

Правил прийому до університетів, які в свою чергу базуються на Умовах прийому для здобуття вищої освіти, затверджених наказом Міністерства освіти і науки України, зареєстрованого в Міністерстві юстиції України. Потрібно звернути увагу на те, що в Правилах прийому до університету виділено цілий розділ про особливості прийому на навчання до університету іноземних громадян.

Отже, університети України повинні здійснювати англomовне наповнення своїх офіційних сайтів інформацією, необхідною для повного розуміння умов навчання, проживання та перебування іноземних громадян на території України. Рекрутингові агентства повинні надавати тільки правдиву інформацію іноземним громадянам, узгоджену попередньо з ВНЗ. В свою чергу іноземні студенти повинні дотримуватися законів України та умов договору про навчання. Якщо кожна сторона буде здійснювати свою діяльність прозоро, то кількість іноземних студентів, які навчаються в українських університетах буде збільшувати, що в свою чергу приведе до покращення економіки країни.

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## **ДЕЯКІ АСПЕКТИ МІЖНАРОДНОЇ СПІВПРАЦІ В УМОВАХ COVID**

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## **SOME ASPECTS OF INTERNATIONAL COOPERATION IN COVID CONDITIONS**

The field of higher education is under significant impact of the Covid-19 pandemic. At the same time, it turned out that HE was prepared to carry out its processes online. Although there are some problems. Since the end of March 2020, such organizations as NAFSA, the International Association of Universities, UNESCO, the Institute of International Education (IIE), the European Association of International Education (EAIE) and other major analytic centers are conducting research on internationalization, students admission, quality training during the pandemic and publishing information in the public domain. Free webinars for the

university professional community are actively held, sharing successful practices, recommendations and giving a detailed expert assessment.

For example, the European University Association conducts series of webinars with researchers from different countries, covering various aspects of the work during the pandemic. Free access to study materials and online courses is important. For example, Coursera provides all its courses for free for the pandemic period, like many other online platforms of individual universities. It should be noted that the impact of the coronavirus pandemic has its own specifics in different regions of the world.

The pandemic has put universities in a difficult position. There is a need to adapt and adjust to events as soon as possible, to spend significant funds for accelerated digitalization, to make decisions often without taking into account the possible negative consequences. The pandemic had a negative impact on international cooperation in the field of education and science: international travels were canceled, exchange programs and academic mobility of students and research/teaching staff were suspended, and many research cooperation programs were suspended as well. Universities were forced to address many pressing issues in a short period of time: in what forms to conduct distance learning; what technical equipment to use for this purpose; how to evaluate students' assimilation of the received material; how to conduct final exams and how to recruit for the next academic year. The latter is especially true for countries where school-leaving examinations have been canceled or postponed indefinitely.

The emergency transition to distance learning has created a number of interrelated problems. Some countries have been unable to move to online learning for a variety of reasons, including a lack of university material and technical support, a lack of broad Internet coverage, a low standard of living, and so on. For example, Latin America countries have suspended university classes. One of Argentina's leading universities, the University of Buenos Aires, has decided to cancel classes and make changes to the academic calendar, instead of moving to online learning, believing that only full-time education can guarantee a high quality level. The National University of Science and Technology of Zimbabwe, like a number of other African universities, has announced its closure till a special order. The Minister of Higher Education of Malaysia has suspended the process of transition to distance learning.

In a number of countries, students have organized opposition to the transition to distance learning. In the Philippines, there have been strikes against the transition to an online format, demanding the termination of the contract and a refund for tuition due to the fact that distance learning is not an equivalent replacement for traditional forms of education, concerning that there is a lack of necessary equipment and low quality of the Internet connection. At many African universities, students opposed to online learning due to the lack of necessary facilities and technical means. In Tunisia, a student union protested the government's decision to adapt online learning during the pandemic, calling it a discriminatory measure, and called for a boycott of online platforms. In the UK, more than 300,000 students have signed a

petition demanding reimbursement. The level of quality of education in the transition to distance learning has decreased due to the absence of existing learning management systems in many countries - software for the administration of training courses in distance learning. For example, the Pakistan Higher Education Commission has failed to develop a clear and understandable online learning strategy and policy for public and private universities, which has created confusion among university administrations, faculty and students.

There are problems with online applications through which universities conduct distance lectures or seminars. Some universities have announced the rejection of the Zoom platform and the transition to Google Meet or other applications. Due to hacker attacks, online education at a number of leading universities has been temporarily suspended. There is such a thing as Zoombombing, which characterizes the actions associated with the violation of online spaces, including breaking in virtual classes, shouting obscenities and more. University sites are unstable due to the increased load on databases and information systems of universities. The pandemic affected not only teaching and learning in universities. The university is a complex system that includes many processes important for HEI stability and development, and force majeure has seriously changed all the processes in higher education.

Many universities before the pandemic already had experience working remotely with students, but for extracurricular practices with students, the distance format is not so common, and many teachers face a new challenge - the need to involve the student community in online life through online practices. Student mobility remains an important issue, and the main format of education exports is one of the most affected by the pandemic internationalization.

Short-term students have been forced to return home, and the universities themselves can only make a short-term forecast for the future. The export of education is one of the strategic sources of income for countries such as the United States (\$ 43 billion.<sup>16</sup>), Britain (\$ 26 billion.<sup>17</sup>), Australia (\$ 37.6 billion.<sup>18</sup>), the Netherlands, Hong Kong, Singapore, etc. ., which brings significant profits not only to the universities themselves, but also to the economy of countries. According to preliminary forecasts of experts, exports of education are expected to change significantly. In particular, a significant reduction in the number of students from China, which until 2020 was the leader in the number of foreigners in almost all countries - leaders in educational exports; changing the geography of flows of foreign students earning a full degree abroad, and increasing the share of foreign students in countries where the spread of COVID-19 and its effect on the economy and labour market were the lowest; changing the forms of mobility and increasing the share of students in short-term international exchange programs and distance international programs. And these are just a few of the problems that arose during the pandemic. The higher education system is in a situation of force majeure, which requires important measures necessary to maximize the partnership and reduce the risks to human health.