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INTERNATIONALISM IN A GLOBAL SPACE: WHAT BENEFITS ARE BEING FELT?

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The relevance of this study. Modern society, living in the face of constant change, also survives "times of intercultural collision". Society in a multicultural environment inevitably requires intercultural dialogue and the allocation of considerable efforts for mutual cohabitation. Moreover, cultural diversity has its own wealth, which we find in sealed benefits. Action in the international space provides an opportunity to seek scientific solutions through international experience. Professional and personal dating with people of other nationalities, establishing contacts with them and knowing their culture help to achieve this. There would be no such possibility if science were limited to the national space. One important aspect distinguishes between student mobility, which inspires to international student mobility for learning purposes, enriches human resources and makes it a possibility to work in a multicultural environment in the future. Higher education in Lithuania and other countries is currently experiencing a difficult period, influenced by various factors of globalization and the policies of the Bologna Process. **The objectives of the study are:** questions arise, what benefits do international students bring to Lithuanian higher education? What are the benefits of international students studying in Lithuania? Can we expect a balanced benefit from both sides? **The main problem.** These aspects constitute a justification for the scientific problem of this study. **The aim** to analyze internationalism in a global space. Looking at the role of the Erasmus programme, not only from a social but also economic point of view, in order to find out what the benefits are felt. **Results.** Change in today's life puts new demands on society, the surrounding environment and itself as a human being. These changes turn into constant challenges for both education and the individual itself. Change is inevitable in order not only to adapt to the environment around us, but also to preserve and uphold eternal values, to promote. **The used methodology is justified** - scientific literature analysis.

Key words: higher education, internationalism, cooperation, international students

Statement of the problem.

With the increasing European integration, the identification of Europeans is shaped by the various common policies of the European Union. When Member States join the European Union, the main objective is integration into the single market, which includes the free movement of goods, services, capital and labour. Problems such as labour competitiveness, the relevance of training content and qualifications to the recommendations of EU countries are therefore relevant [1]. The essence of this millennium for success and efficiency is a society based on knowledge and economic competitiveness. Becoming such a society is determined by many factors, but the most important of them is cooperation between the scientific, business and government sectors [2].

The distinction is made between student mobility, which stimulates the international mobility of students for learning purposes, enriches human resources and makes it a possibility to work in a multicultural environment in the future. Higher education in Lithuania and other countries is currently experiencing a difficult period, influenced by various factors of globalisation and the policies of the Bologna Process. In 1999, 29 ministers from European countries signed the Bologna Declaration in order to broaden political, economic, social and cultural factors in their countries became responsible for higher education. This document has fostered change in Europe. The mobility of the collegial community is one of the key factors ensuring the successful achievement of the

objectives of the Bologna Process. The Bologna Process aims to make not only a few but all European universities attractive to students from Europe and the rest of the world.

Relevance of the topic. Higher education is a strategic part of the education system in each country, having a direct impact on the political, economic, social and cultural life of the state [3]. The development of globalisation and information technology is changing the vision of higher education. The need for higher education is likely to grow rapidly over the next 20 years. There are currently 99 million students worldwide, up to 414 million by 2030. [4] (Higher Education to 2030, 2018). Today, internationalism is an important indicator of globalisation. High mobility indicators have a positive impact on the country: international competitiveness, high economic level, close cooperation with citizens of different countries [5][6].

The Approval of Lithuania's Progress Strategy "Lithuania 2030" declares that one of the main objectives is the creation of a proactive society, and for this purpose provides: "Enable students of Lithuanian higher education institutions to study for at least one semester in higher education institutions of other countries, in particular to promote student exchanges between the Nordic and Baltic states" [7]. Since 1998 Lithuania has become a participant in Erasmus study exchange programmes. The Erasmus Exchange Programme is an international programme for

graduates, students and staff of higher education institutions. One of the world's most successful exchange programmes, focusing on student intensive mobility [8][9].

Problem. Students from different countries leave their home every year for education in guest countries. Data from the Organisation for International Economic Cooperation and Development show that in 2007 three million students from all over the world studied outside their home countries [10]. Students' global mobility is projected to increase to 2.2 million in 2025 [11]. The flow of international students is increasing every year. The main exporting countries for internationalisation of higher education are the United States, the United Kingdom, Canada, Australia and New Zealand [12]. Most of all, Lithuania lacks IT specialists. The Lithuanian IT market is experiencing economic imbalances: the supply of IT specialists is significantly lower than demand. International cooperation in the field of higher education can therefore help to solve this problem.

European countries are entrenched in higher education and become more attractive to students from third countries and the United States themselves when choosing to study abroad. Since 1957 Malaysia's independence has been an important social, economic and political change that has led to some transformation of policy and strategy. Malaysia is one of the leading higher education countries [13]. Lithuania considers attracting international students to Lithuanian

higher education as a priority. However, in the last decade Lithuania has attracted little foreign students. The Erasmus programme should play an important socio-economic role for higher education students in Europe. Erasmus student mobility has reached an appropriate level of two million since 1987, which in recent years has increased the prevalence of the programme to eastern countries [14].

Questions arise: What are the benefits of international students in Lithuanian higher education? What are the benefits of international students studying in Lithuania? Can we expect a balanced benefit from both sides?

The subject of the study is the benefits of international students studying in Lithuania and the benefits of Lithuania from these students.

The purpose of the article is to clarify the situation of international students in Lithuanian higher education: whether the benefits are felt on both sides.

The tasks of the Article shall:

1. Theoretically define the potential benefits of international students studying under the ERASMUS programme in a guest country and that country.
2. Determine whether international students studying in Lithuania and Lithuania as a country and its institutions are mutually beneficial.

The used **methodology** is justified - scientific literature analysis.

The benefits of exchanges to strengthen internationalisation

Moreover, cultural diversity has its own wealth, which we find inseparable

benefits. Action in the international space provides an opportunity to seek scientific solutions through international experience. Professional and personal dating with people of other nationalities, establishing contacts with them and knowing their culture help to achieve this. There would be no such possibility if science were limited to the national space. In order to create democratic and positive relations, efforts are made to get to know the Gentiles, to gather knowledge of their culture, to try to understand their worldview and to learn how to live and live with them in such an environment around us, without abandoning their culture, values and identity [15].

The higher education system is the most important focal point for teaching, science and culture, socio-economic development in each country. Lithuania is one of the first countries in Eastern and Central Europe to resolutely reform the higher education system, bringing it closer to western systems [16]. Higher education is the highest and, at the same time, the most complex level of the education system. According to R. Zelvio[17], higher education is a more complex organisation than any other educational institution. The complex system, among other features, also has greater inertia. Higher education institutions are more attached to tradition: their prestige is directly linked to the continuity of traditions. Higher education institutions have acquired university autonomy and a model of academic self-government, making the implementation of changes in the higher education

system extremely difficult. Since the restoration of Lithuania's independence, Lithuanian higher education has undergone significant structural and functional changes. One of the changes in the higher education system is the exchange programme, international cooperation in the exchange of students. In a global society, the Erasmus exchange programme strengthens educational institutions. Global and Lithuanian higher education institutions become more competitive at international level.

One of the lifelong learning sub-programmes is the Erasmus programme for higher education institutions. In the world and in our country, this exchange programme is widespread. The aim of this programme is to strengthen cooperation in higher education in Europe, to promote mobility of students and staff, and cooperation between higher education institutions and enterprises. The mobility of international students under the Erasmus programme encourages the modernisation of higher education institutions (Report of the European Commission). In Lithuanian higher education institutions, international students come from Asian and Middle Eastern countries (Lebanon, Israel, Pakistan, China, Turkey, Jordan, etc.) and neighboring countries (Latvia, Russia, Belarus, Poland). Topical programmes among foreign students include medical studies (European Commission reports). The European Commission, presenting the challenges of local employment development in Lithuania, states that:

1. There is a discrepancy between the needs of the education system and the labour market – there is not enough cooperation between educational institutions and employers;

2. The need to modernise public employment, education, upskilling and other services, also underlines the need to involve a wider range of stakeholders involved in the development and provision of services, by promoting public-private partnerships and by strengthening stakeholder capacity (European Commission reports).

By analysing the Recommendations of the European Commission for the implementation of the EU Employment Strategy and the Lithuanian employment strategy developed according to them, and by deliparubling into the Lithuanian Law on Science and Studies, we can see that higher education and business must participate in public life through cooperation. In developed Western countries, education is called an instrument that enables the country to achieve its objectives. Therefore, it is impossible to create an education strategy only by the hands of 'enlighteners'. Education management must be integrated into the country's overall development strategy, not left to the 'self-government of education'. As one of the objectives of education is entrepreneurship [18], one of the main strategic objectives of higher education is the compliance of the science and study system with the needs of society and the economy [19]. The concern of current European

policies regarding the creation of a European Higher Education Area is closely linked to the success of graduates' careers, international mobility and also cooperation between science and business. As the pace of IT development accelerates, there is a need for new knowledge and skills that the national systems of modern education are unable to meet. The reason for this is the too slow reaction to growing needs [19]. The Lithuanian IT market is experiencing economic imbalances: the supply of IT specialists is significantly lower than demand. This is about the number of jobs that are higher than the number of potential employees who are employed/able to work in higher education. The European Commission calls for the problem of youth unemployment to be tackled [20]and in Lithuania IT company managers and specialists are encouraging students to study information technology specialties. Companies providing information technology services say that after a good year in Lithuania, about 5 000 people will be missing. IT professionals, and therefore their wages will continue to grow [21].

Public institution "Invest in Lithuania" notes that in Lithuania alone by 2020 services sector can create about 20 thousand. new jobs. Currently, in Lithuania, IT companies employ approximately 4 000 additional employees each year. in this area. However, according to Infobalt, Lithuanian universities and colleges plan to produce only 15 000 jobs for the market in the period 2011-

2016. Professional. This shows that we will continue to have a deficit of qualified IT specialists. We hear about plans for growth and job creation, and we see the creation of several hundred or a thousand well-paid ICT professionals in a few years. However, their development and the creation of quality jobs are limited by a declining number of specialists. It begins to note that employers do not expect this figure to increase and that more encouraging immigration conditions will allow the necessary specialists to be searched in the East (Belarus, Ukraine and other Eastern European countries). The shortage of skilled IT professionals is facing many European countries and its solution requires immediate action that will enable young people to acquire a demanded qualification. This is also supported by the European Commission itself, whose President says that "If we were to succeed together in changing the course of events and filling vacancies in ICT jobs, which are growing, all areas of the economy would be affected. We want to prepare Europeans to fill the jobs that will become the driving force behind the next ICT revolution." [22]. In Soviet times, international academic cooperation was severely constrained. After regaining independence, the rapid internationalization of studies began. Lithuania has been involved in the European Union's main higher education programmes. Exchanges of students and teachers, international conferences, joint scientific projects take place, all of which are evidenced by the rapid development of the

internationalization process in Lithuanian higher education institutions, which, according to R. Zelvio [19], can be seen in two ways – on the one hand, the internationalization of higher education helps to improve the qualifications of staff, teachers, expand their experience, become visible in the world, and on the other hand, there is a risk of "brain drain".

This problem is worrying for all the post-communist countries of Central and Eastern Europe. According to R. Zelvyys [19], until now the external "brain drain", i.e. the emigration of scientists and top-qualified specialists to other countries, was less intense than initially expected. A little more noticeable internal "brain drain" was observed, with many active and productive academic scholars in the country moving to other areas of activity – business, politics, public administration, etc., and for promising and talented young people, academic careers in higher education institutions became less and less attractive. According to R. Zelvyys and R. Zilinskaite [23], the benefits of public investment in international higher education are indeed called into question. It can be assumed that a certain proportion of prospective students studying abroad will remain to live and work in the countries where they will complete their studies. However, even when returning to Lithuania, students with foreign higher education diplomas often give preference to work not in the public sector, but in the private sector. According to D. Selickaite and

D. Reklaitien[24], international cooperation in the exchange of students is beneficial to both cooperating sides, both from an academic and cultural, political and economic perspective. In order to achieve better student change, it is recommended to take into account the needs of future students, their motives for choosing one country or another where they plan to study. Worldwide, research shows that international students generally base their choices on a number of reasons related to each other rather than one. Students often pay attention to criteria such as financial support, post-graduate employability, attractiveness of higher education institutions, good name, which can guarantee good training and develop competences for a specialist, prestige of science and degree of international recognition, academic institution awards, achievements in various fields of science. These factors help attract more students.

The social and economic role of the Erasmus programme

Rodríguez C. and Others[20] argue that the Erasmus programme plays an important socio-economic role throughout Europe. Since 1987, the number of Erasmus students has reached as many as two million. Erasmus student mobility factors are determined by migration theory. The size of the country, the cost of living, the distance from your country, the quality of education, the quality of the university, the language of the host country and the climate were

identified as important factors. The results of the studies also show that there are other factors, such as the characteristics of the country and the impact of time, which may affect mobility flows. The fact that international students benefit both cooperating countries is illustrated by the positive results of the evaluation of the Erasmus+ programme.

The programme has made a significant contribution to the development of participants' skills and skills, in particular general competences. The programme has made a significant contribution to improving the quality of science and studies and to the introduction of innovation. The culture of the institutions participating in the programme is changing noticeably: there is increasing openness, courage to experiment, to try innovation, to learn. Cooperation within organisations is strengthened, relations with local and foreign partners are developed and strengthened. New management processes, structures and achievement monitoring systems are being introduced [5]. International students studying in Lithuania under the Erasmus exchange programme provide long-term economic benefits and therefore need to attract as much as possible. As the tourism market for students and education is constantly growing, the EU is recommended to build on ERASMUS and international student mobility, which will lead to a weakening economy (Fig.1).

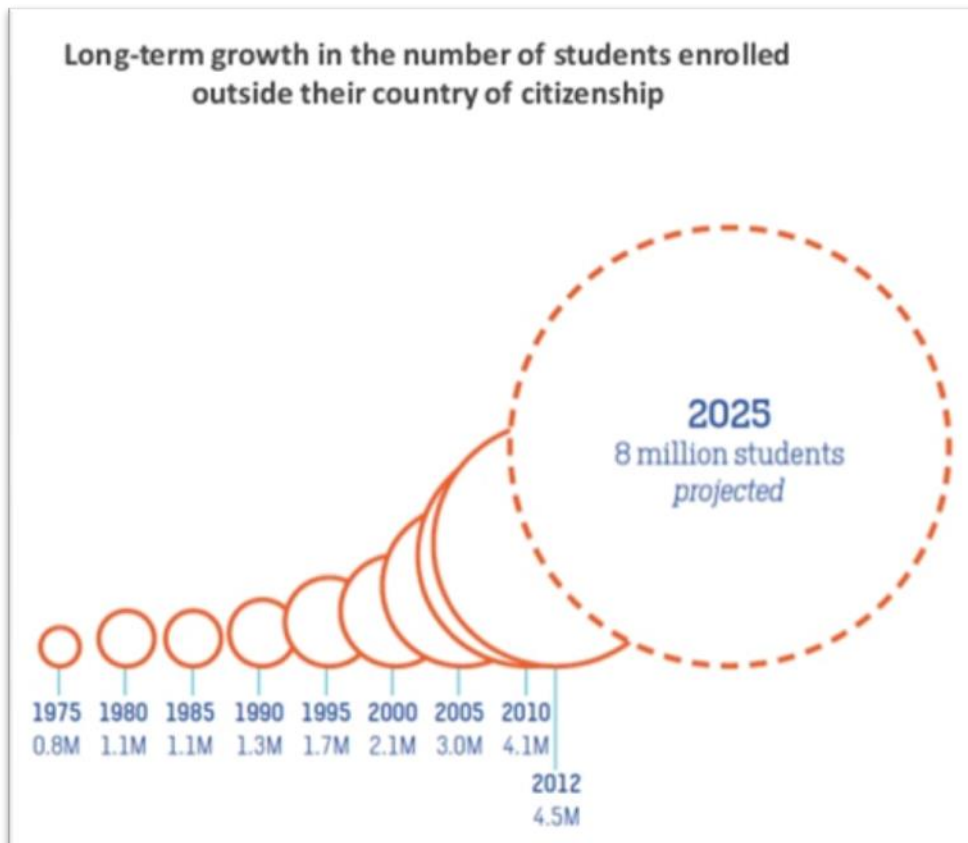


Figure 1. *Global student mobility* [25]

According to D. Selickaite and D. Reklaitiene [24], examples from other countries show that successful implementation of student exchange brings financial (higher added value, new jobs, etc.) and other, not so easy measurable benefits (knowledge, close relations between countries, new competences and skills needed, prestige of higher quality higher education, etc.). Thus, there is no doubt about mutual benefit, so it is necessary to attract more international students to Lithuania. 111 000 people left Lithuania to study abroad. Students [4]. This is a large number compared to the population of our country. Internationalism motivates the possibility of economic benefits, the acquisition of productive and specific knowledge and the

improvement of language, and the strengthening of education internationally. The power of international students will manifest itself in the future global prosperity, in the knowledge economy will increasingly depend on educated citizens, strong and developed higher education systems[26]. According to D. Selickaite and D. Reklaitiene [24], more students from Lithuania are.

According to D. Selickaite and D. Reklaitiene [24], under the exchange programme, more students from Lithuania leave to study in countries other than erasmus students arriving in Lithuania. This threatens to lead to a 'brain drain', which could have negative consequences for the country's intellectual well-being and economic

development in the future. On the other hand, students who go to another country to study if they return to Lithuania as innovative professionals, especially in the areas most in need (e.g. as already mentioned – IT), will only be more beneficial to Lithuania. The benefits of the Erasmus programme in economically strong countries where the mobility of international students is very high is beyond doubt on its usefulness. Higher education institution, student and country are at high costs when the student has no interest in continuing his studies, becoming a full-time student or staying in that country. In such a situation, higher education institutions and countries receive short-term financial benefits. In the event of success, students, educational institutions, countries receive long-term economic income [27][28].

Conclusions

The smooth development of internationalisation is essential for socialisation, mixing and cooperation between different groups. The form of social integration aims to reduce social distance and promote informal communication. The form of social integration aims to broaden social interaction to the whole of society. Communication between individuals who identify themselves as different from others, namely on a cultural basis, i.e. face-to-face communication is examined. The ability of an individual (or organization) to work effectively in a

diverse environment. Knowledge and skills, values and attitudes that enable successful living and effective work in a diverse cultural environment. A person's cultural sensitivity, cultural knowledge and skills that enable them to work effectively in a diverse environment. Interpersonal, intercultural and professional skills can be attributed to internationalisation. Cultural competence is a set of certain components, consisting of various origins, various knowledge, skills, characteristics, provisions. It affects cognitive and behavioural processes in a cultural context. Competence is understood to enable individuals to learn and gain experience in helping to combine various skills, operational technologies and successful performance in modern conditions. One of the most important competences needed for modern graduates of higher education is: the key to successful integration into today's labour market and adaptation to rapidly changing labour market conditions, increasing competitiveness in the international labour market and the ability to operate in an intercultural environment. The ability to recognize the boundaries of behaviour, differences and commonalities between cultures, and all of these, and to successfully intercultural intersections, have been used in other cultures. There is also a strong orientation of behavior to the performance of the task.

The implementation of a successful Erasmus programme and

mobility of students in Lithuania and other countries will bring not only short-term but also long-term economic benefits. The involvement of international students in student exchange programmes is beneficial both to the host students to the country and to the issuing. There is a severe shortage of IT specialists in Lithuania. They may be prepared in other countries. Students who come to Lithuania acquire various specialties, get acquainted with

Lithuania and its culture. There is a risk that the release of students from Lithuania to other countries may be a "brain drain", but there is no research to show how many students who have studied abroad remain to work abroad, do not return to Lithuania, so there is no scientific reason to believe that there will be a "brain drain". This issue has not been studied and is open, so from a scientific point of view, it requires deeper research.

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ІНТЕРНАЦІОНАЛІЗМ У ГЛОБАЛЬНОМУ ПРОСТОРІ: ЯКІ ВІДЧУВАЮТЬСЯ ПЕРЕВАГИ?

Сучасне суспільство, яке живе в умовах постійних змін, також виживає у «часи міжкультурних зіткнень». Суспільство у багатокультурному середовищі неминуче вимагає міжкультурного діалогу і виділення значних зусиль для взаємного співжиття. Крім того, культурне розмаїття має своє власне багатство, у якому ми знаходимо підводні вигоди. Дії на міжнародному просторі дають можливість шукати наукові рішення на основі міжнародного досвіду. Професійні та особисті знайомства з людьми інших національностей, встановлення контактів з ними і знання їх культури

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допомагають у досягненні цієї мети. Така можливість не була б можливою, якби наука обмежувалася національним простором. Одним з важливих аспектів є відмінність між мобільністю учнів, яка надихає на міжнародну мобільність студентів у навчальних цілях, збагачує людські ресурси і дає можливість працювати в багатокультурному середовищі в майбутньому. Вища освіта у Литві та інших країнах у даний час переживає важкий період під впливом різних факторів глобалізації та політики Болонського процесу. Виникає питання: Яку користь приносять іноземні студенти литовській вищій освіті? Які переваги навчання іноземних студентів у Литві? Чи можемо ми розраховувати на збалансовану вигоду з обох сторін? Ці аспекти є виправданням наукової проблеми цього дослідження. Дивлячись на роль програми Erasmus, не тільки з соціальної, а й економічної точки зору, з тим, щоб з'ясувати, які вигоди відчуються. Зміни у сьогодишньому житті передбачають нові вимоги до суспільства, навколишнього середовища і до людини як самої себе. Ці зміни перетворюються у постійні виклики як для освіти, так і для самої людини. Зміни є неминучими у зв'язку з тим, що необхідно не тільки адаптуватися до навколишнього середовища, але й зберігати та підтримати вічні цінності. Методологія, яка використовується, - аналіз наукової літератури.

Ключові слова: вища освіта, інтернаціоналізм, співпраця, іноземні студенти

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ИНТЕРНАЦИОНАЛИЗМ В ГЛОБАЛЬНОМ ПРОСТРАНСТВЕ: КАКИЕ ВЫГОДЫ ОЩУЩАЮТСЯ?

Современное общество, живущее в условиях постоянных перемен, также выживает в «времена межкультурных столкновений». Общество в многокультурной среде неизбежно требует межкультурного диалога и выделения значительных усилий для взаимного сожительства. Кроме того, культурное разнообразие имеет свое собственное богатство, которое мы находим подводные выгоды. Действия на международном пространстве дают возможность искать научные решения на основе международного опыта. Профессиональные и личные знакомства с людьми других национальностей, установление контактов с ними и знание их культуры помогают в достижении этой цели. Такая возможность не была бы, если бы наука ограничивалась национальным пространством. Одним из важных аспектов является различие между мобильностью учащихся, которая вдохновляет на международную мобильность студентов в учебных целях, обогащает людские ресурсы и дает возможность работать в многокультурной среде в будущем. Высшее образование в Литве и других странах в настоящее время переживает трудный период под влиянием различных факторов глобализации и политики Болонского процесса. Возникают вопросы: Какую пользу приносят иностранные студенты литовскому высшему образованию? Каковы преимущества

обучения иностранных студентов в Литве? Можем ли мы рассчитывать на сбалансированную выгоду с обеих сторон? Эти аспекты являются оправданием научной проблемы этого исследования. Глядя на роль программы Erasmus, не только с социальной, но и экономической точки зрения, с тем чтобы выяснить, какие выгоды ощущаются. Изменения в сегодняшней жизни предвкусят новые требования к обществу, окружающей среде и к самому себе как к человеку. Эти изменения превращаются в постоянные вызовы как для образования, так и для самого человека. Перемены неизбежны для того, чтобы не только адаптироваться к окружающей нас среде, но и сохранить и поддержать вечные ценности. Используемая методология оправдана - анализ научной литературы.

Ключевые слова: высшее образование, интернационализм, сотрудничество, иностранные студенты

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