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Higher Education Internationalization. Development of the Concept Responding to Requirements of the Time

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Abstract: The article considers one of the most currant concepts which is introduced in modern leading systems of higher education - internationalization. It aims to reveal modern state of internationalization in the sphere of higher education. Study of existing internationalization interpretations enabled us to substantiate the concept and concretize the meaning of HEI at different stages of its development within chronological limits from 1980 to 2021. There was an attempt to trace evolution of the concept and renovate its systematic interpretation. Historical development stages of higher education internationalization have been defined. Understanding of the notion at modern stage has been presented. Conceptual analysis of available research and theoretic scientific papers concerning the problem of internationalization highlighting international experience of educational establishments made it possible to outline the most important phases of higher education internationalization development under conditions of globalization. The results of research can be used for renovating the content of some international disciplines such as «International education» «Comparative pedagogy», «Pedagogy of high school abroad» and others. They also might be appreciated by all parties interested in higher education internationalization. Proposed integral, multifaceted and complete vision of the phenomenon can be worthy for the further in-depth study of various phenomena development in the field of higher education at international level.

Keywords: *Higher education internationalization (HEI); concept; interpretation; meaning; stages.*

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1. Introduction

At the beginning of XXI century intensive internationalization of higher education became its fundamental feature. Universities are main actor called for training specialists accustomed to demanding intercultural global labor market, capable to communicate and act across cultures, on the basis of poly-cultural thinking be able to take decisions responding to challenges at international level.

Higher education internationalization as social and scientific phenomenon has been disputed for at least 40 years. This concept is not new. It has been used for centuries in the sphere of international relations, but in the sphere of higher education it emerged just at the beginning of 80s of XX century. At the end of 80s of XX century internationalization in general was interpreted at institutional level in the conditions of definite activities, but with the years passing interpretation evolved to more complex vision as the interest to the phenomena was growing steadily within scientific society of the world. At least for recent 30 years or so, world higher education establishments consider internationalization as the highest priority in their strategic documents. But perception of the notion has been changing with the times, with emergence of new realities, conditions and interested actors. So, topicality of the phenomenon is undisputed.

Important aspects of the research issues are highlighted in scientific works of scholars from different countries, in particular essential features and mechanisms of internationalization were considered by Altbach (2004); De Wit et al. (2017), De Wit (2018), Ellingboe (1998), Bond & Lemassen (1999), Knight (2004), Lvova, 2019 and others. National and institutional internationalization strategies were studied by Klasek & Harari M. (1992), Steenkamp (2008), Chyrva, (2013), Crăciun (2018), Marinoni (2019) and others; theoretic and methodic approaches to internationalization of education content were presented in works of Tonkin & Edwards (1981), Harari (1989), Leask (2015), Odgers (2006), Green & Whitsed (2013), Fomenko et al. (2019) and others.

All mentioned scientists interpreted the concept mainly from the position of certain aspects and interests of stakeholders. However, the whole perception of the concept requires complex and systematic approach to HEI. Historical approach to literature studying will enable clarification of the phenomenon peculiarities at different stages of its development.

The study of scientific literature provides the reason to affirm that integral research devoted to development of the concept of higher education internationalization in the context of time requirement has not been

accomplished yet. Therefore, insufficient theoretic elaboration of the problem, its international concernment defined the necessity of theoretic substantiation of the concept evolution and caused the choice of research topic.

Methodologic basis of the research is the theory of scientific perception, statements about unity of processes, interference and interdependence of objective reality phenomena. Adequate solution of research tasks and realization of its aim were fulfilled on the basis of integrity of approaches: *historic,* which allowed to clarify peculiarities of scientific interpretation of higher education internationalization in its historic evolution; *systematic*, which was used for outlining interconnections and interdependence of structural components of HEI as complex and multidimensional phenomenon; *comparative,* which enabled us to compare understanding of the concept HEI at different stages of development.

The purpose of research was outlining the most important phases of higher education internationalization development and theoretic substantiation of the concept higher education internationalization (HEI): reveal the meaning of HEI at different stages of its development under conditions of globalization.

Historic, systematic and comparative approaches contributed to reaching the purpose of research, namely allowed to substantiate the meaning of the concept internationalization at different stages of its development and outline the most important phases of higher education internationalization development under conditions of globalization; generalization and systematization allowed to characterize terminology of research and formulate conclusions of research.

2. Results and discussions.

2.1 Phases of HEI development

Theoretic analysis of scientific works of foreign researchers on the problem of higher education internationalization such as Klasek & Harari (1992), Van Der Wende (1997); Bond & Lemassen (1999), Soderqvist (2002), Knight (2004), Jones & de Wit (2014), Jones et al. (2016); Teichler (2017), De Wit (2018) and others allowed to define main historical aspects, periods of Higher education internationalization development: christian, industrial, ideological, global (table 1).

Table 1. Higher education internationalization: historic aspect

Period name	Christian (XII - XVII c.)	Industrial (XVIII c. - 1945)	Ideological (1945-1980)	Global (1980 - XXI c.)
Rationales	Religious and cultural	Economic and political	Political and ideological	Cultural, academic, political, economic
Aims and tasks	Expansion of Christianity and spreading of Christian culture	Foundation of national systems of higher education, in particular as means of colonization	Import and export of political ideologies, technical help for developing countries	Intercultural knowledge and broadening of academic horizon, formation of global citizenship and policultural competence, improvement of competitiveness, preservation of peace
Specific manifestation	Individual mobility of students, lectors, universities (brunch opening)	Export or import of models of higher education and foundation of regional organizations	Inner educational programs, higher level of cooperation organization with the Third World	All forms of international cooperation, infusion of international dimension into main university functions
Main regions	Europe, in particular western and southern regions	European countries, Northern America, USA, Asian and African countries	Tranzition from national to regional manifestation and trend to globalization	Global level of manifestation

Source: Author's own conception

In these periods rationales, aims and tasks difffered significantly. Thus, in the christian period dominated religious and cultural rationales. Expansion of Christianity and spreading of Christian culture were main aims and tasks of higher education internationalization. With transition to industrial period rationales of HEI shifted to economic and political ones. This period is characterized by foundation of national systems of higher education, in some cases as means of colonization. Import and export of

political ideologies after the world war II (mainly westernization of the third world), technical help for developing countries became the fundament for ideological period of higher education internationalization development. Finally, global period (1980 - XXI c.) is characterized by broadening of rationales (cultural, academic, political, economic) and significant changes of aims and tasks. Intercultural knowledge and broadening of academic horizon, formation of global citizenship and policultural competence, improvement of competitiveness, preservation of peace are main HEI characteristic features of global period. Specific manifestation of HEI within these periods was evident, beginning with individual mobility of students (Cavalli & Teichler, 2015) and lectors in the Christian period and then followed by export or import of higher education and foundation of regional organizations during industrial period. Inner educational programs, better organization of cooperation with the Third World were manifested in the ideological period. All forms of international cooperation, mobility, infusion of international dimension into main university functions became principal manifestations in the global period. Spreading of the phenomenon moved from regional to global with the time passing.

So, we can state that transformation of rationales, aims and tasks of higher education internationalization took place according to the requirements of the time. Specific manifestation of HEI was defined by social order (organization) and regional peculiarities.

2.2. Higher education internationalization in globalization era

In the era of globalization phenomenon of HE internationalization activated greatly and became to develop rapidly. So it draws more attention of scientists from all around the world and requires deeper study. Based on analysis of scientific literature (Altbach, 2004; Bond & Lemassen, 1999; Caruso & de Wit, 2015; Crăciun, 2018; Crichton et al. (2004); Ellingboe, 1998; Fomenko et al., 2019; Gonta & Kaleniuk, 2010; Harari, 1989; Hiroshi, 2018; Hudzik, 2015; 2004; Klasek & Harari, 1992; Knight, 2004; Kuroda, 2016; Leask, 2015; Poliakova et al., 2019; Proctor & Rumbley (2018); Sbrueva, 2001; Soderqvist, 2002; Stier, 2002; Suvorova & Podgorbunskikh (2017); Teichler, 2017; Tonkin & Edwards, 1981; Van Der Wende, 1997; Yudkevichet al., 2016; Yurchenko, 2011 and others) we outlined the following most important stages of higher education internationalization development in the era of globalization: 1) initial (the end of 80^{th} – middle of 90^{th} of XX c.); 2) structural and organizational (middle of 90^{th} of XX c. – beginning of XXI c.); 3) implemental (2000 – 2015); 4) comprehensive and

complete (2015-2021) (table 2). We have to note, that there are no strict borders between the stages, the transition took place smoothly.

Literature analysis revealed different interpretations of HEI which reflected realities of the times. At the broad discourse, internationalisation was characterised mainly from the position of certain aspects and interests of stakeholders. These characteristics were mainly associated with international students; study abroad and mobility programs; internationalization of curriculum; international cooperation, knowledge and skills (table 2). Of course, integral understanding of HEI require diligent studying of its essential characteristics.

Table 2. Key characteristics of the concept «higher education internationalization» in globalization era (1980 - XXI c.)

Period	**Author**	**Definition of the concept**	**Key characteristics**
Initial (1980th)	Tonkin H. and Edwards J. (1981)	Process of enriching curriculum with international content	International dimension of curricular
	Harari M. (1989)	Process of campus transformation into internationally oriented	International dimension of institutions' activity
Structural and organizational (1990th)	Van Der Wende M. (1997)	Systematic attempts aimed at institution transformation in accordance with globalization requirements	Modernization of institution under conditions of internationalization
	B. Ellingboe (1998)	Process of gaining international perspectives by university	International perspectives of university activity
	Bond Sh., Lemassen J.-P. (1999)	Institutional process for preparation universities to functioning on international or global arena	International character of university activity
Implemental (2001 – 2015)	Sbrueva A. (2001)	Any aspect of higher education integration into global environment	Higher education integration under conditions of globalization

	Stier J. (2002)	Process of mutual exchange with knowledge and experience of nations	International cooperation in education
	Soderqvist M (2002)	Process of transition from national to international higher educational establishment	International dimension of higher educational establishment activity
	Crichton J., (2004)	Intercultural interaction of people from different nations for broadening their experience and perspectives	International activity with intercultural goals
	Knight J. (2004)	Process of integration international, intercultural or global dimension into purposes, functions or supply of higher education	Enriching all directions of university activity with international dimension
	Gonta O., Kaleniuk I. (2010)	Means of unification of educational content in international scope	Enrichment of education content with international dimension
	Yurchenko T. (2011)	Purposeful process of university integration into unitary space of higher education	Integration of higher education into unitary educational space
Comprehensive and complete (2015-2021)	Hudzik J. (2015).	"comprehensive internationalization"	Integration of internationalization into core institutional values and mission
	Crăciun D. (2018)	multifaceted and multidimensional process	integrating international content into all missions of institutions

	Hiroshi O. (2018)	active engagement at various levels of decision-making	availability of policies, plans, programs, strategies etc. aimed at HEI
Complete internationalization (2021)	Chyrva et al, (2021)	engagement, devotion and commitment to HEI	international dimensions of all HE missions, HEI promotion

Source: Author's own conception

Essential characteristics of HEI are presented in the works of Altbach (2004), Van Der Wende (1997), Ellingboe (1998), Bond & Lemassen (1999) and others. Thus, analysis of the mentioned authors' works allows to affirm that HEI is a process of acquisition by university an international prospect, that is carrying out aimed at future activity which has interdisciplinary character; expect involvement of higher administration. Administration elaborates vision of such prospect for the institution as the whole and motivation system for participation of wide circle of stakeholders and interested parties; acquisition by all members of academic society of global and comparative thinking, interaction skills for working out modes of reaction to changes on the global political, economic and cultural arena.

American scholars M. Harari (1989), B. Ellingboe (1997) are persuaded, that higher education internationalization is a process of campus transformation into internationally oriented subject of educational process.

Van Der Wende M. (1997) indicated, that higher education internationalization – is any systematic attempts aimed at transformation of institutions according to requirements and challenges of globalization of society, economy and labor market. Such definition is positioning international dimension only under conditions of outer environment, but it does not reveal international changes in the context of educational development.

Internationalization of higher education, according to ideas of Sh. Bond and J. Lemassen (1999), should be understood as institutional process which declares to some extend the concept of openness in front of the whole world in all kinds of activity and organizational aspects of university and which can even start і який inner transformation with the purpose of preparing university to function at international or global arena.

However, these views on explored phenomenon received ambiguous assessment. Thus, institutional characteristics of HEI presented in the work of B. Ellingboe (1998), which allow to define explored phenomenon as the way with the help of which institutions adjust to various outward

environment that is steadily changing and becoming more global, have been considered to be the ones that restrict complex vision about internationalization of higher education.

HEI is characterized from the positions of international cooperaton in the work of J. Stier (2002). The researcher defines internationalization as a process of mutual exchange by knowledge and experience nations.

American scholar M. Soderqvist (2002) accentuates on importance of managerial aspects in understanding essence of HEI. To his mind, HEI appears to be the process of transition from national to international higher educational establishment, which aims to include international dimension into all aspects of its management with the purpose to improve quality of teaching and learning and reaching desirable competence level of graduates. Given definition embraces internationalization goals, demonstrates evolution of the concept at institutional level, but it has restrictions concerning institutions and countries which accept internationalization more widely than just teaching, learning and reaching desirable competence level of graduates.

An Australian scholar J. Crichton (2004) emphasised that most definitions of the concept are connected with objectives and activities. One of his examples contains a focus on intercultural interaction of people from different nations: 'broadening the experience and perspectives of all students regardless of geographical origin to encompass a wide range of learning environments, as well as aspects of social and professional interaction with people from other races and cultures….'. (Crichton et al., 2004, p. 120). As we can see, international activity with intercultural goals such as development of intercultural competence is in the core of interpreting the concept internationalisation.

Thus, theoretic analysis of scientific works of international scholars allows to state that essential characteristics of the concept lacks universality allowing to apply it across nations and cultures. We should mention that this universality is not related to personification of reasons and basis, acquirements, activity of engaged parties or something else. To our mind, one of universal interpretations of the concept was given in the works of Canadian scientist J. Knight (2004). So, the researcher stresses, "Internationalization is a process of integrating an international, intercultural and global dimensions into the goals, primary functions and delivery of higher education". According to this interpretation, HEI is a continuous process of enriching all directions of university activity with international dimension which integrates various internationalization aspects: academic mobility, inner strategies, curriculum and training process, research, international projects, teaching stuff development and so on.

We should note that at the end of XX – at the beginning of XXI centuries subject field of educational investigation of internationalization was broadened by the study of its levels. It stipulated the further evolution of HEI theory.

The next stage of the theory development may be considered to be started by the notion proposed by Canadian scientist J. Hudzik (2015). In his work he stresses on the necessity of overcoming fragmentation and marginalization within internationalization. The author proposes more overwhelming approach to the phenomenon. He presents definite renovation of higher education internationalization vision "comprehensive internationalization". This notion provides integration of internationalization into core institutional values, perspectives and missions throughout training, learning, research and service missions of universities. With such comprehensive approach the scientist intends overarching integration of HEI into basic institutional essence.

Another researcher trying to renovate the notion of HEI is representative of Japan, O. Hiroshi. Japanese scientist interprets internationalization as an active broad engagement at different levels of management and problem-solving with involvement of international dimension into available policies and strategic and mission documents (Hiroshi, 2018).

One more modern vision of the notion is presented by European scholar D. Crăciun, who explains internationalization as multidimensional and multilevel process integrating international content into all missions of institutions to promote international education worldwide (Crăciun, 2018).

We cannot miss statement of Ukrainian researchers who agree with presented combined interpretation of HEI and synthetized renovated notion combining universality and comprehensiveness. The scientists introduced a notion "complete internationalization". They interpret higher education internationalization as complete embracement and commitment of all engaged and interested in education parties to the process internationalizing all HE missions and developing strategies and policies, as well as curriculum and educational programs, to promote internationality (Chyrva et al., 2021).

We have to mention that research topic was discussed and approved by the colleagues at the department of foreign languages (Sumy NAU).

We also would like to emphasize **scientific novelty** of received research results: *for the first time* have been defined evolution stages of higher education internationalization under conditions of globalization; the meaning of the concept «higher education internationalization» *has been specified;* the notion "complete internationalization" have been introduced.

Chronological limits of development phases of higher education internationalization have been outlined. **Practical value** of received results: theoretic statements concerning the concept of higher education internationalization can be used for renovation of the content for some international disciplines in the sphere of higher education such as «International education» «Comparative pedagogy», «Pedagogy of high school abroad» and what not. The results may be valuable for development of higher education field at international level.

There are some limitations in the work, in particular, various HEI aspects development on the regional and national levels have to be sufficiently studied, also further in-depth study is required for evaluation methods of internationalization results at different levels.

3. Conclusions

Thus, the article considered a row of interpretation ways for the concept of higher education internationalization, which were used mostly responding to requirements of the time. The concept was substantiated and the meaning of HEI at different stages of its development within chronological limits from 1980 to 2021 was concretized, the most important phases of higher education internationalization development under conditions of globalization were outlined, the whole evolution of the concept was traced and historical stages of internationalization development were defined. So, integral approach to the definition was broadened and renovated. We suppose, that all mentioned variants of interpretation of the concept have definite sense and chronologically supplement each other. This gives grounds to affirm about absence of common unitary interpretation of the concept higher education internationalization and necessity of taking into account integral comprehensive approach to its understanding.

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