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UNIVERSITY INTERNATIONALIZATION AS A FACTOR OF ITS INNOVATIVE DEVELOPMENT

- Internationalization of HE quality assurance in the context of Bologna Process;
- internationalization of education content in Uniin Canada;
- internationalization of university educationin German-speaking countries;
- internationalization ofengaging students in HE management in the context of Bologna Process;
- internationalization of non-formal educationspace in the European Union;
- internationalization of theory and practice of gifted and talented education;
- internationalization of education space of senior school in Great Britain;
- internationalizationof foreign language teachers' professional development through international organizations internationalization (international activities) of US [1].

Key concepts of research

Innovative development of the university –the process & the result of quantitative and qualitative changes in the university, that are achieved through systemic activity aimed at introducing the latest achievements of scientific and technological progress and their improvement, ensure efficiency and obtain competitive advantages.

Internationalization of the university – strategic&organizational approach to implementing international dimension into all aspects of the university functioning, which requires achieving of new quality of the process and the result of its activity

Most important factors that motivate Uni to innovative development

- Globalization.
- Development of knowledge economy.
- Development of IC-technology.
- Massovization of higher education.
- Internationalization [1].

The challenges of Uni internationalization

◆ *Political*: support of Uni's positive image and national system of HE in the international educational space.

◆ *Financial and economic*: ensure balance between Uni's financial interests and the needs of its strategic development; correspondence between price and quality.

◆ *Academic*: development of a qualitative new internationalized curriculum, application of modern IC-technology (LMS, MOOC, online and blended learning, etc.), ensuring quality of educational services.

◆ *Cultural*: Cultural quality support of international students, introduction of the mechanisms of intercultural interaction of the university and local community.

◆ *Organizational-managerial*: application of modern international marketing and recruitment strategies.

◆ *Innovative-developmental*: focus of the internationalization of Uni on its innovative system formation [3].

Innovative system of Uni (ICUni)

◆ ICUni is an interactive community of interconnected individuals and groups, that represents a network co-evolving structure created by the development of creative, conducive to innovation educational and research environment.

◆ ICUnis of multilevel and deeply structured character. State of ICUnidepends primarily on the readiness of the university community (organizational, intellectual, professional, moral, material, financial, etc.) to its successful implementation [2].

Institutional risks associated with processes of internationalization

◆ *Reputation risks* – non-recognition of Ukrainian Uni diplomas due to the low quality of university education services.

◆ *Staffrisks*– poorstaffing of the educational process caused by insufficient number of qualified personnel able to teach the growing contingent of foreign students.

◆ *Infrastructurerisks*– insufficient capacity of Uni campus to serve international student community.

◆ *Financial risks* - the result of fast growing expenses for teaching foreign students that have not been considered.

◆ *Businessrisks*– resultingfrom dumping processes in the domestic market of international educational services.

◆ *Organizational risks*– caused by low levels of recruitment technologies of domestic universities, experience of creating flexible educational trajectories for implementing individual educational needs of each student.

◆ *Information and IT risks*– lackof implementation of modern IT into the university international activity.

◆ *Regulatory compliancerisks*– related to non-compliance with requirements of controlling state agencies and other stakeholders.Stages of risks management associated with the processes of Uni internationalization.

◆ *Identification of risks*– determining the level of risk appetite according to the strategy of the university [4].

Analyzing the identified risks, summarizing and evaluation of the probability of their occurrence and the potential impact on different areas of the university activity,

in particular ensuring stable functioning of the university, human and financial resources, environment, image and reputation, administrative, legal and political relations etc.

Identification of measures of reducing the likelihood of manifestation and consequences of risks:

a) *decision-making on the most suitable methods* for the university to respond to risks, taking into account the availability of appropriate resources;

b) *risk avoiding or rejection* (termination of activity or change in the objectives of the University);

c) *risk transfer* (transfer of responsibility for risks to the third party);

d) *risk taking* (in the case of inevitable consequences);

e) *risk processing* (hazard reduction to an acceptable level);

f) *risk control* (monitoring of activities aimed at identifying negative changes);

g) *risk insurance* (purchasing of an insurance policy);

h) *risks monitoring*– evaluating the effectiveness of risk-management process, tracking the impact of identified risks, monitoring of residual risks and identification of new ones [4].

Organizational and pedagogical conditions for transforming internationalization into the factor of innovative development of the university. Aspects of consideration:

- Targeting.

- Mechanisms of realization.

- Quality control [2].

In the targeting aspect

- ◆ *compliance of the university internationalization strategy with its mission;*

- ◆ *taking into account the totality of external* (political, economic, cultural, religious, ethnic, etc.) and internal (human resources, infrastructure, license volumes, availability of IT-technologies, quality and mobility of management) factors;

- ◆ *taking into account the interests* of local, regional, national, and international communities in determining the internationalization strategies of the university;

◆ *correlation of academic, reputation and commercial interests* of the university in the context of developing its internationalization strategy;

◆ *consistent and systematic coverage* of all aspects of the university activity (education, research, social services) with the processes of internationalization taking into account global trends of innovative development of each of them [3].

In the aspect of implementation of the mechanisms of realization of the processes of internationalization either "top-down" (administrative strategies) or "bottom-up" (strategies of academic, research and intercultural cooperation) and "bottom-wide" (network strategies):

◆ *correlation of costs and benefits* (human, temporal, intellectual, financial, material, etc.) in the context of academic mobility programs;

◆ *qualified and proactive policy of cooperation* of the University with foreign embassies, innovative structures of international business structures, international recruitment companies, university networks, etc;

◆ *motivation, support and promotion* of the participation of students, teachers, researchers and administrators in international academic and research programs, training, academic exchange programs [1].

In the aspect of quality control

◆ *compliance* with international standards to ensure the quality of foreign students training;

◆ *quality assurance* of infrastructure activities of foreign students' cultural and academic support;

◆ *introduction* of modern risks management technologies in the development and implementation of internationalization strategies and technologies.

Professional competence of the Uni teacher in conditions of internationalization (*European professionalism*):

◆ *language competence* – knowledge of more than one language and necessarily – English at professional level;

◆*professional competence*(subject and methodological components) – willingness to cooperate in terms of content and teaching methods with colleagues from other countries, knowledge of educational realities and traditions of other countries and people;

◆*research competence*– commitment to active and proactive participation in international research projects and international research networks;

◆*multicultural competence*– respect for national culture and other cultures, skills of confident but not dominant behavior with representatives of other cultures in professional activity;

◆*civic competence*– conscious respect both for national roots and for European and world communities;

◆*computer competence*– proficiency in modern digital technologies and their use in all aspects of activity [2].

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