



Adapting Higher Education to the Challenges of Globalization:

Balancing Global Trends and Local Traditions

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ABSTRACT

The article delves into the effects of globalization on higher education, with a specific emphasis on curriculum development and implementation in the 21st century. It emphasizes the importance of global competence in ensuring graduates' success, as well as the necessity of honing professional skills and intercultural effectiveness. The authors strongly advocate for the integration of technology, including learning management systems and digital tools, to elevate the standard of education and equip students with the necessary skills for success in the digital economy. They also emphasize the significance of educators in a globalized educational environment and propose an innovative curriculum model.

KEYWORDS: globalization, internationalization, global competence, innovative pedagogical approaches.

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1. Formulation of the problem. Globalization and internationalization pose significant challenges for the higher education system, requiring the adaptation of curricula, teaching methods and educational practices to new realities. The main problems to be solved are:

1. The need to develop flexible and dynamic curricula that meet the needs of a globalized labor market and society.

2. Ensuring a balance between global trends and the preservation of national and cultural identity in the educational process.

3. Developing global competence of students and teachers, including intercultural skills, critical thinking and adaptability.

4. Integration of modern technologies and learning management systems (LMS) into the educational process to improve its efficiency and compliance with international standards.

5. Overcoming inequality in academic training between developed and developing countries in the context of global competition.

6. Rethinking the role of teachers and assessment methods in the context of globalization and digitalization of education.

7. Ensuring the quality of education and international competitiveness of graduates.

Solving these problems requires a comprehensive approach, including revision of educational policies, updating of curricula, professional development of teachers and development of international cooperation in education.

2. Analysis of recent research and publications. The researchers study the impact of globalization on higher education, in particular, how it shapes curricula, expands international cooperation, and integrates global trends into educational practices. In particular, Morosini, De Nez, and Woicolesco (2020) research how universities in developing contexts integrate human and social development into globalization, while Abba and Streck (2021) examine the role of academic collaboration in shaping excellence through internationalization. Additionally, Knight (2012) explores the evolving concept of higher education internationalization since the 1990s, emphasizing its reflection of societal realities and its impact on the development and implementation of internationalization policies in higher education institutions. However, we believe it is important to consider how to adapt higher education to the challenges of globalization, balancing global trends and local traditions.

3. The purpose of the article. The purpose of the article is to provide a comprehensive analysis of the impact of globalization and internationalization on the higher education system and to identify strategies for adapting educational practices to the requirements of the modern globalized world.

4. Presenting main material. The internationalization of higher education has attracted increasing interest in recent years. Over the past decade, universities have played a dual role as active agents and products of the globalization process. The implications of the internationalization of higher education are not only related to the phenomenon of globalization, but also to the ability of universities to face the challenges of our time.

These reflections are intended to stimulate discussion of the potential of globalization and internationalization in higher education as a means of improving the quality of education and research for the benefit of society. Some of the key factors influencing the interpretation of this growing paradigm of internationalization and globalization in higher education include public policies, academic mobility, internationalization of the learning process, and interculturality in higher education institutions, which play an important role in developing new knowledge and skills for success in a globalized world (Lourenço & Paiva, 2024).

Thus, the internationalization of higher education poses significant challenges, but also offers significant opportunities for higher education institutions. Over the past decades, there has been a significant increase in the complexity with which institutions have implemented internationalization. While traditional approaches are well established, they are proving insufficient to comprehensively fulfill the task of universities in preparing all their students to live and work in a complex society. This requires not only a deep understanding of the academic environment, but also strategic management that takes into account the challenges and opportunities of globalization and internationalization.

M. Tight discusses whether the internationalization of higher education is a truly global phenomenon. The scholar sees the internationalization of higher education as a modern trend, driven by developed nations, through which elite models of education, most often in English, influence practice around the world. This includes the recruitment of foreign students and staff, especially in the United States, Australia, the United Kingdom, and other Western countries, or the opening of their universities and branches abroad. However, the situation is more complex, involving many national and institutional actors in different ways at different levels, and with variations that differ from region to region (Tight, 2022).

The scholar emphasizes that it would be unrealistic to expect that current models of higher education internationalization will remain stable. However, we also should not expect that internationalization will lead to unified standards and practices (i.e., westernization). Philosophy, physics, and politics can be studied in very different ways in China, Russia, Saudi Arabia, and the United States, and it may be in the interest of higher education as a whole to welcome and encourage diversity of experience (Tight, 2022).

In summary, the internationalization of higher education is a complex and multifaceted process driven by a variety of national and institutional actors. Although Western countries often set the tone, internationalization is not limited to their influence and has unique manifestations in different regions. To successfully develop this trend, it is important to welcome the diversity of experiences and practices, not expecting unified standards, but encouraging adaptation and innovation in the context of global education.

H.F. Cheung explores the impact of globalization on education through the lens of two well-known theories: world system theory and global cultural homogenization theory. He analyzes how these theories perceive education as a tool that shapes global structures and influences educational practices and goals. In addition, he critically analyzes both theories to understand their strengths, limitations, and potential areas of convergence or contradiction. In the chapter on the world system theory, the author provides an overview of how this theory explains the impact of globalization on educational systems through the lens of economic

and political interconnections between countries. He considers education as a tool that can reinforce or challenge global inequality in the context of the hierarchy of centers and peripheral countries.

The researcher analyzes the theory of global cultural homogenization, which suggests that globalization promotes the spread of a common global culture, which can affect local educational traditions and programs. He reveals how this phenomenon shapes teaching methods and educational goals in different countries. He also analyzes both theories, comparing their strengths and limitations. This approach allows us to understand the different approaches to understanding the impact of globalization on educational systems and to predict their implications for the future development of education in a globalized world (Cheung, 2024).

Thus, H.F. Cheung analyzes the impact of globalization on education through the prism of the world system and global cultural homogenization theories. He demonstrates how these theories help to understand how globalization affects educational practices and goals, providing a critical overview of their strengths, limitations, and potential implications for the future development of education.

In today's era of economic globalization, higher education has sparked a growing interest in understanding global competence. Scholars G. Jiaxin, Z. Huijuan and Md. Hasan H. conducted a systematic literature review analyzing a wide range of studies from 2013 to 2023 using the Web of Science and Scopus databases (Jiaxin et al., 2024).

The review aims to provide an updated overview of global competence research, covering various aspects such as definitions, assessment methods, research objectives, methodologies, results, and limitations. Most publications define global competence as knowledge, attitudes and skills, based on international documents and research findings.

Regarding the definition and assessment of global competence, it should be noted that international organizations usually use the definitions proposed by the OECD and the EdSteps Global Capability Working Group. Scholars often quote the definition by Hunter and Reimers. Some publications compare global competence with other terms such as intercultural competence. A review of global competency assessment indicates a preference for student learning rather than teacher learning. Most studies use Hunter's definition of global competence: knowledge, skills and attitudes. Research goals are focused on investigating teachers' and students' global competence and the factors that influence its development. Most of the studies are aimed at surveying and assessing participants' perceptions, levels of global competence and related factors. The research methodology is mostly based on quantitative or qualitative methods (mixed methods are less common). However, the number of studies on the impact of global competence on student achievement is limited.

The results show that university teachers and students need comprehensive improvement in global competence. Although individuals may demonstrate satisfactory global attitudes, they may still lack global knowledge when dealing with complex problems. Factors that influence a student's global competence include personal characteristics, study abroad experience, English language proficiency, intercultural online communication, internationalization of courses, school rankings, and contact with people from other cultures.

According to researchers, to improve global competence in higher education, it is necessary to consider the positive correlation between global competence and student achievement. Appropriate teaching methods, such as intervention curricula, can contribute to the development of higher levels of global competence. It is also important to develop assessment tools that facilitate the timely measurement of global competence in different dimensions for teachers and students. It is noteworthy that the main limitations of the studies relate to data collection methods and sample sizes. Future research should address these limitations by conducting longitudinal studies and using larger sample sizes for experiments (Jiixin et al., 2024).

Therefore, the systematic literature review emphasizes the importance of developing global competence in higher education, emphasizing the need to improve assessment methodologies and implement effective curricula to improve the knowledge, skills and attitudes of students and teachers in the context of globalization.

Mboneza N. Kabanda analyzes the impact of globalization on educational practice through competition and defines the characteristics of a flexible and dynamic curriculum for the 21st century. In his opinion, adaptability, flexibility and cooperation between developed and developing countries can help prepare graduates for the modern labor market. The researcher proposes a model of a dynamic and flexible curriculum for the 21st century that takes into account the needs of a globalized society and labor market.

The scientist notes that globalization is making the world a "global village" where the business world does not take into account geographical boundaries. In a globalized culture, there are standardized policies, but the education system faces problems with the competitiveness of graduates in the labor market. Curricula need to be internationally competitive, so the education system needs to implement a fair, flexible, and dynamic curriculum that meets the needs of society. Many countries do not have graduates ready for all labor market opportunities. Inequalities in academic preparation are evident. The best way to address the mismatch between curricula and current globalization trends is through the involvement of educational stakeholders at the national and international levels. Cooperation between developed and developing countries is necessary to produce graduates who can adequately meet the demands of the 21st century labor market (Mboneza, 2021).

Thus, globalization has a significant impact on educational practices, requiring the adaptation of curricula to current trends and needs of the global labor market. Educators, researchers, and employers need to provide students with the necessary 21st century skills to prepare them for employment both nationally and internationally. Adaptability, flexibility and cooperation between developed and developing countries are key to producing competitive graduates. There are inequalities in academic preparation between different countries, requiring active participation of educational stakeholders at all levels to address these disparities. Developing dynamic and flexible curricula will help prepare graduates who are able to adapt to the rapidly changing global labor market.

Contemporary scholars are actively studying the new global face and the challenges it poses to national curriculum development and classroom instruction. Globalization defines the conceptual framework and is criticized for the need to move away from the old established order. In particular, the reasons why globalization

may not be appropriate for the current conditions of curriculum development, for example, in Nigeria, are discussed (Adetunji et al., 2013).

In today's world, as in the future, a new, improved educational system is required to effectively meet the challenges of our time. It is important to actively engage in the development of new and improved programs for the training of teacher administrators and educational specialists. Scholars emphasize that the Nigerian government, through educational agencies, should visibly implement basic literacy, numeracy, and accessibility in education systems to adapt to the demands of globalization. As the modern world economy and the pressures of globalization and knowledge intensity do not tolerate delays and do not wait for local initiatives in the development of literacy and a rational approach to education. Countries, especially developing countries like Nigeria, are required to be innovative and actively participate in global initiatives (Adetunji et al., 2013).

Thus, the current global challenges of our era are so great that they require an appropriate response and systematic preparation of the younger generation for life in the international context.

P. J. Kpolovie, N. E. S. Lale emphasize the importance of adapting university curricula to the requirements of globalization, internationalization and digitalization. In particular, in the modern information age, curricula should use learning management systems (LMS), which are widely used in many countries. The lack of LMS in Nigerian universities is a significant barrier that can be overcome by providing the necessary information for their implementation. The introduction of LMSs will allow Nigerian universities to improve the quality of education, preparing students for the challenges of a globalized world while preserving their cultural identity. The researchers in the study demonstrate that the use of LMS is key to the effective delivery of higher education and the development of universities. Accordingly, it will contribute to their leading role in the world of digital technologies. Therefore, universities should immediately implement LMS to achieve the best results in teaching and preparing students for the modern digital knowledge economy (Kpolovie & Lale, 2017).

The theory of globalization is based on the interconnection of time and space and their impact on the modern world, including education. In an era of globalization and competition, educators, researchers and employers are concerned about preparing students for employment outside their home countries. Globalization affects curricula around the world, shaping workers for a competitive labor market. Therefore, curriculum developers must equip students with 21st century skills.

B. Beribe, studying the impact of globalization on the Madrasah Ibtidaiyah curriculum, focuses, in particular, on the challenges and opportunities it creates. According to the scholar, globalization, requiring the inclusion of global perspectives and universal values, has affected the content and subjects taught, as the problem of taking into account cultural specifics arises. Globalization has had a significant impact on the Madrasah Ibtidaiyah curriculum, raising concerns about the diminution of Islamic teachings and the loss of local cultural heritage (Beribe, 2023). At the same time, globalization opens up opportunities to improve curricula and prepare students for a globalized world by promoting intercultural communication, tolerance and inclusion, and critical thinking (Hudzenko, 2024). B. Beribe emphasizes that in order to strike a balance

between preserving traditional Islamic teachings and integrating global knowledge and skills, Madrasah Ibtidaiyah can use the following strategies: integration of universal values, contextualization of global knowledge within an Islamic framework, collaboration with Islamic scholars, emphasis on Islamic history, professional development of teachers, and community involvement. Because globalization can broaden students' horizons, foster tolerance, and prepare them to become active global citizens while maintaining a strong foundation in Islamic teachings, innovative approaches and careful consideration are needed to ensure that students are prepared for the 21st century while preserving their religious and cultural identity.

Globalization is becoming a significant challenge to traditional approaches to higher education, requiring an in-depth analysis of its impact on curricula and practices. G.B. Korso's research aims to examine how globalization is changing educational standards and requirements, and to identify the need to rethink educational practices in higher education.

Globalization is defined as a complex system that includes many integrated components that interact and are constantly changing. Although globalization is not a new phenomenon, current trends show that it is rapidly gaining momentum in every country. Challenges associated with globalization are increasingly affecting higher education, making it impossible to consider it in a strictly national context. The current economic, political, cultural, environmental and technological aspects of globalization have direct or indirect implications for educational practices. This requires educators to develop global literacy – the understanding and recognition of the interconnections between international organizations, national governments, public and private actors, socio-cultural groups and individuals around the world.

In the digital era, the students coming into our classrooms are significantly different from previous generations and are changing rapidly. Students of the 21st century are exposed to lifestyles and events outside their local area, making it necessary to understand them in a global cultural context. Globalization has created a new need for intercultural learning skills. Teachers must prepare students for life in a global society by developing their skills to communicate and collaborate in a multicultural environment. This includes the introduction of new methods and technologies into the learning process.

Educational programs should integrate globalization concepts into classroom practice. People who have not gone through an integrated curriculum are unlikely to be able to adapt and survive in a rapidly integrating world influenced by globalization and digitalization. Curriculum policies need to reflect the realities of globalization by adopting and implementing globalization principles in educational practices. This includes updating curriculum materials, developing new programs and methodologies that meet the requirements of the global labor market and research (Korso, 2015).

Therefore, in order to meet the challenges of globalization, higher education must actively adapt by integrating global principles into curricula and practices. This includes updating the knowledge of teachers and introducing the latest technologies and methodologies into the learning process. It is important to develop students' global literacy, which includes an understanding of global interconnections, cultural diversity, and international standards. This will help students interact effectively in a global environment. Educational programs should prepare students for intercultural communication and cooperation by developing their skills

of adaptation and understanding in multicultural settings. Educational institutions should actively introduce innovative approaches to teaching, using modern technologies and methods that meet the requirements of a global society. Governments and education policy makers should actively support the process of integrating globalization into the education system by providing resources and a favorable environment for its implementation.

Thus, globalization requires higher education not only to adapt to new conditions, but also to actively introduce innovations that will ensure competitiveness and compliance with the modern requirements of the global labor market and research.

In our view, digital transformation is becoming a key factor in adapting higher education to global challenges. The implementation of advanced technologies such as artificial intelligence, virtual and augmented reality, and big data analytics opens new opportunities for personalized learning and enhancing its effectiveness. Massive open online courses (MOOCs) and blended learning expand access to education and promote international cooperation. It is also important to develop digital competencies among students and educators so they can effectively use these tools and be competitive in the global job market.

Globalization requires continuous professional development from educators. Key areas for qualification improvement include:

- developing intercultural competencies to work with diverse student audiences;
- enhancing skills in using digital technologies and innovative pedagogical approaches;
- improving proficiency in foreign languages for participation in international projects and teaching in English;
- developing skills for conducting interdisciplinary research and integrating it into the learning process;
- studying global trends in relevant fields to update educational programs.

Strengthening the interaction between higher education and business is a crucial aspect of adapting to global challenges. This can include the development of joint educational programs oriented to the needs of the global job market; involving business representatives in teaching and mentoring students; creating joint research projects and innovation labs; organizing internships and practicums for students in international companies; and involving business in the formation and updating of curricula.

To address the challenges of globalization, educational programs must undergo significant changes: incorporating global perspectives and intercultural elements into course content; emphasizing the development of soft skills such as critical thinking, adaptability, and communication; introducing modules on entrepreneurship and innovation; increasing program flexibility through elective courses and individualized learning paths; integrating internships and project work as mandatory components of education; and expanding opportunities for learning foreign languages and participating in academic mobility programs.

5. Conclusions. Thus, emphasizing the complex nature of the impact of globalization on higher education and the need for a systematic approach to adapting educational programs and practices in a globalized world, we summarize:

1. Globalization and internationalization have become key factors influencing the development of higher education in the 21st century. They create both challenges and opportunities for universities and other higher education institutions.
2. Modern curricula need to adapt to the demands of a globalized world, while preserving cultural identity and taking into account local characteristics. This requires a balance between global trends and local traditions.
3. Developing students' global competence is becoming increasingly important for their successful integration into the international labor market. Universities should focus on developing not only professional skills, but also intercultural communication skills and a global outlook.
4. The introduction of innovative technologies and teaching methods, such as learning management systems (LMS), is a necessary step to improve the quality of education and prepare students for the challenges of the digital economy.
5. International cooperation and exchange of experience between developed and developing countries are key to overcoming inequalities in education and raising the overall level of global competence.
6. It is necessary to rethink the role of teachers in the context of globalization, ensuring their continuous professional development and ability to adapt to the new requirements of the educational process.
7. It is important to develop flexible and dynamic curricula that can quickly adapt to changes in the global labor market and technological innovations.
8. The internationalization of higher education should not lead to the unification of educational practices. Instead, it should promote a diversity of approaches and enrich the educational experience.
9. Governments and education policy makers should actively support the process of integrating global perspectives into higher education systems by providing the necessary resources and creating a favorable environment for innovation.
10. Further research into the impact of globalization on higher education is needed to develop effective strategies for adapting education systems to the ever-changing global environment.

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