

Эффективность развития лидерства в преподавании

В статье рассматриваются актуальность и эффективность развития лидерских качеств как один из путей формирования у преподавателей саморазвития. Показано, что это является эффективным методом вовлечения студентов в образовательный процесс. Автор анализирует европейские и американские программы по развитию лидерских качеств у учителей и приходит к выводу, что сегодня быть только учителем и воспитателем недостаточно. Доказывается, что учитель должен быть более целеустремленным, дальновидным, заинтересованным, иметь стратегическое мышление, смотреть далеко в будущее с учетом требований общества, класса, группы или работы. Автор считает, что учителя должны самосовершенствоваться, уметь оценивать изменения в обществе, быть конкурентоспособными.

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The processes of internationalization and globalization in the modern higher education

The article examines modern processes of globalization which have a significant influence on the development of higher education around the world. Distinguished such notions as «globalization» and «internationalization of education» as the problem of the ratio problem of economic and cultural correlation in the development of modern higher education. Analyzed the process of internationalization which in the current socio-cultural reality becomes more convex and intercultural interaction of education systems in controversial circumstances increasing diversity and cultural unification.

Key words: globalization of higher education; internationalization of education; intercultural education; global educational environment; international education; multiculturalism.

The historically international nature of universities is playing out in new and dynamic ways, while the trend is extending broadly and rapidly across the higher education sector. Pushed and pulled along by the forces of globalization, internationalization presents many exciting opportunities to higher education institutions and systems. At the same time, real risks and challenges are inherent in this complex and fluid environment. At stake are issues of competitiveness and relevance, requiring new kinds of strategic thinking and acting with regard to the international dimension by all types of higher education actors.

Although closely related and frequently used interchangeably, the terms globalization and internationalization in higher education refer to two distinct phenomena. Globalization typically makes reference to «the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world».

Internationalization, on the other hand, has more to do with the «specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments to deal with globalization» [1; 123]. A give and take between globalization and internationalization has been evident to many higher education observers, but one of the key distinctions between the two concepts is the notion of control. Globalization and its effects are beyond the control of any one actor or set of actors. Internationalization, however, can be seen as a strategy for societies and institutions to respond to the many demands placed upon them by globalization and as a way for higher education to prepare individuals for engagement in a globalized world. Indeed, internationalization has been conceived in many quarters as a necessary «process of integrating an international, intercultural, or global dimension in the purpose, functions, or delivery of

postsecondary education» [2; 2]. This process consists largely of two main spheres of action, commonly characterized as «internationalization at home» and «internationalization abroad» [3].

Internationalization at home typically consists of strategies and approaches designed to inject an international dimension into the home campus experience—for example, by including global and comparative perspectives in the curriculum or recruiting international students, scholars, and faculty and leveraging their presence on campus. Internationalization abroad, on the other hand, calls for an institution to project itself and its stakeholders out in the world. Key examples include sending students to study abroad, setting up a branch campus overseas, or engaging in an interinstitutional partnership. Beyond the umbrella concepts of internationalization and globalization, a variety of other terms are used—such as, the international dimension, international education, international programming, international and/or interinstitutional cooperation, international partnerships, cross-border education, borderless education, and regionalization. The varied terminology refers to the breadth of experiences in this area and to the distinctive approaches to internationalization taken by different higher education systems and institutions around the world.

World globalization progressively penetrates into all spheres of social life and, in particular, into the sphere of education. Western governments, leaders of the world's leading economic organizations at international forums recently provide a model of education emanating from the rules of free trade which is based on the principles and strategies of transnational corporations. At the same time they claim that their analytic and comparative conclusions insufficiently influence on the development of norms and standards in education, and their actions are directed primarily to the full respect of democracy. As for today a lot is made in many directions of separation tendencies that lead educational systems of many countries on the path of the globalized world. This equally applies to the goals, contents, methods and forms of education, different types and kinds of educational institutions. But much of these changes is still in the research phase [4; 57].

The internationalization of education is the process of including various international aspects in the research, teaching and administrative activities of educational institutions of different levels.

The internationalization process involves:

- students: recruitment of foreign students, the organization of exchange programs, as well as individual student mobility;
- faculty: faculty exchange, joint research programs, training in foreign universities, joint training programs, the organization of intensive courses and summer schools;
- certification issues, the recognition and measurement: issue of «double» diplomas, credit system, and the international recognition of education, assessment of the quality of education;
- international cooperation: exchange programs for the administration and management of human and material resources, consulting and information services, and the evaluation procedure and infrastructure.

The successful resolution of the internationalization of the educational institution depends on the mutual efforts and close cooperation of the participants — managers and teaching staff of educational institutions, departments, and faculties. At the same time, the process of internationalization of each educational institution depends on its features and should be related and consistent with the educational mission of the institution, its personnel and financial resources, physical facilities, scientific potential, the number of students, and other key components of a strategic plan for the development of the educational institution.

«Modern cross-border synergism — is a constructive action together which is aimed at improving relations between the territorial-administrative units and authorities within the jurisdiction of two or more states, implying a resolution of agreements between them» [5; 10].

Recent changes in the cultural, social, political and economic spheres of society and information technologies pose higher education to the central stage, at once creating new problems throughout the tertiary education sector and especially in classical universities. Adaptation of institutions of higher education to a new cultural situation concentrates on two poles: the global and regional, which is not a feature of the development of higher education in the global world. Mutually complementary processes of integration and disunity, globalization and territorialization in the modern world are two sides of the same process: the redistribution of sovereignty, authority and freedom of action on a global scale which was the catalyst for a radical change in the development of technologies related to the velocity. Globalization is the cause of reviving the local cultural identity in many regions of the world. Regarding higher education, polarization of global-local is manifested in the creation of the single world educational space where there is an increase in cultural diversity of the offered programs.

Changes in higher education not only provide responses to the challenges of global competition, but also suggest important instruments of international cooperation. There are common strategic issues for most countries raised up by the process of internationalization of higher education [5; 68, 69]:

- Competition between the regions of the world as well as from newly emerging training providers to attract students, researchers and professionals;
- Achievement and maintainance of such level of competitiveness that would ensure the involvement of students and researchers from other world regions to overcome the shortage of scientists in the region or country, and to address the aging of the teaching staff of universities;
- Strengthening of the process of internationalization in the preservation of cultural diversity as attractive regional characteristics;
- Strengthening the overall attractiveness of a region or country to increase students' and teachers' motivation mobility from other parts of the world.

Chinese researcher Lee Vengan suggests that the internationalization of higher education means: firstly, the internationalization of scientific disciplines as each of them consist of knowledge about the achievements of world culture, and secondly, the development of new interdisciplinary courses of various levels of difficulty designed to familiarize students with the basic content of the social sciences and humanities, and thirdly, pedagogical rationale interdisciplinary approach to education and the development of technologies for its implementation in educational practice [6; 190].

In connection with the development of world education scientists often talk about international education, internationalization of education, transnational education, globalization of education. Any of these terms emphasizes the different trends in the development of modern higher education, combines them striving to demonstrate the integrity of higher education on a global level, the intensification of the international dimension in the contemporary cultural conditions.

Due to the development of world education we often speak on international education, internationalization of education, transnational education, globalization of education. Each of these terms emphasizes the different trends in the development of modern higher education unifying their desire to show the unity of higher education at the global level strengthening the international dimension in contemporary cultural conditions.

All this variety of terms, in our view, can be divided into two large groups, one of which suggests the existence of national frontiers in education and development of cultural interaction in multicultural-dimensional space of modern higher education, the other, believes modern education and unified whole, which thanks to the information and communication revolution disappear all the borders and national culture features of higher education rises above the existing diversity of cultures and turns into a cosmopolitan phenomenon. The first sub-course involves the internationalization of higher education, the second highlights to the forefront of a global dimension.

Ratio trends of internationalization and globalization in today's higher education has been widely discussed. A large group of investigators believe that globalization in education in a certain sense is the development of ideas of internationalization but this makes fundamental changes in the understanding of the essence of modern processes. The internationalization process is an active response to a number of institutions of higher education in the globalization trend. Internationalization involves the functioning of higher education institutions in the framework of public education systems that seek to expand international cooperation and overcome internal insulation.

Representatives of the opposite approach which is most often referred to the works of the Vice-Chancellor of Kingston University Peter Scott believe that there is no continuity between internationalization and globalization, they are two different process. The term «internationalization» reveals the growth of relations between nations and national cultures (in this sense internationalization has a long history). «Globalization» is most often understood as the process of increasing role of global systems located outside the state and national culture. Internationalization since the emergence of the first universities has become an integral feature of higher education and can be seen already as tradition. Globalization is a new phenomenon, distinct from internationalization inseparable from the new forms of social life and new paradigms knowledge production.

At the beginning of XXI century international cooperation between universities is a higher priority for a number of factors, which include [7; 36]:

- Strengthening the role of universities in building a knowledge-based economy;
- Increased competition between universities because of aspiration to take a position in the education market;
- Strengthening of international cooperation in research and development;
- Benchmarking (the process of identifying, understanding and adaptation of existing examples of the effective functioning of the organization in order to improve their own work) of universities with international standards and rating lists;
- Changes in the labor market which require employees' greater mobility and the ability to work in a multinational environment.

However, today the recognition of the decisive role of the creative person by the world's scientific community is accompanied by dissatisfaction with the modern education system, which is characterized by gap increasing between culture and education because the mere knowledge does not substitute for spirituality and is not able to provide a holistic process of reproduction as society so the personality.

The internationalization of higher education begins to engage in intercultural interaction long before the global economic trends, as it is less defined historical framework than globalization. Actually the process of globalization has been made possible, and to some extent caused by modern technological developments of the late twentieth century. If internationalization is understood primarily as an exchange of people and ideas, globalization refers to the structure of production and distribution services. The success of the industrialized countries in the spheres of economy of the future knowledge-based and services, requires not just improved higher education but higher education integrated with the international activities of governments and the private sector. The problem is to achieve such integration while maintaining the traditional values of universal higher education. Economic globalization and advances in technology create a global knowledge economy which involves the internationalization of producers and products, and especially universities and other institutions of higher education and training programs that they offer [8; 41]. Thus, the globalization of higher education is seen as development of the global education market, where education is bought and sold in a competitive environment. Internationalization of education is a cultural aspect of interaction between different systems of education, universities in different socio-cultural conditions. At the turn of the 20 and 21 centuries internationalization takes place in the harsh conditions of globalization of world education. Therefore, considering the globalization and internationalization of higher education variable phenomena (phenomenon of the global economy and global cultural phenomenon), in modern conditions should be considered intercultural interaction of modern systems of education, internationalization of higher education one of the manifestations of globalization.

In scientific literature there is no clear definition of the changes occurring in higher education under the influence of globalization. The authors characterize these processes as a «global education» or as «internationalization» and often these concepts are equal admitting that globalization is just a new term for the phenomenon existed before.

Some researchers believe that globalization in all spheres of activity leads to internationalization in higher education [9; 83], in other words the internationalization of higher school is a consequence of globalization while university education the beginning of which was laid in 1158, the year of founding the University of Bologna, initially seen as an international phenomenon.

Others, on the contrary, see globalization as the higher phase of internationalization of various spheres of activity including the economy, politics, culture, in other words, globalization is a higher phase of internationalization which moreover do not give a correct understanding of the changes occurring in the field of higher education under the influence large-scale processes.

In modern conditions higher education has an important mission settlement of the dispute between «local» and «global» and as a result the relationship between global and local culture factors should be found [9]. In a globalized economy system of higher education is able to unite the nations through intercultural interaction as between themselves and within individual states, to resist a certain extent, centrifugal effect, develop skills, personality, liability citizens themselves.

Modern processes of globalization have made the internationalization of education more prominent and explicit, determined the dependence of the internationalization higher education from the global economic processes. One of the leading trends of internationalization is to strengthen the international dimension of higher education. American researcher R. Lambert notes that the international education is relatively independent from each other fields of study. It includes: training abroad, profound study of foreign countries, their social development and culture, the study of foreign languages, training in international relationships to

fulfill international social functions, foreign students. In recent decades training programs activate comparative research programs, learning a foreign language, international law, national cultures. The international flow of students is enhanced which have become more flexible and mass recently due to the fact that they no longer need exist physically, and acquire information and digital content. Increasing flows of foreign students entails not only economic but cultural benefits.

Today the classic definition of internationalization of traditional and industrial civilization completes the definition of internationalization with the development of a global culture. Kolvermark and van der Wende consider internationalization of higher education as «any systematic supported efforts to create higher education which is more responsive to the demands and challenges of society globalization, the economy and the labor market» [10; 141].

Mesteneiser believes that today there is an urgent need in profound study of the internationalization of education as an interdisciplinary, intercultural, complex, multiple, spatial phenomenon, which is controlled global trends. Empirically confirming this definition Ellingbow understands internationalization as a process of integration of international prospects in college or university. Internationalization is ongoing and future-oriented process that allows higher education institution to achieve spatial and interdisciplinary leadership to change the internal dynamics, get in touch and fully adapt to a variety of global, constantly changing external cultural environment [11; 45].

Knight understands internationalization as «the integration of international, intercultural or global dimension to the objectives, functions, or post secondary education supply».

There are two components of higher education internationalization in modern literature. Most often internationalization refers to the process that requires movement of students, teachers, scientists, educational programs and courses across national borders. But today even in highly modernized society globalization does not affect all social layers. Bauman has called such a variety of beautiful difference «tourists and vagrants». At the time when «tourists» romp through the world, the others watch as the world passes by. For the cosmopolitan, extraterritorial world of global business, cultural managers, scientists national borders are open, just as there is no border for goods, capital and finance. For the inhabitants of the second world, the world of vagrants, private environment turns into a heavy, viscous space that connects the time and does not allow people to control them. Despite the many existing student exchange programs the possibility of obtaining higher education in a more developed system of education often depends on the social and cultural situation in society.

In recent years, there are theories in higher education that do not bind the introduction of international and global dimension in the curriculum, the educational process and research without having to travel abroad, that in Anglo-American literature has been called «internationalization at home». The complex term «internationalization at home» generates a lot of discussion. The reason for its emergence in modern science is globally-local trends in culture development. Multiculturalism of modern western societies (American, Canadian, Western European, Australian) leads to the fact that foreign students come to the university not only outside the borders but also from the surrounding social and cultural environment. Due to the interaction in learning representatives of different cultures, both at the level of students, and at the level of teachers, have many problems that are associated with the possible impact of modern trends of multiculturalism on the development of intercultural learning. Can a student of a different culture living in campus make a big contribution to the international development of the host university? Answering this question many scientists believe that multiculturalism does not lead to the internationalization in the true sense of this word. By itself internationalization does not automatically lead to a cross-cultural contacts and international experience of learning. Thus, according to research carried out among German students more than 60% of them have never had contact with foreign students [12; 20].

Contemporary disputes about the internationalization of higher education are related to its cultural aspect. Despite the fact that under the conditions of globalization national borders become less marked and cultural features — more increased. So the issue of internationalization is the matter of interculturalism of higher education.

International educational programs should enable students without compromising their own cultural identity acquainted with other cultures. It should not be just a cultural clash when people superficially meet with other cultures and see it in terms of ethnocentrism. Any cultural dialogue in education must be perceived on the cognitive, emotional and behavioral levels so that the social experience of another became a personal experience (teacher or student-classmate). During interculturalism of higher education it is necessary to form intercultural competence, cosmopolitan values perception of other cultures as equal to his own.

There must be a long process of changing the student's knowledge, his emotional and behavioral skills that in future he could start a positive and effective relationships with other cultures both in his home country and abroad.

Undoubtedly, globalization and internationalization are processes related in a certain way, though, most likely, they may be considered dialectically opposed despite the fact that both of them, in fact, can be considered as a form of action which is called international integration.

Today, many scientists agree that the leading country of the XXI century will be the country that will create the most efficient system of higher education. The economic success of states are determined by their education systems which in turn has led to a reassessment of the role and place of higher education in society, the mission of education. This awareness is due to the fact that the most effective factor of production in the twenty-first century is the human factor.

Therefore, the internationalization of education in increasing number of countries becomes the object and the subject of a deliberate policy on the part of the state focused on the specific in-country cultural, political and social problems.

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Р.К.Дүйсембинова, Б.К.Маударбекова

Заманауи жоғары білімдегі интернационализация және жаһандану үрдістері

Мақалада әлемдегі жоғары білім берудің дамуына елеулі әсер ететін қазіргі заманғы жаһандану үрдістері қарастырылды. Білімнің жаһандануы және интернационализациясы сияқты ұғымдар экономикалық және мәдени аспектілердің қатынас проблемасы тәріздес екені атап көрсетілген. Білім жүйелерінің мәдениетаралық әрекеттестігі мен мәдени бірегейлікті арттыратын үрдіс болып саналатын білім интернационализациясына талдау жасалды.

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Процессы интернационализации и глобализации в современном высшем образовании

В статье показаны современные процессы глобализации, которые оказывают существенное влияние на развитие высшего образования во всем мире. Выделены такие понятия, как «глобализация» и «интернационализация образования», рассмотрена проблема соотношения экономического и культурного аспектов в развитии современного высшего образования. Авторами проанализирован процесс интернационализации образования, который в настоящее время — время социально-культурной реальности — становится более значительным, и межкультурное взаимодействие систем образования увеличивает разнообразие и определяет культурную унификацию.

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Features of E-learning in language training of students in higher educational institutions

This article considers some of the major questions about access and accessibility, advantages and disadvantages of using e-books and online learning. The author discussed the way of designing resources for teachers, some requirements for teachers in their using or making e-books have been revealed. The modes of operation of electronic textbooks were presented in the article. As a result, important considerations were identified for the design and facilitation of electronic books.

Key words: e-learning, language training, teaching language, language in non-linguistic institutions, higher educational institutions, designing and using e-book, e-books in language lessons, functions of e-books, correlation between students and e-books, electronic textbooks.

Nowadays, there is a rapid development of information and communication technologies and their implementation in all areas of public life, including the educational process. In this connection there is very urgent problem of using computer technology in education process effectively. New technology in the classroom are not only new hardware, but also new forms and methods of teaching, a new approach to learning.