

COMPREHENSION OF METHODOLOGICAL APPROACHES TO FOREIGN LANGUAGE TEACHING IN CONDITIONS OF INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS

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The article clarifies the significance of internationalization for higher education institutions. Its impact on methodological approaches to foreign language teaching has been described. The further development of higher education institutions, which is based on progress in scientific, technological, educational and innovative spheres, has been considered. The globalization of education has been characterized as the basis of intercultural interactions of national higher education systems, and internationalization – as a process aimed at the growth of universities around the world and the expansion of international cooperation in the context of globalization. The concepts “globalization” and “internationalization” have been distinguished. If internationalization is seen as the interaction of national cultures, then globalization leads to the unification of national education systems, forms a unified educational space and world market of educational services. In our interpretation, internationalization is one of the manifestations of globalization in the context of cosmopolitanism. It functions in the conditions of globalization, which make it more expressive in the world education system. Examples of internationalization’s spread have been presented. The role of the information and communication technology revolution in eliminating invisible borders between universities and countries has been analyzed. Such new forms of education organization as virtual universities, distance learning centers, corporate universities, namely: University of the People, Die Virtuelle Hochschule Bayern, Coursera, TEDx, UMass Boston Open Courseware, Khan Academy, MIT Open Courseware, Learning Space: The Open University, Stanford iTunes U, EPAM Campus, Oracle University, Cisco and others have viewed. The advantages and shortcomings for implementation of an individual educational trajectory in the Moodle electronic environment have been determined on the example of higher education students’ project work. Modern mechanisms of the internationalization of higher education have been researched. The activity-based, competency-based, student-centered, communicative, axiological and lingua-cultural approaches have been defined as the methodological basis for the internationalization of foreign language training of higher education students.

Keywords: internationalization; globalization; higher education; methodological approaches; foreign language; competence; educational trajectory; situated learning.

Ref. 15.

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ОСМИСЛЕННЯ МЕТОДОЛОГІЧНИХ ПІДХОДІВ ДО ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ В УМОВАХ ІНТЕРНАЦІОНАЛІЗАЦІЇ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

У статті з’ясовано значення інтернаціоналізації для закладів вищої освіти. Описано її вплив на методологічні підходи до викладання іноземної мови. Осмислено подальший розвиток закладів вищої освіти, який ґрунтується на прогресі в науковій, технологічній, освітній та інноваційній сферах. Здійснено розмежування понять “глобалізація” й “інтернаціоналізація”. Наведено приклади поширення інтернаціоналізації. Проаналізовано роль інформаційно-комунікаційної революції в усуненні невидимих кордонів між університетами та країнами.

Ключові слова: інтернаціоналізація; глобалізація; вища освіта; методологічні підходи; іноземна мова; компетентність; освітня траєкторія; ситуативність навчання.

The problem statement. The development of the modern world is based on progress in the scientific, technological, educational and innovative spheres. This process is characterized by high dynamics of changes caused by the globalization of economic, political and socio-cultural life of different regions as a result of a more open economic policy of countries and the rapid development of communica-

tions. Globalization significantly expands access to knowledge, leads to the rapid internationalization of scientific and educational activities. Accordingly, this affects international cooperation in the scientific and educational spheres, where the integration processes are becoming more and more open and dynamic. Therefore, internationalization in the field of education and science is a necessary condition for countries to enter

the unified world educational space, maintain a high level of competitiveness of the national economy, and improve the population's life quality.

The analysis of recent scientific researches and publications shows that the issues of internationalization of universities, particularly, the research of the impact of modern integration processes on the national system of higher education, are becoming increasingly relevant. The conceptual principles of the internationalization process of higher education are reflected in a number of scientific works. The theoretical bases of the internationalization of higher education are substantiated by M. Azhazha, N. Bazeliuk, M. Boichenko, L. Horbunova, V. Zinchenko, S. Kurbatov, Yu. Mielkov, A. Ostenda, O. Shypko. Models, mechanisms and levels of internationalization of higher education became the subject of researches conducted by Yu. Zaiachuk, E. Ivashchuk, A. Ostenda, O. Samoilenko. The connection between the internationalization of higher education and globalization is investigated by H. Klimova, L. Lozynska, S. Lozynskyy, A. Marlova. The specifics of internationalization of higher education institutions' activities in the conditions of martial law and post-war reconstruction are considered by Yu. Boichuk and A. Boiarska-Khomenko. The role of a foreign language and some aspects of its teaching in the context of internationalization of higher education institutions are revealed in the works of M. Andrievska, O. Voloshyna, O. Dzhezdzhula, K. Kovalova, R. Kravets, M. Kubai. At the same time, it should be noted that despite the scientists' great interest in the researched topic, the impact of internationalization on methodological approaches to foreign language teaching remains vague enough.

The purpose of the article is to find out the significance of internationalization for higher education institutions and its impact on methodological approaches to foreign language teaching.

Presentation of the main material. In a broad sense, the internationalization of education is understood as an objective process in which the goals, functions and organization of the provision of educational services acquire an international character. Internationalization of education covers the following forms of international cooperation: academic mobility of higher education students, scientific and pedagogical staff; mobility of educational programs, institutional mobility, formation of international educational standards and curricula; institutional partnership, creation of international educational alliances.

Before the concept "internationalization" became relevant in education, the term "international education" enjoyed great popularity, which included the following aspects: "comparative education", "global education" and "multicultural education". At the beginning of the XXI century, in connection with globalization, the concept of "internationalization" began to be actively used in the educational field.

Comparing concepts "globalization" and "internationalization" scientists usually distinguish two approaches. The first approach interprets the globalization of education as the basis of intercultural interactions of national higher education systems, and internationalization as a process aimed at the growth of universities around the world and the expansion of international cooperation in the context of globalization. Thus, in this sense, the researched concepts amend each other.

Another approach distinguishes between concepts "globalization" and "internationalization" as two completely opposite terms, since the processes that designate them function and develop separately from each other. If internationalization is seen as the interaction of national cultures, then globalization leads to the unification of national education systems, forms a unified educational space and the world market of educational services. In our opinion, internationalization is one of the manifestations of globalization in the context of cosmopolitanism. It functions in the conditions of globalization, which make it more expressive in the world education system [12, 36–38].

One of the examples of internationalization's spread is the Bologna Process. The Bologna Declaration was signed on June 19, 1999 by Ministers of Education. Its main goal is to create a unified higher education area by uniting the higher education systems of European countries. At this moment, 47 countries are participants of the Bologna process, including Ukraine. According to the Bologna Declaration, to provide successful internationalization of universities in the countries of the European Union, it is necessary to reform higher education systems in such a way that they become more equal and comparable.

Presently the results of internationalization of education and foreign language training are mostly associated with the introduction of the European Credit Transfer and Accumulation System (ECTS) and three academic degrees: bachelor, master, Ph.D. level. Another tool for internationalization is the creation of the European Research Area at the head of the leading academies which belong to the European Federation of Academies of Sciences and Humanities.

More thorough internationalization and successful interaction between higher education institutions is achieved by concluding cooperation agreements between them and introducing coordinated educational programs. This is the goal of the Global Alliance for Transnational Education – an international association that deals with quality assurance, accreditation and certification of educational-professional and educational-scientific programs. This organization includes higher education institutions, business organizations and government structures of different countries. The activities of the Global Alliance for Transnational Education are aimed at reforming the structure of higher education institutions, providing them with comprehensive

support in the international exchange of students, teachers and scientists. The reasoning of Y. Zaiachuk [6, 38–39] on the expediency of studying and understanding internationalization at global, continental, national, local, institutional and individual levels appeals to our position. Identical views are also expressed by Yu. Boichuk and A. Boiarska-Khomenko [3, 20–21], distinguishing identical levels of internationalization through the prism of interrelated and interdependent links in the chain “world community – country – higher education institution – higher education student”.

Quite rightly, E. Ivashev, A. Ostenda, O. Samoilenko [13, 308] put an emphasis on the specifics of some models for assessing the level of internationalization of higher education institutions, that becomes possible through accreditation by international organizations such as the European Centre for Strategic Management of Universities and the Association of International Educators or building by higher education institutions their own assessment model.

H. Klimova also draws attention to certain modifications in national strategies for the internationalization of higher education in European countries [7, 189–190], stating that despite the differences, universities strive to reach a common denominator, since in the global dimension the internationalization of higher education serves as the most important means of increasing the competitiveness of higher education institutions and their international reputation. It stimulates the social activity of higher education students, motivates them to learn foreign languages and develop intercultural communication skills. On the other hand, universities increase the number of foreign students, improve academic mobility, improve the quality of student training, integrate their educational systems into the European and world higher education space. The scientist builds his conclusions on the basis of data collected during a large-scale comparative research conducted by the European Association for International Education, which covers 33 European countries.

A similar position is held by M. Azhazha and A. Ostend, arguing that there is no single model of internationalization that could be applied equally to all higher education institutions. They quite rightly point to the role of political, economic, socio-cultural factors in determining an individual strategy of internationalization in different regions, countries, institutions, and even universities which change over time [1, 13].

Thanks to the information and communication technology revolution, which eliminated invisible borders between universities and countries, such new forms of education organization as virtual universities, distance learning centers, corporate universities, namely: University of the People, Die Virtuelle Hochschule Bayern, Coursera, TEDx, UMass Boston Open Courseware, Khan Academy, MIT Open Courseware, Learning Space: The Open University, Stanford iTunes U, EPAM

Campus, Oracle University, Cisco and others appeared.

The purpose of the above enumerated virtual universities and distance learning centers is to provide everyone with access to free and high-quality education. The era of high technologies, globalization, internationalization and freedom of information has opened up new opportunities for personal self-development. Nowadays even low-income groups of the population in countries where higher education was previously considered something very expensive and inaccessible can acquire thorough professional knowledge. Among the advantages of online learning, we can also single out the availability of educational materials, flexibility and freedom of choice, the ability to fill gaps in knowledge. Some programs even provide for asynchronous learning, that is, higher education students can gain knowledge anywhere and anytime. The potential of computer technologies in ensuring the flexibility of the educational process, particularly when teaching a foreign language, has been highly appreciated by M. Kubai. According to the scientist, the introduction of computer technologies meets public needs, as they will reduce the cost of education [11, 131].

On the example of higher education students' project work O. Voloshyna has described the implementation of an individual educational trajectory in the Moodle electronic environment. According to the philologist, the advantages of such online learning are: 1) it facilitates understanding of the purpose and sequence of the project; 2) visual presentation of the project stages, availability of the necessary information in electronic form; 3) the possibility of unscheduled consultations; 4) participation in real communicative situations which activate various foreign language skills and abilities; 5) the possibility of online mutual assessment of project products; 6) improving coordination and control over the implementation of the project; 7) the possibility of using a large number of authentic resources with various types of oral and written texts, analysis of their revisions. We agree with O. Voloshyna that in addition to the advantages described above, some shortcomings can be singled out while performing tasks for independent work of reproductive and productive types in electronic form, namely: 1) the likelihood of technical failures if the loss of access to the Internet occurs; 2) the need to get used to working in an electronic environment; 3) increasing the complexity of compiling tasks for independent work [4, 82–83].

Thus, on the example of virtual universities, we can investigate modern mechanisms of internationalization of higher education. As the analysis shows, with the development of internationalization, educational and professional programs are undergoing changes, the structure of education is modernized, new and existing methodological approaches to teaching disciplines, particularly a foreign language, appear and are being improved. Besides the advantages, the internationaliza-

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tion of higher education also has some shortcomings: 1) higher education students, scientific and pedagogical staff sometimes face the loss of the axiological component of higher education, when education is no longer perceived as a value, but as a service sector; 2) discrepancy between the qualification characteristics of the professions of employees in different countries of the world; 3) the problem of intercultural interaction between teachers and students; 4) digital barrier between individual countries and social groups.

Recently, a change in the status of higher education has happened in the society. Through the prism of the American cultural and educational traditions, criteria for assessing quality are being applied to higher education not as a social institution, but as an industry. First of all, the divergence in approaches concerns tasks. The tasks of education as a social institution are to form a system of status-role characteristics of the individual, social and civic positions, moral education, and the development of ethical norms of behavior. Education as an industry pursues the following main goals: to create a positive image of the higher education student in the labor market, to prepare them as applicants for fierce competition; to teach them how to resist effectively competition and counteract rivals. M. Kubai emphasizes the importance of moral-value education, care for people, optimization and implementation of the principle of humanization of educational activities, advocating for a revision of the essence of the educational process to ensure the realization of the creative nature of each student [10, 164].

A comprehensive definition of the internationalization of higher professional education systems as a complex dynamic process of transnational diffusion of economic activity of universities, which is determined by the influence of constantly changing factors of the external and internal educational environment, presupposes, initially, the consideration of the internationalization of higher education as one of the ways of the country's response to the consequences of political, economic, sociocultural globalization with simultaneous preservation and strengthening national identity.

A key element of internationalization is the mutual understanding that is established between two or more countries or ethnic groups. The unique history of the country and the culture of autochthonous peoples, resources, national priorities and other local parameters are the main conditions for development of relations with other countries, including in the field of education. Thus, national identity and culture play a vital role in the internationalization of higher education as a process of integrating the international communicative dimension into the educational, scientific and service functions of a higher education institution.

Formation of the European higher education area and the corresponding transformations at the level of national higher education systems of European coun-

tries and specific higher education institutions are considered by V. Zinchenko, N. Bazeliuk, M. Boichenko, L. Horbunova, S. Kurbatov, Y. Mielkov, O. Shypko as key factors in the internationalization of university life. In their opinion, one of the main tasks of a modern university is to strengthen cooperation in the field of quality assurance of higher education on the European continent and to coordinate the relevant criteria and methodological approaches with partner universities [14, 135]. We share this opinion and agree with scientists that for the successful implementation of the outlined above tasks, it is necessary to develop key methodological approaches to the internationalization of the content of educational components, particularly to foreign language teaching as a means of international communication in the context of the internationalization of higher education institutions.

In our interpretation, methodology is the doctrine of organization of theoretical and practical human activity. The methodology of internationalization of education is a logical organization of students' educational activity, that consists in determining the purpose and subject of research, approaches and guidelines for mastering the academic discipline, choosing the tools and methods which will determine the best result in the international labor market. On the basis of the conducted analysis, we came to the conclusion that activity-based, competency-based, student-centered, communicative, axiological and lingua-cultural approaches play a significant role in this process.

The activity-based approach gives priority to such types of international academic activities as cross-border inter-university integration of curricula and programs, foreign exchange of students/teachers, receipt and provision of foreign technical assistance, training of foreign students within the framework of educational services import. Developing these types of educational activities leads to increasing internationalization of higher education systems. The activity-based approach to foreign language teaching became widespread when the international dimension of higher education was assessed from the standpoint of specific international programs, projects or events. It consists in the fact that the goals of training are focused on formation of communicative skills and knowledge, the solution of typical and extraordinary real intercultural situations, in which higher education students demonstrate foreign language acquisition and the ability to conduct a constructive dialogue of cultures. At the same time, the activity-based approach is the methodological basis for students' independent work. When we consider the current trends in development of higher education, we notice the growth of the role of independent work as a specific type of educational and cognitive activity of students, organized without the direct guidance of teachers, although managed by them in the right direction [9, 263; 342].

The competency-based approach is focused on development of foreign language knowledge, skills and abilities for specific purposes, worldview and values of students, scientific and pedagogical staff, specialists as a key factor in deepening the internationalization of higher education systems. A central element of the competency-based approach is generation and transfer of knowledge across national borders to develop the professional competencies of the students and staff of higher education institutions in order to increase their global awareness and intercultural qualifications. Therefore, according to this approach, the internationalization of curricula and foreign language programs is not the goal itself, but serves as a tool of forming appropriate competencies of higher education students. Despite the increased interest in the competence approach due to the meticulous attention to the requirements and challenges of the labor market, there is an urgent need for further applied research aimed at identifying those competencies which are to help university graduates become successful citizens at the national and international levels, to enrich human capital in local and global contexts [9, 66].

In the methodology of foreign language teaching O. Voloshyna also assigns a significant role to the competence approach, pointing out its active nature, which combines fundamental and professionally-oriented training. The philologist proposes to classify competencies into three categories: individual (competencies related to the specialist himself, the specialist as a personality, the subject of an activity, communication), professional (competencies related to the activities of a specialist) and integrative (competencies related to the social interaction of a specialist and the social environment) [5, 515].

The use of *the student-centered approach* for providing more effective formation of students' foreign language competence implies: personal goal-setting; choice of an individual educational trajectory; the primacy of a student's educational products and the secondary importance of the obtained ready-made results; situated learning; academic reflection. *Personal goal-setting* consists in teaching each student, taking into account his/her personal learning goals. It is based on the ability of a future specialist to independently determine and achieve the goal. Regarding a certain educational issue or the entire course, the students' self-determination allows them to outline for themselves specific goals and objectives, on the basis of which an individual educational trajectory will be carried out. Personal goal-setting involves the awareness of learning goals by both a student and a teacher. When their goals differ, the teacher does not seek to change the future specialist's goals, but helps him/her to comprehend and achieve them in comparison with other goals. For example, a foreign language teacher, considering the significance of learning goals, puts forward the task of teaching future specialists a foreign language for

specific purposes of professional communication, while pursuing several more goals: methodical, didactic, developmental, etc., that is, during the pedagogical process, the pedagogue teaches the student to build his own trajectory in these educational fields [9, 151–152].

Thus, personal goal-setting envisages outlining the range of interests by students, consulting with the teacher, coordinating the individual program of classes with the general curriculum. This is the basis for implementation of *an individual educational trajectory*, which allows higher education students to participate in formulation of the main components of their education: meaning, goals, tasks, pace, forms and teaching methods, personal content of education, result control and assessment systems. Personal self-realization of students is possible only when the teacher encourages their views on the problem, reasoned conclusions and assessments.

The primacy of a student's educational products and the secondary importance of the obtained ready-made results are understood as the creation of the personal content of education (educational products), which is ahead of the study of generally accepted achievements, including educational standards in a particular field.

Situated learning requires the construction of the pedagogical process on the basis of situations which involve the self-determination of future specialists and the independent search for solutions. An example of an effective educational situation is providing a student with the opportunity to simultaneously get acquainted with several cultural analogues of human creativity. At the same time, the teacher does not stay away from this process and directs the activity in the right direction.

Academic reflection is a thinking or emotional-sensory process of understanding their activities by students as subjects of education. It is a source of inner experience, a way of self-discovery and a necessary tool of thinking. The assimilation of educational materials only occurs, if there is academic reflection. Reflection as an educational activity concerns two areas: ontological, related to the content of subject knowledge; psychological, addressed to the subject of an activity and the activity itself [8, 287–308].

The role of *the communicative approach* in the internationalization of the content of foreign language teaching is quite multifaceted and has a complex character. This approach covers educational, cognitive, developmental, pedagogic aspects of foreign culture. Each of these aspects is interdependent, has equal practical significance and contributes to the professional development of the future specialist's personality by means of a foreign language. Their relationship can be traced not only in each practical class, but also in exercises specially designed on the basis of communicative teaching methods. In other words, during the educational process each exercise has to integrate four aspects of foreign culture and be evaluated in accor-

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dance with them. The main goal of the communicative approach is to teach higher education students to speak a foreign language fluently and behave adequately in various communication situations [2, 126].

Built on the basis of a communicative approach, the pedagogical process involves mastering all aspects of foreign language culture. The student's involvement in the general historical experience occurs during communication with the teacher, classmates, ethnophores, etc. Communication is an important condition for proper upbringing. Communication in a foreign language (both in oral and written forms) reveals itself as a model of the process of real interaction according to the following main parameters: motivation, purposefulness, informativeness, novelty, situationality, functionality, nature of interaction, system of speech tools.

Consequently, we create a microclimate adequate to the real one, which ensures the successful acquisition of new knowledge, its use by future specialists in foreign language communication at the international level. Under the influence of the processes of internationalization at foreign language classes on the basis of the communicative approach, the cognitive, value-orienting, regulatory and conventional functions of speech are implemented. Therefore, the content of foreign language speech by influence on the partner is filled with linguistic (readiness to use a foreign language as a tool of speech and thinking activity), pragmatic (readiness to convey communicative content in communication), cognitive (readiness for communicative and thought activity) and informational (possession of the meaningful subject of conversation) components.

We consider *the axiological approach* as a philosophical-pedagogical strategy that determines further prospects for the internationalization of the higher education system, as well as ways to form foreign language competence of future specialists and the use of pedagogical resources to ensure the sustainable development of the individual. At foreign language classes, the use of the axiological approach involves the organization of the following areas of activity: holistic consideration of forming the personality in the inseparable unity of the social and existential; inclusion in the research space of such phenomena as value, ideal, spiritual elevation, experiences, faith, etc.; the research of not an abstract, but a concrete person in concrete historical and cultural conditions of life, everyday forms of functioning, particularly in education as an integral attribute of human existence and in specific geocultural conditions. Internationalization of higher education requires methodologists-practitioners to develop programs of theoretical and practical training, programs of educational work, psychological and pedagogical support of the activities at higher education institutions, as well as the creation of educational-methodological complexes of disciplines in accordance with the standards of the Bologna Process.

In our opinion, the axiological approach at foreign language classes serves as a kind of unifying element between theory and practice, since, on the one hand, it enables studying various phenomena and events from the view point of the potential inherent in them to meet the actual needs of the individual, and on the other hand, the further humanization of society and the internationalization of education. To our mind, the use of the axiological approach in the process of internationalization of the content of foreign language teaching is possible under the condition of implementing the following axiological principles: 1) equality of different worldviews of people within the framework of a single humanistic system of values; 2) equivalence of innovations and traditions, recognition of the need for creative use of the achievements of the past and orientation towards spiritual discoveries today and in the future; 3) establishment of a constructive dialogue between traditionalists and innovators, that contributes to their mutual enrichment in the cultural and value senses; socio-cultural pragmatism and asceticism instead of value indifference and messianism.

The axiological bases of the pedagogical process are made up from the following educational values: universal (life, man, goodness, nature, etc.); national (national idea, native language, folk holidays, traditions and customs, folklore, national symbols, etc.); civil (democratic rights and duties, respect for cultural and national traditions of other peoples, etc.); family (love, respect, loyalty, mutual assistance, etc.); personal (full-fledged life self-realization, creative activity, life optimism, moral and volitional qualities, etc.) [9, 194–195].

The successful implementation of the axiological approach can be achieved, when we follow some requirements. They are: 1) pedagogical ideology should be based on life-affirming positive content, and not on criticism and negativity of the phenomena of the surrounding reality; 2) the pedagogical process should be a holistic combination of the processes of teaching and upbringing, which are based on the same approaches and are characterized by a development strategy; 3) the system of pedagogical influences on the personality should be carried out not so much through the use of ideas of global significance, restructuring of the world, but through the involvement of the teacher in the inner world of each student, the expression of his/her desire to understand and help students navigate in reality; 4) while forming students' value orientations, it is necessary to fully use the capabilities of the team as the main bearer of social values and group norms for the persons who belong to the team.

The axiological approach makes it possible to prepare teachers for the value management in education. Value management in education is a process of consistent rethinking of the goals of education by all subjects of educational activity with the subsequent development of a mutual culture for the entire team, that

allows teachers in evaluating their work not only to be guided by traditional criteria for students' proficiency, but also to record carefully the stages of their personal growth, which occurs while mastering the hierarchy of values.

Identical to our viewpoints are expressed by O. Volo-shyna. The scientist argues the expediency of this methodological approach to foreign language teaching in the context of internationalization of higher education. In her opinion, the axiological approach contributes to the expansion of an individual's communicative sphere through interaction with representatives of foreign cultures. It stimulates interest in studying the cultural and mental differences of native speakers, allows to focus the higher education students' attention on those aspects of life which differ from similar aspects of their native culture.

Comparison of cultural differences will contribute to the abandonment of hasty assessments and judgments (sometimes stereotypical prejudices), to assessing the cultural phenomena of another nation objectively. The axiological approach involves forming a tolerant attitude towards religion, the value system of representatives of other cultures. Taking into account this approach, a teacher forms the axiological attitudes of the personality, develops the readiness of higher education students to perceive a new way of thinking, universal and national values [15, 66].

Having ratified the Bologna Declaration, our state chose the direction of internationalization of the national education system and bringing it in line with European standards. Since then, one of the key competencies of a modern specialist has been a high-level knowledge of a foreign language as a means of communication with colleagues representing different cultures and peoples. To satisfy this urgent demand of the society, our higher education institutions are modifying the methodology of foreign language teaching, defining as a basis the thesis that languages should be studied in an inseparable unity with the culture, environment and living conditions of their speakers.

Full-fledged communication in a foreign language and internationalization require future specialists to properly master not only language material, but also specific concepts related to culture, traditions, customs, mentality, temperament, etc. In other words, today the competitiveness of specialists increasingly determines the volume of background knowledge that allows avoiding disagreements and misunderstandings between communicators from different countries.

The implementation of *the lingua-cultural approach* at foreign language classes has a beneficial effect not only on the solution of general educational, practical, pedagogic and developmental tasks, but also contains a significant potential to support the motivation of students' educational and cognitive activities. Country-cultural studies are understood as knowledge of the

history, geography, political system, economy, traditions, customs and culture of the country whose language is being studied. As for lingua-cultural studies, they are knowledge of the specifics of speech and non-speech behavior of communicators in specific communication situations [9, 200].

In our opinion, the lingua-cultural problematics is made up of two large groups of issues – philological and lingua-didactic. On the one hand, the subject of lingua-cultural studies is the analysis of a language in order to determine national and cultural semantics, and on the other hand – the search for teaching techniques for presentation, consolidation, activation of national-specific lexical units and culturological direction of educational texts at foreign language classes. Therefore, when organizing foreign language classes on the basis of the lingua-cultural approach, higher education students need to be offered authentic texts with the lingua-cultural content. Such texts should present phraseological units typical only for the inhabitants of this country, proverbs, sayings, short apt expressions which in an artistic form typify various phenomena of social existence, generalize the memory of the people, summarize their life experience, views on ethics, aesthetics, morality, politics, history.

Conclusions. Internationalization of higher education includes, firstly, internationalization of the educational process: borrowing new effective technologies, improving methodological approaches, strengthening the international component in educational programs, introducing a new assessment system, a thorough study of such disciplines as foreign language, world culture, history, cultural studies, etc.

On the basis of the conducted research, we can conclude that in the modern world, internationalization has become an integral part of the field of higher education. Its priority can be traced in state policy, university development strategies and international agreements. The key actors of internationalization are higher education institutions, government organizations, regional and international associations. Governments finance universities only taking into consideration the results of their activities, so higher education is no longer a subsidized area, now it is a profitable sector of the economy. Its main goal is to meet the economic and social needs of the society.

On the other hand, the processes of internationalization have led to increasing competition in the field of innovation and education. They caused a transition from socio-cultural foundations to economic and political ones. Today, internationalization is more associated with the characteristics of international, intercultural, global phenomena. Many researchers recognize that the priority task of the university, along with improving the quality of educational services, is to obtain international recognition and obtain a high status. Thanks to this, the higher education institution attracts talented students

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and specialists who contribute to the science and economy of the country. The initial function of internationalization was the development of cooperation, exchange of experience, and mutually beneficial partnership. Over time, this process has undergone a transformation and is now characterized by commercialization and competition. In the conditions of market relations, internationalization has ceased to be a phenomenon opposite to globalization. However, despite all these changes, the internationalization of higher education makes a huge contribution to the development of people, universities, countries and the world on the whole.

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“Наша праця – це повсякчасна зміна ситуацій, що викликає то посилене збудження, то гальмування. Тому вміння володіти собою, тримати себе в руках – одне з найбільш необхідних умінь, від якого залежать і успіх діяльності педагога, і його здоров'я. Невміння правильно гальмувати щоденні й щогодинні збудження, невміння володіти ситуаціями – ось що передусім висотує серце, виснажує нервову систему вчителя”.

*Василь Сухомлинський
український педагог*

“В силу самої своєї природи наука і логічне мислення ніколи не здатні судити, що можливо, а що – ні. Їх єдине призначення – пояснювати те, що було зафіксовано досвідом і спостереженнями”.

*Рудольф Штайнер
австрійський вчений, філософ*

“Весь сенс життя полягає в нескінченному завоюванні невідомого, у вічному зусиллі пізнати більше”.

*Еміль Золя
французький письменник*

