



IX Международная
научно-практическая конференция
**«Бизнес и образование:
вектор развития»**

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В МЕЖДУНАРОДНОМ
ТРАНСФЕРЕ ЗНАНИЙ**

8 февраля 2013 г.

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Main components of globalization of higher education

Globalization has become a central component in a number of academic discussions over the last few decades. It is a process which has affected many areas of human life. The research of influence and consequences of this process is mainly conducted in politics and economy, but it is not less meaningful, interesting and topical in the sphere of higher education which undergoes significant change in recent decades.

In the scientific literature there is no a clear definition of the concept of «globalization of education» as well as «globalization» itself. Globalization can be viewed as the process of increasing worldwide convergence, interconnectedness and interdependence. [1] Similarly, Jane Knight and de Wit define globalization as "the flow of technology, economy, knowledge, people, values, ideas... across borders". [2] According to the World Bank, "Globalization – the growing integration of economies and societies around the world". [3] Secretary General of the UNO defines globalization as a complex of transboundary interactions not only between physical bodies, the enterprises, colleges and the markets, but also between the states. [4]

In the scientific literature there are some approaches to disclose the concept of globalization of education. The processes of internationalization, integration and informatization are considered as the main aspects or components of globalization phenomenon. A word-combination «globalization of education» cannot be replaced completely and adequately by any of these four notions. With the help of internationalization, integration, information and westernization the scientists attempt to give more precise, systematic and clear description of globalization of education.

Internationalization is one of the basic tendencies of modern higher education. There are several definitions of internationalization of higher education. Some authors think that the notions "globalization of higher education" and "internationalization of higher education" are used in the same context. However, as de Wit points out, internationalization of higher education is "a response to globalization (not to be confused with the globalization process itself) and as including both international and local elements". [5] As another definition suggests, internationalization is "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2003). As such it is an intrinsic set of values which seeks to:

- internationalize the student experience (both on and off campus);
- enhance the employability of students through international experience, such as participation in
- mobility programs;
- develop the international dimension of the curriculum;
- increase global competitiveness through international partnerships, networks and collaboration.

The concept of internationalization of higher education existed for a long time, practically from the moment the higher educational institutions in Europe and in European colonies began to open. Necessary condition of internationalization process is availability of the national state, as internationalization assumes the communications and exchange of knowledge and traditions in terms of distinction of people, their cultures and approaches to education and a science.

The process of internationalization of the higher school also existed in the Soviet Union which actively accepted students from the countries of socialist sector and friendly states, as consequence, creating a favorable image of the country in foreigners' opinion. A very important point, not to be forgotten, is that within the USSR entrants could move freely from one Union republic to another and get education at any university. After disintegration of the Soviet Union the process of internationalization of domestic education stopped for some time, as the state left not only the world political ring, but also ceased the regulation of national higher education. Later, this was one of the reasons for renewal of process of internationalization in Russia, Kazakhstan and other former USSR republics. Universities administrators understood that they themselves should establish relations with other universities as this would enhance the prestige of a higher educational institution and enable to participate in the important international conferences as well as in the international exchange of knowledge and scientific researches that was always vital for any university of a high level. Besides, the enhanced prestige of higher educational institutions attracts not only domestic entrants but also foreign students, and this also increases the authority of a higher school and universities' financial status.

With the increasing penetration of the market into higher education system, internationalization

has become one of the important factors which are taken into account by the potential students when they choose universities. Training abroad comprises not only an exchange of knowledge with counterparts from other countries, but also parallel studying of foreign language what is extremely important for any professional today.

The Bologna Process became the most important trend of internationalization of higher education in Europe, as a response to the process of globalization. The Bologna process, aiming at establishing a European Higher Education Area, is the most important higher education reform process in Europe. The aims of those reforms is to create a common system of higher education with recognizable qualifications, promote and increase students' mobility to and from Europe and to make European higher education attractive for European students and students from other parts of the world.

The internationalization of higher education is a prerequisite for international competitiveness and Kazakhstan national priority **Kazakhstan is the first Central Asian country to join the Bologna Process and the European Higher Education Area. The higher education in Kazakhstan heads towards the level of the world education standards. Currently, 60 universities of Kazakhstan signed the Great Charter of universities (Bologna).** The country's best known initiative is Bolashak Program, which supports study at top universities in other countries with all expenses paid, on condition that the students to work in Kazakhstan for the benefit of the national economy. This program has assisted 2500 students since being set up in 1994. Bolashak is a long running program managed by the Centre for International Programs, on behalf of the Ministry of Education and Science of Kazakhstan. The program's objective is to provide an opportunity for the most talented students from Kazakhstan to undertake higher education courses at the best universities overseas, enabling them to acquire the necessary skills and knowledge to build a democratic and prosperous society.

Furthermore, in September 2011 Ministry of Education and Science developed "The Concept of academic mobility of university students" in order to improve the quality of the higher education. 350 students will receive an opportunity to study abroad for a semester at the expense of the national budget this year. Besides, 1493 foreign scientists and professors are expected to be attracted to work in 27 higher education institutions of Kazakhstan. [6]

Thus, internationalization of higher education is not a new process but it has not lost its urgency and relevance. Internationalization helps modern

universities enter into world university educational space and actively develop within its frameworks. It allows higher educational institutions to progress more dynamically as they can perceive knowledge of the developed universities, overtaking and even advancing them on progress.

Even though globalization is not the top form of internationalization, last-named is essential for its progress and formation. Though these two processes do not coincide and in some aspects they even counter each other [3], globalization would be impossible without internationalization of education, as it is two interconnected processes.

The second aspect of globalization and, at the same time the consequence of internationalization, is integration of educational areas of different countries. Internationalization of education doesn't have sharp time-frame, structure and obligation. In contrast to this process, integration of educational system of different countries is initiated by public authorities, and the participants of educational process - higher institutions - are presented with a fait accompli and have to realize prescribed direction of development. Hereby, some researchers consider integration as a more complicated and serious aspect than internationalization as, within its frameworks, there is not just cooperation and an exchange of knowledge, but intensification and development of academic communications at the state level and bringing them to the level of integration of national education systems. Hence, integration is closer to globalization of higher education system, because it means not only the programs which are interesting to certain universities, but coordination and harmonization of basic features of educational systems. In this case, national features of educational areas are erased and sometimes are fully resolved. This is the biggest disadvantages of higher education integration approximating it to the main characteristics of globalization - a process of borders erasing. However, this disadvantage can be leveled considerably with due attention and interest from higher school representatives and states, as worldwide directions of integration of education assume reasonable degree of freedom for preservation of national features of education.

The priority direction of integration is acceptance of the all-European and worldwide principles of construction of higher education system and signing the Bologna convention agreement.

Due to this process a coordination of a world policy in area of education, convergence and interrelation of national educational systems and the origin of tendencies to formation of uniform educational space can be reached. [5]

One of the major tools in the integration of Kazakhstan into the international educational space

is realization of the Bologna convention. There is transition to a three-cycle system in higher education: "bachelor – master – doctoral studies PhD", full transition to the credit technology in higher education, certification and concrete steps for international accreditation of universities, penetration and improvement of the quality assessment system, etc. Besides the mission of integration of Kazakhstan into the international educational space, transition to the three-cycle system of higher education will allow Kazakhstani graduates to adapt for the international labor markets because diplomas of higher education would be recognizable.

One of the major directions of higher education development is the issues of international cooperation in order to integrate Kazakhstan higher education system into the global level of educational system. Participation of Kazakhstan in the EU's higher education institutions programs is considered as the most perspective tendency. At the same time the unique educational project in the higher education system of Kazakhstan is the international level Nazarbayev University which "will be positioned to become the national brand by harmoniously combining national identity, best international model of education, science and research practice" (N.A. Nazarbayev). Academic programs based on the best international practice, new standards of scientific research, principles of autonomy and academic freedom approved by Nazarbayev University are going to be used in all universities of Kazakhstan in future.

In summary, it is possible to note, that integration is one of the closest concepts to globalization in terms of their characteristics. Nevertheless, integration and globalization are not considered the absolute synonyms, especially if to consider integration as a higher level of internationalization. Integration processes in higher education are extremely important, especially at the state level as it is difficult to universities to pass themselves to higher levels of interaction with other educational systems.

Informatization is the third and the most universally recognized and dynamically developing process within total globalization. In the modern society development of means of communication and data ware are the areas in which industrialized countries have reached big progress. The adoption of new information technologies into all fields of activity favored the emergence and development of a global process of informatization. In turn, this process gave a stimulus to developing informatization of education. Informatization revolution has caused the necessity of improving new forms of knowledge translation, as knowledge has become the main value in conditions of an infor-

mation society. In the digital 21st century high results in learning and educational process cannot be achieved without integrating new information and communication technologies in the education system. Informatization of education has become the main factor of globalization in the period of transition to the global information society.

In modern conditions the main task of education is application of new information technologies of spread of knowledge. In this connection distance learning has taken hold, being an integral part of process of globalization alongside with increase of the academic mobility and unification of educational systems and plans.

One of the most visible manifestations of globalization is the emerging 'borderless' electronic education market **which** creates the environment where most of the learners can access their materials at any time from any place. The huge increase in the worldwide demand in e-learning is one of the reasons to trend the learners to get their opportunity in the globalized world, and this is possible due to the ICTs facilitation. E-learning is considered to be one of the most progressive forms of education that is introduced in education systems of many countries all over the world. E-learning in Finland, Ireland and South Korea became the main instrument for modernization of education and economic growth. Special national programs on electronic education are realized. E-learning is quite general practice in the USA, Canada, New Zealand, Australia and Great Britain. The principal objective of DE has been the development of the individual as a whole. It includes learners' cultural, behavioral capacity, understanding capability, and rational attitude. Seeing through globalized telescope, it is viewed that in the present borderless information society, education needs to respond to the additional demands by raising awareness of environment, peace, cultural and social diversity.

In Kazakhstan informatization of educational system has been raised to the rank of strategically important areas of public policy. **"The states that pay a lot of attention to development of informational and communicative technologies and connect it to further growth of wellbeing occupy stable places at the world arena", Doctor of Pedagogical Sciences, Vice President of JSC 'National Center of Informatization' Almira Tazhigulova said.** The competitiveness of Kazakhstan depends on how successfully it will integrate into global education process. The basis for the system of education of the informational society is modern informational communicative technologies which dictates and determines intensive introduction of them into educational processes. A lot has been achieved in this sphere in Kazakh-

stan over recent years. The first stage was connected to the President's Program on informatization of the secondary education of the country of 1997-2001. As a result of which, 100% schools received computers. The second stage started in 2005 and it featured the provision of multimedia language laboratories to schools. It also had intensive growth of use of electronic textbooks, multimedia programs and materials of such kind. The third stage was connected to the provision of interactive boards and interactive classrooms as well as modern electronic equipment to schools and other educational organizations. Around 9000 such classrooms were purchased over the past five years. [8]

In the new phase of informatization e-learning is introduced as a mechanism for innovative upgrade of the educational process. The e-learning is planned to be introduced in 50% of schools by 2015 and in 90% of education institutions by 2020. In the current year over three thousand teachers of 44 pilot organizations have already been trained.

Summing up, it is necessary to note, that researchers of globalization of education don't always make a clear differentiation between the concepts of globalization, internationalization, in-

tegration and informatization. The reason is that all these definitions almost similarly describe the same process, being different aspects of the same phenomena. All of them are closely associated with each other and can be used as synonyms in some contexts, but in essence they have different meanings and the researchers consider them in different way.

In conditions of globalization any of these processes cannot be regarded as the basic, as all of them develop more or less organically. Certainly, there are preferences among these processes for each country, but they are not always realized. For the majority of not western countries, including Kazakhstan and Russia, it is preferable to develop integration as in its frameworks the national component of education is kept. World tendencies cannot but influence the decisions made in each country, therefore integration often changes into globalization. In spite of this, each country should continue to uphold the national identity of education area and intellectual independence, as unifying processes in the European Union show that conservation of national sector in education is possible.

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