

Problemy nowoczesnej edukacji

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Global trend and issues on implementation of international educational and scientific programs

The integration of Ukraine into the EU initiated the transformation in higher education and the convergence of Ukrainian and European education, the main task of which is to maintain and improve the quality of education. The process of reforming higher education in Europe based on principles establishment of a common European educational space, as you know, called "Bologna process"[3].

The key point of educational content is the level of professional competence of the teaching staff, state of the material, technical, scientific, information base student learning. Potentials of higher education in the context of significant areas and irregular shaped by the socio-economic situation and infrastructure, production and non-production sectors in the region.

The problem of improving the higher education system and improving the quality of vocational training in Ukraine is the most important socio-cultural problem, whose solution is possible only at bringing education into line with the new social and economic demands of the market economy[1].

The problem of internationalization is not only to the university as a whole, but also to its individual units, in particular, to the faculties and institutes.

It should be noted that this is reflected increasingly common in many areas of education. For example, attracting new foreign partners, providing exchange programs, participation in international conferences[3, p. 138].

Firstly, you must create the conditions for implementing basic educational programs of higher education that meet socially oriented innovative development of Ukraine and coherent structure formation and quality of education in universities that meet the program requirements. At first, study the request and desire of students to study abroad, and based on the data obtained – Rector decides on the feasibility to set these programs students. This is especially true since only recently in the transition to a two-tier system (Bachelor + Master), most universities have released quite a number of bachelors, who are potential applicants to graduate programs. In foreign practice are master degrees for which still many professionals traveled abroad to obtain this diploma.

The following actions are related to processes of internationalization, developing mechanisms for implementing individual educational trajectories of project learning. It is necessary to highlight the development of regulations for recertification subjects taught in the university by the students during their internships at foreign partner universities. The main participants in the implementation of these measures is managing international activities[6].

The development of a rating system to learn is an important step in this system. The rating system of credit is an important element in the programs of foreign universities. Currently, this system is not implemented in all faculties and not at all forms of education. The focus now is on implementing its programs in English, and in full-time education. In the rating system includes undergraduates (speciality was not included in it)[4].

The implementation of bilingual programs and programs in a foreign language can improve the attractiveness of teaching at the university for future students.

An important part of globalization and the implementation of international educational and scientific programs is to improve the quality of the faculty (PVA) university.

The International Academic Mobility PVA includes the development and implementation of regular participation in conferences and training schedules.

Essential to enter university in the world rankings acts of publications in journals included in the citation system WOS, Scopus.

Based on the news center of international exams Grade Education (from 10.05 in 2017) in his article "Foreigners are unhappy Ukrainian education".

Quality education Ukrainian unhappy Ukrainian as the country and produced a total reform of the education system. But the quality of higher education in Ukraine not like also foreign partners of the country, but also attract foreign students – a promising direction for Ukraine. Therefore, the MES drew attention to the current problems of education for foreigners and intend to correct them. Details about this said Minister of Education and Science of Ukraine Liliya Grynevich at the conference "Actual issues of training of foreigners in Ukraine in 2017–2018 academic year", said osvita.ua[2].

The main problem was the abolition of licensing educational programs for foreigners, which led to a decline in the quality of services provided. MES intends to reintroduce licensing, and is developing requirements for educational programs for foreign students. Another common cause of poor quality of education in Ukraine – the lack of training of foreign students. Often they do not really understand the language in which you have to listen to the program, not only for admission, but, sometimes, even after release. Of course, in such cases, given the program absorbed completely. To avoid such cases MES intends to expose each foreign student special audit. All foreigners who arrived in the Ukrainian universities after 1 November 2018, will be required for the first year to pass a special

test language skills where they listen to the course. If this test is not made, the student simply is not allowed to study in the second year. Ukrainian universities are developing an external independent testing. It will be available for the three most popular languages teaching in Ukraine: Ukrainian, English and Russian. In fairness it should be noted that the issue of joint degrees is still unresolved legally in most European countries[2].

If you are also concerned about the quality of Ukrainian education, you can always choose an appropriate program of study abroad at our website there are many interesting proposals. If it had not been developed relationships between foreign and Ukrainian universities, yet there are problems of implementation of joint programs: the question of recognition of joint degrees, changing national legislation and financial problems the implementation of academic mobility[4].

Thus, in law students and professionals Ukrainian diplomas who come to the West, have a kind of presumption of competence. But de facto recognize the Ukrainian document on education and take the person to work or school should not a country but a particular university or employer. And there may be many difficulties.

The system of recognition of foreign states on education operates only on an individual basis and not designed for mass enrollment of students from foreign countries. When creating a joint international programs Genuine recognition of foreign degrees and diplomas, apparently not cope with the volume of work.

The problem of international recognition of intercollegiate programs, according to experts, is a key element in further cooperation with developing training programs and award joint degrees[8].

Adequate designing of educational programs and qualifications at a high school will provide an opportunity to solve several interrelated problems. First, it's really feasible to introduce a competent approach, and through it student centricism, resolutely deviate from subject centration. Second, to ensure clarity and comparability of learning outcomes, acquired competencies and qualifications, degrees for all stakeholders, and thus to create a solid foundation for European and world integration. Thirdly, to develop the culture of academic autonomy and creativity of higher educational institutions as a guarantee of sustainable self-development. Fourth, increase responsibility for creating their own internal quality assurance systems for educational programs and qualifications and their implementation, which will add national and international reputation to the Ukrainian high school. Five, to achieve flexibility, efficiency in responding to the various needs of applicants and users of higher education. On the other hand, to promote the introduction into educational theory and practice of modern concepts, concepts, principles and approaches, that is, to modernize both scientific reflection and the practice of implementing higher education in general. Finally, create conditions for activating, stimulating and encouraging the natural process of enhancing institutional capacity and autonomy through consolidation,

the unification of higher education institutions into powerful regional self-sufficient university education. The National Academy of Pedagogical Sciences, in co-operation with the Ministry of Education and Science and the Verkhovna Rada of Ukraine Committee on Science and Education, leading universities, the National Tempus/Erasmus + office in the interests of the country, its citizens will continue to thoroughly comprehend and fully support a variety of systematic measures and separate steps (among them the work on scientific and methodological support for the development of educational programs) regarding the modernization of higher education on the basis of human-centeredness, innovative type of progress, and the European integration trend[11].

One of the main features of the global educational environment, which largely determines the very essence of the concept, is the strengthening of interdependence and interpenetration of higher education systems in the world. This manifests itself mainly in the universalisation of higher education and the spread of the practice of network universities, whose activities are not limited to the territorial boundaries of a particular state or group of states. Powerful educational corporations are transformed from global providers of educational services, leading universities in the context of modern globalization. The above sign leads to the emergence of such properties as the deepening of financial cooperation of countries involved in the global educational environment. This refers to the flow of financial flows between universities and foreign students, which at a mega level means the flow of financial flows between exporting countries and importers of educational services.

The key features of the global educational environment include the intensification of the processes of information and knowledge exchange. It is implemented through channels of direct or indirect communication of information from the lecturer to students during the educational process, by publishing scientific articles by scientists or publishing the results of research at conferences, as well as selling licenses for the commercial use of patented inventions. The introduction of innovative technical advances radically changes the very essence and principles of the transfer of knowledge and information in the world, accelerating these processes and removing barriers to exchange. The most full impact of universities and the system of higher education as a whole on the country's socio-economic development can be traced on the basis of study of the main trends of functioning and directions of activity of higher educational institutions. It is logical to specify the main trends in the development of the higher education system. In particular, this is the rapid growth of the role of education in the formation of the knowledge economy, which is determined by quantitative indicators such as an increase in the total number of students in the world and in individual countries, the increase in the duration of training, an increase in the proportion of coverage of the population with higher education. There is a clear tendency towards the transformation of organizational forms of activity of

higher educational institutions. In particular, it is about integration, cooperation of higher educational institutions in order to consolidate and expand the scope of activities. The above-mentioned transformations are caused by a number of reasons, the most typical among which is mass education of higher education, diversification of functions of universities, high degree of competition in the world market of educational services. The key trends also include the internationalization of higher education[5].

The main manifestations of this trend are the formation of a global educational environment, the unification of educational standards (the development of national qualifications frameworks), the simplification and acceleration of the procedure for the certification of diplomas (recognition of diplomas in different countries, and not only in the country where the university was based, graduated from the graduate). Modern higher education institutions face the global challenges that lead to improving their own activities, improving the quality of educational services, introducing new mechanisms for convergence with academic science and production, as well as effective tools for implementing universities' business functions in a context of gradual expansion of their financial autonomy. At the same time, the urgency of the entry of universities and countries into the global educational environment, which will accelerate the processes of adaptation of national higher education systems to the actual demands of the world economy, will significantly contribute to raising the level of competitiveness of both the higher educational institutions in the market of educational services and their graduates. in the labor market, and intellectual products of scientists – in the international market of scientific and technical products.

The components of competitive higher education in the global space are: international recognition of universities, inflow of foreign students to study, increase of investments, including foreign ones, on the development of scientific research, inventive, educational and innovative activities of domestic universities. The development of effective mechanisms for increasing competitiveness and access to world markets for domestic universities requires further development both from researchers and practitioners of educational activities[5].

In the curricula of foreign universities, the formation of the ability of international activity is particularly emphasized. Thus, the updated Laws on vocational and higher education not only recognize but also actively stimulate training, practice abroad. In this context, it is worth mentioning the numerous international cooperation projects and programs that support the development of continuing education and are distributed in higher educational institutions in Ukraine: – on a professional basis: the Pestalozzi program – the structural unit of the Directorate for Education and Language Policy of the Council of Europe, which organizes and conducts permanent workshops “European modules for trainers training” with the aim of training professional practitioners (since 2007); International Teacher Development Program – TIPD (Teachers International

Professional Development) (since 2002); The TEA Teacher Training and Teacher Education Program (TEA) is a program of the Bureau of Educational and Cultural Affairs of the US Department of State and administered by the International Research and Exchanges Council (IREX). The TEA program provides a unique opportunity for teachers from general education schools (grades 5–11) of Eurasia and South Asia to deepen their competence in the subjects they teach, improve teaching skills, learn more about the United States. The program for advanced training includes academic training and intensive training on teaching methods, writing curriculum, teaching strategies in the conditions of the home countries of the participants, leadership in education[9].

Collaboration with international projects allowed to substantially rebuild the work of departments of humanitarian disciplines of some universities, to change the concept of teaching, to form an effective team, to use training technologies, modern information technologies, to facilitate reorientation to project activity, to provide personnel training. The main idea underlying the comprehensive activity of the educational center was the familiarity with international educational systems, the accumulation of new student ideas, the development of critical thinking and an active life position in youth.

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Summary

GLOBAL TREND AND ISSUES ON IMPLEMENTATION OF INTERNATIONAL EDUCATIONAL AND SCIENTIFIC PROGRAMS

Consequently, the article reveals the problem of the development of internationalization of education not only in front of the university in general, but also in front of its separate units, in particular faculties and institutes; the essence of processes of globalization and internationalization of higher education is determined; preconditions, strategies and forms of internationalization of higher education are researched; the leading tendencies are singled out. It should be noted that this activity is reflected in the more widespread trends in many educational institutions. In the field of higher education, the defining feature of contemporary development is globalization. Moreover, the international activity of higher educational institutions is a key manifestation of the process of globalization of the educational space. The main forms of the latter are the provision of educational services to foreign students, joint research and international transfer of knowledge, technologies, information, commercialization of innovations.

Keywords: higher education, internationalization, globalization, academic mobility, internationalized curricula and programs.