
GLOBALIZATION OF EDUCATIONAL PROGRAMMES: THE PERSPECTIVE OF GERMAN-SPEAKING COUNTRIES

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INTRODUCTION

Globalization, as a multidimensional process, covers various spheres of human activity, including education. In the age of information society, national education systems are increasingly oriented towards international standards, which contributes to the development of joint educational programmes, academic mobility and integration of educational practices. The globalization of educational programmes is of particular interest in the context of German-speaking countries such as Germany, Austria and Switzerland, which have long-standing traditions of academic excellence and actively cooperate with other countries in the field of education and science.

On the one hand, the process of globalisation creates new opportunities for students and teachers, facilitating the exchange of knowledge and experience through joint study programmes, bilateral agreements between universities, and international research projects. On the other hand, there are challenges associated with unifying curricula, adapting to English-language standards, preserving the national identity of education, and addressing the brain drain.

In today's world, education plays a key role in globalization, facilitating the integration of cultures, economies and technologies. German-speaking countries such as Germany, Austria and Switzerland have long-standing traditions of higher education and research, which allows them to actively influence the development of international educational programmes. The globalization of educational processes in these countries is manifested through the spread of English-language programmes, participation in international academic exchanges, standardisation of qualifications in accordance with the Bologna Process, and the use of digital technologies in education.

German-speaking countries have traditionally played a leading role in the European and global educational space, which is confirmed by the high

positions of their universities in international rankings, an extensive system of scientific research and significant public investment in education. In particular, Germany has a dual system of education that effectively combines theoretical education and practical training, which is of interest to other countries.

Austria, which has a long tradition of academic education, is also actively implementing international educational initiatives, in particular through cooperation within the Bologna Process, which contributes to the harmonisation of educational standards in Europe. Switzerland, which is not a member of the EU but works closely with European partners, demonstrates a model of effective integration of the national education system into the global space, supporting many international research programmes and projects.

The globalization of educational programmes in German-speaking countries is seen as a multidimensional process that includes structural reforms, changes in the content of education, the introduction of digital technologies and strengthening of international cooperation. The issue of language policy remains an important factor: although English is increasingly used in research and international programmes, German retains a key role in domestic educational discourse.

This publication discusses the main trends in the globalisation of educational programmes in German-speaking countries, their features and challenges faced by national educational systems. Particular attention is paid to the impact of international university rankings, student and faculty mobility, and the role of public and private initiatives in the development of competitive education. The study is based on the analysis of educational strategies, statistical data and a comparative approach to education reforms.

Internationalization of higher education is the process of integrating international, intercultural and global dimensions into the teaching, research and administrative functions of higher education institutions. It is aimed at improving the quality of education, expanding scientific cooperation, developing the intercultural competence of students and teachers, and strengthening the competitiveness of universities in the global education space.

Internationalization covers a wide range of aspects, including: academic mobility – the opportunity for students, teachers and researchers to study, work or conduct research in other countries. It is implemented through exchange programmes such as Erasmus+, Fulbright, DAAD, as well as bilateral agreements between universities; international education programmes are joint or double degree programmes that involve studying in several countries and obtaining diplomas from different educational institutions; language policy and multilingualism – the introduction of

English-language programmes, the use of several languages in teaching, and support for language training for students and teachers; internationalization of the curriculum – inclusion of an international context in educational programmes, use of comparative analysis and intercultural approach in teaching. The use of digital technologies – online courses, distance learning and virtual mobility contribute to the global accessibility of education.

The internationalization of curriculum content is a multidimensional process aimed at systematically introducing international and intercultural components into the curricula of educational institutions to increase their global relevance, competitiveness and compliance with modern challenges of social development. It involves the integration of world experience, scientific approaches, cultural diversity and global perspectives into the structure and methodology of teaching, which ensures that students develop the competencies necessary for successful activity in a globalised society. This process covers several key aspects, including the substantive adaptation of curricula, the involvement of international sources of knowledge, the introduction of a comparative analysis of educational models from different countries, the use of a multilingual learning environment, and support for academic mobility. In particular, it is essential to update teaching materials by incorporating modern international research, examples from global practice and issues of global importance, such as sustainable development, intercultural communication, technological innovation and social justice.

One of the important mechanisms of internationalization of curriculum content is an interdisciplinary approach that allows combining different fields of knowledge in the context of their international interaction. This contributes to the development of critical thinking, creativity, communication skills and intercultural sensitivity of students, which are necessary for effective interaction in the global educational and professional space. The digitalization of the educational process also plays a significant role, providing access to international educational platforms, online courses, open educational resources and virtual academic exchanges. The use of digital technologies in education allows creating an interactive environment that stimulates cooperation between students from different countries and expands their access to the global intellectual potential.

Thus, internationalization of curriculum content is an important vector of modernization of educational systems, which ensures the formation of a generation of global citizens capable of acting effectively in a multicultural and dynamic environment. This is a strategic approach that contributes to improving the quality of education, developing international partnerships and integrating national education systems into the global educational space.

At the beginning of the XXI century, the internationalization of university education is becoming an integral component of the integration of higher

education institutions into the European Common European Space. At the same time, the availability of internationalized study programmes in a particular higher education institution becomes an indicator of its competitiveness, functioning and preservation of its status. A leading German comparative scholar, Professor Ulrich Teichler, emphasises that in the era of international educational competition, the main tasks of each university are to find effective mechanisms aimed at strengthening its position in the international competition. It should be noted that the internationalisation of curriculum content and its implementation promotes academic mobility and is a guarantee of economic well-being of a university, which is relevant for the national higher education space¹.

The features of internationalized study programmes, their typology, structure, content and conditions of effectiveness are the subject of scientific research by such domestic scholars as: S. Verbytska, O. Verkhoglyad, Y. Muzychenko, A. Sbrueva, German-speaking theorists (Theodor Berchem, Karola Hahn, Jan C. Joerden, Elke Korte, Klaus Landfried, Beng Nilson, Klaus Schnitzer, Anna Schwarz, Ulrich Teichler, Hans-Jürgen Wager), English-speaking researchers (John Cogan, Brenda J. Ellingboe, Michael Gibbons, Jean Gordon, Sven Groennings, Jane Knight, Friedhelm Maiworm, Joan Mason, Josef A. Mestenhauser, Helga Nowothy, Matthias Otten, Peter Scott Dale Stanley, Marijk Van der Wende, Tom Whalley, David S. Wiley) and organisations professionally involved in international education (ACA, CERI, DAAD, NAFSA, NUFFIC, OECD). However, the lack of fundamental research on the problems of internationalization of university education in German-speaking countries makes the chosen topic of scientific research relevant.

1. Internationalization of higher education: the global dimension

The analysis of the national regulatory framework has shown that at the national level, the issues of integration of the higher education system into the European educational space and the prerequisites for the development of the process of internationalization of university education in the country are reflected in the National Doctrine of Education Development of Ukraine, the Law of Ukraine 'On Higher' Education and other regulatory documents.

In Germany, the issues of reforming the higher education system, namely its internationalization, are reflected in the Law on Higher Education (Articles 5-12) as amended on 12.04.2007. In Austria, the actual problems of modernization of the higher education system in the context of its internationalization are covered in the conceptual provisions of regulatory documents, namely in the text of the Law on University Education, 2002, in

¹ Teichler U Die Moderation wachsender Komplexität der Internationalisierung / Ulrich Teichler // Hochschule innovativ, 2011. – S. 14–15.

Switzerland – the Federal Law on the Development of Universities and Cooperation in Swiss Higher Education Institutions, in Liechtenstein – the Law on Higher Education, 2005 and in Luxembourg – the Statute on the Establishment of the University of Luxembourg, 2003.

It should be emphasised that the issue of internationalized study programmes of the world's leading universities began to be actively discussed by the academic community of Germany, Austria, Switzerland, France, Australia, Japan, Denmark with the support of the Dutch organisation for international cooperation in higher education (NUFFIC) in the early 1990s. In November 1993, the Centre for Educational Research and Innovation in Education (CERI) joined this cooperation. In the context of the framework programme of this organisation 'Higher Education in a New International Setting', it was determined that an integral part of the process of internationalization of the higher education system of a country is the introduction of international educational content, international teaching materials and forms of activity that illustrate the quality potential of a higher education institution.

In the publication 'Reforming the Higher Education Curriculum: Internationalizing the Campus: Internationalizing the Campus' (1998), Joseph Mestenhauser, professor at the University of Minnesota (USA), and his colleague, Brenda J. Ellingboe, a leading specialist at the Institute of International Education (USA), argue that the following factors contributed to the introduction of international context into the curricula of universities around the world: globalization (expansion of the international labour market and 'marketisation' of the international higher education market); Europeanisation and regionalization (strengthening and enlargement of the EU, establishment of a single European educational area and intensification of academic mobility in the world)².

In his work 'Best Practice Guidelines for Internationalizing the Curriculum' (1997), Professor Tom Wally of the University of Pennsylvania), Professor Tom Whalley from Canada assures that in addition to globalization, Europeanisation and regionalization of education, the leading factors for the introduction of international context into the curricula of most universities was the transformation of the social order from a post-industrial society to a knowledge society, which led to the massification of higher education and the growth of the market for skilled labour. That is why social trends towards 'life-long education' are now increasing the demand for international university curricula. The increase in university autonomy and the reduction of state funding for higher education will increase the need for

² Mestenhauser J.A., Ellingboe B.J. *Reforming the Higher Education Curriculum: Internationalizing the Campus.*/ Josef A. Mestenhauser & Brenda J. Ellingboe // *Series on Higher Education*, 1998. – Phoenix : American Council on Education /Oryx. – P. 87.

international marketing of study programmes and will become a priority for every progressive university³.

Thus, the theoretical and analytical analysis of the professional literature allowed us to outline the determining factors that contributed to the introduction of the international context in the curricula of universities around the world. They are: globalization, Europeanisation and regionalization of education and the transformation of the social order from a post-industrial society to a knowledge society; increased autonomy of universities and reduced state funding of the higher education system at the national and institutional levels.

The interpretation of the concept of Internationalization of training programmes has much in common with the position of the scientific world of the USA, Germany, Canada and involves the introduction of an international dimension into the curricula of a particular university. The interpretive and analytical method allowed us to formulate the provisions on the Internationalization of training programmes. In our opinion, internationalization of curricula is a specially developed strategy for adapting a university to the new conditions of functioning in a modern highly organised society, which involves a set of interrelated changes and innovations, integration of disciplines with international content into existing curricula.

In 1999, at the Standing Conference of Rectors of Higher Education Institutions in Germany, with the participation of representatives of the Standing Conference of Ministers of Culture of the federal states, the Ministry of Education and Research, the German Academic Exchange Service (DAAD) and the Goethe Institute, the Secretary General of DAAD, Christian Bode, noted that globalization and internationalization of world labour markets, actualizes the issue of language competence of a modern highly educated specialist, which is currently one of the main conditions for successful employment and building a career⁴.

At the same time, the modernizing the existing approaches to teaching disciplines in the country's universities exclusively in German requires priority changes. The researcher assures that proficiency in English is a prerequisite for an individual to obtain higher education and further improve their professional level. It remains the most widely spoken language in Europe, with more than half (51%) of Europeans speaking English exclusively, French and German close behind (37%), and Spanish and

³ Whalley T. Best Practice Guidelines for Internationalizing the Curriculum. Ministry of Education. Skills and Training & Centre for Curriculum, Transfer and Technology, 1997. – URL: <http://www.ctt.bc.ca/curric/BP/index>

⁴ Deutscher Akademischer Austauschdienst. Zweites Aktionsprogramm des DAAD zur Stärkung der internationalen Wettbewerbfähigkeit des Studien- und Wissenschaftsstandorts Deutschland, 1999. – Bonn. – DAAD. – S. 33.

Russian (12%). That is why the success of the internationalization of university education depends on the modernization of existing stereotypes about the 'monopoly' of the German language in the country's universities.

The researcher proposes the following measures to internationalize the educational process by reforming the existing system of teaching disciplines, namely: establishing German as the common language of instruction; introduction of a foreign language (English) in the teaching of academic disciplines; introduction of special practical classes for the academic community of the university (students, faculty, university administration) to improve their knowledge of English, to participate in international congresses, conferences, lecture in a foreign language at universities abroad, etc.

The Germany's leading Germanist Armin Wolff assure that the introduction of English into the educational process of the country's universities will lead to the complete destruction of the German language and Germany's scientific and research greatness. In his work 'Americanization of the World: The USA in our minds' ('Amerikas Welt: Die USA in unseren Köpfen', a well-known German political scientist, director of the Hessian Institute for Humanities Research (KWI), member of the German Advisory Board on Global Environmental Change (WBGU), Professor Claus Leggewie noted that the Americanization of the world and the continuous Anglo-Americanization of the university education system is the 'beginning of the end', the gradual destruction of the German language and culture in general and the establishment of a single dominant nation in the world⁵.

In the publication 'Is German still the international language of science? Ist Deutsch noch internationale Wissenschaftssprache? Englisch auch für die Lehre an den deutschsprachigen Hochschulen?' Ulrich Ammon, Professor at the University of Duisburg-Essen, a leading expert in sociolinguistics and German linguistics, argues that for many centuries Latin was the world language of science, and only in the late nineteenth century German replaced it⁶. Today, English has become the dominant language of the scientific world in Europe. The linguist is convinced that in the future, German will not lose its importance in Europe, remaining a unifying feature of the German-speaking countries of the world, and will spread its influence to the east. Agreeing with Ulrich Ammon's opinion, his colleague, Philip Altbach, Director of the Centre for International Higher Education at Boston College, argues that the greatness of English today is a prototype of the Latin of the Middle Ages. The researcher assures that today, the superiority of German

⁵ Wolff A., Eggers D. Lern- und Studienstandort Deutschland – Emotion und Kognition: Lernen mit neuen Medien. *Materialien Deutsch als Fremdsprache* 47., 2000. – Regensburg: Deutsch als Fremdsprache. – S. 257-274.

⁶ Ammon U.A. *Ist Deutsch noch internationale Wissenschaftssprache? Englisch auch für die Lehre an den deutschsprachigen Hochschulen.* Walte de Gruyter, 1998. – Berlin. – S.29.

over other languages of the world is realised by the frequency of its use at the international political, scientific and cultural levels⁷.

The theoretical and comparative analysis of the language component of the internationalized curriculum content allowed us to identify the academic contradiction in the country's scientific world and ways to overcome it. Thus, at the beginning of the twenty-first century, Germany faced a contradiction between strengthening, unifying and improving the quality of teaching German as a foreign language and revaluing (increasing the importance, prestige) of English for teaching academic disciplines at the country's universities in order to succeed in international competition. The solution to this dilemma was the project 'Internationalization of Curricula – Objectives and Financing' ('Auslandsorientierte Studiengänge – Zielsetzung und Förderrichtlinien') of the German Academic Exchange Service (DAAD) of 18 January 2000, which was signed by the Ministry of Education and Research. According to this project, the teaching of the main course of disciplines was introduced in two languages (German and English). At the same time, preference was given to natural, engineering, mathematical and humanitarian subjects.

2. Internationalization of higher education: the European dimension

In April 2000 at the 16th international conference in Germany, with the support of the Institute for International Educational Research and the Centre for Educational Research and Innovation (CERI), representatives of the Organization for Economic Co-operation and Development (OECD) defined the interpretation of the concept of internationalization of curricula, where the internationally oriented content of the disciplines of the main course of study, aimed at comprehensive (professional/social) preparation of students for life in an international, multicultural society, is decisive⁸.

In 2001, leading DAAD experts, Theodor Berchem and Klaus Landfried, presented a report 'Internationalization of Study Programmes. The researchers are convinced that the key to a successful internationalization of curricula is the development of the so-called 'compatibility triangle' in the context of each individual internationalized study programme, which includes the following hierarchy: 'student – international student', "student – society", "student – labour market". Theodore Berkham and Klaus Landfried are convinced that such a structure of personal experience contributes to the formation of an independent, responsible, resilient individual capable of

⁷ Altbach P. The Perils of Internationalizing Higher Education: An Asian Perspective. International Higher Education, 1999. – №2. – P. 34.

⁸ OECD/CERI-Bericht. Die Internationalisierung des Curriculums im Hochschulbereich. Die Internationalisierung des Hochschulwesens), 2000. –Frankfurt: Peter Lang. – S. 44-109.

living in a multicultural society, for the progressive development of their own state and society as a whole⁹.

In his paper 'Higher Education, International Education, and the Academic Disciplines', Sven Groennings (USA) argues that the quality of internationalization of university education is realised through the development of universal models of the internationalization of curricula (selection of fundamental disciplines that will form the basis of the content of such programmes). The researcher assures that the introduction of an international/interdisciplinary component in teaching the content of academic disciplines will contribute to the formation of global, comparative thinking of modern youth. Sven Groennings is convinced that the disciplines of the natural cycle (geography, biology) should be taught from the perspective of the casuistic (Latin casus) principle of their interpretation, consideration of individual cases in their connection with the general principles of law and morality, legal and economic disciplines – on the basis of the values of a democratic society, philosophical disciplines – from the perspective of a systemic and paradigmatic interpretation of the concept of 'international', etc¹⁰.

In 2002, the Organization for Economic Co-operation and Development presented a typology of internationalization of curricula models, which includes the following types, namely:

- curricula, the traditional content of which is supplemented by disciplines of comparative themes (Curricula, die traditionelle nationale Inhalte um eine komparative Dimension erweitern) (comparative pedagogy);
- curriculum, the content of which involves the formation of foreign language competence by means of a foreign language, i.e. teaching the course disciplines exclusively in a foreign language (Curricula, für Fremdsprachen, erweitert durch interkulturelle Inhalte und die Vermittlung interkultureller Kompetenzen) (intercultural Germanic studies, linguistics, stylistics, cultural studies);
- curriculum, the thematic content of which includes disciplines with international themes (Curricula mit internationalen Inhalten) (international relations, European law);
- curriculum, the content of which is supplemented by professionally oriented disciplines that are in demand in Europe (Curricula, die auf ein internationales Berufsfeld vorbereiten) (international management, law and banking);

⁹ Berchem T., Landfried K. Evaluation von Studiengängen des Demonstrationsprogramms "International ausgerichtete Studiengänge" – gefördert vom bmb+f – Abschlussbericht (DAAD) / Theodor Berchem, Klaus Landfried, 2001. – Bonn: DAAD. – S. 15-27.

¹⁰ Groennings S. Higher Education, International education, and the Academic Disciplines. International Education Series, 1990. – New York: The American Forum for Global Education. – P. 26-27.

- curriculum, which includes meaningful professionally recognised disciplines that contribute to the acquisition of an international professional qualification (Curricula, which zu einer international anerkannten Berufsausbildung führen) (international programmes for obtaining a Bachelor's or Master's degree);

- study programme aimed at obtaining joint or double degrees (Integrierte Curricula mit einem gemeinsamen Abschluss oder Doppelabschluss) (European Doctor of Philosophy degree);

- a study programme that includes interdisciplinary programmes in the comprehensive study of a region (Interdisziplinäre Programme in Regionalstudien ‘ares studies’) (‘local studies’, which involve a fundamental study of the characteristics of a particular continent (Europe, Asia and Latin America);

- curricula with obligatory study (during a semester, trimester or academic year) at a partner university abroad (Curricula mit obligatorischem Auslandsstudienanteil);

- curriculum, the thematic content of which is fully oriented towards foreign students) (Spezielle Curricula für ausländische Studierende).

The analytical analysis of the OECD models of the of internationalised study programmes allowed us to determine the content of the ideal ‘template’, the layout of the of internationalised study programmes. Thus, the components of such a curriculum are: disciplines of international, comparative topics, taught exclusively in a foreign language and aimed at foreign students.

In the publication ‘University in the 21st Century’ („Universität im 21. Jahrhundert”), leading German scholars in international education, Jan C. Jörden, Anna Schwarz and Hans-Jürgen Wagener, criticised this typology of internationalization of curricula models. The researchers are convinced that the typology presented by the OECD is imperfect. Anna Schwarz, Professor of Political Sociology at the European University Viadrina, Frankfurt am Oder, Germany, believes that most of the curricula of this typology are synonymous, homogeneous, and mostly overlap rather than complement the content of the next curriculum¹¹.

CONCLUSIONS

The internationalization of curricula is a specially developed strategy for adapting the university to the new conditions of functioning in a modern highly organised society, which involves a set of interrelated changes and innovations, integration of disciplines with international content into existing curricula.

¹¹ Jörden Jan C, Scharz A., Wagener H.-J. Universität im 21.Jahrhundert. Hochschulwesen, 2000. – Heidelberg : Springer. – S.117.

The study allowed us to outline the determining factors that contributed to the introduction of the international context into the curricula of European universities. They are: globalization, Europeanisation and regionalization of education and the transformation of the social order from a post-industrial society to a knowledge society; increased autonomy of universities and reduced state funding of the higher education system at the national and institutional levels.

The theoretical and comparative analysis of the language component of the internationalized curriculum content allowed us to identify an academic contradiction in the German academic world: between strengthening, unifying and improving the quality of teaching German as a foreign language and revaluing (increasing the importance, prestige) of English for teaching disciplines in the country's universities in order to succeed in international competition. The solution to this dilemma was the introduction of bilingual teaching of the main course of disciplines (75% in German and 25% in English).

The analysis of the OECD models of internationalization of curricula made it possible to determine the content of such a programme. International, comparative subjects aimed at foreign students are taught exclusively in a foreign language and constitute the content unity of the internationalized curriculum.

SUMMARY

Internationalization of higher education is one of the key processes of transformation of the modern academic space. It reflects globalization trends aimed at creating an open, mobile and competitive educational environment. This process involves multidirectional interaction between educational institutions, scientific communities and government institutions, which facilitates the integration of national education systems into the global academic community.

One of the main goals of internationalization is to improve the quality of educational services through the introduction of international standards, mobility of students and teachers, and intensification of scientific cooperation. It is implemented through the introduction of joint curricula, academic exchanges, international research projects, and increased access to global educational resources.

The phenomenon of internationalization of higher education can be viewed in two main aspects: structural and content. The first aspect relates to organisational and institutional changes, including the adaptation of national education systems to international standards, the use of joint accreditation mechanisms, and the introduction of international university rankings. The second aspect is related to the content of the educational process, which

involves the integration of the global context into curricula, teaching in foreign languages and the development of students' intercultural competence. Mobility in higher education plays a key role in the internationalization process. It includes academic exchanges, joint educational programmes and distance learning, which helps to enrich the educational experience of students and teachers, broaden their horizons and create competitive professionals. Programmes such as Erasmus+, Fulbright, and DAAD are tools that actively promote international mobility and integration of academic communities.

Internationalization is also an important factor in economic development, as it helps to attract foreign investment, create international research clusters and integrate graduates into the global labour market. At the same time, it poses certain challenges to national education systems, such as the need to balance national identity with global trends, develop infrastructure for international students and overcome language barriers.

Overall, the internationalization of higher education is an irreversible process that shapes new educational paradigms, increases the competitiveness of universities and facilitates the integration of countries into a single global educational space. It stimulates the development of scientific research, provides access to advanced knowledge and creates conditions for the formation of highly qualified personnel capable of meeting the challenges of the modern world.

The globalization of educational programmes is a key process that contributes to the international integration of educational systems. The publication explores the specifics of this phenomenon in German-speaking countries such as Germany, Austria and Switzerland. The main trends in the unification of educational standards and the impact of the Bologna Process are analyzed. Particular attention is paid to the adaptation of curricula to the requirements of the global labour market. The role of digital technologies and distance learning in the international exchange of knowledge is considered. The challenges associated with preserving national identity in education are also explored. The importance of bilingual and intercultural programmes in enhancing academic mobility is emphasised. The contribution of German-speaking countries to the development of global educational initiatives is assessed. A comparative analysis of international cooperation policies in the field of education is used. The publication summarises the prospects for further integration of educational programmes in the global context.

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