

*Section: Pedagogical sciences*

**Kuchuk Marianna**

*Undergraduate of the Department of International Economic Relations*

*Yuriy Fedkovych Chernivtsi National University*

*Chernivtsi, Ukraine*

## **INTERNATIONALIZATION OF HIGHER EDUCATION IN UKRAINE – FROM THE BEGINNING OF REFORMS TO THE PRESENT**

One of the defining features of the modern world is its extraordinary dynamism, complexity and growing interdependence of all transformational processes taking place in it. Under such conditions, the need to strengthen partnerships and coordination at the national, regional and international levels in order to ensure the quality and sustainability of higher education systems around the world is growing [1].

It is in response to this need for the integrative transformation of higher education that its internationalization has begun and continues to unfold intensively. The question "what is internationalization?" can be considered in terminological and phenomenological dimensions, which are closely related and multidimensional. This popular term has different meanings for different people and is used to refer to different processes. For some, it is a set of international activities - such as international mobility for teachers and students; joint projects with foreign colleagues; international academic programs and research initiatives. For others, it is the sale of educational services to other countries through franchising or the creation of separate campuses using both direct interaction techniques and numerous distance learning technologies [2].

Given this diversity of interpretations and identifications appropriate to draw attention to the definition of internationalization. Here you can contact Jane knight. She is not only one of the leading experts in the field, internationalization of higher education, moreover awarded a special award for

contribution to the development of this issue, it remains one of the most quoted definitions of internationalization of higher education, which she proposed in 1993 and which became canonical, having suffered only minor refinements:

1. Internationalization in its institutional dimension – "Internationalization is the process of integrating the international / intercultural dimension into the teaching, research and services function of higher education"

2. Internationalization is the process of integrating an international, intercultural or global component to the purpose, functions or process of obtaining higher education," or the original language: "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" [3].

But internationalization is not only a response to the needs of higher education, but also meets the needs of international economic, social, political and cultural integration, which is growing in the context of globalization. It is also a response to the challenges of today's global challenges, which can only be addressed through the joint efforts of the world community on the basis of productive international cooperation, which requires the formation of modern global thinking, global responsibility, ability and ability to live together, global and intercultural systems, competence in general. International cooperation around the world is now considered one of the main indicators of quality in education and science and, at the same time, one of the main tools to ensure and improve it. Therefore, almost all higher education institutions in all countries around the world are involved in international activities and seek to expand it, while demonstrating differences in understanding of its values, goals, objectives and means.

For Ukraine the demands of globalization and European integration for a long time remained very abstract, which fully reflected in the processes of internationalization of higher education. Even after Ukraine's accession to the Bologna Process in 2005, the situation has not improved significantly since the

European integration prospects of the country were still very uncertain and vague, the internationalization of higher education was not understood as a priority of state educational policy. As part of the implementation of the Bologna agreement prevailed, not so much substantial, how many the formal aspects related to the introduction of a credit system and a two-stage learning. But if in European countries such implementation was seen as a tool enabling large-scale student mobility in Ukraine, a significant increase in academic mobility did not happen today, but these tools are largely perceived as a self-sufficient goal. The demands of globalization and European integration largely remain external and not integrated properly to the national strategy of higher education development. Although the new edition of the law of Ukraine "On higher education" (2016) international integration and integration of the higher education system of Ukraine into the European space of higher education, subject to the preservation and development of achievements and progressive traditions of the national high school is among the basic principles underlying state policy in the sphere of higher education, as section XIII is devoted to international cooperation, but the concept of "international cooperation", "internationalization", "internationalization" is included in article 1 a list of key terms in the Law outside of the mentioned units almost not used and the concept of "internationalization" is absent [4].

Insufficient attention to the problems of internationalization of higher education at the state level, both in its strategic dimension and in terms of implementation of even certain strategic guidelines, is due to the underdevelopment of this process. This is evidenced by the following facts:

- the number of students participating in mobility programs is in the range of 5000-10 000 people per year, ie 0.5-1.0% of the contingent of students of higher primary institutions of III-IV levels of full-time accreditation, students of higher primary institutions I-II levels of accreditation and part-time students do not participate in mobility programs [5].

- the degree of inclusion of scientific and scientific-pedagogical staff in international cooperation is very low, a small share of those who studied or worked abroad, as well as a meager number of owners of foreign degrees. For a long time, Ukraine has remained a country that mainly exports highly qualified workers. The large share of non-return of foreign academic owners - as a younger, educated, productive and active in international cooperation group - is a significant challenge for the educational, scientific and innovative development of Ukraine [6].
- professors and teachers of higher education institutions is extremely underrepresented in the world educational space as scientists.
- institutions of higher education of Ukraine are virtually nonexistent or very low individual status in leading international rankings.

Gradually, though slowly, the position of the Ukrainian universities and their representation in the world rankings begin to improve. It is typical of the situation of internationalization of higher education in General. In the last two or three years, the requirement of internationalization of higher education began to realize how vital, and at the state level and at the level of individual institutions. But existing primarily as a problem than as a developed system of measures for its solution. The Collegium of the Ministry of education and science of Ukraine, held on 01.03.2012 year, having considered the issues of organization of education and training of students and scientific-pedagogical workers in the leading institutions of higher education abroad stated that there were such problems that remained unresolved today: "1) extremely low activity of domestic higher education institutions for partnerships with higher educational establishments and scientific institutions abroad; 2) the issues of cooperation of higher educational institutions of Ukraine with the leading foreign higher educational institutions is of systemic nature; 3) some domestic universities have withdrawn from this work, putting its implementation on students, scholars and teachers; 4) institutions of higher education little work has been done with

getting students, graduate students and teachers of different scholarships, grants, participation in programs of charitable funds, with the aim of finding sources of funding for education, housing, health insurance, etc." [7].

Highlighting the key issues, the Ministry of education and science of Ukraine should consolidate the efforts of the government, the Verkhovna Rada of higher education institutions, the expert community to resolve them.

But unfortunately, today, the internationalization was not yet perceived as a real priority of development of higher education. To become a priority, the question, "why internationalize?" has to get in the national strategy is realistic and pragmatic answers on the basis of adequate to modern requirements and challenges of the response to the question "why?".

Objective to acquire through internationalization competitiveness in the world market of educational services in Ukraine is today overly ambitious and can be seen as a task for the long term. While the objective to increase the quality of higher education in accordance with international and European standards through the development and implementation of new international educational programs and integration of international elements and educational standards is much more realistic and directly pressing. The same can be said about integration into the European space of higher education through targeted expansion of international cooperation programs and partnerships at individual and institutional levels, creating strategic educational alliances. To remedy this situation important change of perspective optics the vision of reforming of the Russian higher education system. First of all, this change is seen in the fact that methodological nationalism must give way to methodological cosmopolitanism in the sense as it was developed by Ulrich Beck[8]. Methodological cosmopolitanism allows to integrate global and regional dimensions into the national context and to harmonize national, global, regional requirements and conditions.

**Conclusions.** Analyzing the long way of higher education institutions of Ukraine on the way to internationalization, it should be noted that despite the existing problems and ambiguities in the education system, we need to move forward. Only through qualitative and quantitative reforms will we be able to improve the existing education system and improve international cooperation. Having singled out the key problems, the Ministry of Education and Science of Ukraine should consolidate the efforts of the government, the Verkhovna Rada, the higher education institutions themselves, and the expert community to solve them. Only with the help of such integration and coordination of the internationalization of higher education in Ukraine can it be understood as a priority strategic issue that does not contradict national interests, is a formal external framework for their provision, but is a cross-cutting national interest in the global context and European integration.

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