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Promoting the International Education by Means of Cutting Edge Technologies

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Abstract. The actuality of our research can be proven with the fact that the current stage of the development of world society is characterized by the growing role of international education as a component of the process of deepening and diversifying political, socio-cultural, economic ties between states within the framework of the globalization of the world space. In the article the problem of international cooperation in the higher education sphere is examined, it is accented attention to the necessity of strengthening of this component as an important factor of integration of the national education system into global educational space and strengthening of its competitiveness at the market of educational services. The process of modernization of education is outlined in the National Doctrine of Education Development, approved by the Decree of the President of Ukraine dated April 17, 2002 No. 347/2002. The national doctrine states that education should prepare a person organically adapted to life in a multifaceted world of connections – from contacts with the immediate environment to global connections. It becomes obvious that the state will be more successful, more its citizens will be able to communicate with the world. Therefore, it is necessary to form a personality capable of perceiving and creating changes, determined to perceive change as a natural norm. The purpose of the article was to study the essence of international education, its development in Ukraine and determination of the need for cross-cultural training of youth in Ukrainian universities, which is aimed at formation of individual readiness for effective cross-cultural interaction. In our research we described the modern ways of international education using cutting edge technologies, such as Collaborative Online International Learning and M.S.Ed. in International and Comparative Education (Online). An analysis of the various international educational programs was carried out and shows that the European area of higher education is actively developing, is enriched by both regulatory acts and various forms of cooperation, ensuring through broad cooperation and unification of joint efforts and permanent modernization of the systems of higher education of the countries participating in the Bologna who process in accordance with the requirements of knowledge-oriented and high-tech education. The researchers of the international education point to progress in the development of the higher education system of EU education and at the same time point out that there are certain difficulties and debatable issues which need to be decided in the process of its further development. For this purpose, developed countries are intensifying the competitive struggle for leadership in the world education system as an effective tool of influence in the field of international relations.

Key words: European integration; Erasmus program; Tempus program; international cooperation, global educational space, mobility, competitiveness.

Розвиток міжнародної освіти шляхом застосування новітніх технологій

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Анотація. Актуальність нашого дослідження підтверджується тим, що сучасний етап розвитку світового суспільства характеризується зростанням ролі міжнародної освіти як складової процесу поглиблення та диверсифікації політичних, соціокультурних, економічних зв'язків між державами в рамках глобалізації світового простору. У статті досліджено проблему міжнародного співробітництва у сфері вищої освіти, акцентовано увагу на необхідності посилення цієї складової як важливого чинника інтеграції національної системи освіти у світовий освітній простір та посилення її конкурентоспроможності на ринок освітніх послуг. Процес модернізації освіти окреслено в Національній доктрині розвитку освіти, затвердженій Указом Президента України від 17 квітня 2002 р. № 347/2002. Національна доктрина стверджує, що освіта має підготувати майбутнього фахівця, органічно

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адаптованого до життя в багатогранному світі зв'язків – від контактів із найближчим оточенням до глобальних зв'язків. Стає очевидним, що держава буде успішнішою, якщо більше її громадян зможуть спілкуватися зі світом. Тому необхідно формувати особистість, здатну сприймати і створювати зміни, рішучу сприймати зміни як природну норму. Метою статті було дослідження сутності міжнародної освіти, її розвитку в Україні та визначення необхідності кроскультурної підготовки молоді в українських ВНЗ, яка спрямована на формування індивідуальної готовності до ефективної міжкультурної підготовки та крос- культурної взаємодії. У нашому дослідженні ми описали сучасні шляхи отримання міжнародної освіти з використанням передових технологій, таких як Collaborative Online International Learning and M.S.Ed. in International and Comparative Education (Online). Проведено аналіз різноманітних міжнародних освітніх програм, який показує, що європейський простір вищої освіти активно розвивається, збагачується як нормативно-правовими актами, так і різноманітними формами співпраці, забезпечуючи широку співпрацю та об'єднання спільних зусиль та постійну модернізацію систем вищої освіти країн-учасниць Болонського процесу відповідно до вимог науко-орієнтованої та високотехнологічної освіти. Дослідники міжнародної освіти вказують на прогрес у розвитку системи вищої освіти ЄС і водночас зазначають, що існують певні труднощі та дискусійні питання, які необхідно вирішити в процесі її подальшого розвитку. З цією метою розвинені країни загострюють конкурентну боротьбу за лідерство у світовій системі освіти як ефективний інструмент впливу у сфері міжнародних відносин.

Ключові слова: євроінтеграція; програма Еразмус; програма Темпус; міжнародне співробітництво, світовий освітній простір, мобільність, конкурентоздатність.

I Introduction

International cooperation and integration in the field of education is an important norm of Bologna commonwealth of educators, as it really contributes to increasing the mobility of teachers and students, the independence of students, and the level of their self-organization. Now new perspectives are opening up in cooperation of domestic higher educational institutions with foreign universities. Exchange of teachers and students is not only the implementation of the Bologna agreements, it acts as a kind of catalyst for the processes of modernization and reform of the Ukrainian higher education system, ensures its organic entry into the international educational space. Education is able to prepare a person organically adapted to life in the world of multifaceted connections - from contacts with the immediate environment to global connections. It becomes obvious that the state will be more successful, the more citizens will be able to communicate with the world. Therefore, it is necessary to form a personality capable of perception and creation of changes, determined to perceive change as a natural norm, and stagnation, immutability, rigidity as an unfortunate exception. One of the most important is direct cooperation between universities of Ukraine and foreign countries, which has various forms, degrees of interaction and is based on ancient traditions. List of universities of Ukraine that cooperate with foreign universities, just as the topic of joint projects and programs today is far from complete and the search new forms and subjects of interuniversity cooperation needs special attention and strengthening. The chosen research topic corresponds to the tasks of the National Education Development Strategy of Ukraine 2012–2021, the regulation on ensuring academic mobility of students and teachers, in particular, when implementing joint academic programs with foreign universities, which includes the new Draft Law of Ukraine "On Higher Education" [28; 37; 38; 39].

International relations, which are primarily the interaction of historically formed national or multinational states that have their own interests, increasing openness national cultures, the main global trends in the development of human civilization in a peculiar way are transformed in the education system. Yes, constantly growing in volume and increasingly versatile in terms of content, global relations create a need for universal personnel, that is, specialists who received high-quality professional and competent training in higher educational institutions (universities). With it follows that the content of national higher education systems strives for "world standards", which are produced by world pedagogical science. For each university at the current stage the main thing is to define one's own mission: to be a regional branch university or competitive, interested in the development of international education [45].

International education means: study of foreign languages and cultures of the peoples of the world; response to global challenges and problems; form of organization of obtaining education and training for border; form of organization of academic exchanges; exchange of ideas and work experience in real and virtual world. It involves constant tracking of effective strategies and tactics for improving the quality of education abroad, which can be adapted to the domestic education system [55; 57].

Analysis of foreign pedagogical sources shows that the issue of international education occupies a prominent place in the scientific research of American scientists. Terminological the apparatus of pedagogy in the context of international education is developed by J. Knight, B. Sylvester, J. Harley, P. Rosselo, G. Carroll, G. DeVita and P. Kass, J. Becker, J. Trondal, P. Scott, J. Stier, A. Moreau, R. Runt, S. Ledvis and D. Seymour, M. Krishnamurthy, et al. M. Theodore and V. Brickman research the history of international education. Trends in the development of this education reflected in the works of V. Stewart and Sh. Kagan. International education as a component of modern globalization is updated by A. Kennes and D. Taia. The study of changes in the direction of development S. Gillespie dedicated his works to international education. Analysis of research in the field of international education is presented in the works of M. Crossley and K. Watson. Transnationality of international higher education is analyzed by B. Liask and L. Bryn. Development of international education by means of information technologies is considered in the studies of P. Rossman, its content is dealt with by L. Jacobe, M. Hayden, V. Gaudelli, R. Edwarde, M. Hawkes [23; 45; 53].

It should be noted that the researches of the named authors reflect the international nature of education youth in the USA. Unresolved this issue in Ukraine leads to the absence of a balanced educational policy in relation to national and international education. For the whole the variety of existing researches they do not cover in depth enough reveal the relationship the nature of international education and the need for cross-cultural learning [3; 5].

The purpose of the article is to study the essence of international education, its development in Ukraine and determination of the need for cross-cultural training of youth in Ukrainian universities, which is aimed at formation of individual readiness for effective cross-cultural interaction.

International education, according to M. Bennett, should reflect "world gravity", which characterizes the modern world and indicates the forms of organization of international mutual understanding, which necessary for the man of the future, and this, in the end, should indicate the understanding of the world that perceived as integrity [4; 23; 42].

II Material and Methods

The research uses general scientific methods of theoretical, statistic and comparative analysis, comparison, generalization, systematic comparisons. The information base consists of international agreements and Ukrainian regulations nor documents in the field of European integration and education, activity materials Ministry of Education and Science of Ukraine, information resources of Eurostat, State of the Statistical Service of Ukraine and Internet resources, published results studies of foreign and Ukrainian specialists on the specified problem.

The concept of "international education" is not the same as the concepts of "multicultural education" and "global education". Multicultural education is considered as a satisfactory model of educational activity the needs of different ethnic groups living in the specified territory [3; 12].

J. Knight notes that under the term "international education" for several decades the presence of three essential components was understood: the international element of the content of the program teaching; international academic mobility; provision of transnational programs in other countries [22; 34].

The definition of "international education" was most often used in American educational space, which meant a complex process, the "combined effect" of which was aimed at increasing the international aspect in the practice of higher education. Term "global education" appeared in the scientific literature on education recently and includes the goal and the task of students acquiring cross-cultural skills to prepare them for life in a world that characterized by cultural diversity, cooperation and conflicts [48].

There is a great similarity between both definitions: they are aimed at cross-cultural development skills and, as R. Brislin and P. Pederson assure, solve the problem of the cultural paradigm society, which focuses on the universality of knowledge [24].

International education is about seeing one's own culture through the lens of others cultures When describing such an educational process and its goals (preparation for cross-cultural interactions; better understanding of own culture and other countries, different religions, political systems; mastering a holistic approach to the perception of the world and the role of their country in it) student education the ability to make thoughtful and conscious decisions regarding the problems of the modern world come to the fore [12; 18].

To better understand the essence of international education, as well as its importance for higher education schools, J. Knight and A. Molefi distinguish between international education and internationalization (internationalization). International education is implemented in practice as a set certain programs, the task of which is additional preparation of students for the future profession, development of knowledge, skills and abilities that may be needed by graduates in any labor market countries. Internationalization, accordingly, is defined as a program of institutional reforms level, which begins to work in the conditions of the need for fundamental reforms due to external ones influences on the development of education [16; 18].

B. Liask points out that internationalization is a process of international orientation of universities. International education should not only include an international component in the curriculum plans and programs, international mobility of students and teaching staff, the presence of programs of technical cooperation and mutual assistance, but also to demonstrate "certain devotion to an idea, a global outlook" [42; 51]. The essence of "internationalization", according to researchers [10; 11; 12], lies in its character, which combines interdisciplinary, multi-level and cross-cultural values and also encompasses the structure of the educational institution (the entire learning process and its management). Internationalization is often understood as the expansion of the field of activity of an educational institution beyond the national borders education systems, development of international educational ties, coordination of higher education institutions with internationally recognized standards, as well as management of these processes.

J. Knight sees the internationalization of higher education as the integration of the international aspect teaching and other functions of the university [10; 15]. H. De Wit describes it as a "complex processes, the combined effect of which is aimed at strengthening the international component in higher education". Y. Kim emphasizes the importance of integrating international approaches into the system university [13].

Thus, the goals of international education are expressed in the following: development of educational programs with a global perspective of forming students' understanding and respect for representatives of other cultures, respect for human rights, responsibility for one's actions, development of communicative competence, dissemination of knowledge about individual sovereignty, development of the need for international solidarity, involvement of people in solving problems local, national and global [31; 45].

It is the higher school that is interested in international education, because the need is urgent to produce specialists ready to work effectively in a globalized world. Ignoring others cultures and peoples, political regimes does not lead to success. Considering international education, foreign scientists single out the presence of certain personality qualities of university students, in which activity on the organization of international education is actively developing.

B. Liask proves what qualities a university graduate should possess, where internationalization is one of the features. This is the ability to think and consider globally problems from different cultural positions; knowledge and understanding of own and other cultures and prospects for their development; vision of the subject of one's development in the context of one's own country and global dimension; understanding and emotional perception of national and world problems character; recognition of the value of the diversity of cultures and languages; understanding the nature of culture and interaction between them; orientation to international standards within the framework of one's field of knowledge and professional activity [19; 30].

III Results

Today, cooperation with foreign universities is best established in the leading national higher educational institutions of Ukraine. Yes, Kyiv National University named after Taras Shevchenko regularly, intensively and effectively cooperates with German universities. Even before Ukraine joined the Bologna process, in 2003, almost 800 teachers, scientists and students went abroad for study, research and teaching work, of which more than 70 people to Germany. A similar level of intensity of academic exchanges (70-80 people per year) is supported with Russia and Poland. The second group of countries in terms of intensity of exchanges is made up Czech Republic, France and the USA (20-40 people). The third group of countries consists of Great Britain, Italy, Sweden and Austria (10-20 people) [7; 23].

International cooperation is an integral part of the activity of the National Pedagogical University named after M.P. Drahomanova. Its main directions: assimilation and use international experience of teachers; organization and implementation of joint international research projects; humanitarian and cultural cooperation; training of specialists for foreign countries Today, the university cooperates with more than thirty partners [36].

Of course, the flow of academic exchanges in the direction from East to West is much more intense, than in the reverse direction. Unfortunately, the general circumstances and factors that today limit or even inhibit our cooperation with foreign universities remain.

Firstly, this is the general situation in Ukraine, which is still undergoing transformational processes in all spheres of society. State funding of education is still insufficient.

Secondly, the development of academic exchanges with Central European universities restrains the level of foreign language proficiency of our students and teachers. Methodology and level of learning foreign languages, which we inherited from the Soviet system such that in reality only half of those students who studied, for example, German in high school, are able to use this knowledge as the foundation for further adequate mastery of the language.

Thirdly, since gaining independence, Ukraine has begun reforming its education system. This process is not yet complete [11; 13].

But one of the main directions of this reform has already been determined - it is a reorientation to the multi-level Anglo-American system of higher education (bachelor's - master's), which cannot but affect academic exchanges with Central Europe. An important component of international cooperation in the field of higher education is participation in studies foreign citizens. As of 2010, more than 3.3 million students studied in higher education institutions outside their countries, which was an increase of 53% compared to 1999. In Ukraine there are 45,000 students (1.6% of the total number of Ukrainian students). By the number of foreign students, it ranks 21st in the world [26].

The problem of reducing the volume of training in higher education is also in our European countries. The analysis of information materials of Eurostat shows that the number of students in the EU is growing by leaps and bounds: for the period from 2015 to 2019 at the bachelor's level of training, it increased by 8.2%; for master's the level of education of those with disabilities - by 9.2% (Eurostat). Mostly it happens due to the Huns of such countries as Germany, France, Italy, Greece, Spain, Portugal [34].

The number of students decreases mainly in the with a socialist past - mostly in Bulgaria, the Czech Republic, Poland, Slovenia nia, Slovakia, Estonia, Lithuania, Latvia. This shows that within the framework of the EU powerful centers of higher education were formed every year, which accumulate students with matriculation from other countries. In other countries of the Bologna Process, higher education is also available is developing, for example in Great Britain the number of students has increased by 12%, in Turkey – by 21% [22].

Trends in the decrease in the number of students in certain European countries may can be explained as the specifics of the development of these countries (demographic situation life, standard of living, difficulty of employment of specialists with higher education), as well as the lower competitiveness of national systems of higher education on a par with European educational leaders. In connection with the loss of the contingent students in the countries of Eastern Europe, they conduct an active policy of training program for youth from Ukraine [33; 41].

Deepening the integration processes of all spheres of society's life, strengthening contacts and exchange of experience between European countries and countries of the world also requires the industry of higher education, the widest possible involvement of talented youth in the process of improving quality of higher education. Higher education is designed to form professional skills in student youth the competence she needs for employment in the European and world markets labor [22].

In modern conditions, higher education is characterized by innovation, which is ensured by the effectiveness of integration mechanisms. Participation in international projects, in particular under the Tempus/Tacis programs of the European Union, gives an opportunity to improve the quality of professional training of students. The quality of professional training of specialists is the main goal when developing a strategy for higher education All the documents that accompany the Bologna Process emphasize that during the last decade, higher education has been formulated as an industry that guarantees high the level of intellectual, scientific and cultural potential of society.

Higher education helps improving the quality of student training by deepening the constant relationship between governments, public organizations, universities, scientific institutions, students, teachers, scientists Integration processes in the field of higher education have their own characteristics. Their essence is because the state policy of European countries fully recognizes the diversity of the higher missions of education (education, scientific research, services related to the social and cultural development of the nation), contributes

to the creation of equal opportunities for obtaining quality education not only in one's country, but also to the expansion of students' access to European higher education. The mobility of students, teachers, and researchers is necessary for the enrichment and mastery of European experience contributes to the improvement of the quality of education and research into the problems of European higher education, which strengthens academic and cultural internationalization [32; 48].

This experience is valuable because it allows you to familiarize yourself with such global trends in the development of the European area of higher education as striving for a democratic system of education, that is, the availability of higher education to the entire population countries, succession of levels, degrees; with the procedure of granting autonomy and independence universities; ensuring the right to higher education for all who need it; expansion of the educational services market; departure from the focus on the "average student", increased interest in gifted youth; search for additional resources for the education of persons with developmental disabilities, the disabled; expansion higher education systems and changes in the social composition of students (the composition is becoming more democratic); constant updating of student training programs [36].

Solving the problems of the world educational space is provided with the help of large international projects and programs: Erasmus, the purpose of which is to ensure the mobility of students countries of the European Commonwealth, within the framework of the program 10% of students have the opportunity to pass study at a university in another European country; Lingua, a program to improve the effectiveness of foreign language learning, begins in elementary grades; ESPRIT is a program that unites efforts of European universities, research institutes, computer companies to create new information technologies; Iris - a system of projects aimed at expanding the professional education of women; APOLLO, which organizes studies at European universities; DAAD – scholarship programs [45].

The German Academic Exchange Service, which is aimed at supporting international cooperation in the field of higher education and implementing exchange programs in both directions, i.e. supporting stays for the purpose of studying and conducting research of Germans abroad and foreigners in Germany; AIESEC – programs of the International Association of Students and Young Professionals, which work in the field of economy, management and information technologies, foreign programs internships that allow you to acquire practical knowledge in these fields. AIESEC conducts conferences and seminars with young people in different countries; IREX "Act in Support of Freedom" (a program of the Council of International Studies and Exchanges, provides an opportunity for students of the first, second, third years of universities with a five-year period of professional training study for one year at universities or two- or three-year colleges in the United States where they study courses such as business, economics, journalism, information and computer disciplines, law, international relations, agriculture, sociology, political science), international non-governmental programs "Friendship without borders", SEZAM, etc. [12; 24; 43].

Participation in the program plays a major role in improving the quality of professional training of students of the European Union – Tempus / Tacis. The general purpose of this program is to support social and economic transformations in partner countries. Its implementation takes place, in particular, through the improvement of higher education systems in these countries based on interaction with educational institutions such as members of the European Union, as well as countries that do not belong to it. The main premise of the functioning of this program is awareness of the particularly important role of higher educational institutions in the process of economic, social and cultural changes, as well as the opinion that higher educational institutions [9; 14; 50].

Nowadays by means of information technologies a lot of possibilities in the area of international education has been appeared. In our research we are going to have a look on some of them.

Collaborative Online International Learning. Collaborative Online International Learning (COIL) is the term that we use at Coventry University to refer to 'virtual mobility' experiences. These are included within the curriculum and provide you with an opportunity to interact with international universities and industry professionals. Students can use COIL to develop their intercultural competences and digital skills, while working with others on subject-specific learning tasks or activities. COIL Projects can take place in 'real-time' so that students from different countries are communicating and interacting 'live' at the same time. However, projects can also take place 'asynchronously', which means students from each country can interact and work together at different times. This may be helpful when time differences between countries are not manageable. Participation in a COIL project can be key to getting you work experience that, as an international student, may

otherwise be difficult to get. Modern students will make friends and learn skills along the way that will help you to become a truly global graduate [23; 47].

Also, they will also get the opportunity to:

–interact, engage and collaborate with people that you would have not otherwise have the chance to work with;

–share knowledge of your culture and ways of living, as well as learning about other people's;

–learn about different communication styles, including non-verbal communication and body language;

–develop digital skills that are key to life in the 21st century, especially those that will enable you to participate in team-work involving industry professionals from all over the world [51; 53].

M.S.Ed. in International and Comparative Education (Online). This online master's program is designed to develop budding scholars' and practitioners' abilities to research and understand the relationship between education and the economic, social, political, and cultural developments that shape national and regional systems of schooling. Issues of access, opportunity, and equity provide a common focus in the program [10].

Professionals can take this degree to broaden their intellectual outlook and develop important analytic and research skills. Other students can take this degree as a first step toward a Ph.D. program. Depending on course availability, the concentration requirement provides the ability to specialize in practical areas like higher education administration or educational leadership; or in thematic areas like literacy and language education, development studies, or public policy.

In addition, students may receive credit for relevant international travel and study as well as research and practicum experiences tailored to students' individual circumstances and learning needs. The degree requires 30 hours of coursework [13; 17; 21].

IV Discussion

Based on the analysis of the experience of international education and own scientific research we will determine the author's vision of this problem and its applied nature for Ukrainian universities. The structure of students' readiness for cross-cultural interaction is determined by the following criteria: productive participation (cross-cultural competence), positive interaction (ethnocultural tolerance), compatibility with a foreign cultural environment (ability to cultural transformation, adaptation), polysubject interaction (communication on identical subject positions) [48; 52; 56].

Effective cross-cultural interaction is both a condition and a product of functioning cross-cultural competence of the individual (productive participation). Cross-cultural competence is understood as an integral personal quality characterized by synthesis special knowledge (linguistic, sociocultural, psychological), skills (verbal, non-verbal and communicative paraverbal), socio-value behavior according to foreign language norms and values (possession of mechanisms of imitation, identification, stereotyping, generalization) and value orientations to foreign culture [24; 46; 52].

The formation of cross-cultural competence is inextricably linked with development cross-cultural tolerance (positive interaction). The following traits of a tolerant personality can be named: humanity, reflexivity, freedom-loving, responsibility, self-confidence, self-control, variability, perceptiveness, flexibility, empathy, non-categorical judgments.

To ensure more active European integration processes in Ukraine in the field of higher education it is desired to:

–ensure a high level of teaching and learning by students' foreign languages, primarily English; spread the practice of teaching subjects in a foreign language;

–conduct trainings for teachers and students on European issues integration and participation in European educational programs;

–spread the practice of accreditation of university educational programs internationally by terrestrial agencies included in European Quality Assurance Register (EQAR), which will contribute to improving the quality and internationalization of higher education of Ukraine;

–spread in universities the practice of introducing and implementing program of two diplomas, which contributes to the application of European experience and standards of higher education;

–to more actively establish partnership relations with European universities, to more widely involve foreign

lecturers in the

- teaching at domestic higher education institutions, to spread the practice of exchange as a both students and teachers;
- support and stimulate the participation of students in student programs academic exchanges, programs of two diplomas, international summer or winter schools, conferences, trainings, individual grants programs;
- to demonstrate more educational and scientific achievements of universities of Ukraine
- to attract potential partners and service customers from other countries [45; 50; 53; 55].

V Conclusion

Considering the relationship between foreign internships and the growth of readiness to cross-cultural interaction. M. Bennett says that the growth of cross-cultural competence can be an important learning outcome for them, but it does not happen automatically.

Analyzing current trends in studying the dynamics of cross-cultural competence during foreign internship as a significant direction, he singles out the analysis of the characteristics of the programs internships that promote cross-cultural learning. Based on empirical research scientist, we will summarize the following factors that contribute to the effectiveness of interaction with representatives of other cultures: a longer internship period; cross-cultural training program preceding internship; familiarization with theoretical approaches in the field of cross-cultural interaction; monitoring of cross-cultural competence at the place of internship; immersion in another culture; learning the language of this culture, intensive communication in this language; communication with other students who have come for study or internship, with the representatives of their culture, as well as intensive interaction with the carriers of culture (M. Bennett calls this factor "the balance of challenge and support"); organizing the reflection of the acquired cross-cultural experience and its application in the native country [11; 55; 57; 58].

The main emphasis of cross-cultural training is on the formation of certain qualities and personality skills that are necessary for effective interpersonal interaction with representatives of other cultures, the practice of culturally conditioned behavior and a wide range of solutions problematic issues faced by a person in the framework of such interaction.

So, the main goal and result of cross-cultural training is the formation of individual readiness to cross-cultural interaction.

Thus, in the context of our study, cross-cultural interaction is considered as a pedagogical phenomenon, the specificity of which consists in dialogue, cross-cultural direction training leading to the transformation of the content and form of the educational process.

In the 21st century it becomes obvious that international education is one of the promising fields pedagogical research. Its main task is to educate citizens capable of cultural dialogue. It reflects the realities of not only national, but also international reality. Analysis and generalization of a large number of concepts of international education developed by scientists, proves that it should reflect the idea of global unity, inherent in the modern world, and to propose such forms of international organization mutual understandings that will contribute to the perception of the world as a whole [13].

International education is a directed systematic effort aimed at creating conditions for cross-cultural learning, which is defined as the growth of awareness of the subjective cultural context, which includes the subjectivity of one's own worldview, the development of the higher the ability to interact sensitively and competently in different cultural contexts.

Therefore, new perspectives are now open in the cooperation of domestic higher educational institutions with foreign universities. Exchange of teachers and students as an implementation of the Bologna agreements in terms of increasing academic mobility, holding joint meetings and scientific forums, exchange of scientific publications, conducting joint scientific research, internships at universities - this is far from a complete list of channels of cooperation between Ukrainian and foreign higher educational institutions. General support for increasing the mobility of students, teachers, scientists and administrative workers, the desire of all involved in education to eliminate any obstacles to the free movement of education subjects will ensure the Ukrainian education system significant increase in competitiveness in the market of educational services and will strengthen the role of education in social transformations.

In the perspective of further investigations in this direction, we plan to reveal the process cooperation of Ukrainian national universities with foreign universities; to find out the forms, degree, effectiveness of cooperation, problems that exist on the way of deepening and expansion integration of the Ukrainian education system into the international educational space and ways to eliminate them; to analyze cooperation programs and ways of their implementation in the conditions of Ukrainian reform education system; to find out the peculiarities of the adaptation of the Bologna Process to the Ukrainian system education; to identify the main factors inhibiting integration processes; summarize the main results of the study.

Moreover, the further direction of our research is the creation of international education programs of studying English for higher primary institutions of Ukraine.

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