VII of the Education Code and their statutory decrees. The following fall under this category: Collège de France,

Conservatoire national des arts et métiers (CNAM), École centrale des arts et manufactures (ECAM), École des hautes études en sciences sociales (EHESS), École nationale des Chartes (ENC), École nationale supérieure d'arts et métiers (ENSAM), institut Polytechnique de Bordeaux (IPB), École nationale supérieure des sciences de l'information et des bibliothèques (ENSSIB), École pratique des hautes études (EPHE), Institut polytechnique de Grenoble and others.

- «Grandes écoles» (elite schools). They include engineering colleges, «écoles normales supérieures» (ENS), business schools and veterinarian colleges. These elite schools are characterised by a very selective admissions policy and the high level of training and qualifications.

- Higher education research hubs (Pôles de recherche et d'enseignement supérieur). Since the planning law for research of 18 April 2006, higher education institutions can decide to pool together their activities and resources by creating higher education research hubs. Their aim is to create a momentum between the different types of institution (universities, grandes écoles, research organisations) and propose a more consistent and legible research and training system.

Private higher education institutes and schools. There are two types of such institutions:

- Free private higher education institutions of which there are 13 (5 of which being Catholic Institutes) governed by the law of 12 July 1875 relating to the freedom of higher education, which provide university education;

- Private and consular higher education institutions of which there are 134 (including 44 private engineering schools and 90 private and consular business and management schools). Training provided by these institutions, recognised by the State, is approved or supervised by the Department of Higher Education (France Higher Education System [Electronic resource]). It is worthwhile noting that unlike Great Britain and the United States, universities in France are not at the top of the educational pyramid. Leadership positions here are occupied there by elite schools (grands écoles), provide a high level of education and admit only those who have successfully completed the first educational course at the university before admission examinations (Vytvytska, 2011, p. 327).

UNIQUE FEATURES OF THE MODERN HIGHER EDUCATION IN FRANCE

The historical stages of the development of the higher education in France have led to the development of its unique features. The system of modern education in France is considered one of the most attractive for many countries, because its efficiency is proved by many years of experience. In the course of the studies we can distinguish the following unique features of the modern system of higher education in France: ancient history; availability of higher schools on the top of the educational pyramid; own system of diplomas and degrees; a pronounced national character of higher education; practically the same quality of higher education in the capital and in the province; great financial support of the educational branch by the state (Durdas, 2018, p. 36).

CONCLUSIONS

Theoretical analysis made it possible to determine that French higher education system is characterised by the coexistence of several types of institutions.

The history and traditions of the French community have led to the uniqueness of the French higher education system, which distinguishes it from the higher education systems of other countries. Higher education in France has a long and interesting history, which can be traced in six periods. Each period shows the functions and the role of universities and other educational institutions in the society and state. Higher education in France has a pronounced national character, its own individuality, and therefore needs further study in order to use its positive experience in the process of reforming the national system of higher education.

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ВИЩА ОСВІТА У ФРАНЦІЇ: ОСОБЛИВОСТІ ІСТОРИЧНОГО РОЗВИТКУ

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У статті розглянуто особливості історичного розвитку та сучасного стану вищої освіти у Франції. Визначено періоди розвитку вищої освіти Франції та розглянуто складну й багатоступеневу систему французької вищої освіти. Звернено увагу на зв'язок освіти з економікою і наукою країни, технікою та культурою суспільства. Зазначено важливість розвитку освіти для стратегії національного розвитку країни та цивілізації в цілому. Обґрунтовано актуальність дослідження історичного

розвитку університетської освіти Франції. Окреслено етапи розвитку освіти в університетах Франції та розглянуто особливості кожного з цих етапів. Досліджено типи вищих навчальних закладів у Франції та їх особливості в контексті тенденцій розвитку. Розглянуто сучасний етап розвитку системи французької університетської освіти та особливості структурних перетворень. У статті зазначено дуальність між французькими закладами вищої освіти та дослідницькими центрами, а також дуальність між освітніми установами та навчальними програмами. Вивчено особливості функціонування університетів, «великих шкіл» та приватних закладів вищої освіти. Зазначається сильна централізована присутність та роль держави у сфері освіти Франції, зокрема в організації навчального процесу та у фінансуванні сфери освіти, а також у визначенні фундаментальних принципів освітнього процесу. У статті звертається увага на досягнення французької системи вищої освіти та її унікальність. Виділено роль і місце великих шкіл у системі вищої освіти у Франції. Згадуються провідні елітні школи та університети, а також зазначено умови вступу до них. Увага приділялася практично рівній якості освіти в столиці і в провінції. Звернено увагу на національний характер французької вищої освіти.

Ключові слова: вища освіта у Франції; елітні школи; основні державні установи; приватні вищі установи; університет.

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