

**INTERNATIONALIZATION AND GLOBALIZATION OF EDUCATION**

The most important trend in recent decades is powerful integration processes that capture all areas of social life, including higher education. Higher education and science are becoming a global factor in social development and are among the most important national and global priorities.

It is becoming increasingly apparent that national systems of higher education can not develop beyond global processes and trends, beyond the demands of the world labor market. Solving the issue of reforming and developing higher schools of individual countries can not be left out of the national level criteria. Hopes that rely on higher education require from it adequate responses, which are to strengthen the international component in the training of a competent specialist, and include the internationalization of higher education and science.

Internationalization of education is accompanied by the strengthening of the international component of its individual elements - national, regional, educational systems. In the process of internationalization, a new international educational environment forms, where the national interests could be realized in the most effective forms, and a general search for solutions to problems that are vital for human civilization as a whole can be realized [1].

It is worth noting that the internationalization of universities is not a new phenomenon. Higher education has always been inspired by the spirit of internationalism. The idea of cross-cultural cooperation in the arts, science and education, was born already in the XVII century. In medieval Europe, students traveled from Bologna to Paris, Oxford, and university education transcended the boundaries.

The internationalization of the university envisages, first of all, the internationalization of scientific disciplines, since each of them has international knowledge. Secondly, the internationalization of universities involves the

development of new interdisciplinary courses of varying degrees of difficulty designed to familiarize students with the basic content of social and human sciences. Thirdly, internationalization provides a pedagogical substantiation of an interdisciplinary approach in education and the development of technologies for its implementation in educational practice. Increasing the effectiveness of learning methods will reduce the gap between pedagogical and visual knowledge as well as learning practice and will contribute to the development of meta-knowledge that forms the basis of the formation of cognitive skills that will be crucial in the future for global interdependence [2].

As part of a wider effort to upgrade educational services to international standards of excellence, Ukrainian higher education institutions (HEIs) have recently under-taken an increasing number of international activities. After decades of isolation, Ukrainian HEIs have gradually embraced internationalization, particularly academic mobility initiatives and double degree programs, and by encouraging more faculty and students from other countries to set up ties with HEIs in Ukraine. From 2005 onward, the Bologna Declaration guidelines have gained increasing strategic importance, and internationalization of higher education has become a topical issue in Ukraine.

It is important to note that while historically, national political motives have been the key driving force behind the implementation of reforms at the institutional level, the role of the central government in the reform process today is limited to issuing educational guidelines and supervising their implementation.

Due to common social, academic, and historical context, international activities at Ukrainian HEIs have a certain degree of similarity. Currently, they rest mostly on three major pillars: the recruitment of foreign students; the organization of student and staff mobility; and participation in international projects.

To a large extent, internationalization occurs in a fragmented rather than systemic way and is not shaped by a given institution's mission, traditions, or

current context. This could be attributed to a lack of leadership-level management skills across institutions in the higher education sector. However, the acknowledgement of the importance of internationalization by the senior leadership, at least in words, is an indication that the system is moving in the right direction. In the majority of HEIs, the principal focus is on recruiting international students.

Ukrainian HEIs seek to attract international students in order to earn income and gain recognition. Still, the main barriers to the admission of foreigners are language proficiency, visa requirements, bureaucracy, finding suitable accommodation, credit recognition, and diploma validation problems. The integration of international students into host campuses remains a major area of concern. To overcome these challenges, a lobbying process is needed at the national level.

Ukrainian HEIs face a number of challenges in their attempts to internationalize. Their efforts are restricted by a lack of funding and a lack of strategic vision from the government. In most cases, the process is driven by individuals participating in international activities. Moving forward, education programs set up as a result of international partnerships will need consolidation and innovation [3].

#### References:

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