

INTERNATIONALIZATION AS A MAINSTREAM IN THE DEVELOPMENT OF HIGHER EDUCATION

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The paper highlights modern trends of internationalization in the world. The positive role of internationalization of higher education on the national and the institutional levels has been determined. The measures for importance's intensification of higher education internationalization have been presented. The necessity of the development of the strategy on higher education internationalization adapted to the country's specifics and built on the priorities' system has been rationalized. The possibilities of public policy to support the internationalization of higher education and to motivate universities' community to its development have been determined.

Key words: internationalization, international mobility, higher education, public policy, university.

Formulation of the problem. The emphasis on academic internationalization is one of the driving forces behind the reform of higher education in Ukraine and in the world. In accordance with the Mobility Strategy of the European Higher Education Area 2012, countries are encouraged to develop and implement national strategies for internationalization and mobility. Taking into account the aspirations and efforts of the university community to develop the process of internationalization of higher education, it is justified to develop a national strategy for the internationalization process, which is currently absent in Ukraine. The development of international activities in higher education institutions requires not only internal financial, organizational and human resources, but also external financial support and effective management. Therefore, there is a need to improve the existing mechanisms of internationalization of higher education in Ukraine.

Analysis of recent research and publications. The question of the formation of the world and pan-European educational space in the context of the internationalization of higher education became the subject of scientific research as domestic (T. Andrushchenko, L. Gurch, V. Zinchenko, S. Kurbatov, N. Meshko, N. Rybka, I. Sikorska, M. Debich, O. Kozievskaya, A. Sbrueva, I. Stepanenko, etc.) and foreign scientists (F. Altbach, W. Brandeburg, B. Wulfson, H. de Witt, J. Knight, L. Risberg, K. Tremblay, P. Scott, etc.). So M. Debich analyzed the European approach to the internationalization of higher education. O. Kozievskaya researched the experience of the Scandinavian countries in regulating the processes of academic mobility at the state level. The generally accepted working definition of internationalization was formulated by J. Knight. According to research by R. Culen, increasing international mobility is an additional bonus in the development of so-called "skills of the XXI century". Among the latest domestic and foreign studies related to the topic of the project, it is worth noting the following. A. Sbrueva [1] outlined the essence of the notion of "internationalization of higher education", characterized the

target priorities, the substantive principles and mechanisms of the implementation of a comprehensive European strategy for the internationalization of higher education, and identified the priority tasks of developing a national strategy for the internationalization of higher education in Ukraine. M. Debich [2] conducted a systematic study of internationalization of higher education, as well as an overview of national strategies for internationalization in foreign countries. H. de Wit [3] highlighted the fundamental thesis that internationalization should be viewed not as a result but as a means of achieving higher quality education for society. G. Gudzik [4] determined the factors of the success of internationalization. R. Koolen [5] investigated the influence of the processes of internationalization on the national economy and the training of future specialists for professional activities.

Selection of previously unsettled parts of the general problem. Internationalization of higher education is a relatively new phenomenon that can have different interpretations. The process of internationalization of higher education develops thanks to dynamically evolving political, economic, socio-cultural and academic factors. The combination of these factors varies according to the region, country, institution of higher education or a specific educational program. A universal model of internationalization does not exist. Existing regional and interstate differences in internationalization are constantly changing, as are the differences between approaches to internationalization used by different universities. The European experience convinces us that in the context of internationalization there is no single patterned approach that would always work. Therefore, the search for a strategy for the development of internationalization of higher education in Ukraine needs to be continued. Methods of implementing higher education strategies can have a significant impact on their outcomes, depending on the potential of the responsible persons. These questions are not thoroughly analyzed and therefore need to be completed.

Formulating the goals of the article. The importance of internationalization of higher edu-

cation for the country as a whole, and for higher education institutions, in particular, is difficult to overestimate. Taking into account the aspirations and efforts of the university community to develop the process of internationalization of higher education and taking into account international experience, it is reasonable to develop a state strategy and to support the internationalization process. Therefore, the purpose of the paper is to find ways and means of state policy to support the internationalization of higher education at the national level, as well as to promote its development at the level of each individual institution of higher education.

Presentation of the main research material. According to researchers, internationalization in Ukraine stimulates national educational reform and aims at ensuring that higher education institutions find their place in the international educational space. At the same time, internationalization would not be possible without removing the existing barriers in strategic planning, distribution of financial and human resources and priority areas of work. In the case of a constructive approach and with the support of foreign partners, Ukraine may well be an example for other post-Soviet states in the field of educational innovation. The greater the impact of internationalization on increasing the level of openness of the Ukrainian system of higher education, the easier and faster the transformation will be able to adapt [6, p. 19; 7, p. 27].

The results of the surveys on the internationalization of higher education in Europe and in the world conducted by the International Association of Universities and the European Association for International Education [8] indicate that Europe is the most attractive internationalization partner for countries from other regions of the world. The survey of leading international peace-keeping experts in the Delphic method shows a scenario that seeks to strengthen the internationalization of higher education in Europe under the influence of globalization and the growing number of stakeholders. This scenario implies an increase in international mobility, an increase in the number of international educational programs, and an increased emphasis on the internationalization of curricula in order to increase access to internationalization for those students who are not actively involved in mobility. The study also showed an increase in the importance of partnerships and alliances in the development of education and science, as well as the role of the European Commission in the development of internationalization of higher education. Of course, many barriers, including linguistic ones, must be overcome, as well

as those that are associated with the peculiarities of academic culture, finance and regulatory regulation. The main factors of the development of internationalization are information technologies, enhanced cooperation, emphasis on quality results, support for public-private initiatives, convergence of education and science, and the improvement of the coherence of educational programs. The scenario suggests that if these barriers are overcome, graduates from European universities will be able to make a significant contribution to the development of global citizenship ideas and become world-class professionals, which will allow Europe not only to compete better in the international economic space, but also to develop more qualitative partner interaction. [8, p. 19].

The generally accepted work definition of internationalization was formulated by J. Knight as "a process of purposeful international, intercultural or global education of higher education with a view to improving the quality of education and science for all students and employees of higher education institutions, as well as making a significant contribution to society" [9, p. 2]. This definition reflects the need for increased inclusiveness, drawing attention to the priority of internationalization of curricula and the educational process, rather than the development of mobility. The formulation of the concept emphasizes that internationalization is not an end in itself but a mechanism for improving the quality of higher education.

Most national strategies for internationalization, including European ones, aim at increasing mobility, attracting and training talented students and staff, improving reputation and recognition. This means that the introduction of the idea of using internationalization of curricula as a tool for improving the quality of education requires considerable effort. The recognition of internal internationalization as the third condition of the internationalization strategy adopted by the European Commission, as well as national strategies could be a good starting point [10, p. 15].

As R. Kulen notes, increasing international mobility is an additional bonus in the development of so-called "skills of the XXI century." The task of preparing students for the future is so significant that it raises the question of the expediency of introducing the principles of internationalization at the level of the average, and not only higher education [11, p. 5].

Modern higher education cannot be aside from internationalization. Responding to the requests of students, faculty and staff, universities are forced to look for opportunities for international development, internationalization

to the university's development strategy and the attraction of resources and partners. As a result, the need for the university leadership to develop institutional instruments for internationalization support. The need for internationalization is motivated by various factors, including the need to expand access to sources of advanced knowledge, new opportunities for building partnerships and developing intercultural communication skills, as well as strengthening civil society, training for people who are ready to work in a globalized world, improving the reputation of a higher educational institution, etc.

Benefactors of internationalization are different members of the university community, and each of them presents its requirements: teachers and scientists are interested in opening up new opportunities for research, career development and building an international reputation; students – in international mobility, scholarship support and guarantees of successful employment; heads of higher educational institutions – in attracting additional funding, improving the reputation of their institution and building its capacity; the government – in training high-quality personnel and strengthening the country's position in the global space [9, p. 5].

According to J. Gudzik, the success of internationalization depends on: the effectiveness of management; the orientation of institutional culture on the development of internationalization; taking into account internationalization in strategic planning; features of administrative practices and principles [4].

Internationalization should be part of the strategy and taken into account when addressing key university development issues related to mission and values, principles of financial management, brand development and human resource management, as well as decision-making on transforming the university, changing leadership, and modernizing curricula. This, of course, does not mean that internationalization must be a dominant factor in the decision-making process, but, of course, must be taken into consideration. In this case, the results of internationalization will contribute to the strengthening of international relations and the solution of socially significant tasks.

Scientific literature and the experience of individual universities make it possible to identify a number of measures necessary to enhance the value and role of internationalization of higher education:

– *Defining goals, expected results and success rates.* A clear understanding of the goals and expected results can be more effectively managed by people involved in the process of

internationalization. It is important to identify performance indicators and indicators that will demonstrate real progress in each case.

– *Encouraging achievements.* If achievements in the field of internationalization are not taken into account in curricula and do not receive personal rewards, people will lose their motivation to act in the direction of strengthening internationalization.

– *Integration of internationalization into the existing university strategy.* If we take internationalization as a new component of the mission, which complements the three traditional parts (education, science, and activities for the benefit of society), it will be given little attention. If internationalization becomes an integral part of the traditional mission of the university, it is more stable.

– *Changes in curriculum, scientific work, development of interaction with foreign partners.* Cooperation with universities in other countries and cultures requires adaptability. This inevitably leads to a change in the strategies. One of the necessary conditions for progress is institutional openness, readiness to review traditional practices.

– *Development of human potential for internationalization.* Internationalization is possible thanks to the actions of teachers, employees and students who are at least a bit interested in it and see its benefits. This means that higher education institutions should find the opportunity to attract the right people. Universities are differently suited to choosing an internationalization strategy and determining how comprehensive it should be. The universal “best model” does not exist. The “best” for a particular university will be the model that best integrates its values, mission, institutional culture and opportunities [11, p. 6-7].

Encouraging higher education institutions to take an active role in internationalization, the national level significantly influences higher education through political governance, funding, programs and control. Given the diversity of universities, it should be noted that the fundamental opportunities for national policy are related to the creation of a framework for higher education institutions to make them proactive actors of internationalization by: providing real autonomy and raising the level of responsibility; development of a national strategy for the internationalization of higher education; the introduction of exchange projects as the main way of promoting commitments in international cooperation.

Financial incentives are the best way to motivate and encourage universities to internationalize. Confirmation of this is the introduction of tuition fees for foreign students, which is much

higher, compared with the payment of Ukrainian students. For universities that are less competitive, but which involve the presence of foreign students, public financial incentives can take the form of student subsidies or trust funds to support international activity. Targeted funding could include university support for the development of internationalization-related infrastructure.

Conclusions from this study and prospects. Analysis of European scientific sources made it possible to conclude that by encouraging higher education institutions to take an active role in internationalization, the national level significantly influences higher education through political governance, funding, programs and control. Previous studies do not show if there will be modern European trends in the future. Consequently, it is necessary to define criteria for monitoring and indicators of change, which will allow achieving the broader goals of internationalization.

Since the new forms of learning are of great interest, the international market for educational services should be studied. In this context, transnational education serves as a driver for the internationalization of the national educational system and, at the same time, a powerful source of diversification of its funding. In fact, very few studies were conducted to determine the term “international university”. Further intelligence will help answer the following question: Is the environment of Ukrainian universities really internationalized.

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