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UNIVERSITIES PREPARE STUDENTS FOR INTERNATIONALISATION: TRADITIONAL FRAMEWORK OF THE ACTIVITIES

ORCID ID: 0000-0002-2033-1224

Ziwen Wang

PhD program student

H.S.Skovoroda Kharkiv National Pedagogical University

PR CHINA

Preparing students for internationalisation activities traditionally involves equipping them with the skills, knowledge, and attitudes needed to thrive in a globalised world. This includes understanding diverse cultures, effective communication, adaptability, and a global mindset (as seen in a set of activities that educational establishments (mostly Universities and high schools) take to prepare students for internationalisation. Usually they are as follow:

1. **Cultural Awareness and Sensitivity activities:** workshops, seminars or courses on intercultural communication and cultural sensitivity, organised by the University or different NGOs both from the host and home school; encouraging students to participate in cultural exchange programs or cooperation with international students on campus; providing resources like books, articles, and documentaries that explore different cultures etc;

2. **Language Proficiency activities:** foreign language learning through language courses, language clubs or conversation partners; providing resources for learning common international languages like English, Spanish, French, Mandarin, etc.; offering language immersion opportunities, such as study and student travel abroad programs; teaching the main courses according to the curriculum using a foreign language (in part or in full) etc.;

3. **Global Knowledge and Current Affairs activities:** encouraging students to stay informed about global events, politics, and cultural trends by discussing this information on classes and including such information into the particular majoring subjects (mainly of the humanitarian circle); incorporating global issues into the curriculum and promote discussions about international topics etc.;

4. **Cross-Cultural Communication Skills activities:** providing training in effective communication, including verbal, non-verbal, and written communication; teaching students how to navigate different communication styles and preferences; stimulating short-term and long-term project and creative work of students in teams, that include home and abroad students etc.;

5. **Adaptability and Flexibility activities:** encouraging students to step out of their comfort zones through experiences like studying abroad, internships, or volunteering in diverse environments (both by general educational and propaganda work with emphasising the normality of such activities and institutionalisation coercion, when studying abroad or internal academic mobility is a requirement to the organisation of the educational process); promoting problem-solving skills and the ability of students to adapt to different situations etc.;

6. **Networking and Relationship Building activities:** organising networking events, career fairs, and workshops with a global focus and with the participation of foreign entities; organising of academic cooperation in the form of joint student

research, creative projects, conferences, etc.; encouraging students to connect with alumni or professionals who have experience in international contexts etc.;

7. **Global Mindset Development activities:** fostering a curiosity about the world and a willingness to learn from different perspectives; encouraging critical thinking of students about global issues and their impact on various communities (both during curriculum and post-curriculum activities) etc.;

8. **Intercultural Competence Training activities:** offering specific training on intercultural competence, which includes skills like empathy, tolerance for ambiguity, and the ability to navigate cultural differences (usually in forms of culture weeks / festivals) etc.;

9. **Digital Literacy and Technology Skills activities:** ensuring students are comfortable using digital tools and platforms that facilitate global collaboration and communication; providing students with truthful and critical information to develop practice of information hygiene and preventing cases of influence of extremist and other organizations opposing government structures on students etc.;

10. **Study Abroad and Exchange Programs activities:** encouraging students to participate in study abroad or exchange programs, which provide immersive international experiences; facilitating opportunities for students to work on projects or internships with an international focus etc.;

11. **Support and Resources activities:** providing resources such as international student offices, counselling services, mentorship programs, students` NGOs, groups of teachers and student volunteers who have experience participating in internationalization programs and other to help students navigate the challenges of international experiences [1; 2].

Universities and schools are to create a supportive and inclusive environment where students feel comfortable exploring and learning about different cultures as well as their rights to internationalisation, encourage them to reflect on their experiences and provide opportunities for them to share their insights with the broader community. In the modern world, especially in the conditions of regional globalisation (creation of a single unified educational space: countries that have joined the Bologna process, countries of the educational and cultural space “One Belt - One Road”, etc.), students should not only know about their rights and practical opportunities as to internationalisation, but also to have clear internal attitudes about the normality and naturalness [2] of this phenomenon in the field of education.

References:

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- [2] Zhao X., Shoji D., Kalashnyk L., Luhova T. Cultural adaptation of Chinese students as the Need of their Education Abroad Process. *SOCIETY. INTEGRATION. EDUCATION: Proceedings of the International Scientific Conference*. Volume IV, May 22-23, 2020. Pp. 388–99. <http://dx.doi.org/10.17770/sie2020vol4.4856>