

V. K. Skopintseva

*Baranavichy State University, Baranavichy, the Republic of Belarus*

## **GLOBALIZATION AND REGIONALIZATION AS MAJOR TRENDS IN HIGHER EDUCATION**

**Introduction.** At the present stage of social development, globalization and regionalization stand out as the leading trend of transformation processes that embraces all spheres of public life.

The word “globalization” was originated by Theodore Levitt in 1985 when he described the changes in the global economy affecting production, consumption, and investment as the interconnectedness and interdependence of people and institutions throughout the world [1, p. 102].

**Main part.** There are many ways to define Globalization. Ruud Lubbers in his article “Globalization and Sustainable Development” describes globalization as “the phenomenon that the degree of global human interaction increases to such an extent that both its primary effects and the reactions it provokes, give rise to numerous new developments. Globalization is the interaction between economies, technologies and politics. It creates an environment that reduces state regulation of the market promoting a more dominant role for large multinational corporations” [2, p. 92—93].

Globalization has become one of the key issues in education since 1990 through which different nations are continuously increasing foreign graduate students’ populations. The globalization of education has replaced the internationalization of education. It is transforming the higher educational institutions to be exchangeable in an open market to compete for the globally available benefits for their institutions.

Scholars explained the numerous ways through which the globalization of education took place, such as design and implementation of international curriculum, mobility of students and faculties, offering joint degrees by the institutions, enhancing collaboration and cooperation through signing the Memorandum of Understanding, Articulations and Agreements and through joint research [1].

One of the most prolific scholars in this domain, Jane Knight defined globalization of education as the process of integrating an international, intercultural or global dimension of post-secondary education.

According to statistics, the level of mobility of foreign students is growing rapidly in the world. So, if in 1980 there were about 1.1 million people wishing to get a foreign higher education, then in 2012 — 4.5 million people. From 2007 to 2015, there has been an almost 50 % increase in the number of foreign students in the world, with three quarters of students from around the world studying in “developed” countries [3, p. 35].

As for Belarus, Belarusian universities are characterized by multidisciplinary international educational activities, including pre-university training of foreign citizens in Belarus; the presence of a permanent contingent of foreign students, graduate students and interns studying on a commercial basis (including under contracts with foreign industrial organizations, grants from international organizations, partnerships); stable admission to training specialists for foreign countries under international treaties of the Republic of Belarus.

An overview of national strategies for the development of education allows us to identify the following universal directions for the development of higher education internationalization and globalization:

1. Provision of education that meets international standards and the formation of a brand of the national education system as having a high quality mark.
2. Expanding research activities by strengthening international research networks.
3. Promoting cooperation with members of the international community through international non-governmental organizations and international partnership.
4. Improving the infrastructure of educational organizations [2, p. 97].

The regional educational space should be inscribed in the national and world practice, organically combining global and local, general and private, unique and universal, the uniqueness of regional needs and the need to raise education to the level of world samples.

Z. B. Eflova as an essential sign of the education regionalization emphasizes its focus on meeting the needs of the regional labor market and the needs of people living on a particular territory. Consequently, the coordinated work of all regional education system components, of any level and type of education, is aimed at forming among the trainees such competencies that are in demand in this region, in cities and rural (non-urban) settlements. It is emphasized that regionalization is reflected in the content of education, where it is represented by the regional component of educational programmes, oriented at local cultural and historical values, knowledge, skills and competencies. The regionalization of the regional education system as a whole and of each educational organization is defined separately as the inclusion of the entire sphere and each structure in the life of the region [4, p. 10].

To make regional universities more efficient, “the ethno-regional” approach was proposed. “The ethno-regional approach in education is based on the unity of the cultural and educational space, equality in the preservation and development of the peoples’ languages inhabiting the territory of the region. This approach is aimed at protecting and developing the culture and traditions of all the indigenous peoples of the region” [4, p. 11].

**Conclusion.** Thus, the globalization and regionalization processes have their own tendencies. They are the leading trends in higher education. Globalization and regionalization coexist and play an important role in the educational system in general.

#### References

1. *Kasych, A.* Globalization processes in the modern world challenging the national economy development / A. Kasych // SHS Web of Conferences / ed. L. Zunshine. — Baltimore, 2019. — P. 101—107.
2. *Vacileva, E.* The strategies for higher education regionalization and internationalization / E. Vacileva // SHS Web of Conferences / ed. L. Zunshine. — Baltimore, 2021. — P. 91—98.
3. *Vinokurova, U. A.* Ethnic and Cultural Education in the Far Eastern / U. A. Vinokurova. — Yakutsk : Media-holding Yakutia, 2015. — 54 p.
4. *Eflova, Z. B.* Regional aspects of pedagogical personnel training / Z. B. Eflova // Revista Espacios J. — 2016. — Vol. 38, № 55. — P. 10—11.