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## GLOBALIZATION AND INTERNATIONALIZATION IN EDUCATION: PROS AND CONS

*The article deals with the issues of globalization and internationalization in education, their positive and negative impact. It considers educational integration as a process that provides a great many opportunities for educational and cultural exchange, while simultaneously influencing the authenticity and uniqueness of national schools. Experience of international collaboration of Mykhailo Kotsiubynsky Vinnytsia State Pedagogical University with educational establishments of the USA, Japan, Poland, Germany as well as the British Council is being dwelt upon.*

**Keywords:** *globalization, internationalization, education, cultural exchange, international communication, international partnership*

Internationalization of education is "the process of integrating an international, intercultural and global dimension into goals, teaching research and service function of a university"[1]. It is also "the process of integrating the institution and its key stakeholders - its students, faculty, and staff - into a globalizing world"[2], aiming at making the information about the educational systems, methodologies, pedagogical practices and applied tools available, comprehensible, and approachable for research worldwide and, subsequently, more easily shared [3]. The demand in international education motivated by social, economic, political issues and national values, may reach more than 7.2 million students by 2025 [4].

The words "globalization" and "internationalization" are applicable to different spheres of human activity, and there is hardly a single field unaffected by these phenomena [5]. The literal meaning of "integration" - the core of both of them, implies getting closer, sometimes so much closer that it provokes blurring, erasing the boundaries between the features which previously distinguished us from one another, contributing to our uniqueness. There is an evident tendency in the world to homogenize the living standards, moral principles, and priorities in business and personal life. "National boundaries are eroded... becoming more porous" [5]. Along with many progressive things that shadow integration processes, it prompts the spread of negative phenomena all over the world at a frightening pace.

Yet, globalization and internationalization in education are largely viewed as specifically positive trends.

It is hard to underestimate the role of technology in this process which enables educators to have the world at their "finger tips", to make the contacts and interaction with their foreign peers "instant and effortless" [6]. It provides them with the same resources the foreign colleagues utilize and assists in collaboration on common educational issues. Academic globalization creates an educational space without borders that becomes a platform for establishing partnerships with ceaseless flow of experience and innovative ideas exchange.

Internationalization in education is a resource to broaden the horizons, to bring cultures together, to learn to respect diversity, to facilitate better understanding how to teach future generations, how to view the teacher and student in the process, to standardize an official vocabulary to document achievements and criticize shortcomings. Internationalization is meant to ameliorate the comprehension of social justice and discrimination.

What is internationalization of education for our country? Ukraine views it a leverage to use for political and economic benefit. Learning from the world will mature the democratic tendencies in the Ukrainian society and education. Educational internationalization brings the potential for great change through versatile educational expertise and experience exchange. For example, the countrywide project "The New Generation School Teacher" builds up and sustains the intercultural dialogues and establishes the long-term international partnerships which will eventually result in

tangible transformation of educational practices and mindsets of educators and students.

Vinnitsia State Pedagogical University has been actively involved into the process. The significant steps have been made on this way since 2010, when the first agreement was signed with Southeast Missouri State University (USA). The agreement provides the opportunities for student and faculty exchange, on-line internship, collaborative web-based instruction, FB discussion clubs and conferences. The international ventures in the USA, Turkey, Canada gave start to mutual research. The up-dated agreements enable our students to get the MATESOL dual degree in the USA. Ukrainian school of language instruction appeared to be competitive and got its professional recognition. It is worth admitting that the potential of Vinnitsia students was fully discovered and realized, when the knowledge gained in their home university, obtained a new dimension and application in the actual exchange programs. The collaboration with Germany and Poland is on the rise due to interest in the European educational legacy.

However, the authors would like to ponder on the intensive pursuit for more uniformity that globalization implies. The uniformity, once widely criticized after the disintegration of the Soviet Union as one of the undemocratic features of that state that abused diversity and individualism. This leads us to question whether we are sliding down to practices that will result in reducing diversity in its pure sense. We mean diversity associated with cultural identity within which education occupies a significant part. Globalization is associated with "destruction of cultural identity", the process in which we fall victims of "homogenized, westernized consumer culture" [7]. Internationalization of education, globalization and diversity are interrelated issues [8]. We cannot deny the importance of education in maintaining the balance between positive and negative outcomes of globalization by playing the role of "a great equalizer"[8]. It took each country centuries to develop its authentic educational principles and methodologies that took origin in national culture, mirrored the common mentality, and got adjusted to the national character of the people and geography. As the educational practices and approaches were conditioned by history, mentality, location and climate [9], they were comprehensible to the population, and worked effectively and sustained national culture and character.

Today with the boundaries eroded, we obliterate some important features characteristic to the education of each country that make education authentically Chinese, Japanese, Ukrainian, German, French, etc. Assimilation eventually may lead to the dominance of mainstream over tradition and individuality, though "the clash between individual and group rights is at the heart of many confrontations related to diversity and globalization" [8]. How to fully benefit from globalization, yet, to preserve the accomplishments of national schools and withstand the temptation to become too universal, negligent and disrespectful of the things that have made us what we are, and, in the long run, sustain national educational traditions?

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## ГЛОБАЛІЗАЦІЯ ТА ІНТЕРНАЦІОНАЛІЗАЦІЯ ОСВІТИ: ЗА ТА ПРОТИ

У статті розглядаються питання глобалізації та інтернаціоналізації в галузі освіти, їх позитивні та негативні наслідки. Інтеграція в освіті трактується як процес, який розширяє можливості для навчального та культурного обміну, одночасно впливаючи на автентичність та самобутність національних навчальних закладів. Висвітлюється досвід міжнародного співробітництва Вінницького державного педагогічного університету імені Михайла Коцюбинського з Британською радою, а також навчальними закладами США, Японії, Польщі, Німеччини.

**Ключові слова:** глобалізація, інтернаціоналізація, освіта, міжкультурний обмін, міжнародне спілкування, міжнародне партнерство



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