

STRUCTURAL AND DYNAMIC ANALYSIS OF INTEGRATION PROCESSES OF THE INTERNATIONAL MARKET OF EDUCATIONAL SERVICES



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Abstract. One of the most important factors in the development of the world economy is globalization and internationalization. They cause significant political, social and cultural-civilizational changes. Globalization and internationalization as processes of human integration into a single whole characterize the formation of a new era of the global world. On the other hand, the driving force of globalization and internationalization is scientific and technological progress, which is based on the production (production) and commercialization of knowledge (knowledge products). The ability to produce new knowledge and its further commercialization is ensured through the functioning of the institutions of the national innovation system. It is important to understand that one of the key elements of the innovation system is the field of higher education. In turn, the field of higher education is developing under the influence of globalization and internationalization.

Keywords: *globalization, integration processes of the international market of educational services, higher education, internationalization, technological progress, national innovation system*

Introduction

In the scientific and expert environment, more and more attention is paid to the development of higher education in a global environment.

In the context of the development of vocational education, the stages of globalization can be indicated as follows:

- the first stage – the beginning of a new era – the emergence of the world's leading religions (the search for universal values contributed to the spread of certain knowledge beyond national borders);
- the second stage – the beginning of the second millennium – the emergence of the first universities (creation of mechanisms for the accumulation of knowledge and their transfer on the basis of mass learning);
- the third stage – the beginning of the third millennium – learning becomes distance, can begin for the individual at any time (the emergence of new information and communication systems of knowledge and information, which allowed to implement interactive, transactive communication in synchronous mode).

The second half of the XX century. marked by significant changes in the global education system. In many countries around the world there has been an increase in the number of students studying in higher education. The number of people receiving paid higher education services is growing rapidly.

These trends are associated with profound mental, socio-humanitarian, political and economic transformations of society. In the last quarter of XX century. there was an increase in unemployment and social stratification, at the same time opening up new business opportunities. In the late twentieth century. The structure of the unemployed has changed dramatically, as the shortage of jobs for unskilled workers has increased rapidly, while specialists with higher education have had the opportunity to work either in the profession or in related fields, or to engage in private enterprise, or to retrain quickly. New professions have emerged that require highly specialized knowledge and skills, the ability to act creatively and creatively.

So it is not surprising that the demand for educational services produced by higher education institutions has been constantly growing and has reached maximum values (in fact, in some countries, including Ukraine, 90-95% of school graduates seek higher education).

Research methodology. Leaders have formed in the global market: the United States, Great Britain, Australia, Germany and others. The share of higher education institutions in OECD countries in the total number of institutions that accept foreign students is over 80% (Derii, Zosymenko & Shadura-Nykyporets, 2019). At the same time, the share of other countries is moderately increasing, including China, India, Mexico, Malaysia, and others.

A manifestation of the globalization of higher education is the expansion of the geography of educational services to other countries. This is manifested through the opening of branches of higher education institutions in other countries, the creation of joint higher education institutions.

The globalization of higher education carries certain risks, among which we can note the following:

- dissemination of foreign values to national staff;
- commercialization of education;
- increase in the number of foreign "fake" diplomas;
- growth of "low-quality" institutions;
- migration of the most talented students and teachers;

- transformation of educational programs into goods.

In response, the number of higher education institutions in the world began to grow, as well as the number of different programs (areas) of training, forms of education. In other words, the range of educational services in the field of higher education has grown rapidly.

Modern high school graduates have much more opportunities to enroll in higher education than before. In addition, citizens of many countries have the opportunity to obtain higher education abroad.

There are radical transformations in the public perception of higher education as a key factor in the development of the national economy and maintaining its competitiveness in the global coordinate system. It is higher education that provides production with specialists who have modern knowledge, are able to act creatively, creatively, in accordance with new requirements. Thus, the quality of the so-called human capital, which "flows" into the labor market, depends on the quality of the functioning of the higher education system, which is represented mainly by higher education institutions and other educational institutions.

Political cataclysms of the late twentieth century significantly changed the social environment, which influenced the formation of the global education system. The welfare of the country is now determined by the level of human resources development as a basis for the formation of scientific, social, economic, cultural and spiritual potential (Pazhitnov, 1915).

The 21st century has been declared the century of education by UNESCO, thus recognizing education as the dominant one in solving global problems and forming the spiritual foundations of a new civilization. UN experts have recognized the level and quality of education as one of the key indicators of human development, which determines socio-economic progress in general. Higher education in modern society is a channel of social mobility, participating in the further social differentiation of its members. Higher education as a social institution is also one of the so-called "social elevators", which ensures the movement of citizens between social classes.

Scientists and experts are looking for new tools to overcome the crisis, offering various recipes for further development of higher education. The International Commission on Education in the 21st Century and the World Commission on Culture and Development, established under the auspices of UNESCO, are actively working in this direction. The decisions and documents of the World Conference on Higher Education in the 21st Century, convened by UNESCO and held on October 5-9, 1998 in Paris, are of particular importance from the point of view of setting specific goals and initiating profound practical reforms in higher education around the world. As a result of the conference, a final document entitled "The Universal Declaration on Higher Education in the XXI Century: Understanding its Action" was adopted, which was discussed and approved by delegations from 150 countries. The Declaration formulates a cardinal conclusion on the prospects for the development of world higher education (Gryshchenko, Yatsenko, 2020).

Two key challenges to the functioning of the global higher education system to the latest challenges have been identified:

- ability to quickly adapt to the conditions of constant transformations of social systems, as well as the development of adequate responses to systemic challenges;

- Higher education itself should initiate positive changes, thus supporting progress in society.

Accordingly, national higher education systems cannot develop without taking into account global trends. From now on, it is impossible to solve the problems of reforming and developing higher education in a particular country if we rely only on national development criteria. Hence the exceptional importance of effective international activities of higher education institutions. The Declaration of the World Conference on Higher Education in the XXI-st Century: Approaches and Practices emphasizes that tackling the key challenge of improving quality in higher education requires that higher education have an international dimension: knowledge sharing, interactive networking, teacher and student mobility, international research projects, together with national cultural values and conditions (Derii, Zosymenko & Shadura-Nykyporets, 2019).

The countries that form the so-called "center of civilization" are modernizing their national higher education systems, which are focused on universalization, unification, standardization, informatization, and ultimately integration.

At the same time, integration processes in the field of higher education are not an end in themselves, but a tool for unification of higher education itself in order to maintain the appropriate level of its competitiveness. In the future, a platform for the formation of a global educational space is being formed.

However, the globalization of higher education has some negative consequences associated with the loss of the national identity of the educational process.

In fact, it is a new vision of the mission, role and functions of higher education. Experts in the field of higher education note that the mission of higher education in today's globalized world is as follows

- ensuring equal access to higher education for all who are able to learn and want it;
- support for lifelong learning as a response to the challenge of innovative development;
- transformation from "education of a citizen of the country" to "formation of a citizen of the world", a responsible person, whose professional training is at the level of world requirements;

- orientation of the content of education on the harmonization of relations with other components of the innovation system;
- development of so-called "additional services" necessary for the socialization of graduates (development of entrepreneurial skills, employment assistance, "double degree" program, etc.);
- focus on the constant introduction of innovative educational technologies, updating the content of education in accordance with public demands, the search for new teaching methods, organization of practice, teaching aids, etc. ;
- change of priorities in the study of various sciences, strengthening the share of human sciences (psychology, medicine, ecology, physiology, etc.) and its relations (law, economics, management, sociology, politics);
- increasing the requirements for scientific and pedagogical staff (such staff should be directly involved in scientific work, perform scientific and technical work, have information and communication technologies, effective presentation skills, etc.);
- unification of standards of training of specialists, harmonization of standards of different countries;
- increasing the role of the student's cognitive activity in learning, giving students the right to independently choose the professional orientation of learning in accordance with his preferences and expectations;
- increasing the role and importance of international cooperation in the field of higher education, in each institution of higher education to have a highly professional specialist responsible for this area of work.

The growing importance of human resources as a factor in the globalization and intellectualization of social development shapes the strengthening of requirements for the content and quality of vocational education, including higher education (Hanushchak-Yefimenko, 2021).

Globalization of higher education is characterized by the following trends:

- unification of educational content on an international scale (which is associated with increased mobility of labor resources);

- the growth of internationalization of higher education (manifested, in particular, in the diversification of sources of funding for education and increase the level of academic mobility);
- strengthening the role of international legal regulation of higher education (Lisbon Declaration, Bologna Process, etc.);
- formalization of the latest requirements for universities and research and teaching staff;
- support for interuniversity projects (including research, exchanges, conferences), which is perceived as a guarantee of further competitiveness.

The problem of standardizing the content of higher education is explained by the need to improve the quality of educational services.

At the same time, there is a leveling of the national component in the formation of the national educational space at the national level, and this is perceived as a natural phenomenon, as the education system is designed to train professionals (masters) who can perform production operations not only in their country but and in other countries, while meeting the demands of employers who act as buyers of labor resources in the global labor market (Nifatova, 2021).

The XXI-st century has seen an increase in international labor mobility. The process of interstate migration of labor is intensifying, it employs mostly highly qualified specialists with higher education. According to a 2009 report by the International Organization for Migration, more than 190 million people now live outside the countries of basic citizenship, which is about 3% of the world's population. The rapid growth of the number of people who form a proposal on the world labor market, objectively puts on the agenda the problem of compliance of their qualifications with certain uniform standards. Hence there is the need for global unification of the content of higher education in different countries.

Manifestation of globalization of higher education can be considered the rapid development of the global market of educational services (formation of the industry of export and import of educational services, increasing the number of foreign students), growth of various international forms of educational activities (international projects in higher education, international institutions of different countries), internationalization of financial resources of

higher education (diversification of financial sources, including in the form of grants, loans from international organizations, funds and institutions of other countries).

The process of internationalization of education is an important factor in harmonizing the development of educational systems (globally and at the level of individual national systems), and ultimately serves as a basis for effective implementation of sustainable development goals, including those related to human capital development through education. Sustainable development of society in the context of internationalization of higher education and science, global progress and transformations of the institutionalization of the world political, economic, social system – is a holistic and multilevel sphere of interaction of economies, societies, states, social institutions, cultures, peoples, nations, worldviews. necessarily affects both national models of education and science, and to change the global educational and scientific paradigm.

Education for sustainable development, given the threat of environmental catastrophe, depletion of natural resources and related economic and social problems, must contribute to peaceful coexistence in freedom and prosperity and a favorable environment for present and future generations. Education for sustainable development not only raises awareness of the complexity of existing problems, but also promotes communication on sustainable development and the implementation of its guidelines, encourages people of all ages, genders and cultures to develop alternative ideas about a favorable sustainable future and creative cooperation with others. vision. The aim is to develop the ability of the human person to critical reflection and systematic and future-oriented thinking, as well as to implement in real life practices that promote sustainable development.

The process of democratization of institutions of society, education and science

can be effectively changed by decision-making in the field of socio-economic activities, education and science, consisting of two relatively independent factors: on the one hand – the community of citizens, educators, scientists as a whole self-organization and self-government, and on the other – from the structures and bodies of social and administrative management, which carry out the will of the state and society, but are able to transfer part of power in self-government. Addressing this issue is due to the urgent practical needs of higher education reform in accordance with international quality standards and existing target priorities (Gryshchenko, Yatsenko, 2020).

Universities, the education system and educational institutions must be transformed and improved as institutions that are targeted at all kinds of young people and people with disabilities; must be "gender sensitive"; able to create and strengthen a safe, non-violent, inclusive and effective learning environment for all; able to increase scholarship opportunities for students from developing countries – for higher education, including vocational training and information and communication technologies, technical and scientific programs (both through their involvement in educational countries and, above all, at their level states); flexibly and effectively create educational and scientific consortia, communities, links in the system of internationalization to ensure the training of qualified educational and scientific staff, including through international cooperation of developed countries with developing countries.

The role of pan European university associations, in particular the European Universities Association and the League of European Research Universities, needs to be clarified. The main tendencies are outlined, in particular: support of open science initiatives, digitalization of scientific activity, search of new models of publication of scientific results.

Conclusions

Higher education acquires the features of a complex communication system focused on the formation of new thinking and personal competencies necessary for life on the principles of sustainable development of society. Communication in higher education is also a strategic resource that contributes significantly to the sustainable development of higher education institutions, its competitive advantages in the national and global markets for educational services and the establishment of partnerships for sustainable development. Thus, the analyzed experience of

sustainable development in the context of education and science shows that it is important to focus on strengthening the contribution of education to human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health. The knowledge, skills, values and attitudes needed by citizens to lead productive lives, make informed decisions and play active roles at the local and global levels can be acquired through education for sustainable development and global citizenship education, which includes global transformation, sustainable development and peace. and human rights, as well as intercultural education and education for international understanding. We believe that in the context of both the direction of European integration of education and science and strategies for sustainable development of society, education for sustainable development and global education of citizenship should be present in the activities of higher education institutions in Ukraine.

The content of such education should be relevant with an emphasis on both theoretical and applied and cognitive aspects of education and training. Continuity of education in the processes of internationalization, its intensity can be ensured only under two conditions of a fundamental nature. First: the use of the latest, affordable and technically equipped high learning technologies, mastery of knowledge. Second: perfect mastery of human methodology of independent research. The established structure should provide equal conditions for equal choice of scientific and educational actions, excluding coercion and domination. Education for sustainable development, global civic education, and other learning principles and educational approaches provide an educational basis for sustainability in all its dimensions.

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