

СЕКЦІЯ 2. ІНТЕРНАЦІОНАЛІЗАЦІЯ ВИЩОЇ ОСВІТИ ТА ЇЇ ВПЛИВ НА УКРАЇНСЬКУ ОСВІТНЮ СИСТЕМУ: МОЖЛИВОСТІ ТА ВИКЛИКИ.

INTERNATIONALIZATION OF HIGHER EDUCATION AND ITS IMPACT TO THE UKRAINIAN EDUCATIONAL SYSTEM: OPPORTUNITIES AND CHALLENGES

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ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ В КОНТЕКСТІ ІНТЕРНАЦІОНАЛІЗАЦІЇ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

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FOREIGN LANGUAGE TEACHING IN THE CONNEXT OF INTERNATIONALISATION OF HIGHER EDUCATION INSTITUTIONS

Internationalisation is a significant target of the development of a modern HEI. Its main advantages include the achievement of international standards for the quality of education, the universalisation of knowledge, the enhancement of academic mobility, expanding the accessibility of education, improving its innovative component, strengthening international cooperation. Academic goals of the internationalisation of the educational space are aimed at improving the quality of education and take into account the internationalisation of training courses, the organization of international internships for students and teaching staff, the participation of researchers in international conferences and symposia, programmes to enhance international competitiveness. The economic goals deal with exporting educational services, opening foreign branches and affiliates, attracting foreign entrants, developing distance learning programmes, attracting grants from international organizations. Foreign language knowledge as a means of intercultural communication and a tool for the internationalisation of HEIs plays a key role in achieving these goals.

According to the State Enterprise “Ukrainian State Center for International Education” of the Ministry of Education and Science of Ukraine, in the 2018–2019

academic year 75 605 foreign students from 154 countries of the world are studying at Ukrainian higher education institutions. Among them 66131 (87,47%) are acquiring basic education, 7270 (9,61%) – language training, 1480 (1,96%) are receiving postgraduate education, 29 (0.04%) are participating in academic mobility programmes, 695 (0.92%) are attending postgraduate and doctoral courses. Compared to 2013, the number of foreign students (69969) in 2014 decreased by 6797. For the next 5 years we can observe a positive dynamics: 2014 – 63172 people, 2015 – 63906 people, 2016 – 64066 people, 2017 – 66310 people, 2018 – 75605 people. Most foreign students have come to us from India (14958), Morocco (7390), Azerbaijan (6228), Turkmenistan (5033), Nigeria (3552), Egypt (3412), Turkey (3254), China (2721), Israel (2460), Georgia (2397) [2].

Ukraine's attractiveness for foreign entrants creates new challenges for our higher education system. Internationalisation of the educational space requires structural changes at the level of a concrete university. It concerns students, teaching staff, the content based curriculum, issues of accreditation, management and administration of HEIs. The tendency of internationalisation of higher education involves training foreign students, the organization of industrial practices, exchange programmes, the development of international projects for joint research, foreign internships, the introduction of an international component in the curriculum to enhance intercultural communication, the implementation of new information and pedagogical technologies, the use of ECTS, the issuance of double diplomas, providing a high position among universities in international rankings, the establishment of centres of international relations and activities, the creation of appropriate information and counselling services [1, p. 103]. Individual mobility of students and teachers, mobility of educational programmes, formation of new international higher education standards, integration of international dimension into educational programmes, establishment of educational alliances (institutional partnership) are typical forms of international cooperation for internationalisation of HEIs [7, p. 444].

The internationalisation of the educational space is a multicomponent process which can be broadly classified into two types: internal and external. Internal internationalisation refers to the internationalisation of vocational training programmes and curricula. It is aimed at developing students' intercultural competence. In the context of developing the internal internationalisation the main activities of universities include the introduction of certain compulsory and elective "international" disciplines which deal with national and international issues (world economy, foreign economic activity, international law, world history, business foreign language and others) in the curricula; a supplement to the traditional disciplines' content with international topics and examples; developing the curricula specially designed for foreign students; introduction of the curricula for training students to work at international companies; foreign languages teaching and focusing on intercultural communication, forming the youth's multicultural knowledge, skills and abilities; elaboration of multidisciplinary curricula, such as regional and thematic

workshops, covering several countries in the information aspect; introduction of the curricula with the “international” compulsory part, which students study at foreign HEIs; foreign lecturers’ and scholars’ involvement in the educational process; creating a virtual lecture-room of students from different countries; the establishment of training courses on culture of different peoples, intercultural communication, country studies, business foreign language [6, p. 34].

On the basis of studying the experience of cultural heritage promotion by Great Britain, China and Germany in the conditions of internationalisation of the educational space, we express the opinion similar with the viewpoint of V. Kupriianova-Ashina and Chang Zhu [5, p. 88]: for effective solution of the determined goals the higher education needs to take into account the linguistic factor. Internationalisation calls for finding a balance in the use of a native language and English as a generally accepted lingua franca.

Under the conditions of internationalisation foreign language teaching requires developing educational materials on the basis of communicative and activity-based approaches, the introduction of innovative pedagogical and information technologies, the use of interactive touch screens. In this process the foreign language serves not only as a means of intercultural communication, enhancing cultural relations and increasing educational opportunities, but also as a means of forming the professional and multicultural competences. At the same time, it should be mentioned that the Ukrainian experience in developing English-language curricula and plans leaves much to be desired. The amount of English-language curricula at Ukrainian HEIs is still insignificant. As a rule, teaching the disciplines by the means of a foreign language is carried out as a part of dual degree programmes. In this regard, Ukraine may gain useful experience in a number of European countries (Austria, Denmark, Estonia, Iceland, Spain, Latvia, Lithuania, Liechtenstein, Germany, Norway, Poland, Czech Republic, Switzerland, Sweden), where at the first (Bachelor’s) level of higher education the disciplines are taught predominantly in the native language, while at the second (Master’s) level of higher education and postgraduate studies – in English.

English, as a foreign language, influences the expansion of the world view and perception of the world. Foreign language teaching in the conditions of internationalisation of educational space is subject to the general and specific tendencies of higher education development. Taking into consideration these tendencies, we rely on the fundamental didactic (scientific content, education accessibility, strength and variability, consistency and systematic nature, the unity of consciousness and activity, visuality, the unity of theory and practice) and specific (the dialogue of cultures, cultural suitability, national and global unity, multiculturalness and multicultural tolerance, problematic cultural tasks, authenticity, novelty, professional orientation) principles.

The methodology of internationalisation of higher education at foreign language classes is based on the concepts of linguistic multicultural education, the interconnection of language and culture, multi-perspective learning, cultural differences, social learning, theory of self-determination, developmental learning

theory, the principles of the competence and cultural approaches, modern approaches to education system management, quality assurance in education, the peculiarities of functioning of national and regional education systems, theoretical aspects of internationalisation of higher education, provisions for the development of academic mobility and multicultural educational space, bilingual education and foreign language teaching, rules of cross-cultural communication, historical-pedagogical studies of the internationalisation of the educational process [3].

The efficiency of the internationalisation of HEIs in Ukraine is closely related to the elimination of the shortcomings in students' professional training for English communication (insufficient focus on forming a bilingual personality; a low level of students' motivation to learn foreign languages and build intercultural interaction; insufficient use of innovative teaching methods; the ambiguous understanding of the role of internationalisation for the spiritual and intellectual self-development of the personality), which enables determining pedagogical activities aimed at improving foreign language skills: discussions, didactic, business, role-playing games, problematic lectures, lecture-dialogue, lecture-consultation, lecture-visualization, quizzes, creativity workshops, talk shows, «round tables», «brainstorming», language portfolio, interpretations of works, improvisation, writing creative projects, presentation of abstracts, press conferences and so on [4].

Thus, the efficiency of foreign language teaching at higher education institutions is subject to certain didactic principles. Principles of education as fundamental provisions determine the content, organization, forms and methods of educational work. They are of great importance for ensuring the successful internationalisation of the national educational space and bringing it in line with European standards. In this research the foreign language serves as a teaching means and a tool for internationalisation of higher education in Ukraine. Internationalisation encourages scholars, educators and methodologists to develop curricula for foreign students and to teach professionally-specialised disciplines in English. Internationalisation contributes to accelerated development of the educational services market, enhances the academic mobility of teaching staff and students, improves curricula and increases the quality of education.

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МІЖНАРОДНА ВИЩА ОСВІТА ПІСЛЯ ПАНДЕМІЇ

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INTERNATIONAL HIGHER EDUCATION AFTER PANDEMIC

Глобалізаційні процеси, які мають місце у світі сьогодні, з одного боку – сприяють розвитку країн в різних сферах життя, з іншого – стримують його, маючи негативний вплив на перебіг певних явищ. Пандемія коронавірусу зумовила актуальність даного питання.

Освіта та наука є одними із найбільш мобільних та глобалізованих галузей економічної діяльності, які у цей період зазнали безпрецедентних за історію людства обмежень й очікують на відповідні наслідки від ситуації, що склалася.

При цьому, наслідки уже є та ще будуть відчутні не лише у даній сфері, а в інших сферах суспільного життя, так як освіта є провідним чинником політичного, соціального та культурного прогресу, а будь-які прояви її кризи мають значний вплив на розвиток країни, породжуючи негативні соціокультурні наслідки для суспільства загалом [1]. Тому вплив коронавірусу на економіки країн світу має місце через інші галузі.

За даними ЮНЕСКО глобальний ринок освітніх послуг у 2019 році оцінювався у \$65.4 млрд і було прогнозовано його зростання до \$117.95 млрд до 2027 року [2]. Однак, в умовах сьогодення дані прогнози викликають сумніви.