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IMPACT OF MODERN INTERNATIONAL TRENDS ON THE DEVELOPMENT OF THE EDUCATION SYSTEM

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ABSTRACT

Objective: The purpose of this paper is to analyze the impact of modern international trends on the development of the education system, particularly focusing on the internationalization of universities. The study aims to identify and evaluate the leading trends shaping higher education on a global scale.

Methods: This research employs both qualitative and quantitative approaches, including an expert survey and analysis of relevant literature, reports, and materials from organizations influencing higher education. Data were collected from November 2023 to February 2024, with a focus on the most significant trends in the internationalization of universities.

Results: The study identifies three leading trends in the global development of higher education: government and international initiatives supporting internationalization, the creation of network value through university-business cooperation, and the development of educational Internet technologies such as massive open online courses (MOOCs) and virtual reality (VR). These trends significantly impact the internationalization of universities, with government initiatives being the most influential.

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Conclusions: The research highlights that internationalization, driven by government initiatives, digitalization, and university-business collaboration, is a key global trend in higher education. The findings suggest that internationalization offers direct financial benefits for universities and plays a crucial role in shaping the future of higher education.

Keywords: Higher education. Internationalization of universities. Cooperation between universities and business. Medical education. Massive open online courses. Virtual reality.

IMPACTO DAS TENDÊNCIAS INTERNACIONAIS MODERNAS NO DESENVOLVIMENTO DO SISTEMA EDUCACIONAL

RESUMO

Objetivo: O objetivo deste artigo é analisar o impacto das tendências internacionais modernas no desenvolvimento do sistema educacional, com ênfase na internacionalização das universidades. O estudo visa identificar e avaliar as principais tendências que estão moldando o ensino superior em escala global.

Métodos: Esta pesquisa utiliza abordagens qualitativas e quantitativas, incluindo uma pesquisa com especialistas e a análise de literatura relevante, relatórios e materiais de organizações que influenciam o ensino superior. Os dados foram coletados de novembro de 2023 a fevereiro de 2024, com foco nas tendências mais significativas na internacionalização das universidades.

Resultados: O estudo identifica três principais tendências no desenvolvimento global do ensino superior: iniciativas governamentais e internacionais que apoiam a internacionalização, a criação de valor em rede através da cooperação entre universidades e empresas, e o desenvolvimento de tecnologias educacionais na Internet, como cursos on-line abertos e massivos (MOOCs) e realidade virtual (VR). Essas tendências impactam significativamente a internacionalização das universidades, sendo as iniciativas governamentais as mais influentes.

Conclusões: A pesquisa destaca que a internacionalização, impulsionada por iniciativas governamentais, digitalização e cooperação entre universidades e empresas, é uma tendência global chave no ensino superior. Os resultados sugerem que a internacionalização oferece benefícios financeiros diretos para as universidades e desempenha um papel crucial na definição do futuro do ensino superior.

Palavras-chave: Ensino superior. Internacionalização de universidades. Cooperação entre universidades e empresas. Educação médica. Cursos on-line abertos e massivos. Realidade virtual.

1 INTRODUCTION

The internationalization of universities is becoming an important strategic goal not only for the management of the universities in question but also for the governments of the host countries since higher education is a huge branch of the economy that contributes not

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only to the development of science but also to the economic prosperity of the country. Countries

such as the USA, UK, and France are intensively engaged in the preparation of comprehensive promotion programs in foreign markets with the dynamic use of diplomacy, partner university networks, and professional recruitment organizations, especially in the fields of biological sciences, medicine, and information technology (Beall, 2016; Nikolaeva & Suslennikova, 2022). A common feature of these programs is that they look at education not only through the prism of educational activities but primarily from the point of view of the economy and as a source of significant income for the city, region, or country (Buckner, 2019; Mayboroda et al., 2023). Education in developed markets is considered an important element in attracting student clients as a kind of export product (Golubeva et al., 2023; Woldegiyorgis et al., 2018). However, such a point of view requires a comprehensive look at the value of a foreign student for the host country and close strategic cooperation between many educational institutions and government agencies (Gabidullina et al., 2020; Oranga et al., 2020).

The importance of the role of internationalization of education is evidenced by the prospects for the development of this market (Fiorino et al., 2022). The number of international students in the world is constantly growing and in 2021 reached 6.6 million people, which is more than twice (3.1 million) higher than in 2012 (Dias et al., 2021). According to experts, the number of students who leave to study in another country will increase by about 10% annually and will reach 8 million in 2030 (Yue, 2021).

The most popular countries accepting international students are the USA, UK, Germany, France, and Australia (worldwide, half of the students enrolled at a university abroad study in these countries) (Sant, 2019). Most of the mobile students currently come from Asia, especially from China, India, and South Korea, and according to various estimates, they make up more than half of all students studying abroad (de Wit, 2019). It is symptomatic that in the USA more than half of international students come from India, and globally one in six foreign students comes from China (de Wit, 2020). Thus, future flows of international students will come mainly from Asia, but there is expected to be a growing interest in studying abroad among students from Africa, especially from Nigeria, Ghana, and Tunisia (He & Du, 2021). However, the dominant position of the USA and UK in the education market is not indisputable. Competition from Australia and Canada is growing, which is due, among other things, to the perception of these countries as safe and far from global crises; they are also relatively close geographically for students from Asia (Altbach, 2011).

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While the student flows entering global universities to obtain a prestigious education can be considered a naturally developing process arising from global trends, for example, demographic tendencies (bottom-up approach), one should mention proactive steps, i.e., strategic support for the internationalization of students initiated not the students themselves but by governments and their subordinate institutions (top-down approach) (Clifford & Montgomery, 2014).

Universities are starting to open their facilities abroad, for example, Lancaster and Strathclyde Universities signed an agreement with Pakistan in 2009 to establish their campuses there; Middlesex University opened a campus in Mauritius in 2014; US universities cooperate with Tunisian universities (students will spend two years in Tunisia and then two years at a partner university in USA), receiving a double degree; and Chinese universities are also strengthening their positions, for example, in Malaysia (Abd Aziz & Abdullah, 2014). More and more leading schools are either considering opening branches in China or entering strategic partnerships with organizations in this region. An example is the campus of the University of Nottingham in Ningbo (China) or the creation of the Alliance of Chinese and European Business Schools (ACE) (Tian & Liu, 2019).

The 2014 report of the European Commission "The Impact of Mobility on Students' Skills and Employability and the Internationalization of Higher Education Institutions" confirms that studying abroad has value for students in terms of their employment (immediately after graduation) and their career growth. The percentage of unemployed students (five years after graduation) who used the Erasmus program is 23% lower than for those who stayed in their country throughout their studies (Seeber et al., 2020).

Employers also emphasize that the most desirable skills directly related to the possibility of completing part of the training in another culture are openness to new challenges (Kabkova, 2022) and problem-solving and decision-making in a multicultural environment (Barbosa et al., 2020). These skills and competencies can be acquired primarily during a stay abroad (Mazelis et al., 2023). International experience is also indicated as one of the most important factors influencing the decision on potential employment (Kenzhin et al., 2021). Therefore, the internationalization of the educational path is undoubtedly a valuable element of the resume, providing unique experience and competencies.

The purpose of the paper is to analyze individual trends in the development of higher education on a global scale in the aspect of the internationalization of universities.

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2 METHODS

Following the peculiarities of the internationalization of higher education, we chose a qualitative and quantitative approach to the study.

The data were collected in the period from November 10, 2023 to February 10, 2024 by analyzing the research literature on the problem of the study, analytical reports, materials from organizations that have a direct impact on the development of higher education, as well as an expert e-mail survey and processing and analyzing the survey results.

Emails with an invitation to participate in the survey were sent to 52 experts (73% of the experts were representatives of educational organizations and universities such as Kazan Federal University, Kuban State Agrarian University named after I.T. Trubilin, Moscow Aviation Institute, Peoples' Friendship University of Russia, Krasnoyarsk State Medical University named after prof. V.F. Voyno-Yasenetsky, Moscow Polytechnic University, and 27% representatives of state educational authorities)**.**

The criterion for selecting the expert pool was the availability of publications on the problem of the study in at least three peer-reviewed articles. 47 people agreed to take part in the survey, after which they were sent emails with a question that had remained unresolved after completing the analysis of scientific literature: "What, in your opinion, are the leading trends in the development of higher education in the aspect of internationalization of universities?".

The emails prompted the participants to justify the answers in a free form. All the survey participants had been warned about the purpose of the survey and that the organizers of the study were planning to publish its results in a generalized form.

After receiving the expert responses, a second email was sent to the experts where they were asked to arrange the trends in the development of higher education on a scale depending on the level of their significance, assigning points. After that, the rank of each trend was determined according to the scores given by the experts. Further, the information obtained during the expert survey was processed to determine the weights of the received trends with the construction of a rank transformation matrix and subsequent calculation of the arithmetic mean of the individual weights for each of the trends. The final values of the weights determine the importance of a particular trend in the development of higher education in the aspect of internationalization of universities from the experts' point of view.

For a more objective analysis of the data obtained during the expert survey, the degree of consistency of expert opinions with mathematical processing of the results was measured using the Kendall concordance coefficient.

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3 RESULTS

According to the results of the expert survey, the leading trends in the development of higher education in the aspect of the internationalization of universities are government and international initiatives supporting the internationalization of universities, creating network value through cooperation between universities and businesses, as well as the development of online educational technologies (Table 1).

Table 1. The leading trends in the development of higher education on a global scale in the aspect of the internationalization of universities

No.	Leading trends	Rank	Weight
1	Government and international initiatives supporting internationalization	1	0.42
2	Creating network value based on cooperation between universities and businesses	2	0.31
3	Development of educational Internet technologies (massive open online courses (MOOCs), virtual reality (VR))	3	0.27

Note: compiled based on the expert survey; the value of the concordance coefficient W = 0.73 ($p < 0.01$), which indicates a strong consistency of expert opinions.

4 DISCUSSION

As the results of the expert survey showed (Table. 1), the leading trend in the global development of higher education in the aspect of internationalization of universities are various governmental and international initiatives supporting internationalization to varying degrees and directions. For example, the Association of Southeast Asian Nations (ASEAN) countries encourage their students to study in their geographical region rather than enroll in universities in Western countries. Examples of projects supporting studies in the Asian region are the *ASEAN International Mobility for Students* and *Passage to ASEAN* programs. In this regard, there are attempts to limit the brain drain and strengthen regional cooperation (Nguyen, 2015). Framework scholarship programs also allow less well-off students to take advantage of internationalization. The effect of these programs is visible: Japan and South Korea mainly attract students from the countries of the region, as 81% of international students in Japan and 75% in South Korea come from Asian countries (Nguyen, 2015).

Internationalization is also developing in Latin American universities. Most of the students who go to study abroad come from Brazil and Colombia. This trend is the result of government action. For example, Colombia has launched a national program to advise universities on internationalization. Moreover, employers in this region of the world highly value diplomas from foreign universities (Berry & Taylor, 2014). In addition, joint mobility programs are being created at the institutional level, such as the *Programa de Movilidad*

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Academica (Academic Mobility Program), due to which, for example, students from China teach Chinese at universities in Colombia (Berry & Taylor, 2014; Xu, 2020).

Other examples of support for the internationalization of education at the state level are government programs in Germany and the USA. Thus, the German government and universities support, including financially, their students in studying abroad, wishing that at least half of German students have international experience (currently about 1/3 of German students acquire international experience during their studies). The German government has also set a goal to increase the number of foreign students studying at German universities, and the main goal of this activity is to increase competitiveness in business, science, and industry and gain "long–time friends of Germany all over the world" (Streitwieser & Miller-Idriss, 2017).

An interesting initiative was presented in the USA, where the Institute of International Education (IIE) in 2014 launched a five-year *Generation Study Abroad* program aimed at increasing the number of students studying abroad to 600,000 by 2019 (Veerasamy, 2021). Today, IIE is still working with many governments, universities, and companies to increase the scale of American students' travel abroad. Interest in studying outside the USA is something new since American students previously perceived studying abroad through the prism of isolation from the local labor market, therefore, they treated educational emigration as a potential obstacle to getting a good job in the future. Currently, this trend, although still obvious, is being complemented by employers with an emphasis on gaining international experience, which, in turn, as in Europe, will help to increase the attractiveness of the candidate in the labor market.

According to experts, the next leading trend in the global development of higher education in the aspect of internationalization of universities is the creation of network value based on cooperation between universities and businesses (Rakhimgalieva et al., 2021). Researchers confirm that many universities are developing cooperation with industry and business to strengthen and diversify their research, often supported by governments (Czerniewicz, 2018; Ybyraimzhanov et al., 2023). The need to open the world of university science to direct contacts with business and industry and the willingness to test research ideas, as well as the content of education, by the market and economic actors is also noted in the study (de Wit & Altbach, 2020). The Association to Advance Collegiate Schools of Business (AACSB) in its materials emphasizes the role of scientists as co-authors of values acting together with the business community in the field of research and teaching (Knight, 2020).

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Initiatives that were referred to as knowledge centers a few years ago are also being developed at the national level. In France, for example, a government-backed project led to the creation of the new Paris-Saclay University, which has ambitions to become the heart and initiator of the creation of a kind of knowledge center around Paris, similar to Silicon Valley or the North Carolina Research Triangle. The campus will house universities, research institutes, high-tech companies, and startups (Bedenlier et al., 2018). Another similar example is the Ecuadorian "city of knowledge" based on Yachay Tech University (Berry & Taylor, 2014).

The perception of universities, especially economic and polytechnic ones, as centers of innovation and entrepreneurship is also noted by world accreditation institutions (Semenova et al., 2023). For example, the AACSB, which defines the development directions of business schools around the world, points to several features and values that should characterize modern universities. According to this institute, universities should be initiators of change and innovation, perceiving the environment through the prism of an ecosystem of entities, ideas, and competencies that together can generate values important for students, scientists, and, above all, society (Knight, 2020). Thus, the university becomes not just an institution with all the competencies and knowledge to transfer to students (Yessenova et al., 2023), but also a key element of a network of organizations, a kind of center where students and researchers can acquire or generate network values (Tsilenko et al., 2023). Therefore, business accelerators and incubators are being launched for students and graduates where leading national and global institutions look for innovative solutions among students who are well acquainted with the expectations of their generation and who possess modern information technologies to invest their funds (Sinitsyna et al., 2023). In addition to financial participation, these organizations also support student initiatives with their knowledge and experience through a mentoring system (Mohd Noor et al., 2024).

Such numerous projects demonstrate a very significant change in the approach to what a university is. The perspective of action is changing, and instead of a unilateral transfer of knowledge and ideas through lectures or practical classes, the university becomes a platform for network cooperation of many centers, experts, and institutions (Denisova et al., 2023; Marsofiyati et al., 2024).

Speaking about the development of educational Internet technologies in the context of internationalization, according to experts, it is necessary to mention MOOCs (Galizina et al., 2021), which are educational platforms that allow one to participate in thousands of courses, workshops, and lectures without leaving home. The most popular global platforms

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providing this type of educational service are Coursera, Udacity, and edX. Internationally recognized universities have also introduced courses of this type. In 2011, Stanford did it for the first time, followed by the Massachusetts Institute of Technology, Harvard, and Princeton. The courses offered relate to various fields, some of which allow the students to obtain a certificate (Hobson & Puruhito, 2018).

Information technology is playing an increasingly important role when it comes to university management (Ramírez et al., 2023). We are talking about the desire to maximize the use of the big data and cloud computing approach, that is, the localization of access to systems and the data collected in them. This area of professionalization and virtualization of university management is developing very rapidly worldwide, including in connection with the emerging trend of opening branches of leading universities in foreign markets (Abd Aziz & Abdullah, 2014; Tian & Liu, 2019).

The technologization of the educational sphere also leaves its mark on science, as the topic of free exchange of knowledge and scientific publications in the *open access* model is increasingly being raised (Altbach, 2011). For example, the European Commission has launched the Europeana portal, where researchers and students have access to millions of books, films, archives, museum exhibits, etc.

In its extreme version, the virtualization of educational processes (MOOCs) and knowledge sharing (*open access*) can revolutionize the landscape of the educational market as universities will replace virtual learning (Yang & Ma, 2021; Zhang et al., 2020), and scientific journals will replace free knowledge exchange on the Internet. However, practice shows that the potential of the tool itself, although huge, does not lead to such radical changes, although the hybrid model is becoming popular.

In the context of the internationalization of education, the development of projects based on the use of VR, that is, multimedia creation of computer vision of objects, spaces, and activities, is of great importance. This technology, due to the equipment in the form of glasses, helmets, and controllers, allows one not only to simulate reality almost perfectly but also to create models reflecting reality, which, in turn, revolutionizes the way of learning (Berezina et al., 2022; Safiullin et al., 2019). Again, as in the case of MOOCs and open access, this technology will not be an innovation that destroys the current education system but will become an important element that complements learning, including in the international dimension (Akhmetshin et al., 2021; Budnik, 2023; Eskerkhanova et al., 2023). It is worth mentioning selected projects that have already achieved great success on a national and international scale, not only as technological innovations but also in the didactic dimension. For example, the University of Westminster has created a *REal and Virtual*

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Reality Law (REVRLaw) script embedded in virtual reality, which criminology students can use during classes. The scenario allows students to experience reality where the crime was committed, examine the evidence, and consider all the details in order, for example, to assess whether a person committed a murder in the house in which they are currently staying. Students can analyze each piece of evidence and communicate with the participants (Mentzelopoulos et al., 2016). Harvard University is broadcasting its most popular course (CS50) in virtual reality on edX. This is the most popular course not only at Harvard but also at edX (over a million participants) (Tjulin et al., 2021). Due to the functioning of these tools, the implementation of VR-based courses has an international scale, and the relatively low barriers to entry into this technology mean that, according to many, it will soon be commonplace in the educational process.

5 CONCLUSIONS

Education has become a means to achieve various goals: from studying abroad to increase students' readiness for work, cooperation with international institutions to increase research ratings, to transnational education to form an identity. These changes expand the nature of education at all levels (development of personal skills, a new way of thinking, preparation for professional activity, acquisition of knowledge and skills related to this subject). Internationalization of education, along with the dictates of ratings and digitalization, is currently the most noticeable global trend of change in higher education, especially since for many countries, regions, and universities, internationalization of education, understood as the presence of international students, brings direct financial benefits.

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