

STUDY OF APPROACHES TO DEFINING THE CONCEPTS OF GLOBALIZATION AND INTERNATIONALIZATION IN HIGHER EDUCATION

ВИВЧЕННЯ ПІДХОДІВ ДО ВИЗНАЧЕННЯ ПОНЯТЬ «ГЛОБАЛІЗАЦІЯ» ТА «ІНТЕРНАЦІОНАЛІЗАЦІЯ» У ВИЩІЙ ОСВІТІ

The article examines the issue of studying approaches to defining the concepts of "globalization" and "internationalization" in higher education. Despite a large number of original and meaningful works of Ukrainian and foreign scientists on the concepts of "globalization" and "internationalization" of higher education, the problem of their delimitation and interrelations is insufficiently studied. It has been researched that since the 90s of the 20th century, the concept of internationalization of higher education has acquired a global dimension. It has begun to be interpreted as a complex acquisition process by a separate institution of higher education of international perspectives in learning and teaching. There is a tendency to single out the university as a comprehensively internationalized entity. Internationalization is a multidimensional, multifaceted, dynamic process affecting the development of higher education globally. The concepts of internal and external internationalization are distinguished. The difference between the concepts of "globalization" and "internationalization" is revealed. Analyzing the relationship of these concepts, we, agreeing with scientists, do not consider them identical since internationalization involves the preservation and development of the national system of higher education and fundamental scientific schools. In contrast, globalization means more fundamental changes in the world order, under which national borders lose their boundaries, and science loses its focus on national traditions and values.

Attention is focused on the need to constantly update the concept of internationalization of higher education, as the importance, scale, and complexity of the international aspect of higher education is continually growing. The author believes that the main task of the university, along with improving the quality of educational services, has become the acquisition of international recognition and high status.

Key words: internationalization, globalization, higher education, academic mobility, international education.

У статті досліджено питання вивчення підходів до визначення понять «глобалізація» та «інтернаціоналізація» у вищій освіті. Незважаючи на велику кількість оригінальних ґрунтовних праць українських та зарубіжних вчених щодо визначення понять «глобалізація» та «інтернаціоналізація» вищої освіти, проблема їх розмежування і взаємозв'язків недостатньо вивчена. Встановлено, що з 90-х років ХХ століття поняття інтернаціоналізації вищої освіти набуває глобального виміру, воно починає трактуватися як комплексний процес набуття окремим закладом вищої освіти міжнародних перспектив у навчанні та викладанні, спостерігається тенденція до виокремлення університету як суб'єкта, що комплексно інтернаціоналізується. Визначено інтернаціоналізацію як багатовимірний, багатаспектний, динамічний процес, що впливає на розвиток вищої освіти у світі. Виокремлено поняття внутрішньої та зовнішньої інтернаціоналізації. Розкрито різницю між поняттями «глобалізація» та «інтернаціоналізація». Аналізуючи співвідношення цих понять, ми, погоджуючись із науковцями, не вважаємо їх ідентичними, оскільки інтернаціоналізація передбачає збереження і розвиток національної системи вищої освіти та фундаментальних наукових шкіл, тоді як глобалізація означає більш фундаментальні зміни світового порядку, за яких національні кордони втрачають своє значення, а наука втрачає орієнтир на національні традиції та цінності. Зосереджено увагу на необхідності постійного оновлення поняття інтернаціоналізації вищої освіти, оскільки важливість, масштабність і складність міжнародного аспекту вищої освіти постійно зростає. Автор статті переконаний, що пріоритетним завданням університету постало не лише питання підвищення якості освітніх послуг, а й міжнародне визнання і високий статус.

Ключові слова: інтернаціоналізація, глобалізація, вища освіта, академічна мобільність, міжнародна освіта.

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Problem statement. The processes of internationalization and globalization taking place in modern society are the main trend that causes the transformation of the system of international relations in many areas of public life, determines its historical development. Nowadays there is an integration of national educational systems, their transition to transnational ones. Universities have to adapt to modern socio-economic and political conditions, show flexibility to changes in the external environment, find a certain balance between cooperation and the state, on the one hand, and the global world, on the other. Studies of the concepts of "internationalization" and "globalization" are very important due to their relevance in the modern world.

Analysis of recent research and publications.

The concepts of "globalization" and "internationalization" of higher education are of interest to many modern researchers. Among them are such prominent scientists as V. Soloshchenko, A. Sbruyeva, S. Verbytska, A. Chyryva, O. Nitenko, T. Stenina, Ph. Altbach, H. de Wit, J. Beelen, E. Jones, J. Knight, U. Teichler, M. van der Wende and many other authors.

Highlighting of previously unsolved parts of the general problem. Despite the large number of original and meaningful works of Ukrainian and foreign scientists on the concepts of "globalization" and "internationalization" of higher education, it should be noted that the problem of their delimitation and interrelations is insufficiently studied.

The purpose of the article. The aim of the work is to study and analyze certain approaches to defining the concepts of globalization and internationalization in world higher education.

Presentation of the main material. The international activity of higher education institutions of Ukraine, as well as in other countries of the world, on a modern scale is possible due to such phenomena of the modern world as “globalization” and “internationalization”.

Globalization is the most widespread and powerful feature of the changing world environment. The role of education, especially higher education, is an important area of discussion and research. Debating education, made a significant contribution to the study of internationalization. The first of them, according to Sbruyeva, involves providing an international and intercultural dimension to the content of education, teaching and scientific research carried out at the university. The purpose of such a process is to provide assistance to students in the development of intercultural competences in the context of the educational program within the university. Such a process does not require crossing borders and is called internal internationalization. The second dimension of the analyzed educational phenomenon means international (cross-border, transnational) higher education, which refers to border crossing by students, teachers, administrative workers of higher education institutions, as well as joint educational programs between universities. This dimension is called external internationalization [5, p. 14].

Starting from 2008, Ukrainian scientists began to noticeably deepen the study of internationalization strategies of foreign countries, its factors and forms. For example, in the research of S. Verbytska, it is emphasized that the internationalization of higher education should not be perceived as an isolated case in the history of the university's development, but as a multi-component long-term process integrated into the activities aimed at achieving the strategic goals of the higher education institution.

The scientist claims that internationalization is an inevitable scenario for the development of higher education in different regions of the world. The state's ability to take into account modern globalization challenges, peculiarities of the national education system and individual characteristics of the institution of higher education influence the motivational, substantive and organizational-processual aspects of the studied phenomenon [1, p. 62].

A. Chyrva understands the strategy of internationalization as a general, non-detailed plan, designed for a certain period of time, for the adaptation of higher education to international linguistic, political, economic, and cultural features. We agree with the scientist's statement that strategies for the internationalization of education should be analyzed at the

supranational, national, and institutional levels, which will correspond to its specificities at different levels [8, p. 48-49].

According to O. Nitenko, the internationalization of education is a multifaceted concept. Its immanent feature is, on the one hand, the focus on the integration of the international component into national scientific research, public activities, educational services of higher education, and on the other hand, the process of internationalization should be aimed at the export of educational services and achievements of national science. Therefore, the internationalization of education is one of the factors in the formation of the global space of higher education and is classified as external (international academic mobility) and internal (introduction of world standards, internationalization of educational courses, intercultural programs, etc.) [4, p. 96].

T. Stenina traced the development of definitions of the concept of “internationalization” and singled out its key aspects: introduction of the international dimension in educational activities; improving the quality of higher education; international education; development of entrepreneurship, management of higher education; recruitment of foreign students, academic mobility; development of cooperation in the field of higher education; professional development of teachers; improving the quality of scientific research [7, p. 72].

The European Union has significant achievements in supporting internationalization, and student mobility is the most important aspect of internationalization in Europe. The main European contribution to the development of internationalization is the successful experience of implementing programs of academic mobility of students and teachers, primarily with the help of the EU programs Erasmus (1987–2014), Socrates (1994–2006), Lifelong Learning (2007–2013), Erasmus Mundus (2004–2013), Tempus (1990–2013), Erasmus+ (2014–2020) [2, p. 239].

F. Altbach sees internationalization as a variety of policies and programs that universities and governments implement in response to globalization. This usually includes sending students to study abroad, establishing a campus branch abroad, or engaging in some type of inter-institutional partnership [9].

H. de Wit considers the internationalization of higher education as a purposeful process of integrating international, intercultural or global dimensions into the goals, functions and provision of higher education with the aim of improving the quality of education and research for students and staff, as well as making a significant contribution to society [11, p. 29].

In 1999, the terms “internal internationalization” and “external internationalization” were introduced into scientific circulation. Internal internationalization takes place in the country, and internationalization abroad is focused on international education outside the country [13, p. 22].

According to the definition of J. Beelen and E. Jones, internal internationalization is the purposeful integration of international and intercultural aspects into the formal and informal curriculum for all students studying in their country [10, p. 12].

According to J. Knight, internal internationalization is updating the curriculum and programs with international themes; inclusion of international, cultural, global or comparative aspects in educational courses; study of foreign languages, country studies; joint or double degrees; active participation of foreign students and those who returned after studying abroad, in teaching and learning processes; cultural diversity in the audience; virtual mobility of students for joint courses and research projects; invitation to work of foreign scientists and teachers and local specialists with international experience; integration of international materials, intercultural cases, role-playing games and reference materials; international and intercultural extracurricular events in student clubs and associations; interaction with cultural and ethnic groups; involvement of students in local cultural and national organizations through internships, applied research; participation of representatives of local cultural and ethnic groups in educational and cognitive activities, research initiatives and extracurricular activities and projects; scientific research and teaching activities; regional and thematic centers; joint research projects; international conferences and seminars; publication of articles and reports; international agreements on scientific research; international partners in academic and other spheres; integration of researchers and scientists in scientific activities on the campus.

External internationalization includes various types of activities, such as: mobility of students during a semester / year abroad; internships or research programs abroad; mobility of professors / scientists and specialists for the purpose of teaching and scientific research, technical assistance and consulting; professional development; mobility of programs; educational and training programs offered through connections or partnerships between international / foreign and internal institutions / exchange providers on a non-commercial or for-profit basis; branch campuses, individual foreign institutions; international projects, various non-degree activities, activities such as joint curriculum development, research, testing, technical assistance, e-learning platforms, professional development and other capacity-building initiatives; development of projects and services, development of projects, scientific connections and signing of contracts [12, p. 23-24].

J. Knight recognizes the need to constantly update the definition of the internationalization of higher education, because "the importance, scale and complexity of the international aspect of higher education is steadily growing" [12, p. 24].

The scientist refers to globalization and the formation of a knowledge-based economy, regionalization, information and communication technologies, new providers of higher education, alternative sources of financing, cross-border education, continuous learning and the growth of the number and diversity of participants as new realities and challenges in modern conditions. As J. Knight notes, "internationalization is changing higher education, and globalization is changing internationalization" [12, p. 24].

U. Teichler notes that globalization was initially defined as a set of significant changes in the context and internal life of higher education, associated with the growing interconnection between different parts of the world, when national boundaries are blurred or even disappear. But in recent years, the term "globalization" has been replaced by the term "internationalization" in the public debate on higher education, and at the same time the meaning has changed: the term tends to be used for any supra-regional phenomenon related to better higher education, as well as for everything, which is related to higher education on a global scale and is characterized by the market and competition [14, p. 23].

M. van der Wende emphasized the impact of globalization on the development of higher education. "Internationalization is any systematic effort aimed at making higher education meet the requirements and challenges associated with the globalization of societies, economies and labor markets. This approach emphasizes that internationalization is the response of higher education to globalization – a set of interconnected processes of a cultural, political, economic and technological nature that cross national borders" [15, p. 19].

The analysis of foreign studies gives reason to conclude that globalization and internationalization are considered as phenomena that are interconnected. Scientists claim that globalization is a phenomenon that affects higher education, and the internationalization of higher education is one of the manifestations of the reaction of higher education to the opportunities and problems that arise as a result of globalization.

Therefore, internationalization is a multidimensional, multifaceted, dynamic process that affects the development of higher education in the world. At the same time, internationalization is influenced by globalization. This evolutionary process reveals a number of macro trends affecting higher education both nationally and internationally: the movement towards a knowledge-based society and economy; new developments in the field of information and communication technologies; higher mobility of people, capital, ideas, knowledge and technologies; more liberalized trade within bilateral and multilateral trade agreements; greater emphasis on the market economy. These trends have important implications for the

international dimension of higher education, namely: increased demand for higher education, lifelong learning and professional training; greater variety of institutions providing educational services; innovations in online and cross-border provision of higher education; new types of qualifications and diplomas offered in higher education; additional new types of quality assurance and accreditation; private investment in higher education is developing at a faster rate than the increase in public capital investments; new forms of intra- and interregional programs of higher education, especially mobility initiatives; stronger international competition and innovations in the market approach to education.

Conclusions. Thus, globalization, modern information and communication technologies, the movement of people, programs, institutions, research projects across national borders, the creation of university networks and consortia open up new opportunities for the promotion of their culture in other countries, provide additional opportunities for countries to present their higher education system on the world market of educational services.

The integration of the higher education system of Ukraine into the world educational space, subject to the preservation and development of national achievements and traditions of higher education, is one of the principles of state policy, recorded in the Law of Ukraine "On Higher Education" (2014).

This, in our opinion, is the biggest difference between the concepts of "globalization" and "internationalization". Analyzing the relationship between the concepts of "globalization" and "internationalization", we, agreeing with scientists, do not consider them to be identical, since, in our opinion, internationalization involves the preservation and development of the national system of higher education and fundamental scientific schools, and globalization involves, in fact, its dismantling. Internationalization is associated with a world order in which the dominant role belongs to national states with clear political boundaries, through which traditional activities for the internationalization of science can be carried out (joint programs and projects, exchange of scientific ideas and scientists, cooperation between universities, joint scientific activities). Globalization, on the other hand, means more fundamental changes in the world order, in which national borders lose their boundaries, and science loses its focus on national traditions and values.

It is necessary to continue to conduct a thorough study of this topic, since the main task of the university, along with improving the quality of educational services, has become the acquisition of international recognition and high status.

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