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## **GENERAL THEORETICAL BASICS FOR THE RESEARCH OF GLOBAL TRENDS IN THE MODERN HIGHER EDUCATION REFORM POLICY**

*The article discusses general theoretical studies of world trends in the modern policy of reforming higher education, the main world trends describing the modern transition process and leading to global changes, issues of education reform that can be adapted to Ukrainian realities. The latest trends in higher education are characterized and the priority problems of their implementation are outlined. The peculiarities and trends of the development of the internationalization of higher education in the global and national dimensions are identified. Institutional models of internationalization of higher education have been identified, conceptual foundations of internationalization of higher education in Ukraine and a corresponding model of their implementation have been developed.*

**Keywords:** *education reform, world education trends, education, state policy of education reform, factors of international influence.*

**Formulation of the problem:** In the conditions of globalization, the active

influence of the international environment on the functioning and development of national educational systems has become the most important factor that determined the nature and direction of their transformation. In turn, the dominant national models of education systems developed in the leading countries of the globalization process began to be actively exported, thereby contributing to the global spread of related cultural values, lifestyle elements and development models, as well as increasing economic profit and strengthening political influence of the respective states. The issue of studying global trends is at an important level, especially during the period of reforming the educational system in our country.

**The purpose of the article** there is an analysis of the general theoretical foundations of the study of world trends in the modern policy of reforming higher education.

The modern system of international relations, formed after the end of the "Cold War", includes a number of actors new to the system, influencing both the international process itself and its results at the meso- and micro-levels. Such new subjects of international relations that have declared themselves, in particular, after the collapse of the bipolar world, include institutions of higher education, which are becoming one of the key elements undergoing a qualitative transformation of modern diplomacy and, accordingly, international relations, within which it continues an approach based on the concept of "soft power" is rapidly developing [5].

For each country, the urgency of reforming the education sector is determined by its specific conditions, but at the same time there are completely objective reasons of a general order. If we talk about the post-Soviet space, the urgency of the problem of reforming the higher education system is due to complex internal and external reasons: the focus on achieving the modern level of quality and accessibility of higher education; the need to update the content, forms and methods of education; improvement of the organizational principles of the activity of all structures and divisions of a modern university; its further adaptation to the conditions of functioning in the market and global economy; unification and coordination of the legislative and legal framework in the field

of higher education, taking into account global trends in its development.

In the modern world, when knowledge acquires a new status, the problem of educational processes and systems becomes one of the most important areas of analysis. There is no unified opinion regarding the conceptual apparatus on this topic, just as there is no unified methodology for qualitative improvement and development of higher education and its management system at the state or public level. However, the dynamics of the formation of world education, in particular the European educational space and the special place of Ukraine in these processes make the development of the principles of modern policy in the field of higher education and the reform of world education systems relevant. [2] This is due to the fact that education and knowledge, being the main engine of progress today, are recognized as the greatest value in the world.

Modern global trends are large-scale, long-term processes of world development. Such political, social, and economic changes are the root basis of reforming the higher education system.

When considering the influence of world trends and the main world trends of social development, generated by them, on the system of higher education, challenges to modern higher education are revealed. The main world trends describing the modern transitional process and leading to global changes are determined by 11 factors [3]:

1. The rapid growth of the economy in the industrial triangle: North America-Western Europe-East Asia, as a result of which a developed minority (member countries of the Organization for Economic Cooperation and Development - OECD) can subjugate the majority of the world's population to their power.

2. The sudden rise of new giants, primarily China (as well as India, Brazil, etc.) Economic growth rates are different and change over time, both for different continents and countries, but also for individual countries for a number of reasons.

3. Chaos resulting from the weakening of states (nations) and the growing weight and influence of non-state organizations and transnational corporations creating unregulated processes. Currently, this trend is also being questioned due to the desire of national states and their regional associations to restore relative control over international

and domestic economic and social processes, which weakened during the globalization processes of the 1990s - mid-2010s.

4. The change of states (after ideological confrontation and the battle for resources) to a new identity based on a return to traditions, foundations, ancient religions, historical sanctuaries.

Globalization, being a long-term process, "emerged first in the economic sphere, gradually covered all spheres of human life, including culture and education. There was a serious challenge to the cultural identity of different peoples. A serious danger was presented by the one-sided nature of cultural influence and the loss of national and cultural identity by many peoples who do not belong to Western civilization.

5. Polarization of the poor majority and the prosperous minority. In the world, there is a staggering unevenness of development among states and territories, therefore, incomes and life of the population, which creates political, social and environmental problems not only of these countries, but also of the world community.

6. Demographic explosion. The 20th century was a century of rapid decline in mortality and increase in life expectancy throughout the world, which led to an unprecedented increase in the global population. In the 20th century, the unusual increase in natural population growth went beyond Europe and spread to the whole world.

7. Immigration - the removal of colossal masses of the population to areas of alien civilizational canons.

Global migration flows continue to increase rapidly: from 2000 to 2020, the number of international migrants increased by 49%, exceeding the growth rate of the world population, which was 23%, and the number of migrants increased from 2.8% to 3.4% . population of the planet, amounting to 258 million people.

8. Confessional separation of humanity. Modern conflicts, however, are related to differences in religious and cultural loyalties. Competing creeds have replaced the struggle of ideologies characteristic of the Cold War era.

9. Depletion of the earth's mantle of our planet, which increases the importance of oil, copper, zinc against the background of the expansion of the industrial zone, which

needs fossils.

A very threatening situation will arise, when the motive for the collision will be to obtain some advantages, and survival itself. Many academic works point out that "most wars were fought over control of resources such as forests, fields, coal mines, and minerals." [1]

10. An impressive development of science, which enormously accelerates the growth of production and at the same time created tools of global destruction.

Shortening the duration of technological cycles leads to a rapidly changing structure of the labor market demand, shortening the time for young people to learn the memory and experience of previous generations, is the only way to reproduce social communities - ethnic groups, nations, peoples.

11. The realization of the geopolitical power of the USA - which creates a monocentric picture of the world.

So, although most of the trends in world development are still taking place today, many of them have significantly transformed or even changed to the opposite. The following aspects should be added to the modern factors of world development:

- acceleration of the pace of social development;

Social and even political history is accelerating and becoming more intense. Events and processes similar in scale and content occur over an increasingly long period of time. At the same time, the period of preservation of the same type of equilibrium situations is shortened.

- formation of the network space and virtualization of the planetary human community;

The impressive development of science and information and communication technologies (first the invention of semiconductor computers, followed by personal computers and the Internet, and the miniaturization of equipment, the development of mobile communications and artificial intelligence) led to the expansion of the information space, the creation of social networks. The sector of the digital and virtual economy, including the Internet of Things market (equipment, software, services and

communication), the virtual currency market and other forms of online business, emerged and received dynamic development. [4]

Meanwhile, the sociability created by social networks is imaginary, false, because there is no common cultural field in it, and although people have incredible opportunities to interact, they become distant from each other, becoming isolated and lonely.

- deglobalization and collision of impulses generated by globalization processes of the 20th century with alter-globalist and anti-globalist trends of the 21st century;

Capital began to flow more actively to where it had the most favorable conditions for growth. After that, similar globalization affected other spheres of life of states and peoples. The global economy gave rise to global politics. An active migration of labor and production resources began, which has reached today the scale of resettlement of peoples. There was a need to unify legislation. Production and technological processes are becoming more and more standardized. The way of life of various peoples began to change. These changes were called westernization.

Current trends in world development determine factors for the development of higher education:

1. The end of the "unipolar moment" and the transition to a polycentric model of the world system.
2. Globalization of education
3. Transnationalization of education
4. Internationalization of education
5. Regionalization of education
6. Massification of higher education combined with unequal access to quality education.
7. Digitization and virtualization of education.
8. Securitization of education.

Thus, world development trends shape international trends in the field of education and thereby create challenges for the higher education system. This is integration into the world community with the simultaneous preservation and development of the merits of

national education systems; internationalization of higher education at a qualitatively new level. The system of higher education must find an answer to academic capitalism and the idea of a corporate university; to prevent negative aspects and consequences of globalization; decide on a civilizational choice; respond to the challenges of the growing virtualization of the world space, the development of the network form of communication, etc.

In order to determine the priorities of the educational policy, it is advisable to distinguish between the objective challenges of globalization and the ideological aspects of the Western globalization project, which is imposed in order not to end up in the situation of a colonial country that has lost its cultural identity, including in education. It is obvious that one of the most important functions of the education system is the reproduction and development of this identity.

At the same time, the role of world processes for higher education should not be underestimated. Actually, the very model of the future education system depends on the adequate application of their constituent elements in education, in particular, the level of qualification of labor resources and their worldview. The latter, as a rule, is not given enough attention, but it seems to us that it is the most important aspect of education that is currently under enormous pressure.

The internal contradictions of the process, its non-linear, postmodern nature give it new impulses for changes in the form of state policy of reforming the higher education system. There should be an awareness of the need for a new methodology for finding answers to the challenges of objective (as a reality) and subjective (as a project) globalization, when the answers are born in the very problem of a developing non-linear process, and the university self-adjusts to the rapidly changing historical context. And it takes into account not only the requirements of business and the requests of civil society. The university can and is becoming a point of integration of economic, social, cultural, and political processes. This is his historic chance to continue his glorious history.

The state policy of modernization of the modern university is actively carried out both in developed countries and in all other countries. Somewhere, this process is quite

successful and it makes sense to study this experience and build a matrix of such a policy as a system of principles that could be useful for any country, and at the same time, which takes into account its specificities.

**Conclusions.** Educational policy goes beyond the scope of "education", becoming one of the components of the foreign policy toolkit of states, and higher education acquires a politicizing function. A global information society is being formed, as is the economy of knowledge, which is at its foundation, the deterministic movement of the sources and driving forces of socio-economic progress from the material to the intellectual sphere, which makes education not a derivative, but a determining factor of social development, which is no longer meant to simply satisfy societal needs to shape future societal opportunities on a global scale.

Modern factors of world development determined the following trends in higher education: the transition to a polycentric model of the world system led to the strengthening of global civilizational competition, which covered the world educational space. This process is accompanied by the transition to deglobalization and the desire of the national state to regain control over socio-economic processes. At the same time, the trends of globalization, transnationalization, internationalization and regionalization, digitalization and virtualization persist in the field of education, and the massification of higher education is combined with unequal access to quality education.

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