

**INTERNATIONALIZATION OF HIGHER EDUCATION IN
AN OPEN SOCIETY**

**AÇIK BİR TOPLUMDA YÜKSEK ÖĞRENİMİN
ULUSLARARASILAŞMASI**

**ВЫХОД ВЫСШЕГО ОБРАЗОВАНИЯ В ОТКРЫТОМ
ОБЩЕСТВЕ НА МЕЖДУНАРОДНЫЙ УРОВЕНЬ**

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Abstract

This article discusses the problems and finding ways of internationalization of higher education in the context of globalization. Authors of the article make the analysis of various major positive and negative aspects of the internationalization of higher education as well as noted that the mobility of students and teachers in terms of strong differences in economic development in different countries leads to a negative trend, known as "brain drain". They also note that the loss of qualified human resources of developing countries and countries in transitional period is caused not only academic mobility, but also increasingly intensified international migration, resulting in the most developed countries deliberately make their migration policies so that to provide more favorable conditions in order to attract young people. Therefore, this process can be complicated by the increased globalization of modern society. However, the authors conclude that internationalization is an objective process of sustained interaction and mutual influence of national systems of higher education, based on common goals and principles to meet the needs of the international community and reflects the progressive trends of the new century, which has its own national development based on cultural diversity.

Key Words: internationalization of education, continuing education, universalization of education, the diversification of higher education, internationalization of higher education

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Özet

Makalede küreselleşme bağlamındaki yüksek öğretimin uluslararasılaşması sorunları bulma yolları anlatılıyor. Yazarlar, yüksek öğretimin ve onun uluslararası çeşitli önemli olumlu yönleri, analiz ve farklı ülkelerde ekonomik olumsuz kalkınma güçlü farklılıklar açısından öğrenci ve öğretmen hareketliliği "beyin göçü" gibi bir negatif eğilime yol açtığını kaydetmektedirler. Aynı zamanda onlar; gelişmekte olan ülkeler ve ülkelerde nitelikli insan kaynaklarının kaybı, akademik hareketlilik sadece yol, aynı zamanda giderek gençleri çekmek için daha uygun koşulların sağlanması, böylece bilinçli politikalarının yapısı gelişmiş ülkelerin çoğunda ne-den, uluslararası göçün yoğun olduğunu belgeliyor. Bu nedenle, bu süreç modern toplumun artan küreselleşme ile karmaşık olabilir. Ancak yazarlar, uluslararası - Bu sürekli etkileşim ve yüksek öğrenim ulusal sistemlerin karşılıklı etki, nesnel bir süreçtir diye sonuca varıyorlar, Uluslararası toplumun ihtiyaçlarını karşılamak için ortak hedef ve ilkelere dayalı ve kültürel çeşitliliğe dayanan kendi kimlik gelişimi olan yeni yüzyılın ilerici eğilimlerini yansıtır.

Anahtar Kelimeler: Uluslararasılaşma, eğitim, sürekli eğitim öğretim, yüksek öğretimin çeşitlendirilmesi, yükseköğretimin uluslararasılaşması.

All of the global processes that are taking place in the sphere of politics, economy, culture and education are clear to many people on our planet. Human abilities and achievements are widely used in many social and economic spheres due to the openness of the society.

This uniquely is the achievement of Information Age – an era of bringing people together in order to achieve not only peace and harmony on Earth, but also to have an opportunity to get a qualitative education.

The most important trend of the recent decades is the powerful integration processes that span all areas of public life, including higher education as well. Higher education and science have become a global factor of public development, they are put forward into the most important national and global priorities, as well as they are the essential components of cultural, social and economically sustainable development of people, communities and nations.

Governments of many countries evaluate higher education as a factor that plays an important role in the achievement of far-reaching political and economic goals.

It is becoming increasingly clear that national systems of higher education cannot be developed out of global processes and tendencies, as well as out of demands of the world labor market.

It cannot precede from the national – level criteria the decision of issues concerning the reforming and development of higher education of separate countries. According to many scientists' and politicians' points of view, higher education of no any country cannot prepare professionals to meet the requirements

of the post-industrial information society and to provide with the sustainable development in the XXI century.

Significant contribution to the development of theoretical approaches to the definition of essence, role and place of education in a society was made by such foreign researchers as G. Becker, Y. Ben-Porath., P. Drucker, G. Kendrick, B. Kicker, R.D Lambert, L.von Mises, J. Mincer, J. Knight, J. Psaharopulos, P. Romer, L. Thurow, T. Schultz, and others

Works of D. Bell, D. Binde, M. Castells, F.G.Coombs, P.N.Campbell, F. Machlup, T. Sakamoto, N. Smelser, P. Scott, A.Toffler, F.Fukuyama, J. Hodgson, and others are devoted to the problems of links between education and economic growth, their impact on the development of post-industrial society, and globalization of education

Development of educational space and its structural components in Russian literature are developed in the writings of M.N Berulova, V.Vzyatysheva, A. J. Vifleyemskiy, B. S Gershunskiy, C.A. Dyatlov, L.G. Efremov, A.V. Zavgorodny, B.C. Lednev, E. Melnikova, L.G. Mozhayeva, N. Moiseyev, L.I. Romankova, E.I. Rybnov, A.I. Subetto, A.N.Tikhonov, V.V.Chekmarev, L.A.Shipilina etc.

The most outstanding representatives who deal with the internationalization of education in the Kazakh historiography are Issayev Z.A, Kussainov A.K, Rakhimbek H. M, Cherednichenko V.S. and others

Expectations, vested on higher education, demand an adequate answer from it, these answers lie in the following strengthening of the international component in the organization of a competent expert training, and suggests the internationalization of higher education and science.

Higher education is becoming more widespread. In different countries, the level of high school graduates, as well as the admission in higher educational establishments has got almost 60 percent while in North America – 84 percent. There is a rapid quantitative growth of the university students. In 1960 the number of students in the world according to UNESCO statistics was 13 million, while in 1997 it grew by almost 7 times and amounted to 88.2 million (World education report, 2000:1)¹.

From year to year there is the growth of number of students, researchers and teachers, who study, work, live and communicate in an international environment. According to statistics, the number of students, receiving higher education outside the country increased from 920 000 in 1980 to 1 million 550 in 1996 (World education report, 2000:1)².

The main factor which stimulates changes in the field of education is given to the rapidly increasing flow of information. This growth happens with the rate that the old methods and the education system itself cannot cope with it. Ordinary

¹ World education report, 2000. Paris. - Paris, 2000 - P. 116.

² World education report, 2000. Paris. - Paris, 2000 - P. 116.

increasing of reclaimed knowledge volume leads to the result of an excessive teaching load and adversely affects the health of students, but it does not give the desired results.

At this rate, changes in the knowledge updating are so rapid that by the time of graduation from higher educational establishment students will have knowledge which has already become old. There is a need for the permanent updating of professional knowledge – that is, continued, “lifelong” learning.

These changes are relevant for the educational process itself; they are taking place against the backdrop of broader processes of changes, and at the same time they cover the economy of separate countries, regions and the whole world. Students get higher education abroad, and can use their knowledge when working in international companies all over the world. European Union has developed a special scholarships and programs that encourage students to study abroad. Leading universities of Great Britain, USA, and Canada have 80% of students who are foreign citizens (Сагинова О.В., 2004:2)³.

Modern information technologies, rapid development of distance education have done national borders absolutely transparent for educational services.

Unified world educational market has been formed where higher educational establishments of different countries offer their products and services to all students at once, and they do not limit themselves with national boundaries. Famous Financial Times ranking of the best business schools now include not only higher educational establishments of the United States but also Canada, Spain, France, and Great Britain. Employers in many European countries pay more and more attention in hiring graduates' experience in studies, living and working abroad, as it demonstrates the adaptive capabilities of candidates, the breadth of outlook, and communication skills with people of different cultures.

UNESCO report on “Higher Education in the Twenty – first Century: Vision and Practical Measures” (1998) noted that “there is the closest approach of common problems, trends, challenges and goals that make to forget about national and regional differences and specificity in the field of higher education” (Высшее образование в XXI веке: подходы и практические меры, 1999:3)⁴.

Declaration of the World Conference on “Higher Education in the Twenty–first Century: Vision and Practical Measures” emphasizes that the decision of the essential task is to improve the quality of higher education which requires “that higher education has an international dimension: exchange of knowledge, creation of interactive networks, mobility of teachers and students, international research projects, along with national conditions and cultural values” (. Всемирная

³ Сагинова О.В. Интернационализация высшего образования как фактор конкурентоспособности, Вестник РЭА, №1, 2004. С. 32-34.

⁴ Высшее образование в XXI веке: подходы и практические меры / СГУ. - М., 1999. - 36 с.

декларация о высшем образовании для XXI века: подходы и практические меры, 1998:4)⁵.

World Conference plan highlighted the priority points in the field of higher education:

- to train highly skilled professionals and responsible people;
- to strengthen the role of higher education in the formation of a democratic society, defending the values of peace culture and understanding, preserving the national originality of cultures, environmental protection;
- wide use of distance education, new communication and information technologies;
- strengthening cooperation with the world of labor;
- state support of higher education and science;
- to attract students to participate actively in the learning process and upgrade higher education (Всемирная декларация о высшем образовании для XXI века: подходы и практические меры, 1998:4)⁶.

It is obvious, that one of the leading trends of our times, (is fast-moving momentum), is the internationalization of higher education. Higher education has traditionally been developed in the world as an open international system. Internationalization and integration processes have got more real character recently.

What is the internationalization of education? There are different approaches to the definition of internationalization of education.

Definition of internationalization is given by J. Knight as “the process of introducing an international aspect to research, education and service functions of higher education” A feature of this definition is that the author notes all inseparable functions of higher education in the process of internationalization and complex impact on the internationalization of these functions (Альтбах Ф.Г., Дж. Найт, 2008:5)⁷.

Explanatory dictionary of social science terminology by N. E. Yatsenko gives the following definition of internationalization of education: the internationalization of education – is the formation of a rational system of education acceptable to many countries around the world (Яценко Н.Е., 1999:6)⁸.

⁵ Всемирная декларация о высшем образовании для XXI века: подходы и практические меры. – Париж, 1998.

⁶ Всемирная декларация о высшем образовании для XXI века: подходы и практические меры. – Париж, 1998.

⁷ Альтбах Ф.Г., Дж. Найт. Интернационализация высшего образования: движущие силы // Экономика образования №4, 2008. С. 56.

⁸ Яценко Н.Е. Толковый словарь обществоведческих терминов. – М., 1999.

Process where the objectives, functions and organization of educational services acquired an international dimension is known as the internationalization of higher education at national, sectoral and institutional levels (Knight J., 2003:7)⁹.

Notion of educational internationalization in the international practice traditionally consists of two aspects: “internal” – internationalization at home and “external” – education abroad, across borders, cross-border education.

Internationalization of education includes the following forms of international cooperation: 1) individual mobility: mobility of students or faculty members for educational purposes; 2) mobility of educational programs and institutional mobility; formation of new international standards, educational programs; 3) integration into the curriculum of the international dimension of education and standards; 4) institutional partnerships: creation of strategic educational alliances (Интернационализация высшего образования в странах ОЭСР, 2005:8)¹⁰. Absolute advantages of internationalization contain the increasing access to higher education, knowledge universalization, and emergence of international standards for quality and innovation of higher education, expansion and strengthening of international cooperation, as well as strengthening of academic and students' mobility.

Internationalization of education is accompanied by increased international dimension of its individual elements national, regional educational systems. In the process of internationalization, a new international educational field is formed, where the most effective forms could be implemented by the national interests of its participants.

Internationalization of education is an objective and a constantly evolving process that has existed in various forms for a long period of time. It is associated not only with educational borrowing, but much with the general parallel processes and the general socio-economic and cultural phenomena in the developing world. These may include: constantly increasing in volume and increasingly diversified in content microeconomic communication, new advanced technologies, modern global problems of mankind.

It should be noted that internationalization is not to be understood as the universalization of education, i.e as the creation of identical national educational systems. Moreover, the process of internationalization stipulates the development of national education systems, encouraging them to achieve the equal high standards of education. As for the ways and means of these standards achieving, each country determines and selects them according to their needs, culture and educational traditions.

⁹ Knight J. Updating the Definition of Internationalization// International Higher Education. The Boston College Center for International Higher Education № 33, 2003.

¹⁰ Интернационализация высшего образования в странах ОЭСР. – Центр ОЭСР - ВШЭ, 2005.

It should be noted that the basic forms of internationalization of education and even wider - academic surroundings are:

- individual mobility, mobility of students and faculty members for educational purposes;
- mobility of educational programs and institutional mobility, i.e. formation of new educational standards established international / paradigms;
- integration into the meta-program of international cooperation, whether Bologna or some sub-regional (SCO, "Northern Dimension", EurAsEC, Customs Union, etc.) formats of academic cooperation;
- institutional partnerships – establishment of strategic alliances and consortia of education (Интернационализация высшего образования в странах ОЭСР, 2005:8)¹¹.

Internationalization of education is an important factor in the modernization of our economy. Overseas internship programs of double diploma and joint modules can not only improve the quality of education, but should be an important source of attracting new technologies and knowledge in the economy of the country.

With varying degrees of intensity the process of internationalization has covered all levels of education and it is developing actively especially in high school.

Tools of internationalization are: exchange of students, teachers and researchers, recognition of diplomas and degrees, general standards of education and others. Interaction with international, foreign regional and national organizations, funds and programs as UNESCO, the Institute of "Open Society" (Soros Foundation), TEMPUS / TACIS, the DAAD, the World Bank, IREX, INTAS, CARNEGIE, the British Council and others play an important role in the expanding of the system of international scientific and educational contacts of Kazakh universities.

Internationalization of higher education is an important aspect in order to achieve the intention of Kazakhstan to become a more competitive country, which means the introduction of international aspects into all areas of education and research work, both at national policy level and at the school level. Some measures have already been done, including the creation of "Bolashak" program, the adoption of the Bologna process and the preparation for the adoption of the Lisbon Convention on mutual recognition of diplomas and qualifications in the field of higher education.

In accordance with the Bologna Process requirements, Kazakhstan upgraded to a three-level model of training: Bachelor – Master – Ph.D. More than 40 higher educational establishments have passed the certified audit of management quality

¹¹ Интернационализация высшего образования в странах ОЭСР. – Центр ОЭСР - ВШЭ, 2005.

systems in the European agencies. The list of priority specialties for training doctoral and master's programs in the light of cluster initiatives was defined.

It is obvious, that the internationalization of education is an important factor in the strengthening of political relations at the international level, as well as the creating a trustful atmosphere with our main international partners.

Internationalization of education is the ability to create a fundamentally different level of communication, which is based on joint efforts in the development of knowledge, in the joint, and may be the students' research work in order to recognize each other in the real case.

At present internationalization of education is an integral factor in the existence of higher educational establishment which can change and sometimes determines the structure of the university, its staff, and training and research programs.

However, there is a downside to the process of internationalization of education.

Widening scale of higher education puts the acute problem on the quality of education. Modern society needs highly educated and mobile professionals. And that very society can and should encourage the qualitative higher education, affecting the labor market of young professionals.

There is an acute problem of financing the growing scale of higher education. The growing number of students is forcing many higher educational establishments to cut costs for the modernization of infrastructure, library resources, international cooperation, and professorial teaching staff (Торкунов А., 2009:9)¹².

Diversification of higher education has created a problem of the adequacy of its modern requirements and qualitative differences in various types of educational establishments.

Internationalization of higher education that meets the growing need for intercultural understanding, due to the global nature of modern communications, and consumer markets, etc. is of the propitious tendency. However, the mobility of students and teachers in the conditions of strong differences in economic development of different countries leads to such a negative tendency, as the "brain drain". The loss of skilled human resources of the developing countries and countries in transition period is caused not only with the academic mobility, but also with the activation of international migration, and the fact that developed countries have deliberately built their migration policies, providing more favorable conditions.

Integration of higher education in the world system is an objective process, which must not develop blindly. The world community can and must see and analyze the positive and negative sides, to make important management decisions

¹² Торкунов А. «Об интернационализации высшего образования». – Москва, 2009.

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on its coordination and correction. Important role in the development process of international integration of higher education are international cooperation and international organizations as UNESCO.

Thus, internationalization is an objective process of sustained interaction and mutual influence of national systems of higher education, based on common goals and principles to meet the needs of the international community and reflects the progressive tendencies of the new century.

Higher education can respond to global challenges of the XXI century only with the coordinative and cooperative activity.

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