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R.I. Burganova, K.O. Shaiheslyamova, A.V. Mogilnaya**INTERNATIONALIZATION AS THE BASIS
OF MODERNIZATION OF HIGHER EDUCATION**

Abstract. The most important trends in reforming national education systems in most developed countries are the internationalization of the education system and the integration of the educational space. The process of internationalization of higher education is complex and controversial. There are many unresolved problems: there is no proper balance between its economic, political, cultural and educational components; the idea of a “single educational market” is far from being realized; many issues of planning and management have not been resolved; there is a need for greater internationalization of training programs; the urgent task of “convertibility” of diplomas; the problem of dialogue of cultures is aggravated; insufficiently developed information and communication technologies, etc.

INTRODUCTION

The internationalization of higher education (IVO) was initiated by the most important events of the modern era: the end of World War II, the decolonization of the “third world”, European integration, the end of the Cold War. IVO has gone through a number of important stages. After the Second World War and until the end of the 1980s. international cooperation in the field of higher education was based on bilateral agreements and individual contacts and consisted primarily in the exchange of students and teachers.

Internationalization is a process of sustainable interaction and mutual influence of national educational systems based on common goals and principles, which reflects the advanced trends of the 21st century and meets the needs of the world community. In the context of the development of globalization and changes in the requirements of the world labor market, national education systems should take into account the best practices of introducing internationalization practices in the field of education.

MAINPART

The internationalization of higher education is seen as an objective consequence of globalization and a major resource for efforts to eliminate the national isolation of higher education systems and the progress of social and economic life. The internationalization of higher education is a sure sign of radical social change. The study of IVO allows predicting changes in the structure, content, management, financing of higher education. Internationalization is a visible feature of the strengthening of global interdependence in the field of education and the tools for harmonizing such interdependence. The main units of the comparative analysis of IVO are the national and supranational structures of higher education. Ideas, principles are investigated, priorities are forecasted, the policy of IWE in the global, regional and national dimensions. The specificity of the internationalization of higher education in individual regions and states is determined. The corresponding activity of educational institutions, students and teachers is revealed. Areas of application of international cooperation in higher education are characterized.

The effect of IVO can be determined statistically: by the scale of academic exchanges and contacts. Important indicators of the effectiveness of IVO are changes in the procedures and legal framework of higher education: attitude to the issue of recognition of foreign diplomas of higher education; bilingual

learning opportunities; the policy of matching national and foreign levels of education and diplomas, the policy of obtaining student grants, etc.

In modern literature, various definitions of the concept of “internationalization of education” are given. In our opinion, the most successful is the definition of J. Knight: “Internationalization is the process of introducing an international component into the research, educational and administrative functions of higher education” [11]. The author in this definition considers internationalization as a complex process linking the functions of higher education and the impact of internationalization on these functions.

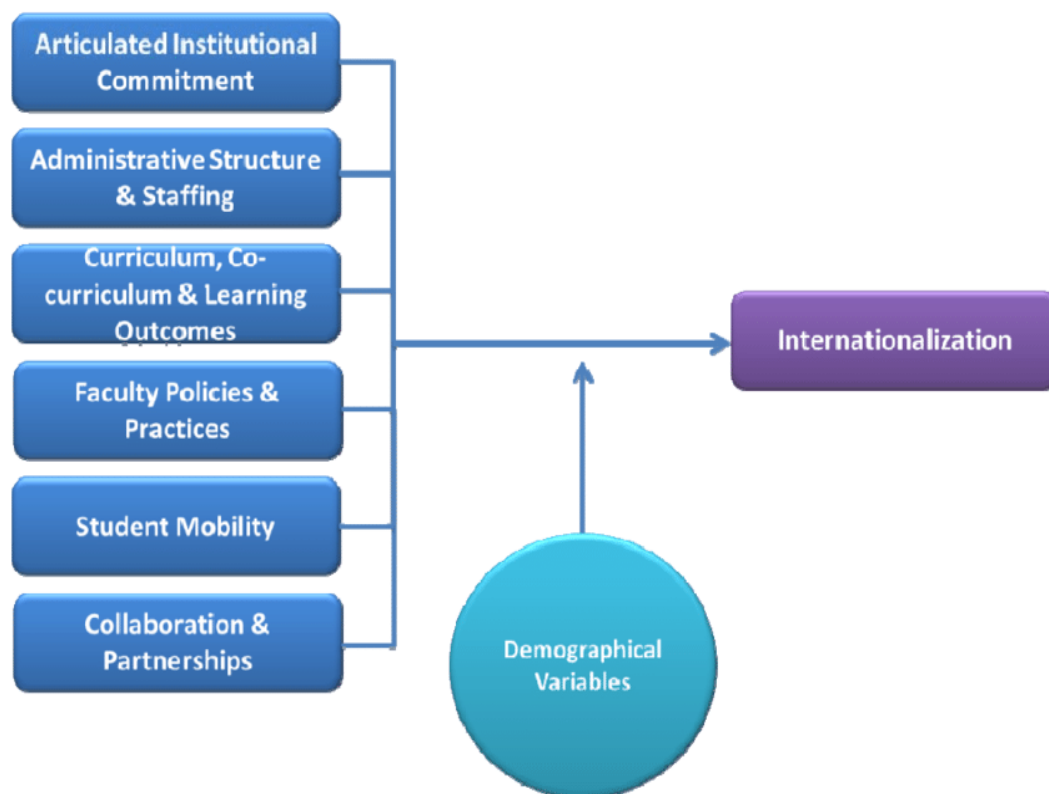


Figure 1 - Internationalization of higher education conceptual framework

The forms of international cooperation that are inextricably linked with the internationalization of education include:

- Integration of international educational standards into national curricula;
- international mobility: for students by recalculating credits of labor input, for faculty by offsetting the period of time they spent working in the European region;
- formation of common international standards, comparable criteria and methodologies in ensuring the quality of educational programs;
- inter-institutional cooperation, the formation of mobility schemes based on joint training programs and research;
- institutional partnership: the creation of strategic educational alliances.

In the scientific literature, internationalization in the field of higher education is considered as “internal” internationalization (internationalization at home) and “external” internationalization or education abroad, cross-country education, cross-border education (education abroad, across borders, cross-border education) [11]. The main advantages of internationalization include: international quality standards, increasing the innovativeness of education, increasing the accessibility of higher education, universalizing knowledge, expanding and strengthening international cooperation, and enhancing academic and student mobility.

It should be noted that the global market for educational services is estimated at 35 billion US dollars per year. Australia, France, Germany, the United Kingdom, and the United States are major educational

service providers. They account for 73% of all foreign students. In recent years, there has been a growth trend in foreign students studying in developed countries, which is associated primarily with government support.

The process of internationalization of higher education in European countries has entered the stage of integration of a single educational space, which is due to the regional economic integration of European states. In many European countries, state policy in the field of higher education is based on the central role of the state in regulating, financing and monitoring, while state funding of universities is declining, and institutions are increasingly forced to earn money on the market of education, research and consulting.

An analysis of international practices of developing the integration of national educational systems of countries actively participating in this process showed that the realization of state interests, primarily economic, is a decisive factor in deciding in favor of internationalization. Internationalization contributes to the development of the scientific potential of the country, the spread of its political and cultural influence in the world. Most developed countries, for the realization of national strategic interests, create conditions for the internationalization of their educational system and stimulate this process.

A comparative analysis of the main factors of higher education integration is needed. Factors are divided into four main groups: economic, political, cultural, pedagogical. Economic factors are associated both with direct financial benefits (income from levying tuition fees for foreigners, for example), as well as indirect economic benefits, primarily the advanced training of university graduates as a condition for economic progress. Political factors are determined by geopolitical interests, security issues, ideological influence, etc. Cultural factors are predetermined by the importance of intercultural dialogue. Pedagogical factors affect the functions and content of the internationalization of higher education.

IBO factors are closely intertwined and evolve. Until the late 1990s IBO was largely initiated by political factors, in particular, the desire to ensure the coexistence of various social systems, the tasks of strengthening cultural understanding, and the desire to strengthen political influence. Currently, factors of the economic order have intensified and are becoming increasingly significant. At the same time, political and ideological preferences were weakened. It is about creating a "market-oriented higher school", abandoning universal academic training, and building knowledge and skills as an instrument of activity in the global education market.

The political, pedagogical, and cultural goals of IBO are subordinate to economic interests, which stem from intentions to improve the preparation of human capital. The economic background is becoming increasingly apparent. The integration of higher education is a means of strengthening the economic competitiveness of IBO participants.

The prospects of IBO are the coordination of efforts of governmental, non-governmental and international organizations, the expansion of direct participation of higher education institutions in multinational programs, and the promotion of bilateral and multilateral projects of individual universities. Internationalization expands the horizons of high school graduates. Doors open to them in many sectors of the international labor market.

The main directions of the internationalization of higher education are focused on international cooperation, combining pedagogical efforts and resources, improving education through international experience, ensuring employment of specialists in the labor market, and developing graduates with the qualities and knowledge necessary outside their own country.

The internationalization of higher education is manifested in enhancing the mobility of teachers and expanding educational opportunities abroad. At the turn of the XX– XXI centuries, more than 1 million people studied outside their countries. The internationalization of higher education in the form of international programs of scientific research, exchanges of teachers and students make comparative and intercultural education a reality. Students, teachers, specialists in higher education, once abroad, get the opportunity to compare domestic and foreign models of education, acquire cultural and intellectual plasticity, an understanding of the phenomenon of another. They learn to understand the foreign realities of higher education, which is necessary for further activities.

Reforms of higher education in the modern world have a number of common features, which cannot but help accelerate the process of internationalization. Under IVO conditions, national higher education systems are noticeably transforming; they expand quantitatively, acquire international features: the decentralization of systems intensifies, and components of a supranational, universal nature arise and

develop. National higher education systems as a result of a certain unification of structures, methods for evaluating the results, programs, and qualification characteristics of higher education become much more comparable, which makes it possible to improve these systems much more effectively.

In a comparative analysis of the status and prospects of IVO, it is necessary to keep in mind the specifics of national higher education systems. In certain regions and countries, universal trends in the internationalization of higher education are manifested depending on the characteristics of the social structure, economy, politics, and traditions in pedagogy and higher education. There are certain difficulties in generalizing and identifying the universal trends of IVO. This stems from the serious differences in the IVO of individual countries. So, in the European Union, the United States, political, cultural, pedagogical and economic priorities of IVO are equally visible. In France, one of the priorities of IVO is to popularize the French language and culture, especially in the Maghreb countries. In the UK, the dominant factor in IVO is economic interest, etc.

The effect of IVO can be determined statistically: by the scale of academic exchanges and contacts. Important indicators of the effectiveness of IVO are changes in the procedures and legal framework of higher education: attitude to the issue of recognition of foreign diplomas of higher education; bilingual learning opportunities; the policy of matching national and foreign levels of education and diplomas, the policy of obtaining student grants, etc.

As a tool for intensifying international cooperation in the field of higher education, the possibilities of real mobility — international exchanges of students and teachers — in combination with “virtual mobility” through the latest technical means, are comparatively studied and tested. Among the recent Internet technologies initiating a similar path of internationalization of higher education, we point out the project “The International leadership in educational technology” (ILET). The project aims to create a transatlantic educational community of graduate students from five universities: Iowa and Virginia (USA), London (England), Aalborg (Denmark) and Barcelona (Spain). To establish contacts, websites, e-mail were used, foreign language courses were organized on-line. Virtual cooperation was complemented by a joint summer academy for a short-term exchange of research experience, the organization of foreign scientific missions.

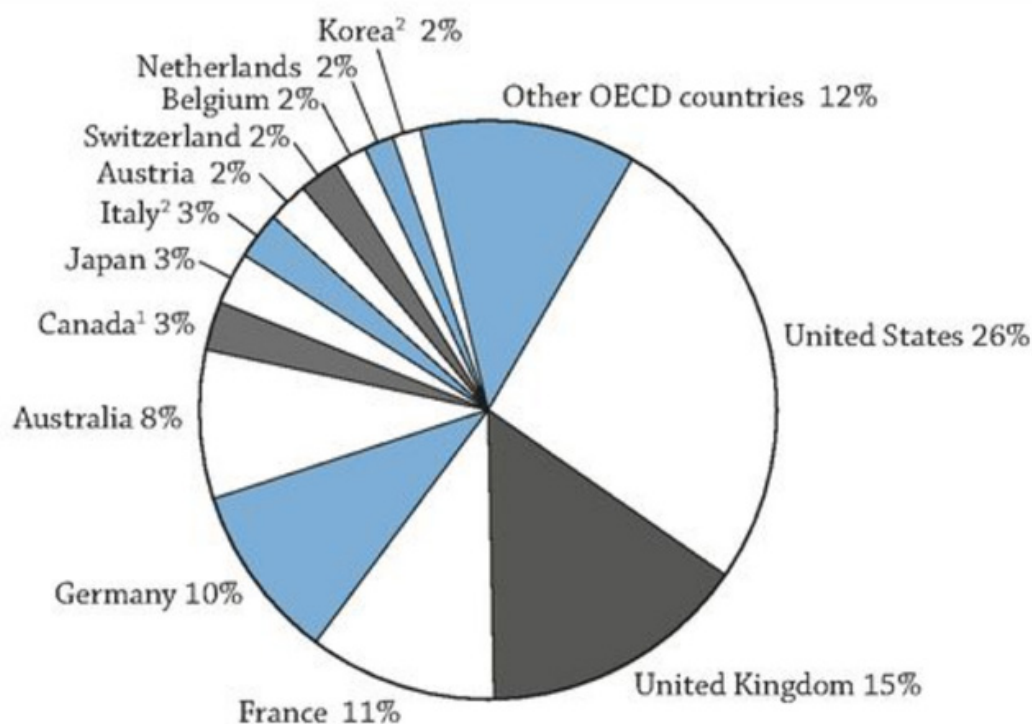


Figure 2 - Distribution of international students in OECD countries at the master's and doctoral levels

Reflecting the broader trend in international mobility, the OECD estimates that 53% of mobile, advanced higher education students come from Asia, and from China and India in particular. Nearly one in four (22%) are from China alone, and almost half (41%) of China's mobile master's and doctoral students choose to study in the US. The next largest group is from India (which accounts for about 9% of all mobile master's and doctoral students), and again more than half are enrolled in the US.

The USA is a leader in the internationalization of higher education. The high prestige of American high school is largely achieved due to its internationalization. A number of American universities position themselves as international centers of science and education. The Americans did not immediately come to understand the need for international universities. One of the factors of their occurrence was the interest of employers in that university graduates could work on all continents. US international universities rank first in international rankings; they can be the first to rely on international investment. The main directions of the internationalization of higher education are focused on international cooperation, combining pedagogical efforts and resources, improving education through international experience, ensuring employment of specialists in the labor market, and developing graduates with the qualities and knowledge needed outside their own country.

CONCLUSION

The internationalization of higher education is manifested in enhancing the mobility of teachers and expanding educational opportunities abroad. At the turn of the XX– XXI centuries. more than 1 million people studied outside their countries. The internationalization of higher education in the form of international programs of scientific research, exchanges of teachers and students make comparative and intercultural education a reality. Students, teachers, specialists in higher education, once abroad, get the opportunity to compare domestic and foreign models of education, acquire cultural and intellectual plasticity, an understanding of the phenomenon of another. They learn to understand the foreign realities of higher education, which is necessary for further activities.

The influx of foreign students into universities raises the problem of establishing intercultural dialogue. There is an increasing need for the introduction of the latest communication technologies, which, in contrast to traditional international contacts, have clearly limited limits and dramatically expand the possibilities for cooperation. The urgency of the convertibility of higher education diplomas.

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Р.И. Б урганова, К.О. Шайхеслямова, А.В. Могильная

ИНТЕРНАЦИОНАЛИЗАЦИЯ КАК ОСНОВАНИЕ МОДЕРНИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотация. Важнейшими тенденциями реформирования национальных систем образования в большинстве развитых стран являются интернационализация системы образования и интеграция образовательного пространства. Процесс интернационализации высшей школы сложен и противоречив. Существует множество нерешенных проблем: отсутствует должный баланс между его экономическими, политическими и культурно-образовательными составляющими; далека от реализации идея "единого образовательного рынка"; не решены многие вопросы планирования и управления; есть потребность большей интернационализации программ обучения; актуальна задача "конвертируемости" дипломов; обострена проблема диалога культур; недостаточно развиты информационно-коммуникативные технологии и т.д.

Р.И. Бурганова, К.О. Шайхеслямова, А.В. Могильная

ХАЛЫҚАРАЛЫҚ ЖОҒАРЫ БІЛІМ БЕРУДІҢ НЕГІЗГІ НЕГІЗІ

Андатпа. Көптеген дамыған елдердегі ұлттық білім беру жүйесін реформалаудың маңызды бағыттары білім беру жүйесінің интернационализациясы және білім кеңістігінің интеграциясы болып табылады. Жоғары білімнің интернационализациясы күрделі және қайшылықты. Көптеген шешілмеген проблемалар бар: оның экономикалық, саяси, мәдени және білім беру бөліктері арасында тиісті тепе-теңдік жоқ; «бір тұтас білім беру нарығы» идеясы іске асырылмаған; жоспарлау мен басқарудың көптеген мәселелері шешілген жоқ; оқу бағдарламаларын интернационалдандыру қажеттілігі туындады; дипломдарды «конверттеу» шұғыл міндеті; мәдениеттер диалогы мәселесі шиеленісе түсті; жеткіліксіз дамыған ақпараттық-коммуникациялық технологиялар және т.б.

Information about the authors:

Burganova Roza Ildarovna - Candidate of pedagogics Kazakh University of Economics Finance and international trade, Nur-Sultan, Zhubanov str., 7 roza_bur@mail.ru <https://doi.org/0000-0002-4286-7302>

Shaiheslyamova Kazna Okasovna - Treasury Akasuna Doctor of pedagogy Kazakh University of Economics Finance and international trade, Nur-Sultan, Zhubanov str., 7 kazkentai@mail.ru <https://doi.org/0000-0002-0823-8473>

Mogilnaya Anastasiya Valerevna - Candidate of pedagogics Kazakh University of Economics Finance and international trade, Nur-Sultan, Zhubanov str. 7 yatsan_m@mail.ru <https://doi.org/0000-0003-0064-276X>

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