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## **SOCIO-PHILOSOPHICAL ASPECTS OF THE PROBLEM OF INTERNATIONALIZATION OF HIGHER EDUCATION: THE EXPERIENCE OF BORYS GRINCHENKO KYIV UNIVERSITY**

The article studies the phenomenon of internationalization of higher education. It turns out that globalization is the background for the development of the internationalization of education. Problems of internationalization of education are analyzed, including the problem of multicultural education, strategies of internationalization of higher education, the problem of intercultural communication. It is emphasized that the phenomena of "encapsulation" and "dissolution" are risks in the way of internationalization of education. It is noted that the student environment is turning into a wide, global space for direct interaction of large masses of representatives of various cultural forms and traditions. The experience of Borys Grinchenko Kyiv University in this direction of scientific and pedagogical activity is studied. The article is based on the program documents of the educational space of the European Union. It is substantiated that the internationalization of higher education contributes to the formation of the "knowledge society". The problems and challenges of the process of internationalization of higher education in Ukrainian society are determined.

**Key word:** *Globalization; higher educational institutions; internationalization, multicultural education, internationalization strategies, intercultural communication, Borys Grinchenko Kyiv University.*

*Internationalization is changing the world  
of higher education, and globalization is  
changing the world of internationalization.*

**J. Knight**

### **Introduction**

Among topical, acute social problems that need philosophical understanding, a leading place is occupied by the theme of transformation of socio-cultural interactions in the dynamically changeable world (Kolinko, 2019: 56). Modern technological rhythms produce a new type of sociocultural life and knowledge acquisition. Mobility becomes a necessary feature of the lifestyle of an educated person. In connection with such conditions, the internationalization of higher education is becoming one of the key vectors of university development. It becomes especially relevant in the context of the formation of European scientific and educational network and the transnational intellectual space. Let us agree with Romanian researchers Cătălina Crișan-Mitra and Anca Borza, who note that "The new economy and the new knowledge-based society requires a constantly redesign higher education system just to be able to provide the proper skills and abilities for facing the new challenges" (Crișan-Mitra, Borza, 2015: 191).

For almost a quarter of a century, the process of internationalization of higher education has significantly

intensified, the understanding of its goals, priorities, mechanisms and tools for implementation, practical consequences and expected results has changed. In recent years, this phenomenon at the global level is increasingly perceived as a kind of "locomotive" of the development of not only education, but the whole society. In this case, "we should not consider the "space as a whole", but a specifically meaningful space, a human space filled with senses. In addition, its meaning cannot be narrowed down to a complex of objective determinants, such as territory size, climate or landscape characteristic features" (Kolinko, 2020: 101). It is a living phenomenological world of communication, exchange of knowledge and experience, perception of new cultures and ways of life.

### **Methodological basis of the research**

Since 2000, the internationalization of higher education has become a major issue in European educational space. For the first ten years, it was seen mainly as a process of Europeanization with an emphasis on the development of student mobility. This specificity is reflected in the Leuven Communiqué (2009), which identi-

fied the priority goal of internationalization - to achieve a 20% level of student mobility in European universities by 2020. The upward trend remains stable even now. According to UNESCO, over the past 25 years, student mobility has increased by 300% and, according to experts, in 2025, it will reach 4.9 million (Nitenko, 2015: 205).

In 2013, European Commission's program document "European Higher Education in the World" (*Brussels, 11.7.2013*) identified new priorities and a new, comprehensive understanding of the internationalization of higher education. European experience shows that in the implementation of internationalization there is no single standard approach that would always work. Therefore, the search for the strategy for the development of internationalization of higher education both in the world and in Ukraine needs to be continued. The background and its important factor is the process of globalization, which is confidently moving around the world. In the field of higher education, globalization is manifested in the mobility of students and academic staff, expanding mobility for cooperation, knowledge exchange. The internationalization of higher education contributes to the formation of the "knowledge society". It coordinates new goals, activities and actors who are actively involved in it.

UNESCO's founding document "Higher Education in a Globalized Society" identifies four key aspects of globalization that directly affect higher education and its international character:

- the growing importance of the knowledge society / knowledge economy;
- development of new trade agreements, which include, inter alia, trade in educational services;
- innovations in the field of information and communication technologies;
- the growing role of the market and market economy (*1st World Conference on Higher Education, 2009*).

These aspects, in turn, play the role of catalysts for new phenomena in higher education, including: firstly, the emergence of new education providers such as multinational companies, corporate universities and media corporations; secondly, new forms of education, including distance, virtual and direct education, including those provided by private companies; thirdly, a large diversification of qualifications and certificates of education; fourthly, the great mobility of students, programs, providers and projects that go beyond national borders; fifthly, the emphasis on lifelong learning, which in turn leads to the increase in demand for lifelong learning; sixthly, the increase in private investment in higher education services.

### Results and Discussion

The problem of the internationalization of education in the context of the formation of the world and common European educational space is in the focus of foreign researchers: J. J. D. Menendez (2020), M. V. Montecinos (2019), R. Aetdinova & A. Karimova (2019), C. Crişan-Mitra & A. Borza (2015), P. Scott (1998) and others, and Ukrainian scientists: V. Bakirov (2018), O. Bulatova (2018), O. Vyhovska (2018), L. Horbunova, M. Debych, V. Zinchenko, I. Sikorska, I. Stepanenko, O. Shypko (2016), O. Nitenko (2015), P. Saukh (2011) and others.

The socio-philosophical aspect of the internationalization of education touches on many issues, among which the problem of multicultural education occupies an important place. Thus, Doctor of Philosophy, Professor P. Saukh emphasizes that in the context of social transfor-

mations and globalization, "the model of multicultural education should be based on the anthropological and cultural matrix, which would direct the educational process to dialogue with human culture as its creator and subject capable of cultural self-development. The architectonics of multicultural education should be based on: (a) the principles of dialogicity, openness and tolerance; (b) on the person-centered principle, which focuses not on the artificial conservation of the way of life of this or that nation, but gives each individual (and not just the nation as a whole) the right to cultural self-determination" (Saukh, 2011: 35).

At present, there is no single model of multicultural education. According to Croatian culturologist Sanina Dragojevic, there are at least four basic concepts of multicultural education in the world today: "(1) intercultural education, which focuses not on intercultural exchange and interaction, but on "preserving" the culture of existing ethnic minorities; (2) intercultural education aimed at ensuring the active, positive dialogue of cultures, their mutual understanding and mutual enrichment; (3) transcultural education, which focuses on a system of values that is formed at the national (transnational) level; (4) cultural-pluralistic education, the core idea of which is respect and support of all existing needs and ways of life in society (ethnic, linguistic, religious, sexual, etc.)" (Saukh, 2011: 36).

It should be noted that modern living conditions require a person not so much to navigate in the latest technologies, to possess large-scale information, to be knowledgeable and competent, as to be tolerant of the "Other" in preferences, cultural and religious priorities.

Analyzing the social problems of the internationalization of education, Vice-Rector of the Mariupol State University O. Bulatova identifies four strategies for the internationalization of higher education. The first strategy is called the "Mutual understanding approach" and is based on various forms of international cooperation and partnership that develops the relevant areas of the country (educational, scientific, cultural, political, etc.). The second strategy is "Skilled migration approach", including from among higher education seekers, through the implementation of appropriate migration policies. "Realizing the importance of developing the internationalization of higher education, the national migration services are actively applying liberalization measures in relation to foreign students in order to develop the labor and scientific potential of their countries, using the selection of the highly qualified workforce, with its subsequent consolidation in the country that provided educational services to the foreign student". The third strategy of "Revenue-generating approach" is implemented by expanding the export of educational services among foreign graduates, most actively used by countries with the high reputation of national higher education systems. The fourth strategy, "Capacity building approach", provides for the promotion of higher education abroad through the development of academic mobility programs, the commercialization of educational and scientific services, the expansion of international partnerships between universities, and the like. (Bulatova, 2018: 37).

The rector of V.N. Karazin Kharkiv National University V. Bakirov notes the problems of intercultural communication in the process of internationalization of education: "the complexity of intercultural communication is largely determined not only by linguistic reasons, insufficient

knowledge of the language of communication, its idioms, stylistic nuances, etc. The main difficulties are associated with the need to overcome ethnocentrism, cognitive, emotional and value stereotypes, mental matrices, as well as the need to learn, understand and perceive the cultural characteristics of communication partners, their worldview, normative and value standards, and the specifics of the worldview. In order for intercultural communication to be successful, to lead to understanding, a certain competence is necessary, which must be brought up in specially organized forms and situations of intercultural communication" (*Bakirov, 2018: 32*).

Indeed, thanks to the processes of internationalization, higher education is undergoing serious institutional and technological transformations, moving into the new socio-cultural quality. Globalization brings together standards and forms of cultural life, forces universities to take into account the phenomenon of cross-border and multicultural identity of people who have the opportunity to live and study in different cultural spaces, overcome chauvinism, xenophobia, national limitations. These realities must be taken into account by universities, especially those that are actively integrated into the space of international education. The dynamics of internationalization is striking, especially the number of students who studied in other countries at the end of the last century. If in 1975 0.5 million students left their countries for higher education, last year there were about 5 million. In thirty years, the number of foreign students in the world has increased 10 times and continues to grow rapidly (*Bakirov, 2018: 32*).

On the one hand, the internationalization of higher education has, of course, a great positive meaning and ignoring this process will lead to "encapsulation", marginalization of universities and higher education in the country. On the other hand, there are certain risks of "dissolving", losing identity and higher education. It is worth listening to the opinion of P. Scott, who emphasizes that all universities are involved in the process of globalization, but in different ways - "partly as objects and even victims of these processes, and partly as subjects and main mediators of globalization. At the same time, their position is determined by national systems that are closed to their national contexts" (*Scott, 1998*).

Since modern society is not only a "knowledge society" but also a "risk society", there is a great risk of dissolving in the global educational process. Ukrainian universities need to adequately enter this process, showing the advantages of their educational system - didactic, scientific, so as not to humiliate their dignity, not to be an object, donor of internationalization. So, let us remember the words of T. Shevchenko: "And learn from others, and don't shy away from yours". Borys Grinchenko Kyiv University is in the mainstream of educational practices, joining the process of internationalization of education.

The purpose of our article is to highlight the main directions of internationalization of education at Borys Grinchenko Kyiv University. It was prepared within the framework of scientific research and the results of the project of the international internship of pedagogical and scientific-pedagogical workers of higher educational institutions "Internationalization of higher education. Organization of the educational process and innovative teaching methods in Polish higher education institutions" at the Collegium Civitas University in Warsaw, Poland. The project participants were teachers of the Department of Philosophy of the Faculty of History and Philosophy,

Doctor of Philosophy, Professor Oleksandr Horban, Doctor of Philosophy, Professor Vira Dodonova, Doctor of Philosophy, Professor Iryna Lomachynska, Doctor of Philosophy, Professor Yaroslav Pasko, Candidate of Philosophy, Associate Professor Maryna Kolinko as well as Candidate of Pedagogical Sciences, Associate Professor of Historical and Civic Education of the Institute of Postgraduate Pedagogical Education of Borys Grinchenko Kyiv University Petroschuk Nadiia Romanivna.

The history of Borys Grinchenko Kyiv University becomes an example of the development of higher education in our country and demonstration of rather successful process of its internationalization. It is numbered more than hundred years since March 16, 1874, when pedagogical advanced training courses for teachers of elementary public schools of Kyiv educational district were opened in Kyiv. Educators received the most progressive teaching methods of that time, deepened their knowledge, and improved the forms of primary education in general.

Since 1919, we can already talk about Borys Grinchenko Kyiv University. In 1991 the school was reorganized into Kyiv Interregional Institute for Teacher Training by the Decision of the Board of the Ministry of Education of the USSR. The name of the outstanding Ukrainian teacher, scientist and public figure of Boris Dmytrovych Grinchenko was given to the institution on December 17, 1993, and in 2002 Borys Grinchenko Kyiv University was reorganized into Borys Grinchenko Kyiv Pedagogical University. Since 2009 we are talking about Borys Grinchenko Kyiv University<sup>1</sup>.

Since the beginning of 2008, the Institute of Psychology and Social Pedagogy, the Humanitarian Institute, the Institute of Preschool, Primary and Art Education, the University College, began to operate in the structure of the University, the Institute for Leadership, Educational Law and Policy, which in 2012 was renamed as the Institute of Society, began its activities, which expands the possibilities of scientific contacts and internalization algorithms<sup>2</sup>.

On September 17, 2010, the Rector of the University Viktor Ognevyuk signed the Grand Charter of the Universities in Bologna (Italy). On November 19, 2012, Borys Grinchenko Kyiv University joined the International Association of Universities. Today, the international partners of the University are the International Association for the Support of Waldorf Pedagogy, the Pedagogical University of Heidelberg (Germany), the University in Szczecin (Poland), Josef Stefan University (Slovenia), University of Rome (Italy), Austrian Academy of Sciences (Austria), National University of Ireland in Galloway (Ireland), Danish Language Institute (Netherlands), Estonian Language Institute (Estonia), Royal Academy of Sciences (Spain), KDictionaries Corporation (Israel), University of Copenhagen (Denmark), University of New Lisbon (Portugal), Center for Digital Humanities (Serbia), Hungarian Academy of Sciences (Hungary), Institute for Digital Linguistics (Italy), Trier Center for Digital Humanities (Germany). The University is actively implementing a program of academic student mobility, in particular with Vilnius University

<sup>1</sup> History of the University - Borys Grinchenko Kyiv University. Retrieved from [http://wiki.kubg.edu.ua/Історія\\_університету](http://wiki.kubg.edu.ua/Історія_університету)

<sup>2</sup> Annals of the University - Borys Grinchenko Kyiv University. URL: <https://kubg.edu.ua/prouniversitet/vizytivka/istoriya.html>

(Lithuania) and Jan Długash University in Częstochowa (Poland).

Our university develops research projects within the framework of the European Union's **Horizon 2020**, which involves 14 international partners and faculties and institutes of Borys Grinchenko Kyiv University. The objectives of one of the projects are to develop the functional infrastructure of European research institutions that create digital lexicographic registers and products; development and unification of the principles of annotation / parameterization of language data in digital lexicography and artificial intelligence programs; scientific development and linguistic analysis of language databases in European countries; creation and application of digital corpus tools for speech data processing, digital dictionaries and digital speech applications.

Within its limits, the Institute of Philology of Borys Grinchenko Kyiv University has developed the methodology of phenomenological and ontological lexicographic annotations of innovative linguistic units (license No. 72642); inductive and reduction procedure of lexicographic identification of innovative vocabulary units (due to the density of vocabulary characteristics, predictive distribution in context, associative distribution); ICT corps were developed and the innovative cyber reality discourse was introduced; the multilingual glossary of innovative terms of modern European languages (together with the annotation procedure) and the dictionary of ICT tools in e-learning in the framework of intercultural communication were created; Dictionary of the Ukrainian language (Dictionary of Borys Grinchenko) was digitalized; the Open Digital Dictionary project (Wordscribe) was founded.

In the context of **Erasmus +: Jean Monnet**, there are the following projects; "Higher Education Quality and Its Expert Support: Ukraine's movement towards the European Union", which aimed to provide theoretical and practical training of future doctors of philosophy (PhD) to ensure the quality of higher education and its expert support in Ukraine, taking into account the experience of EU countries; "State-international-public: European values and norms determining interdisciplinary university module (STIPENDIUM)", which aims to provide theoretical and practical training for third (higher education) level students in public administration, political science and international relations by identifying the main existing threats and visible trends in Europe and outlining ways to overcome them. The main indicators of success of this module are expected through the following results: 1) raising awareness of the European experience of public administration and protection of the nation state; 2) distribution of case studies summaries among Ukrainian universities; 3) steps to promote vital values in the relationship state-foreign relations-public; 4) preparation of the package of recommendations to Ukrainian state bodies on ensuring internationalization in various spheres.

The Department of Practical Psychology of the Human Institute of Boris Grinchenko Kyiv University, together with the Faculty of Psychology and Counseling at Regent University (USA), processed the project "Postgraduate Cross-Cultural Supervision Program in the Field of Psychological Counseling and Trauma Therapy", the purpose of which is to introduce the postgraduate cross supervisory program in the field of psychological counseling and trauma therapy.

Active cooperation between European and Ukrainian scientists, teachers and students has also been estab-

lished through the projects "Modernization of Pedagogical Higher Education on the Use of Innovative Teaching Tools" and "Partnership for Learning and Teaching in University Mathematics" **Erasmus + KA2 programs**.

The active role of the **Faculty of History and Philosophy** in the process of internationalization of higher education should be noted. The faculty introduces the best experience of higher educational institutions (for example, cooperation with Odessa I.I. Mechnikov National University in the grant project of the German Embassy from 2015 to the present on the topic: "Culture of reconciliation: The formation of the new historical consciousness"), scientific institutions, public organizations and analytical centers Ambrella Research, NGO "Ukrainian Center for Social Development", Ilko Kucheriv Democratic Initiatives Foundation; NGO "Center - Democracy Development", "Ukrainian Institute of Strategies of Global Development and Adaptation".

Among foreign partners, the involvement of scientific research and analytical work of Chinese Academy of Social Sciences; the partnership with University of Tartu (Estonia) and the Tampere University (Finland), which is implemented in the submission of joint grant applications for Peace Education, is especially important. Cooperation with Rēzekne Academy of Technology in Latvia (work on the project and submission of joint grant applications "Information warfare: future challenges of Latvia and Ukraine"); with the University of Manitoba (Winnipeg, Canada - online meetings, summer school preparation), Pacific China Friendship Association, Kingdom of Tonga (Kingdom of Tonga, collaboration as an analytical hub) is important. Scientific consultations and preparation of articles with scientists from Ethiopia and Nigeria on the following subjects is of specific interest: Peace and Security Education (Institute for Peace and Security Studies (IPSS), Addis Ababa University, Ethiopia; The Ethiopian Civil Service University, Institute of Leadership and Good Governance (Addis Ababa, Ethiopia), Centre for Peace and Security Studies, Modibbo Adama University of Technology (Yola, Adamawa State, Nigeria), Institute of Foundation Studies, Federal University (Otuoke, Bayelsa State, Nigeria). There is also the scientific collaboration with scientists from Colombo University, Shri Lanka development of the Eastern Vector (Buddhism, Confucianism), Armenia (Analytical Center for Globalization and Regional Interaction), Azerbaijan (Proceeding of the international research, education and training center), Georgia (Caucasus International university).

Individual trajectories of professional development and professional interests of scientists are combined with the research of the Faculty of History and Philosophy in 2016-2020 "Complex issues of historical memory of the countries of Central-Eastern Europe in XX-XXI centuries in the paradigm of dialogism of Ukrainian culture". All this makes it possible to invite foreign and domestic scientists, professional practitioners on relevant issues, and conduct joint research with guest lectures. Just in the fall of 2020, guest lectures were given by Lukash Donai (Adam Mickiewicz University in Poznan), Mohamed Seidi (Sinan Pasha Madrasa Cultural Center), Iryna Kostantiuk (University of Manitoba, Winnipeg, Canada), Slavko Burda (Ukrainian Cultural and Educational Society "Kobzar", Croatia), Oleksandr Dukhovny (Chief Rabbi of Kyiv and Ukraine of Progressive Judaism Communities), Said Ismagilov (Mufti of the Spiritual Administration of Muslims

of Ukraine" Umma"), Oleksandr Drabinko (Bishop of the Orthodox Church).

Dean of the Faculty of History and Philosophy, Professor Olena Aleksandrova carries out Ukraine-Chinese research "The middle class in Ukraine and the PRC" in cooperation with the Chinese Academy of Social Sciences, and also implements the Erasmus + grant project, Jean Monnet project, "STIPENDIUM" ("State-international-public: European values"). The departments of the faculty carry out international internships, joint research projects with University of Białystok, Catholic University of John Paul II in Lublin, the University of Humanities and Natural Sciences named after Jan Długosz in Częstochowa (Poland), Charles University in Prague (Czech Republic). A cooperation agreement was signed in 2017-2021 with the Poland-East Association. Thanks to this cooperation, there are programs for academic mobility of students and lecturers.

Let us analyze particularly the activities of the **Department of Philosophy** in the field of internationalization of higher education. The Department of Philosophy cooperates with leading state scientific institutions (H.S. Skovoroda Institute of Philosophy of the National Academy of Sciences of Ukraine, Scientific Research Institute of the History of Ukrainian Culture, Workshop for the Academic Study of Religion, etc.), faculties and departments of higher educational institutions of Ukraine, Estonia, China, Germany, Poland, Turkey, Czech Republic, which train philosophers and other specialists of socio-political block. Teachers of the department are active participants in All-Ukrainian and International conferences and seminars<sup>3</sup>.

The international activities of the department are represented by cooperation with Qinghai Academy of Social Sciences (PRC), whose delegation paid a one-week visit to Boris Grinchenko Kyiv University in November 2017 in order to establish partnerships. Dean of the Faculty Olena Aleksandrova, Head of the Department of Philosophy Roman Dodonov and Academic Secretary of the Faculty Ruslana Martych agreed to develop the historical and philosophical direction in bilateral relations, promote academic mobility of students and staff, organize joint research, etc. during the fruitful conversation with Chinese partners. This later led to the expansion of the range of partners. In particular, together with the Chinese Academy of Social Sciences (Beijing) collective monograph "The middle class in Ukraine and China" is being prepared<sup>4</sup>.

The Department of Philosophy has close contacts with the relevant structural units of many universities and research institutions in Poland. Thus, in the framework of the implementation of university-wide agreements, inter-departmental agreements on cooperation were signed with Polish universities in Lodz, Rzeszow, Poznan. In November 2017, the Agreement was signed with the Department of Philosophy and Ethics of the University of Białystok (Katedrą Filozofii i Etyki Widzialu Historyczno-Socjologicznego Uniwersytetu w Białymstoku, Kierownik Katedry – prof. drhab. Małgorzata Kowalska). In October 2019, the Dean of the Faculty of History and Philosophy,

Professor Aleksandrova O.S. and the Deputy Dean for Research, Professor Andrieiev V.M., visited Częstochowa with the guest visit. Twice a year, students majoring in Philosophy had the opportunity to study at Jan Długosz University in Częstochowa (Uniwersytet Humanistyczno-Przyrodniczy im. Jana Długosza w Częstochowie) in the framework of the academic mobility program.

The teaching staff of the Department of Philosophy has contacts with Adam Mickiewicz University in Poznan, Rzeszow University, Silesian University in Katowice, Pawlo Włodkowicz High School in Plock, which, in particular, are members of the editorial board of the Polish-Ukrainian yearbook "Oświatologia".

The Department of Philosophy has a long history of cooperation with Turkish universities. Its new page was opened in 2019, when a student tournament in Islamic studies was held at the faculty. The tournament was organized by Ukrainian Center of Islamic Studies together with the Sinan Pasha Cultural Center (Istanbul, Turkey). In the spring 2019, lecturers of the Department of Philosophy visited Istanbul, underwent internships at Sinan Pasha Cultural Center and Fatih Sultan Mehmet University. They attended trainings on "Culture and politics of modern Muslim education", took part in the conference, got acquainted with the specifics of educational and scientific work at Fatih Sultan Mehmet University. In February 2020, the head of the Department of Philosophy Roman Dodonov also underwent the internship at Sinan Pasha Cultural Center and Fatih Sultan Mehmet University in Istanbul.

The department's close contacts with Georgian science are reflected in theoretical articles and joint research projects. Thus, on May 28, 2019, the Department of Philosophy hosted Professor of the Caucasus International University, Director of Tbilisi Institute of International Relations Alexander Rusetsky. During the meeting he delivered a lecture "RAV-17 - an innovative method of conflict analysis and peacekeeping processes." Oleksandr Rusetskyi's visit took place within the framework of the research program supported by Shota Rustaveli National Science Foundation of Georgia. The aim of the project was the comparative analysis of armed conflicts in the post-Soviet space, generalization and implementation of positive experience in conflict resolution and peacekeeping.

### Conclusions

International cooperation all over the world is now considered one of the main indicators for determining quality in the field of education and science and at the same time one of the main tools for ensuring and improving it. Therefore, almost all higher education institutions in all countries are involved in international activities and strive to expand it, while understanding its values, goals, objectives in different ways.

The achievement of internationalization of higher education on the example of Borys Grinchenko Kyiv University lies in the integration of educational systems into the world and European space of higher education and research; establishment of intercultural communication, development of partnerships between states, as well as between subjects of educational and scientific activities; in improving the quality of education and research.

The internationalization of education at Boris Grinchenko Kyiv University is carried out within the legal framework, the concepts of the Ministry of Education and Science of Ukraine in the field of international coopera-

<sup>3</sup> Department of Philosophy. Faculty of History and Philosophy. URL: <https://iff.kubg.edu.ua/pro-fakultet/kafedry/2016-06-15-08-14-59/pro-kafedru.html>

<sup>4</sup> International activity of the department of philosophy. Faculty of History and Philosophy. URL: <https://iff.kubg.edu.ua/pro-fakultet/kafedry/2016-06-15-08-14-59/mizhnarodna-diialnist.html>.

tion, internationalization of higher education in Ukraine in general. Our university takes an active position in the internationalization of education and works for further improvement of activities in this area. So, we hope that Boris Grinchenko Kyiv University will find a worthy place in the international educational space and will be a popular scientific and educational institution.

But the internationalization of higher education is the multidimensional, ambiguous, contradictory phenomenon. Ukraine, which is in a state of transit from Soviet to European educational standards, must be clearly aware of the risks that may befall on the path of the internationalization process, namely: commodification associated with the transformation of knowledge and education into the international product; commercialization as the orientation towards maximizing profits from the sale of educational products; decline in the quality of higher education as a result of its "masovization"; the emergence of dishonest, purely profit-oriented providers; opportunities for fraudulent and low-quality providers of higher education, the so-called "stepmills", the fight against which requires multilateral efforts at the national and international levels; Westernization or Americanization, since the leadership in the field of higher education belongs to the developed countries of the West, among which the United States remains the leader.

Today the internationalization of higher education in Ukraine very often turns into a "brain drain" from the country, namely, after going abroad to train the best students for work, the best professors do not want to come back. As an example of an unsuccessful educational policy, one can cite the situation with the complication of admission to the magistracy, when the Ministry of Education and Science introduced additional exams in a foreign language. On the other hand, in European countries all the conditions have been created to facilitate admission to the master's program, European universities are really fighting for the applicant. From this we can draw a bitter conclusion: we train specialists for other countries at public expense.

The solution to this problem can be multi-vector. For example, the introduction of English-language programs for students. As it can be seen, the process of internationalization of higher education in the global dimension and within Ukraine is characterized by a tendency to increase English-language curricula. If previously language was an obstacle to student mobility, today the introduction of English-language curricula in universities significantly enhances the attractiveness of educational services markets in non-English-speaking countries, including Ukraine.

The mobility of faculty is usually determined by research. As in the case of student mobility, there is an uneven distribution of mobile flows. The highest level of scientific mobility is marked by countries that purposefully attract scientific staff to expand the higher education system and provide intellectual and material working conditions. One of the factors of the moving of the teaching staff abroad to work is the low level of salaries. The big social problem is the creation of a decent standard of living for scientists and highly qualified specialists, which our state must finally cope with.

The internationalization of education stimulates the development of the highest educational institutions. The integration of Borys Grinchenko Kyiv University into world processes contributes to the renewal of its scientific, educational, personal and organizational potential at the

individual, institutional and systemic levels. This is confirmed, in particular, by joint scientific works published by international teams of authors, which include scientists from our university.

The emphasis on academic internationalization should be one of the driving forces of higher education reforms in Ukraine. It is important that the internationalization of higher education becomes a rational, but not devoid of value components, carefully organized, thoughtful component of international institutional action.

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### **ІНТЕРНАЦІОНАЛІЗАЦІЯ ВИЩОЇ ОСВІТИ: ДОСВІД КИЇВСЬКОГО УНІВЕРСИТЕТУ ІМЕНІ БОРИСА ГРІНЧЕНКА**

У статті досліджуються процес і форми інтернаціоналізації вищої освіти. Артикульовано, що в умовах перетворення мобільності на істотну ознаку способу життя освіченої людини, інтернаціоналізація вищої освіти стає одним з ключових векторів розвитку університетської діяльності. Проаналізовано проблеми інтернаціоналізації освіти, включаючи проблему полікультурної освіти та міжкультурної комунікації. Зазначається, що студентське середовище перетворюється на широкий глобальний простір для безпосередньої взаємодії великих мас представників різних культурних форм та традицій. Доведено актуальність інтернаціоналізації вищої освіти у формуванні європейської науково-освітньої мережі й транснаціонального інтелектуального простору. Подано досвід Київського університету імені Бориса Грінченка в цьому векторі наукової і педагогічної діяльності. Стаття спирається на програмні документи освітнього простору Європейського Союзу. Зазначено, що в сфері вищої освіти глобалізація проявляється в мобільності студентів та академічного персоналу, їх інтеграції в міжнародне освітнє коло задля співпраці, обміну знаннями. Інтернаціоналізація вищої освіти сприяє формуванню «суспільства знань». Проаналізовано переваги та ризики процесу інтернаціоналізації вищої освіти в українському суспільстві. Проблематизовано соціальні виклики у міжнародному та вітчизняному освітньому просторі, зокрема нерівномірність у розподілі мобільних потоків, а також створення гідного рівня життя для науковців та спеціалістів високої кваліфікації. Підкреслюється, що явища "капсулювання" та "розчинення" є ризиками на шляху інтернаціоналізації освіти. Показано, як процеси інтернаціоналізації освіти стимулюють розвиток вищих навчальних закладів. Автори статті наполягають на раціоналізації процесу інтернаціоналізації вищої освіти та обов'язковому врахуванні його ціннісних складових. Він має бути ретельно організованим, вдумливим компонентом міжнародної інституційної дії. Підсумовано, що інтеграція Київського університету імені Бориса Грінченка в світові процеси сприяє оновленню його науково-освітнього, особистісного й організаційного потенціалу на індивідуальному, інституціональному й системному рівнях.

*Ключові слова:* глобалізація; вищі навчальні заклади; інтернаціоналізація, полікультурна освіта, стратегії інтернаціоналізації, міжкультурна комунікація, Київський університет імені Бориса Грінченка.

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