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THE INFLUENCE OF GLOBALIZATION OF SOCIETY ON INTERNATIONAL OF HIGHER EDUCATION IN UKRAINE AND POLAND

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Abstract

This article discusses the transformation processes that have taken place in higher education over the last decade in Ukraine and Poland. The process of globalization of higher education, the process of convergence of national systems of European dictated by the objective of social and economic necessity of internationalization in the form of «international education». The strategic priorities of education for the formation of a multi-national model of continuing education that is integrated into the global educational community and meets the needs of the individual and society. Considered directions of research integration and its role in modern society as examples of the biggest projects to determine the probable ways of international cooperation in education. It has been established that the effective form of internationalization of higher education is also the creation of domestic educational institutions of foreign affiliates that work according to the plans and programs of the basic institution and fully comply with its requirements regarding the quality of educational services, teaching and methodological support, library and information support. This trend shows positive changes in the process of internationalization from demand to supply. It has been proved that education in Ukraine and Poland is directly related to human rights and should therefore receive priority in the allocation of national resources, to determine the development of creative abilities of a person, especially given that the level of civilization and the place of the state in the modern world is determined by the level of education of its citizens.

Keywords: transformation of higher education, the Bologna process, technological progress, international education, international programs.

1. Introduction

International cooperation and integration in the field of education are an important norm of the Bologna community of educators, as it really helps to increase the mobility of teachers and students, the independence of students, the level of their self-organization. Now new perspectives are opened in cooperation of domestic higher educational institutions with foreign universities, including Ukraine and Poland. The exchange of teachers and students is not only an implementation of the Bologna agreements, it serves as a kind of catalyst for the processes of modernization and reform of the Ukrainian higher education system, ensures its organic entry into the international educational space. Education is capable of preparing a person organically adapted to life in a world of diverse relationships – from contacts with the closest environment to global connections. It becomes obvious that the state will be the more

successful, the more citizens will be able to communicate with the world. Consequently, it is necessary to form a person capable of perceiving and creating changes, adapted to perceiving the change as a natural norm, and stagnation, immobility, and gloomy as a derogatory exception.

One of the most important is the direct cooperation between the universities of Ukraine and foreign countries, which has different forms, degrees of interaction and is based on long-standing traditions. The list of universities of Ukraine that cooperate with foreign universities, as well as the topics of joint projects and programs today, is far from complete and the search for new forms and subjects of interuniversity cooperation needs special attention and strengthening.

2. Material and methods

The methodological basis of the research is the fundamental provisions of modern economic theory, scientific works of domestic and foreign economists in

the field of international economic relations, application of the principle of unity of theory and practice. In the process of research, the dialectical method of scientific knowledge, as well as general scientific and special methods of research: theoretical generalization; analysis and synthesis; methods of grouping, classification and synthesis; positive and normative approaches, methods of structural-functional analysis. The informational base of the research was provided by the works of foreign and domestic scientists, legislative and normative legal acts of Ukraine, official reports and analytical publications of leading international economic organizations, Ukrainian and foreign statistical collections, Internet resources.

Therefore, the purpose of our article is to study the influence of global processes on the higher education of the Republic of Poland with the possibility of obtaining experience for the national system of higher education in Ukraine, as well as reforming and modernizing the national education system, its successful integration into the world educational space and enhancing competitiveness in the market of educational services.

3. Literature review and theory development

The issue of developing international relations of domestic higher education institutions and the processes of integration of the Ukrainian system of education into the international educational space are outlined in the normative legal documents regulating the educational sector in Ukraine. These include the National Doctrine of Education Development, which provides clear benchmarks for the country's national education policy, the Law of Ukraine on Higher Education, the National Strategy for the Development of Education in Ukraine for 2012-2021, and other documents. However, this problem has not received a comprehensive and objective coverage in the scientific literature.

From the history of Ukrainian education, it is known that traditionally Ukrainian higher education has always closely interacted with foreign higher schools. Leading higher educational institutions of modern Ukraine since its foundation were formed and developed on the solid foundation of European university traditions. In the pre-Soviet period, universities in the territory of the Russian Ukraine developed as Russian universities and were built on an educational system, which Russia has largely borrowed from Germany.

Even more intensively, international relations developed in the Lviv and Chernivtsi universities, which were subordinated to the Austro-Hungarian Empire. The tradition of broad international relations was almost interrupted in the Soviet period of the history of universities, especially in the 1930's and 1950's. She began to gradually revive already in the late 60's of the twentieth century, and quickly began to evolve in the 90's of the twentieth century, when Ukraine declared independence.

The modern day and the establishment of Ukraine as a democratic legal social state raises the task of ensuring the transfer of positive knowledge, without prejudice to the development of the younger generation. Today, along with the well-known educational systems in the world educational civilization space, a Ukrainian

system has been created that preserves the best traditions of the world-famous Soviet system. Irreversible in the twenty-first century, there is a tendency towards the globalization of social development, the dependence of progress of each country on the ability to communicate with the world is evident.

Society becomes man-centered, therefore, the most priority in the twenty-first century, science becomes a sphere that produces new knowledge, and education as a sphere that manages knowledge and, above all, ensures the individual development of man. The process of modernizing education is outlined in the National Doctrine of Education Development. This document states that education should prepare a person organically adapted to life in a world of diverse relationships – from contacts with the closest environment to global connections. It becomes obvious that the state will be the more successful, the more its citizens will be able to communicate with the world. Consequently, it is necessary to form a person capable of perceiving and creating changes, adjusted to perceive the change as a natural norm, and stagnation, invariability, and gloom as a derogatory exception.

Conscious of its needs, Ukraine seeks to establish itself as the newest democratic state. The level of our science and education, the attitude of the world community towards us will depend on what internal transformations we will accomplish, from which we will refuse and accept the national education system from European standards. The preservation and even strengthening of the national character of education is our top priority in the process of international cooperation and integration into the world educational space, since none of the countries participating in the Bologna process is not going to give in to national priorities, they agree on them as mutually tangible.

4. Discussion

The Bologna process is an integration for self-identification and self-awareness in a European context. The participating countries have adopted general provisions on the recognition of diplomas in education, employment and citizens mobility, which significantly increases the competitiveness of the European labor market and educational services. Our state seeks to reach a new level of integration of science and education. The information revolution requires constant updating of knowledge, the ability to study throughout life.

Consequently, the scientific-pedagogical worker must be a powerful scientist, conduct extensive research, involve students in this work. Increasing the mobility of teachers and students is a time consuming process. Today, each higher education institution concludes bilateral agreements on cooperation with universities of different countries, develops cooperation at the level of agreements between universities, individual faculties and specialties. For example, in the Vinnytsia National Agrarian University, international cooperation and scientific activities have recently significantly expanded due to the creation of a new organizational-legal structure in education – the All-Ukrainian Scientific-Training Consortium. The internationalization of

education at VNAU allows the most effective consolidation and productive use of the potential of science, education and production.

To date, Ukraine has various projects that allow higher education institutions to develop international relations within their framework. Cooperation with foreign universities today is best established in the leading national higher educational institutions of Ukraine. Thus, Vinnytsia National Agrarian University intensively and effectively cooperates with American, European, including Polish universities. The main directions of cooperation are assimilation and exchange of international experience of scientific and pedagogical workers; organization and implementation of joint international research projects; humanitarian and cultural cooperation.

According to the generalized data in our country, the flow of academic exchanges in the east-west direction is much more intense than in the opposite direction. Unfortunately, the general circumstances and factors that currently restrict or even slow down cooperation with foreign universities remain. First, this is the general situation in Ukraine, which is still undergoing transformational processes in all spheres of public life. State funding for education is not yet sufficient. Secondly, the development of academic exchanges with Central European universities constrains the level of knowledge of our students 'and teachers' foreign languages. The methodology and level of studying foreign languages that we inherited from the Soviet system is such that only half of those students who studied, for example, the German language in high school, are able to use this knowledge as the foundation for further sufficient language proficiency. Third, since independence, Ukraine has begun reforming its education system. This process has not yet been completed. But one of the main directions of this reform has already been determined – a reorientation to the multi-stage English-American system of higher education (Bachelor – Master), which can not but affect the academic exchanges with Central Europe.

An important component of international cooperation in the field of higher education is the attraction of foreign citizens to study. As of 2017, more than 5.3 million students were studying at higher education institutions outside their countries, an increase of 53 % compared to 2010. In Ukraine, 45 thousand students (1.6 % of the total number of Ukrainian students). By the number of foreign students, she ranks 21st in the world.

The deepening of the integration processes of all spheres of society's life, the strengthening of contacts and the exchange of experience between European countries and countries of the world require from the field of higher education the widest possible involvement of talented young people in the process of improving the quality of higher education. Higher education is designed to form the student's professional competence that it needs for employment in the European and world labor markets. In modern conditions, higher education is characterized by innovation, which is ensured by the effectiveness of integration mechanisms.

In all documents accompanying the Bologna process, it is noted that during the last decade, higher education has been formulated as an industry that guarantees a high level of intellectual, scientific and cultural potential of society. Higher education contributes to improving the quality of students' training through deepening of the continuous relationship between governments, non-governmental organizations, universities, academic institutions, students, teachers and scientists. Integration processes in the field of higher education have their own peculiarities. Their essence is that state policy of European countries fully recognizes the diversity of higher education missions (studies, research, services related to the social and cultural development of a nation), promotes equal opportunities for obtaining quality education not only in their own country, but also to increase the access of students to European higher education.

The mobility of students, lecturers, researchers is essential for enriching European experience, which contributes to improving the quality of education and research on European higher education, which enhances academic and cultural internationalization. This experience is valuable in that it allows you to get acquainted with such global trends in the development of the European space of higher education as the aspiration to a democratic system of education, that is, the availability of higher education to the entire population of the country, continuity of levels, degrees; with the procedure of autonomy and autonomy of higher educational institutions; providing rights to higher education to all who need it; expansion of the educational services market; increased interest in gifted youth; search for additional resources for education of people with developmental disabilities, invalids; expanding the system of higher education and changing the social composition of students; continuous updating of student education programs. Vinnytsia National Agrarian University actively participates in international projects. The quality of professional training is the main goal in developing a university higher education strategy.

The solution of the problems of internationalization of the educational space in the conditions of globalization is provided by the VNAU through various activities, namely:

- increasing the role and importance of science and technology, research and innovation, efficiency and effectiveness of agricultural research, the level of competitiveness, both on the European and world market for intellectual products;
- creation of favorable conditions for holding high-level fundamental, applied and search scientific researches on the whole complex of issues of development of promising branches of agrarian production;
- provision of scientific research;
- taking an active part in the work of scientific and practical conferences, symposiums and other events;
- creation of conditions for a broad and constructive discussion, the result of which is the adoption of relevant decisions, which will take into account all points of view of a given problem, as well as to crystallize the most important problems of agrarian science;

- use of scientific research for the implementation of national programs of priority areas of science, technology and technology;
- conducting of compatible scientific and experimental researches on new technologies, effective implementation of their results in production;
- promotion of effective implementation and commercialization of the results of intellectual activity of scientific and scientific-pedagogical workers;
- implementation of marketing programs in order to increase demand for research and development;
- implementation of multi-vector scientific programs with integrated approaches to the development of agro-industrial complex;
- development of proposals on the formation of technical and economic and social policy in the agro-industrial complex of the region;
- development of compatible programs of scientific and experimental research;
- preparation of joint scientific reports, development of recommendations, publication of topics of articles, scientific monographs;
- creation of conditions for the formation and development of professional communication networks to enhance the intellectual and professional development of teachers of educational institutions;
- preparation of scientific personnel of higher qualification – candidates and doctorates through postgraduate and doctoral studies, as well as through training and internships in advanced foreign universities and laboratories.

The implementation of these strategies can be done, in particular, through the improvement of higher education systems in these countries, on the basis of interaction with educational institutions as members of the European Union. The main objective of the internationalization of higher education is the recognition of the crucial role of higher education institutions in the process of economic, social and cultural change, as well as the view that higher education institutions are the reserve of specialized knowledge and human resources.

5. Conclusions

Consequently, new prospects for cooperation of domestic higher educational institutions with foreign universities are now open. The exchange of teachers and students as the implementation of the Bologna agreements in terms of increasing academic mobility, holding joint meetings and scientific forums, exchanging scientific publications, conducting joint research, internships at universities is far from a complete list of channels for cooperation between Ukrainian and foreign higher education institutions. The general support for increasing the mobility of students, teachers, researchers and administrative staff, the desire of all those involved in education to remove any obstacles to the free movement of education actors will provide the Ukrainian education system with a significant increase in the competitiveness of the educational services market and will strengthen the role of education in social transformations.

In the future, further research in this direction Vinnytsia National Agrarian University systematically es-

tablishes the process of cooperation with foreign universities; examines the forms, extent, effectiveness of cooperation, problems that exist on the way to deepening and expanding the integration of the Ukrainian educational system into the international educational space and ways of their elimination; analyzes the programs of cooperation and ways of their realization in the conditions of reforming the Ukrainian educational system; finds out the peculiarities of adaptation of the Bologna process to the Ukrainian educational system; identifies the main factors of containment of integration processes; generalizes the main results of the study.

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