

враховувати особистісні особливості студентів сприяють скороченню термінів успішної адаптації іноземних студентів, яка безпосередньо впливає на ефективність навчального процесу.

Аналізуючи інформацію викладену вище слід зазначити, що для стимуляції академічної мобільності, доцільним є проведення наступних заходів:

- удосконалення системи забезпечення нормативно-правової підтримки студентів з числа іноземних громадян;
- методична та інформаційна підтримка;
- створення і розвиток спільних освітніх програм;
- проведення ефективної роботи за програмами обміну та міжнародних зв'язків в освітній та дослідницькій сферах;
- постійне удосконалення інформаційної мережі, системи моніторингу і зворотного зв'язку в процесі управління програмами академічної мобільності;
- удосконалення та інтеграція освітніх програм з європейськими програмами.

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СТРАТЕГІЇ ІНТЕРНАЦІОНАЛІЗАЦІЇ ВИЩОЇ ОСВІТИ В КОНТЕКСТІ ЗАБЕЗПЕЧЕННЯ КОНКУРЕНТОСПРОМОЖНОСТІ НАЦІОНАЛЬНОЇ ОСВІТНЬОЇ МОДЕЛІ

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THE STRATEGIES OF HIGHER EDUCATION INTERNATIONALIZATION IN THE CONTEXT OF PROVIDING THE COMPETITIVENESS OF THE NATIONAL EDUCATIONAL MODEL

In modern changing world, the idea of internationalization of higher education has been concluded from globalization of education process. The international aspect of higher education is becoming increasingly important. The higher education has an effect on the society through policy-making, funding, and planning. In the second half of this century, education has become more international. Institutions and universities develop their own strategies to internationalize their research and their teaching. There is a close link between internationalization, globalization and qualification of higher education.

It is important to note that internationalization of higher education emphasizes on

active participation in educational programs, research activities, educational reforms, challenges, opportunities and consequences of international and national changes in higher education. It seems that the most important point of view in internationalization of higher education is the participation in the different educational and research programs. Internationalization with this important specification basically prevents from unification and regional favors. Internationalization needs a suitable and operational strategy.

Without a clear set of rationales, the process of internationalization is only a fragmented reaction to the number of new international opportunities available. Jane Knight defined the rationales driving internationalization [1. p. 3-5] (Table).

The International Association of Universities presented in its Survey most important growth areas for internationalization include institutional agreements and networks as number one, outgoing student mobility and international research collaboration. International student recruitment remains a top priority for traditional receiving countries like the United States, United Kingdom, Australia, and Canada; but new initiatives by several European and Asian countries are making them popular destination points. The efforts of Asian countries and several wealthy as they compete for increased market share of international students [2].

Table 1

The rationales driving internationalization

| | |
|--|---|
| <i>National Level Rationales</i> | social/cultural political academic economic |
| <i>Human Resources Development</i> | the knowledge economy demographic shifts mobility of the labor force increased trade in services |
| <i>Strategic Alliances</i> | the international mobility of students and academics collaborative research and education initiatives are |
| <i>Commercial Trade.</i> | new franchise arrangements foreign or satellite campuses on-line delivery increased recruitment of fee-paying students |
| <i>Nation Building</i> | importing education programs and institutions for nationbuilding purposes educated, trained, and knowledgeable citizenry and workforce able to do research and generate new knowledge as key components of a country's nation-building agenda |
| <i>Social and Cultural Development</i> | intercultural understanding national cultural identity |
| <i>Institutional-Level Rationales</i> | how much the internationalization process is a bottom-up or top-down process |
| <i>International Profile and</i> | a strong worldwide reputation or "brand" name as an |

| | |
|--|--|
| <i>Reputation</i> | international high-quality institution an attempt to attract the brightest of scholars and students a substantial number of international students high-profile research and training projects |
| <i>Student and Staff Development</i> | international and intercultural understanding and skills of students and staff |
| <i>Income Generation</i> | motivation of economic development |
| <i>Strategic Alliances</i> | bilateral or multilateral educational agreements has increased exponentially in the past decade: academic mobility, bench marking, joint curriculum or program development, seminars and conferences, and joint research initiatives |
| <i>Research and Knowledge Production</i> | international and interdisciplinary collaboration is key to solving many global problems such as those related to environmental, health, or crime issues |

Source: according to [1].

Table 2 summarizes the value-driven strategies of internationalization worldwide. The findings indicate that ‘commercial’ values appear to underpin the internationalization processes and activities in most institutions in Northern countries of the West. Cultural values and imperatives are at the heart of the internationalization agenda in Middle East nations; and a curriculum-value driven process appears to support internationalization priorities and strategies of institutions in the universities of the south.

Table 2

International strategies of internationalization

| | “Commercial” international strategies of internationalization | “Cultural” international strategies of internationalization | “Curriculum” international strategies of internationalization |
|---|--|--|--|
| <i>Representative world regions</i> | North America, Canada, Australia, New Zealand, UK and Western Europe | China, Eastern Asia, North Africa | South America |
| <i>Dominant views about internationalization</i> | - recruiting more international students and staff - developing a visible international presence and identity | - recruiting more international staff | -an academic rationale - developing an appropriate international curriculum |
| <i>Dominant institutional internationalization strategies</i> | - recruitment processes - commercialization of international collaborative research | - cultural exchange programs - language training opportunities - international collaborative research and partnerships | - internationalization of university curricula - international research collaborative |
| <i>Dominant</i> | - how to become more | -how to challenge the | - how to stem talent |

| | | | |
|---|---|-------------------------------|--|
| <i>challenges in internationalization</i> | commercially efficient organizations in depressed economic environments - how to be more competitive in global markets | dominance of western ideology | migration to the west - how to promote more equitable and sustainable partnerships and development programs |
|---|---|-------------------------------|--|

Source: adapted [3].

The international experience in strategic planning of higher education internationalization is useful for the development of the Ukrainian strategy in the aspect of adaptation best practices of competitive models of higher education. It is important not only find the appropriate vector of the development but also consider integrity in internationalization.

References

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**ПРОГРАМА АКАДЕМІЧНОЇ МОБІЛЬНОСТІ ERAZMUS+ ДЛЯ
ВИКЛАДАЧІВ ЯК ЕЛЕМЕНТ РЕАЛІЗАЦІЇ
ІНТЕРНАЦІОНАЛІЗАЦІЇ ВИЩОЇ ОСВІТИ В УКРАЇНІ
(З ДОСВІДУ РОБОТИ)**

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