

## GLOBALISATION AS A FACTOR IN THE DEVELOPMENT OF MODERN EDUCATION IN THE EUROPEAN UNION AND UKRAINE

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**Abstract:** The article examines the impact of globalisation on the development of higher education in the countries of the European Union and Ukraine. It was determined that globalisation causes a transformation in higher education, forcing higher education institutions to adapt to new requirements and standards imposed by international organisations and market conditions. It has been proven that in the EU, globalisation contributed to the harmonisation of higher education by implementing the Bologna process, which contributed to the growth of mobility of students and teachers and the formation of joint educational programs and research initiatives. It has been studied that Ukraine, trying to integrate into the European educational space, is also implementing reforms aimed at compliance with European standards and improving the quality of education. However, challenges are associated with adapting to international standards, ensuring the quality of education and developing international competitiveness. It has been proven that globalisation contributes to the convergence of educational systems and opens up opportunities for enriching cultural experiences and innovative development.

**Keywords:** globalization; education development; higher education; higher education standards; competitiveness.

### 1 Introduction

In connection with the rapid development of globalisation processes, higher education is currently becoming the subject of a significant transformation that affects the European educational space and the educational context of Ukraine. One of the critical elements of this transformation is globalisation. Globalisation gives higher education new dimensions and opportunities, influencing its structure, content, organisational forms, and societal roles. However, its influence's growth causes several problems requiring increased attention and analysis. In particular, globalisation can lead to a loss of cultural identity and linguistic diversity in higher education, contributing to the dominance of the English-speaking educational space. This results in increasing inequality in access to education and a decline in the quality of education for those who need to be proficient in English. There is also a threat of standardisation of higher education under the influence of global educational institutions, which may lead to the loss of uniqueness and innovation in the educational systems of individual countries, including Ukraine.

On the other hand, globalisation forces higher education institutions to compete in the international market of educational services, which jeopardises the principles of accessibility and social justice. Thus, although globalisation can potentially develop higher education, it poses significant challenges requiring careful analysis and searching for effective response strategies.

We should also note that globalisation can affect the quality of education due to the uneven distribution of resources and the spread of commercial approaches to education. The consequence of this may be a decrease in the quality of teaching standards and an increase in the cost of education for students. In addition,

globalisation can create problems in scientific research, such as conflicts of interest, inequality in access to funding, and lack of coordination of the scientific space between countries. Accordingly, globalisation may exacerbate disparities in access to higher education and opportunities for scientific development.

The outlined problems determine the relevance of research into the effective development of higher education to develop strategies that would ensure its balanced development, contribute to the formation of innovative potential, and ensure equal access to quality education for all population groups.

### 2 Literature Review

The globalisation of higher education is currently a hot topic among many educational sciences and international relations studies. When studying this issue, many authors pay attention to the impact of globalisation processes on the education sector and its development in various countries, particularly in the European Union and Ukraine.

One of the critical aspects of research is analysing the impact of globalisation on the standardisation of higher education, which is considered in the works of T. Baluta [1], M. Rudenko [9] and N. Skotna [11]. The authors claim that factors of globalisation, such as the EU's Bologna process, contribute to harmonising the structure and quality of education. Much attention is paid to analysing higher education reforms in Ukraine to adapt them to European standards and requirements.

In addition, it is worth paying attention to the works of such researchers as L. Khyzhniak [5] and H. Poliakova [8], who also focus on changes in the role of universities in the globalised world. They consider the new functions of universities that arise in connection with the challenges of globalisation, particularly the increase in international mobility of students and teachers, the development of international educational programs and joint research projects.

The scientific literature also addresses the issue of cultural identity and linguistic diversity in higher education. In particular, research by O. Fedorova [2] and P. Verbytska [13] shows how globalisation can affect the preservation or loss of cultural heritage in education and how it affects language policy development in the modern educational environment.

It is also worth noting the works of Ya. Mudra-Rudyk [7] and I. Syladii [12] are devoted to studying problems related to the challenges arising in the context of the globalization of higher education. In particular, the authors consider the issues of accessibility and quality of education, the competitiveness of universities on the international market, and scientific research and innovative development in modern conditions.

In general, the mentioned aspects of the research on the transformation of higher education require in-depth analysis and research to understand the dynamics of higher education's development in the context of globalisation and develop strategies aimed at improving the quality and accessibility of education in the EU and Ukraine.

### 3 Materials and Methods

Various methodological approaches and methods of scientific knowledge, including abstract analysis, comparative analysis, and methods of induction and deduction, were used to study the impact of globalisation on the development of higher education in the EU and Ukraine.

The abstract method allowed us to identify the main conceptual frameworks and concepts related to the globalisation of higher education. At the same time, critical aspects of globalisation,

such as international mobility, harmonisation of educational standards, the role of universities in the global educational space, and others, were investigated.

The comparative analysis method was used to compare the educational systems of the EU and Ukraine and to identify common and distinctive features in their responses to the impact of globalization processes. It helped investigate the peculiarities of higher education reform implemented in these countries and their compliance with European standards and requirements.

The methods of induction and deduction helped to analyse specific cases and phenomena of higher education in the context of globalisation and to form general conclusions and theoretical generalisations. The inductive method examined particular examples of higher education reforms in different countries and identified general trends. The deductive method made it possible to formulate hypotheses and theoretical predictions regarding the potential consequences of globalisation for higher education.

In general, the use of the mentioned methodological approaches made it possible to conduct a study of globalisation's impact on the development of higher education in the EU and Ukraine, identify key trends and problems, and formulate proposals for further strategies for the development of educational systems.

#### 4 Results and Discussion

Global changes affect the development of all sectors of society and pose predictive tasks for training future personnel. Such trends as globalisation, the development of technologies, robotics, and artificial intelligence are changing the world, entering all spheres of human activity and the functioning of social institutions. Accordingly, the demand and the list of professions in demand on the labour market are changing, the requirements for the training of personnel from various fields are being updated, and the priorities for the formation of relevant competencies and skills that will be needed in the near and distant future are changing. On the other hand, in the era of the development of the information society and the knowledge economy, the development of science, technology, and the efficiency of companies operating in various industries depend on the quality of education and personnel training. Therefore, the place of the higher education system in the rapidly changing global world is being transformed, and the modernisation of the educational sector is aimed at responding to civilisational challenges.

At the same time, the search for an optimal model of state educational policy is being updated under the influence of transformational processes and integration in higher education, which characterises the development of the European Union and Ukrainian countries since the end of the 20th century. In the context of the deepening of integration processes and the development of the international division of labour, it becomes urgent for countries to implement a standard educational policy, to adapt national personnel training systems to the radically changed conditions of the world market, to the professional and qualification structure of the workforce existing in its most dynamic segments. The "global market of educational services is increasingly being used as a qualitatively new process in developing international relations in personnel training.

Globalisation fundamentally changes the external environment of educational institutions, which are characterised by high uncertainty, general interconnectedness and fierce competition. Consideration of the challenges of globalisation and the information revolution is one of the main tasks of modern scientific research. After all, the education system is recognised today as the most crucial sphere of existence of the knowledge society and must constantly respond to the various requirements of the changing world and react to any transformations of the economy and society. Many processes that take place worldwide are characterised by almost complete identity, which makes it possible to interpret them from the standpoint of globalisation. And about these trends in education, their number is quite

limited due to the specificity of the field of application, which makes it possible to classify and distinguish them with greater accuracy.

In general, it should be noted that due to globalisation, many countries and educational institutions are forced to revise their approaches to providing high-quality education, where the number of applicants has recently increased dramatically. The issue of ensuring a high level of education has acquired a global character. In other words, the governments of most countries around the world have come to realise that education plays as important a role in ensuring the competitiveness of their national economies as many other indicators, as a result of which the issue of the quality of education has rapidly turned into one of the most critical issues of the world order day.

Another development trend and, simultaneously, a counterweight to higher education from the point of view of globalisation is the concept of "knowledge economy" as a source of wealth and intellectual capital. Theorists and scientists in fields such as education, sociology, and economics determine many factors that distinguish the economy of knowledge from the economy of traditional elements of wealth (land ownership, finance, physical labour). Some of these factors relate to education, especially in a competitive international environment, which at the present stage is characterised primarily by the dominance of information technologies. In the knowledge economy, according to scientific research, there is more abundance than scarcity of resources; the importance of the location and the size of the enterprise decreases; there is a focus on human resources: the critical form of capital is intellectual capital. Within the education framework, the knowledge economy is characterised by a global market with a demand for skilled labour, supported by an international qualification matching document. Education can be a salable service and valuable intellectual property [11].

In general, in the context of modern neoliberal ideology, globalisation affects the development of higher education through increased competition and commercialisation. At the same time, universities are becoming increasingly market-oriented and forced to compete for funding and students. This leads to an emphasis on labour market preparation and additional services rather than general education and research. Such an approach can lead to universities losing autonomy and changing their mission from education and science to a commercial orientation when higher education institutions become ordinary subjects of market relations (Figure 1).

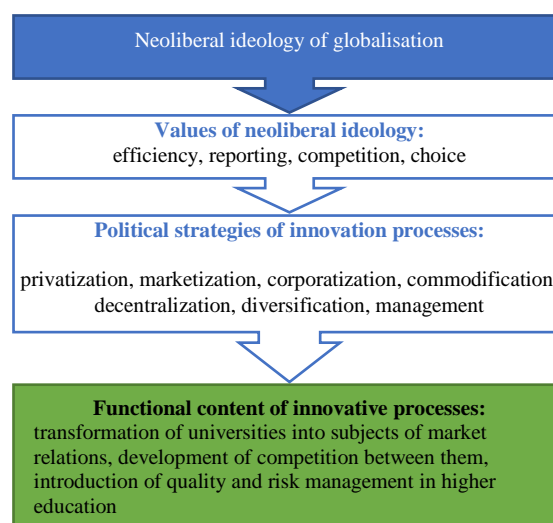


Figure 1. The impact of globalisation on the development of higher education in the context of neoliberal approaches  
Source: [10]

The scheme presented above makes it possible to understand the logic and content of modern higher education innovations, determined by neoliberalism's values and dependence on global socio-economic, socio-political and technological processes. The risks caused by neoliberal ideological influences are quite transparent since even the names of the absolute majority of change strategies (privatisation, marketisation, commodification, corporatisation, managerization) indicate the transformation of education from a spiritual value into a commodity for sale, the destruction of the university as a cultural and educational phenomenon, the transformation of higher education from a public good to a private good, about the state's rejection of the priority of the principles of social justice in education, from the policy of state paternalism about national providers of higher education [10]. At the same time, reducing these risks requires forming a functional system of measures at the national level. Such a system should provide for the creation of the necessary legislative support for national priorities for the innovative development of higher education, the development of its competitiveness and social justice.

If we talk about the EU countries, it should be noted that since 2011, they have intensively begun to prepare to implement a wide range of measures to achieve reasonable, sustainable, and comprehensive economic development.

To this end, the EU has put forward three complementary priorities in the field of higher education, namely:

- smart growth, which requires the development of an economy based on knowledge and innovation;
- sustainable growth focused on promoting the more efficient use of available resources and the formation of a new ecologically clean and more competitive economic system;
- inclusive growth, which promotes high economic employment by strengthening social and territorial cohesion [6].

The general process of the development of the Europeanization of education, described in the most detail by the British researcher S. Grek, who clarified the fundamental dimensions of this trend, which include the following:

- creation of a new space of activity, thinking, and policies using networks, associations, and organisational structures within the borders of the EU, strengthening the role of national actors in the construction of the regional space through the interpenetration of political ideas, knowledge, information data and practices;
- formation of a standard educational policy or educational space as a result of regulation by the EU by applying the open method of coordination;
- Europeanization influences outside the EU in the context of international organisations' activities and globalisation processes [3].

Thus, we conclude that although Europeanization is a process of formation of the European Union itself, it is also a process that goes beyond the borders of the EU in the context of political and economic globalisation. That is, the Europeanization of higher education, as a component of general Europeanization, forms standards of compliance that are desirable for countries seeking to cooperate with the EU.

At the same time, since the European Union's economic development policy is functionally closely related to the policy of development of higher education, it is given a vital role in achieving the set goals. Accordingly, higher education in the EU will develop under the influence of external and internal factors, where the dominant provisions of the Lisbon Strategy and the Bologna Process will act as critical components in forming all higher education systems. Current trends in HE development policy are presented in Table 1.

Table 1: Higher Education Development Policy in the European Union

External factors	Internal factors
Internationalization of higher education	Bologna process
<b>A strategy based on mutual understanding</b> <b>A strategy of excellence and talent competition</b> <b>A strategy based on generational income</b> <b>Potential development strategy</b>	Expansion of higher education systems Three-cycle structure of higher education systems Development and implementation of the National Qualifications Framework Development of higher professional education Education quality control services Student mobility Financial measures Social focus of higher education Lifelong learning

Source: systematised by the author based on [6]

At the same time, it should be noted that the modern cultural globalisation of higher education is an uneven, contradictory and complex phenomenon. The globalisation of higher education leads to a qualitatively different education - a "cosmopolitan" university built on the cultural values of the Western world. Therefore, not everyone can take advantage of this process; only the countries of the Euro-Atlantic civilisation have a particular set of socio-cultural characteristics. For countries that do not fit into this model, the cultural globalisation of higher education will manifest itself in the form of the following consequences:

- popularisation of global multicultural values;
- increasing dominance of Euro-Atlantic culture;
- appearance of foreign educational providers on the territories of national states;
- loss of a part of national culture and identity.

It should be noted that the abovementioned risks are also typical in Ukraine. Therefore, despite the open path to European integration, it is necessary not only to focus on the standards of higher education defined in the EU but also to supplement them with our successful components. Moreover, it is essential to try to offer the educational environment of the European Union the achievements of higher education, which are based on solving the problematic aspects of personnel training, which were obtained due to the destructive impact of the war.

In addition, a natural reaction to the challenges of globalisation should be the transformation of social institutions, and education as an institution of anticipatory development forms the paradigm of state development. Therefore, it is worth focusing on modern trends in the development of higher education, which are characteristic not only of the EU but also of the entire globalised world:

- increasing importance of education as a factor of social development as a conductor of knowledge and information;
- differentiation of funding sources and increasing the efficiency of the use of funds;
- internationalisation of education and its unification, which is necessary for standardisation and recognition of diplomas;
- transformation of requirements for the content, methods and forms of the educational process;
- change in organisational forms of educational activity;
- globalisation of the educational services market [4].

In this regard, it should be noted that the emergence of educational providers poses a particular threat to national higher education systems. In economically underdeveloped countries, this tendency increases the "drain of intelligence" abroad. At the same time, the most gifted youth can be selected during the study period with the subsequent invitation to continue their education in the provider's country of origin. As a result,

migration flows of talented youth will continue to grow. It should be noted that such trends are observed not only between countries with a significant gap in the level of development but also in the characteristics of the European Union itself.

Based on the mentioned trends, we conclude that Ukraine needs to continue transitioning to a public-state educational system in which the individual, society and the state act as equal partners. At the same time, the critical task of higher education is the formation of favourable circumstances for the free and creative development of the individual. This trend corresponds to the practice of many EU countries, which implement the policy of decentralisation of management and transfer more rights and powers to universities, which leads to the formation of an accentuated market approach to education in general. At the same time, the growth of competition and the relative reduction of funding will act as a strong enough motive for higher education institutions to show activity in all spheres, including beyond national borders.

## 5 Conclusion

Thus, we conclude that the main conceptual views of the transformation of higher education in Ukraine are its internationalisation, which will result in the integration of individual universities and educational systems, and globalisation, which in turn will cause competition. Internationalisation involves the establishment of relationships between two or more countries united by a common goal, such as forming a single educational space, as established by the Bologna Convention. In this aspect, globalisation is considered as standardisation, economic integration, and cross-cultural influence. At the same time, globalisation presents university education with a complex set of problems. These problems are difficult to solve within the framework of national policy. Therefore, in Ukraine, the transition to a multi-level system of training specialists and a system of continuous education that meets the requirements of a market economy should be intensified significantly. Moreover, support for training specialists in competitive educational institutions should be among the primary tasks of academic policy.

In general, adapting the realities of the Bologna Process and the Lisbon Declaration to the educational and social space can ensure the competitiveness of higher education students not only in today's labour market but also in Ukraine, shaping their prospects of entering the international labour market. Therefore, methodological analysis of the higher education sphere in the context of its interaction with other subsystems of society can provide a real breakthrough in education and science. This could turn Ukraine into a state with high intellectual potential.

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**Primary Paper Section: A**

**Secondary Paper Section: AM**