

**KAPITEL 5 / CHAPTER 5 ⁵****CONCEPTUAL FRAMEWORKS AND THEORETICAL PERSPECTIVES ON
THE INTERNATIONALIZATION OF HIGHER EDUCATION****DOI: 10.30890/2709-2313.2024-35-00-017****Introduction.**

The relevance of the research topic on the conceptual aspects of the internationalization of higher education is determined by a number of factors that are significant for higher education institutions, states, and both national and global economies as a whole. From the perspective of universities, the internationalization of educational processes opens new horizons for academic mobility, scientific research, and collaboration with international partners. Universities seeking international recognition and the attraction of foreign students face the need to adapt their educational programs to international standards. For states, on the other hand, the internationalization of higher education represents a strategic tool aimed at enhancing the competitiveness of national educational systems, improving education quality, and developing international relations. In the context of economic globalization and the integration of national markets, governments recognize the importance of investments in the education sector as a driver of economic growth and innovative development.

For the economy, both at the national and global levels, the internationalization of higher education impacts the labor market by promoting the preparation of highly qualified specialists capable of working in international environments. Attracting foreign students contributes to increased demand for educational services and the development of new business sectors such as tourism, housing services, language training, and others. Furthermore, cross-border education stimulates entrepreneurship by creating opportunities for the development of new educational technologies and startups in education.

The purpose of this research work is to conduct a theoretical analysis of the

⁵*Authors: Roshka Petru Ivanovich, Trifonova Larisa Igorevna*

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process of internationalization of higher education, identify key conceptual approaches and models, and study the impact of internationalization and globalization processes on the educational systems of various categories of countries.

To achieve this goal, the authors set the following **objectives**:

- to study theoretical models and approaches to higher education in the global market of educational services;
- to consider the processes of integration in the global system of higher education;
- to analyze the internationalization of higher education in the context of changes in educational systems and globalization.

Research issues. In recent years, increased attention has been paid to modern trends in global education, including internationalization, europeanization and regionalization. General trends include increased competition in educational services on the international market, the formation of large and global associations at the national and institutional level (mega-learning systems), diversification of their capacities, and integration into the global educational space. This process is considered the most important vector of higher education for many countries.

The study used various **theoretical research methods**, such as comparative analysis, systems approach, historical and logical analysis, and the method of content analysis of scientific publications. These methods allowed for a deeper understanding of the dynamics of global educational processes and an assessment of the impact of integration on the development of national educational systems.

Future research directions on this topic may include the analysis of specific examples of successful integration into the international educational community, the study of cross-border education models in different countries, as well as the evaluation of the long-term economic and social consequences of the internationalization of higher education for the development of specific regions and countries.



5.1. Theoretical models and approaches to higher education in the global market of educational services

The creation of knowledge in the 21st century has become one of the most in-demand and promising areas of human activity, directly contributing to the economic development of nations. The higher education services sector plays a central role in shaping modern society [22, p. 98]. The expansion of global trade and investments in the world economy is accompanied by the active development of international educational service exchanges. Today, higher education institutions operate in a complex and dynamic environment, where growing demands and intensified competition necessitate the development of effective strategies to meet external market requirements.

The demand for higher education continues to grow, and market mechanisms are increasingly being integrated into global education systems under the influence of international competition. In most developed countries, higher education is undergoing significant transformations, becoming a critical factor in a nation's competitiveness. The processes of globalization, internationalization, commercialization, mass access, and adaptation to modern educational technologies are driving the development of new approaches to the creation and delivery of educational services.

In economic science, there are numerous interpretations of the term "service." In macroeconomic indicators, services play diverse roles. This is because a service can be considered both an independent product or resource, subject to statistical accounting, and a supporting element in the production and consumption processes of goods by end users. Over time, the concept of a service has undergone significant evolution. Today, several approaches to its definition are distinguished: economic, political, politico-economic, and marketing. The formulation of the concept of a service within the framework of economic theory can be achieved through the following approaches [31, p. 39]:

- the concept defined through a list of examples of services;
- the concept explained by subtracting other goods from the total set;



- the definition formulated by identifying characteristics understood as defining features [9].

An economic approach to defining a service should be highlighted, which is closely linked to the process of supply and demand formation in the market. In this context, demand depends not only on price factors but primarily on the calculation of potential consumer benefits. The level of economic development, societal maturity, and cultural state are also critical factors shaping market supply in this regard [14, p. 200].

Representatives of the Organisation for Economic Co-operation and Development (OECD) view services as a distinct group of economic activities, encompassing high-tech and knowledge-intensive subsectors, as well as labor-intensive areas of the service sector, which exhibit significant differences from production [41]. The OECD classifies services as a separate category of economic activity, marking a key aspect of this definition. Services are presented as a complex and multifaceted type of activity fundamentally distinct from the production of goods or tangible objects.

According to the authors, the definition of a service in a broad sense is provided in the Treaty on the Functioning of the European Union (TFEU): services are activities performed for remuneration, as they do not fall under the provisions regarding the free movement of goods, capital, or persons [15, p. 48]. A service, in the TFEU sense, is an intangible asset provided to consumers for compensation, distinguished as a specific category due to its substantial differences from goods (tangible objects).

There is a point of view that considers a service as the application of knowledge for the joint creation of value, and service science is defined as the study of various interconnected complex, human-oriented value creation systems in business and society [39; 11, p. 22]. The transfer of knowledge helps to increase the total economic potential at various levels: an individual company, an industry, and the country as a whole. Lovelock K. noted intangibility as a property of a service that is difficult to describe precisely [17, p. 77]. The methods of providing services will often be individual, since the human factor plays an important role in the provision of services. However, services are created to solve consumer problems. Analyzing the existing



definitions of higher education services, two key approaches to their interpretation can be identified. The first considers an educational service as a process that includes the transfer of information, the formation of knowledge, skills, and competencies that meet the needs of not only individuals, but also society as a whole, including state interests. The second approach interprets it as a result of various types of intellectual activity. An educational service in the field of higher education is both a product of intellectual labor formed in the process of educational, methodological and pedagogical work, and an activity aimed at increasing the level of knowledge, skills and qualifications, which ultimately contributes to the growth of human capital. This capital, in turn, satisfies the individual needs of citizens and ensures the training of qualified specialists to solve social and state problems. Higher education as a service is a complex and multifaceted product combining the general characteristics of services and unique features due to its intellectual and socially significant nature.

For a more complete understanding of the essence of the global educational services market, it is necessary to turn to the interpretation of this concept (Table 1). The educational services market is an integral system of economic relations that imply the purchase and sale of educational services and includes institutions that provide training services in a wide range of knowledge.

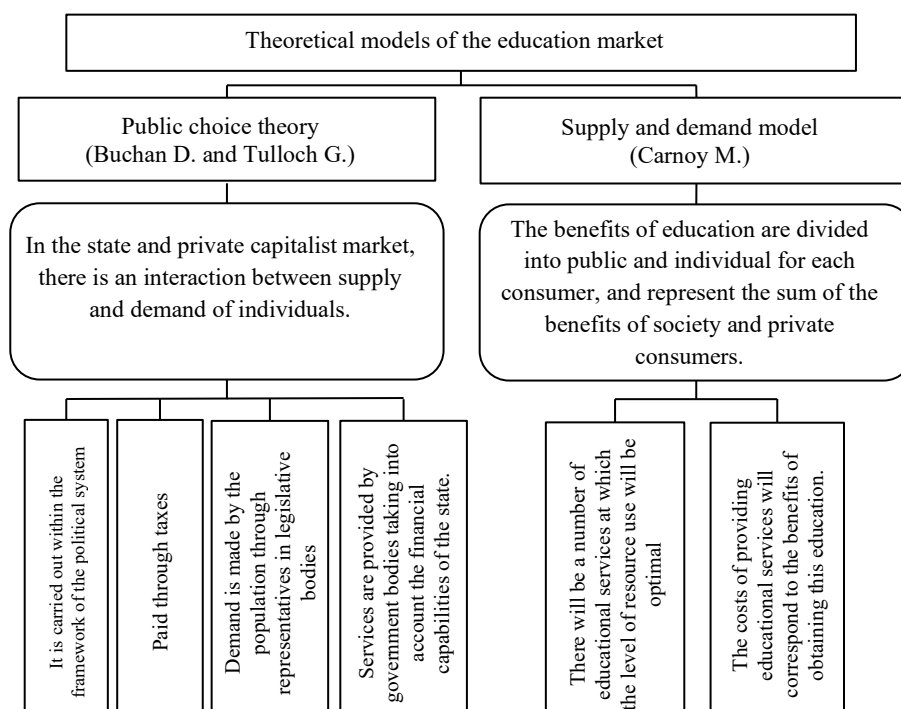
The market for educational services operates under the principles of free trade. The global educational services market is characterized by the following indicators: the number of international students worldwide and in individual countries; the growth rate of the proportion of international students; a country's share in the global population of international students; government revenues and expenditures related to educating foreign citizens; the composition of international students based on their countries of study; differentiation of international students by universities and specializations, among others.

It is also essential to examine the theoretical models of the education market (Figure 1).

**Table 1 - Concepts of the global educational services market**

Author	Definition	Key aspect
Airus I.A., Filippov V.M.; Okulicz- Kozaryn, W .	The world market as a unity of consumption of educational services abroad and their provision on the domestic market by foreign organizations. The global market as a set of services consumed abroad by citizens of various countries and their provision by foreign specialists on domestic markets [8, p. 102; 42, p. 68].	Consumption of services outside the country of origin.
Galichin V.A.	The international market as a system of relationships between consumers, producers and suppliers, in which the provision of services to citizens occurs outside their countries or by foreign agents in domestic markets, including the use of remote information technologies [23, p. 61.].	Consumption of services by representatives of different countries, use of technologies for the provision of educational services, relationships between the parties: producer, supplier, consumer of higher education services.
Korenko Yu. M.	The international market as the creation of a space of a certain structure, in which the demand for educational services is provided by higher education institutions providing places for study. The demands of the labor market are satisfied by educational organizations in the form of a supply of highly qualified university graduates [25, p. 38].	Application of a model for satisfying demand for higher education services, a structured educational space as a place for implementing market relations, the relationship between the educational services market and the labor market.

A source: [8, p. 102; 42, p. 68], [23, p. 61.], [25, p. 38].

**Figure 1 - Theoretical models of the education market**

A source: [1, p. 85], [2, p. 48]



The figure demonstrates two key theoretical concepts used to analyze the education market, which differ in their approaches and emphases on the interaction of various participants in the educational process. The Buchan and Tulloch model helps to understand how political and economic factors shape educational programs and funding in different countries. The supply and demand model (Carnoy M.) - this model considers the educational services market as a result of the interaction of demand (students' needs for education) and supply (provision of educational services by universities and other institutions). The educational services market is regulated by the state (national level), as well as the world community (supranational level). State regulatory bodies include ministries of education, services and agencies that are part of them. They develop and adopt regulatory acts, implement state educational policy, and control the activities of organizations. Both national and international organizations operate in the world market. According to the authors, the higher education services market is a unique system related to the sphere of circulation and characterized by the independence of entities. In the framework of this study, it is necessary to reflect the models of the higher education market. Models of cross-border education (Figure 2) are based on the global market and competition, and also consider the management process and the leading subject of management. Models of cross-border education corresponding to the global market are characterized by the separation of interests of the state and society.

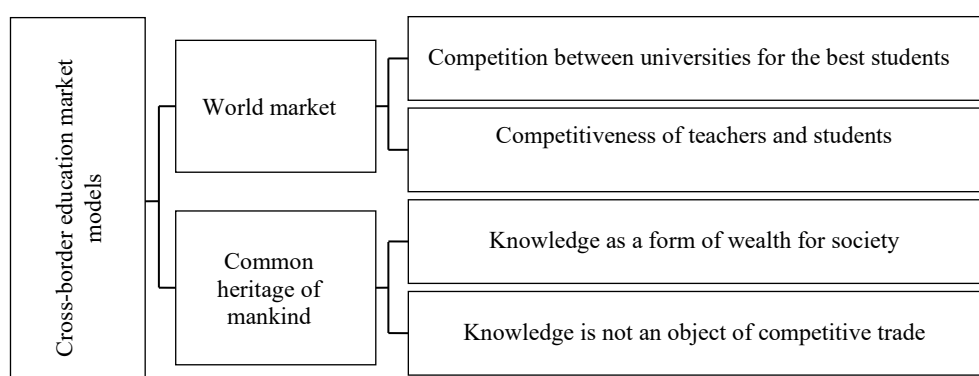


Figure 2 - Models of the cross-border education market

A source: [43]

National models of service markets are also of scientific interest (Figure 3). The



so-called Atlantic model assumes the desire for maximum autonomy of universities, their self-government and connection with business, with minimal control from the state. The continental model primarily provides for state regulation and weak connection with the business environment. It is necessary to consider institutional models depending on the type of market.

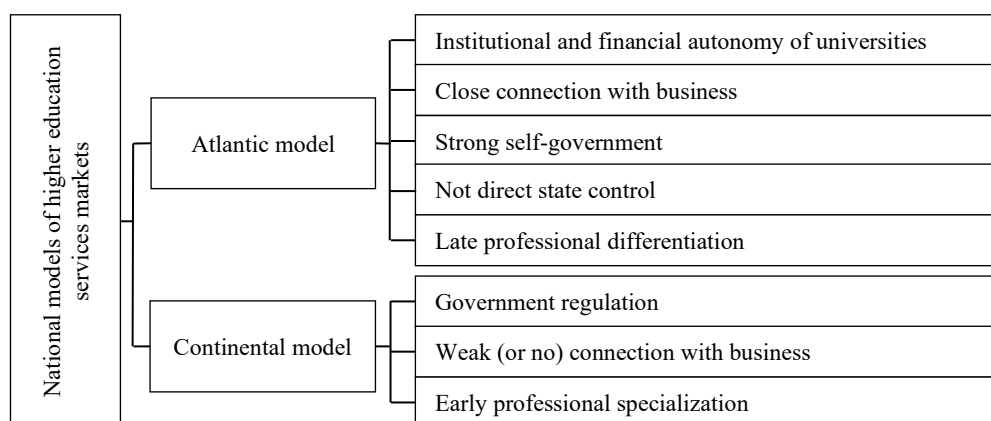


Figure 3 - National models of higher education services markets

A source: [43]

According to the authors, the modern educational market is characterized by a tendency towards individualization of higher education, which is reflected in the institutional models by types of higher education market (Figure 4). This consumer behavior fits into the free market model, which minimizes government intervention, paid education, and focus on individual consumer needs. A mixed market is, first of all, government protection of competition, which combines both a monopoly and the possibility of competitive struggle in relatively equal conditions for all entities. An anti-market model is absolute government control over the content and process of providing higher education services, as well as government budget financing of education.

The analysis of various models of the higher education market and the features of competition in it allowed us to identify some key challenges for higher education: market management from the consumer side leads to the need to develop new tools and models for the development of higher education; the state must have appropriate tools to regulate the market taking into account the personnel needs of the main sectors of

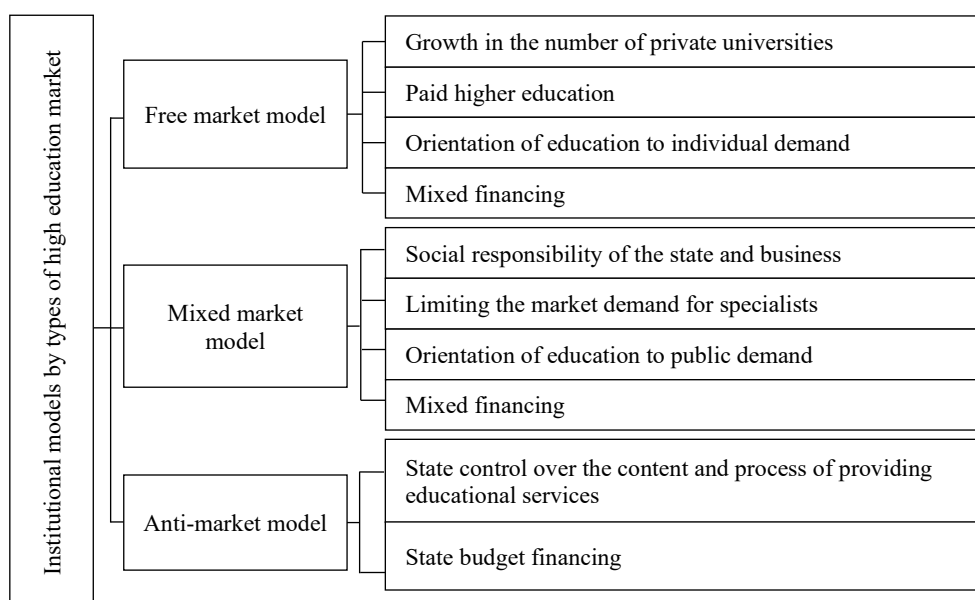


Figure 4 - Institutional models depending on the type of higher education services market

A source: [30, p. 73]

the economy; development of ways and methods for preserving professions that are of social significance. Based on the conducted analysis of scientific works, in this paragraph the authors have implemented the set goal of disclosing the essence of higher education as a service and the approaches corresponding to it, and also defined the essence of market models for regulating the markets of higher education services and identified the features of competition in the higher education market in modern conditions.

5.2. Integration processes in the global system of higher education

Stable development and the strengthening of competitive positions among market participants create new conditions where the processes of globalization, integration, and internationalization are becoming increasingly significant. Integration in the field of higher education has a positive impact not only on the educational system but also on socio-economic development. This is supported by successful examples of the implementation of integration processes within the global educational landscape.



The authors aim to explore the essence of integration as a multifaceted phenomenon and analyze its relationship with the processes of internationalization and globalization based on existing theoretical and methodological research. The study emphasizes the effectiveness of integration and its necessity for the advancement of higher education.

The process of integration in economic science is interpreted as the unification of economic entities, the deepening of their interactions, and the development of connections between them [20, p. 103]. Another perspective suggests that integration involves fostering interactions between economic units to achieve a so-called synergistic effect [29, p. 245]. Some authors define integration as the process of merging companies to diversify risks [4, p. 133]. Others emphasize that integration is reflected in internal growth through sustainable and coordinated actions among entities [28, p. 66], [33, p. 13]. These definitions highlight that integration processes are generally aimed at the development of a given system through productive relationships between its elements.

Integration entails establishing relationships between systems and organizations that ensure their long-term alignment with key objectives [24, p. 89]. Its relevance lies in the ability to find the most effective approaches to resolving challenges that arise during the development of a system or direction [34, p. 237].

As a process, integration removes boundaries between two or more economic systems [26, p. 89], fostering the creation of unified economic structures. The authors propose using the term "international integration" to denote the outcome of the integration process, signifying a stable state in time and space.

Analyzing integration processes in the field of higher education requires examining their evolutionary stages. Considering the potential emergence of new forms of university integration in the future, it can be assumed that integration structures are not limited to international university consortia. Such processes, based on various models of interaction and partnership, affect deeper levels and manifest in diverse hybrid and derivative institutional forms.

The prerequisites for integration in the field of education are the overarching



changes occurring in the socio-economic and cultural space. Among the key factors influencing the integration process are:

- increasing interdependence of national economies;
- growing mobility of people, technologies, and capital;
- removal of trade barriers between countries and the shift toward market relations;
- the rising importance of human capital amid the development of innovative technologies;
- increasing prestige and significance of higher education.

The integration process helps universities adapt to external conditions, enhancing their efficiency and strengthening the competitive advantages of both individual institutions and the national education system as a whole.

Forms of international integration in higher education include internationalization and globalization, each characterized by distinct features and interrelations. Internationalization of higher education at various levels (national, sectoral, institutional) is understood as a process where functions, organization, and objectives acquire an international dimension [5, p. 9]. Globalization, on the other hand, is typically viewed as the creation of a unified system standardized on a global scale, as well as the adaptation of the education system to the needs of the global market [27, p. 283].

According to some researchers, globalization is a continuation and qualitative development of internationalization [21, p. 98]. An opposing view posits that globalization acts as a catalyst for change, while internationalization represents a proactive response [36, p. 112]. This perspective is supported by scholars who note that internationalization, through its systemic measures, addresses the demands and challenges posed by globalization.

Some academics regard internationalization as a reaction by individual universities to globalization, aimed at addressing the challenges of globalization in the economy, society, and human resources while considering national identities and cultures as key elements of internationalization in higher education [16, p. 194], [29,



p. 67]. A comprehensive understanding of internationalization is expressed through the so-called glocal approach, which defines it as the result of complex interactions among institutions and individuals at local, national, and global levels. In such interactions, the interests of all parties are synthesized at every level [6, p. 282].

In the authors' view, globalization and internationalization are interconnected yet dialectically opposing processes, despite both being forms of international integration.

Internationalization serves as a response to globalization, albeit a proactive one. It allows higher education to retain its national uniqueness while remaining relevant on a global scale. Internationalization does not imply the unification of higher education systems to the detriment of diversity and positive national traditions. Instead, it promotes the mutual enrichment of educational content, analysis, and adoption of positive international practices, thus enhancing the efficiency of education.

The diversity of interaction forms and the specific nature of relationships among participants in the education system has led to a classification of integration processes based on key methods and conditions of interaction (Table 2).

By selecting a specific direction of integration, universities can strengthen their market positions through a series of measures. For instance, integration through collaboration enables the active adoption of best practices, technologies, and teaching methodologies. Integration based on ownership structures can expand funding opportunities, ranging from state budget allocations to private investments.

The integration of higher education can be viewed as a sequential and harmonious process characteristic of the educational systems of many countries. The integration of national higher education encompasses a range of activities and methods aimed at creating, promoting, positioning, and delivering competitive educational services in international markets. Unlike internationalization, integration implies a broader scope through intergovernmental connections. In summary, the analysis highlights the importance of international integration as the result of the evolution of the internationalization of national educational systems.

**Table 2 - Classification of integration processes in higher education**

Types		Characteristic
By direction	"back"	Attention is focused on participation in previous educational and upbringing processes
	"forward"	Emphasis on participation in subsequent educational processes (postgraduate education)
By form of interaction	horizontal connections	expanding market share by diversifying services and increasing the number of educational institutions
	vertical connections	expansion of competencies by training levels
By format of interaction	regional	in region format
	interregional	on the territory of the state
	international	format of international cooperation
By form of ownership	Budget	funding from the state budget
	private	self-financed
	mixed	public-private partnership

A source: [32, p. 117]

5.3. Internationalization of higher education in the context of changes in educational systems and globalization

In the contemporary context of international education development, one of the leading directions ensuring the creation of a unified educational space-considering economic, socio-political, and cultural-educational factors - is internationalization. Internationalization of higher education is a relatively new and multifaceted phenomenon, with a history of no more than thirty years [18, p. 362]. Historically, it has occasionally yielded to state interests.

The internationalization of higher education facilitates the formation and development of strategic directions at both national and institutional levels, encompassing a wide range of interpretations. Most authors agree that internationalization in higher education involves the incorporation of an international dimension into the educational environment.

Another perspective views the phenomenon of internationalization in higher education as a comprehensive process of practical measures aimed at building educational reputation, maximizing income, and achieving international recognition



through activities that foster global higher education.

As a process of enhancing universities, the internationalization of higher education implies the active participation of institutions in the development of policies, plans, programs, and strategies at various decision-making levels to advance the concept of internationalization in higher education [12, p. 1271].

The process-oriented approach to understanding internationalization is the most popular. However, other approaches to the internationalization of higher education exist, including activity-based, competency-based, strategic, ethical, and process-oriented perspectives.

According to the activity-based approach, internationalization of higher education is a process of integrating an international component into the curriculum, emphasizing activities such as expanding international cooperation, strengthening national security, and enhancing economic competitiveness.

The competency-based approach views the internationalization of higher education as the transition of an institution from a national to an international level, incorporating an international aspect into management activities to improve the quality of higher education and achieve desired outcomes.

The strategic approach, more aligned with the external dimension of higher education internationalization, combines elements of the activity-based and competency-based approaches. It aims to evaluate the potential of a country or institution in developing strategies to achieve an international standard of education. This approach frames internationalization as a process that integrates an international perspective into the core functions of a university. A broad spectrum of academic activities, organizational policies, procedures, and strategies are part of this process, connecting internationalization with globalization, regionalization [10, p. 21-35], Europeanization, and other processes.

The ethical approach defines the internationalization of higher education as a process of strengthening the international character of campuses, supported by a leading parent institution.

The process-oriented approach is the most comprehensive for studying



internationalization, encompassing strategies, national policies, and quality assurance in higher education. It asserts that internationalization is a sustainable process of integrating international and intercultural aspects into the teaching, research, and service functions of an institution.

Another approach, the glocal perspective, emerged at the intersection of cultural theories of sustainability and resistance of local cultures with theories of globalization, modernization, and Americanization. Glocalization emphasizes preserving educational identity while striving for integration. This approach enables internationalization by filtering external and internal factors through the lens of global, national, and local opportunities and interests of participants in the process [35, p. 71].

According to the authors, internationalization should be viewed as a specific vector of international relations that significantly impacts both national higher education policy and the activities of individual institutions. Internationalization should not become an end in itself, either at the institutional or system-wide level. Instead, it is one of the means to enhance the quality of education and research, make them more beneficial to society, and incorporate international aspects into educational services.

In this sense, the internationalization of higher education can indeed be considered a stage in globalization. Based on the above definitions, the authors propose a general definition of the internationalization of higher education that encompasses key priority aspects highlighted by researchers: internationalization of higher education is a dynamic and complex process of integrating higher education into the international educational community through the coordinated efforts of all stakeholders, utilizing various tools such as joint academic programs, exchange programs for students, faculty, and researchers, and the development of information resources.

Of particular interest are the directions of higher education internationalization, depending on the focus on export or import (Table 3).

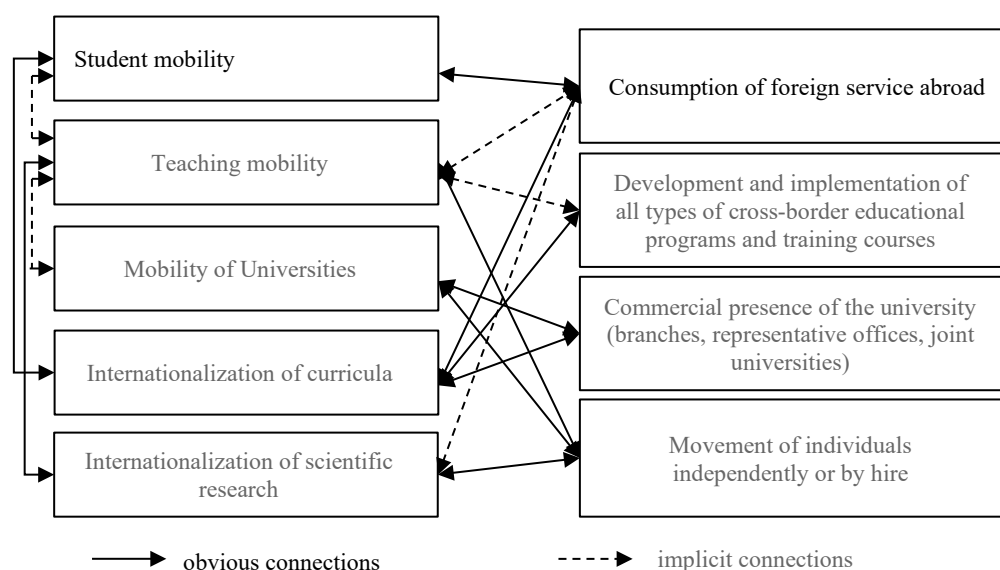
It can be noted that when developing mechanisms to increase the volume of higher education exports, countries, as a rule, do not use any one specific strategy, but apply some hybrid systems of measures or several strategies, taking into account their

**Table 3 - Directions of internationalization of higher education**

	Country	Peculiarities	Negative sides
Export orientation	Developed countries	Transnational Education Services Are a Traded Item	The negative impact of commercialization of education
Mixed orientation type (export and import)	Developed and developing countries with their own traditional characteristics	Import of educational product to increase competition, export of unique educational products	The intersection of foreign import interests and national characteristics
Import orientation	Developing countries with a colonial past	The need for competent professional personnel	Loss of competitive advantages and national identity

A source: developed by the authors based on [13, p. 199], [3, p. 16]

experience in this area, the economic and political level of development, as well as geographical, cultural and linguistic characteristics. It is also necessary to consider the main forms of internationalization of higher education (Figure 5).

**Figure 5 - Forms of internationalization of higher education**

A source: [44]

The figure illustrates the explicit and implicit connections between forms of higher education internationalization and its expected outcomes. Academic mobility has the highest growth rate and occupies the largest segment of cross-border education. Faculty and student mobility primarily aim to stimulate the internationalization of



curricula, introducing progressive changes to the programs of collaborating universities and faculties. The varying levels of higher education development in different countries and their desire to internationalize curricula by incorporating common European elements have enabled the successful development of mobility projects in recent years.

Among the forms of higher education internationalization, institutional partnerships rank as the second most commonly applied. Rapid growth is also observed in the creation of regional and international networks, including the establishment of university branches abroad. Following this, the development of distance education and franchising is increasingly popular. The internationalization of research and curricula is also becoming a prominent form of collaboration among stakeholders in advancing internationalization. This trend allows for the consumption of foreign educational services abroad, enabling universities to establish international branches with pre-adapted plans and programs and prior experience in research internationalization. On the other hand, the internationalization of research brings not only positive but also negative consequences. Currently, two contrasting concepts are noted:

1. **Brain Exchange.** This concept is based on migration processes aimed at finding employment opportunities across various professions and qualifications.

2. **Brain Waste.** This concept views intellectual emigration as a loss of the exporting country's workforce. It is commonly believed that the loss of highly qualified personnel can lead to socio-economic degradation and, as a result, a reduced standard of living.

Higher education internationalization traditionally includes two aspects: *inward* and *outward* internationalization [7, p. 8].

Inward internationalization ("internationalization at home") is more characteristic of countries with limited resources but significant development potential (transition economies and developing countries). This direction focuses on transforming the microclimate or internal environment of universities, adapting educational offerings to the ever-changing conditions of the educational space and labor market. It involves continuous integration of academic and economic activities



into the international framework. Inward internationalization is characterized by the following approaches: causal, rational, and international initiatives.

Outward internationalization ("internationalization abroad") is typically the prerogative of developed and highly developed countries. It directly relates to promoting and delivering educational services, enhancing the role of higher education in external markets. Outward internationalization encompasses the implementation of educational products in the global educational services market, export development, market entry, and exploration of new markets. Relevant approaches include academic interaction, process-oriented, and country-specific strategies.

According to the authors, the strategic direction is the most relevant and effective for advancing the internationalization of higher education at both the national and institutional levels. Strategic approaches are based on a preliminary analysis and assessment of a country's or university's potential and resources in developing an internationalization strategy. Subsequently, a choice is made between competency-based or activity-based approaches, or a tailored mix of approaches is developed to meet specific goals and align with the capabilities of the country or institution. The strategy for higher education internationalization serves as a foundational document for developing plans for international activities at the national and university levels (Figure 6).

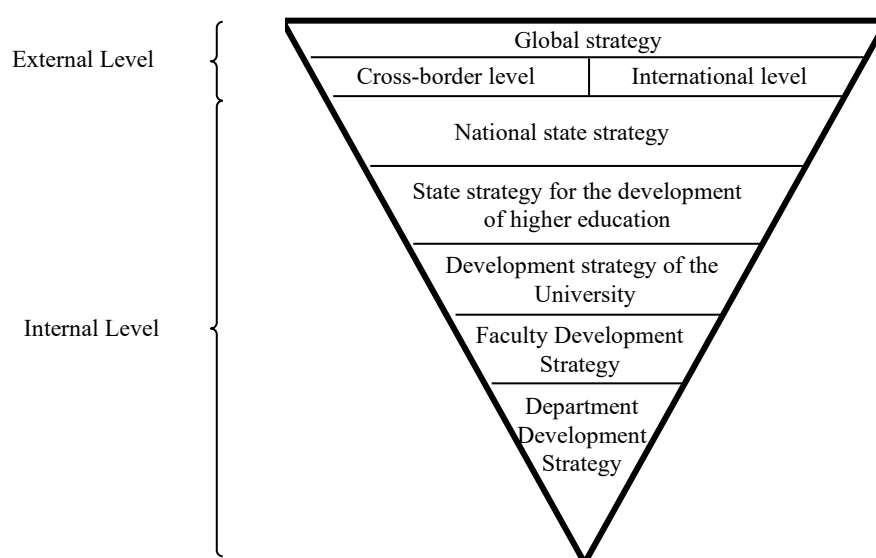


Figure 6 - System of strategies for internationalization of higher education

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The hierarchical system of strategies demonstrates its relationship with the levels of the higher education internationalization strategy. At the same time, ignoring the main features of the higher level reduces the effectiveness of the lower strategy, reduces its value and practical significance. Any strategy is effective only when it is flexible and responsive to new challenges.

Thus, we can say that each of the strategies at different levels can be adjusted to take into account changes in global processes, the situation in the country, changes in the industry, etc.

The strategy of higher education internationalization in a broad sense is a long-term strategic planning aimed at studying and analyzing new, foreign markets, including expanding the export of goods and capital, while creating a network of enterprises abroad that operate using the relevant advantages of a foreign country. Internationalization strategies in the field of education are primarily focused on increasing the global competitiveness of the higher education system and gaining international recognition [37, p. 167]. Consequently, possible goals of the strategy of higher education internationalization may be: increasing the coverage of foreign countries by the national higher education system; income growth due to the influx of foreigners into the country's universities; progressive growth of academic mobility, as well as expansion of opportunities for the development of various forms of mobility; improving the quality of educational services through student and faculty participation in the exchange of experience and knowledge at the international level; cooperation in the field of research, in organizing scientific and research projects; development of an international focus in the development of the country's universities; multicultural interaction.

A comparative analysis of European countries in terms of the internationalization of higher education is essential for understanding their development trajectory, studying their experiences, and clearly defining the essence, implementation mechanisms, and potential of internationalization. The processes of integration in Europe underscore the necessity of internationalization at both the state and individual university levels [39, p. 41]. The development of higher education in Europe has led to



the emergence of distinct national university types – English, French, and German – which have significantly influenced approaches to internationalization at the state level (Table 4).

Table 4 - Models of higher education in Europe

	English type (British model)	French type (Napoleonic model)	German type (Humboldt model)
Purpose	General elite education	Developing students' personal skills and achievements	Developing society through higher education
The values	Individualized SE; social status of the student	Learning for all; totally free university education	Conservative education for all; Corporatist spirit of students; "dual principle" (linking the education process with production)
Student selection	High selectivity	It is not selective	It is not selective
University orientation	Universities focus on individual development	Universities as factories of professionals	Universities as science factories
Financing	Autonomous and public financial funds	Public funding	Public funding

Authoring

The British model of higher education is considered to be the most conservative in the world, due, among other things, to its age (Oxford appeared in the 12th century). Its main features are high-quality teaching and strict discipline. It is constantly evolving and, while maintaining tradition, responds in a timely manner to modern innovative trends in educational programs and teaching methods. Participation in world rankings of British universities and the demand for their graduates are signs of the perfection of the English higher education system. It is generally believed that the British model became the basis of the Bologna education system.

French higher education is both an international system and a model of higher education. The French model of higher education, aimed at professionalization, significantly reorganized the higher education system between 1806 and 1811, which was one of the main historical moments with significant reforms that preceded the 20th century. This is a period in which you can observe a clear picture of the French philosophy in higher education. In its essence, the French model is a transition from



structural to software professionalization.

The Humboldt model of higher education is a concept of academic education that emerged in the early 19th century, the main idea of which is a holistic combination of research. This model, combining art and science, aims to receive comprehensive learning, including cultural knowledge. The model involves the development of an educational system aimed at the individual choice of students. At the same time, teaching should be based on current research, independent of ideological, political, religious and economic factors. Research should be based on ideas of humanism, free thinking, and the formation of knowledge takes place on the basis of logic, reason and experiment, as opposed to traditions and dogmas [40].

The combination of French and German models in different European countries led to the formation of the classical European model of universities. It is characterized by high requirements for students, the provision of basic knowledge, mainly free higher education, a high degree of centralization, autonomy of universities, which, however, is not as pronounced as in the American model. More and more European universities offer their services on the world market due to the development of internationalization.

Currently, the European model of internationalization, promoted by the European Commission, requires more centralized and comprehensive strategic approaches that should account for national priorities and broader institutional interests [38]. In addition to having a national strategy for internationalization, its effectiveness must be enhanced by a broad scope and close alignment with other national priority areas, including economic development, science and technology, migration, and the international trade of educational services.

In Europe, the number of countries with national strategies for the internationalization of higher education is currently limited. However, several countries, such as Germany, the United Kingdom, France, Ireland, and the Netherlands, have well-documented official government strategies for the internationalization of higher education. These strategies are multifaceted and aim to ensure that the international dimension is integrated through a variety of effective methods and tools.

European countries that have clearly defined specific internationalization



strategies—such as Switzerland, Sweden, Spain, Romania, the Czech Republic, Poland, and Estonia—tend to focus on certain aspects of internationalization rather than adopting a comprehensive approach. These countries often prioritize the recruitment of international students at the national level as a model for their internationalization strategy in higher education.

Some European countries and "new" EU member states lag behind in the quality and development of their national higher education strategies, including those related to internationalization. Countries such as Finland and Croatia are only beginning the process of drafting a comprehensive national higher education strategy, which will eventually include a separate sub-strategy for internationalization of higher education. This process is currently under technical consultation with international experts in these countries.

A number of European countries, including Serbia, Slovenia, Bulgaria, Italy, Hungary, Greece, and Bosnia and Herzegovina, do not currently have an internationalization of higher education strategy. However, these countries also plan to develop such strategies in the near future. In the meantime, they address internationalization within their general higher education development strategies.

Accordingly, theoretically the following groups of complex tasks of the strategy of internationalization of higher education can be distinguished: effective positioning of the higher education system in the global market; development of the marketing system of national education; improvement of educational infrastructure conditions for the development of various forms of mobility; provision, guarantee and improvement of the quality of educational services; attraction of the most talented students, teachers, specialists; establishment of cooperation between partner countries; formation of a strategy for the development of export of higher education and others.

In order to implement further research and determine the place of internationalization in higher education, the authors have achieved the goal set at the beginning of the paragraph to systematize the main concepts related to the process of internationalization of higher education, and also identified the foundations for the formation of strategies for the internationalization of higher education at the national



and institutional levels.

Summary and conclusions

Have been considered various market models of higher education and the specifics of competition within them. The analysis highlighted key challenges for higher education, such as the need to develop new tools and models for market regulation based on consumer-driven approaches. It was emphasized that governments must have appropriate instruments to regulate the market in alignment with the workforce demands of key industries. Additionally, methods for preserving socially significant professions must be developed. Based on this analysis, the authors achieved their goal of revealing the essence of higher education as a service, corresponding approaches, as well as the essence of market models regulating higher education services and the features of competition within the current market conditions.

Were received:

- Significant insights regarding the importance of international integration as a result of the ongoing process of the internationalization of national education systems. This integration is seen as essential for enhancing the global competitiveness of national higher education systems.

- The integration of higher education in the international context is recognized as a special means of promoting national educational systems, which should be understood as the deepening of internationalization at a higher qualitative level within national systems.

- The study of forms of international integration in higher education raised the issue of the relationship between globalization and integration. The authors argue that these processes are interconnected but can be seen as dialectically opposed. While globalization encompasses global systems, internationalization affects the lower levels - educational service providers.

- Based on the analyzed definitions of internationalization, the authors formulated



a concept of the process of internationalization in higher education, describing it as a dynamic and complex process of integrating higher education into the international educational community through coordinated efforts of all stakeholders, utilizing various tools such as unified learning programs, student and faculty exchange programs, and information technologies.

- As a result of the theoretical analysis, it can be asserted that the internationalization of education is objectively becoming a crucial part of the development of almost any state. Politically, the process of internationalization leads to significant structural changes in society, overcoming many stereotypes of thinking and behavior.

- The phenomenon of internationalization offers not only positive opportunities for the development of higher education, such as creating internationally recognized education, technological advancements in education, preparing professionals for various cultural contexts and global professional environments, acquiring intercultural social experience, and improving education and science quality, but also poses certain threats to the national identity of a country's higher education system. These include the erosion of ethnocultural identity, the loss of national traditions in higher education, an increasing knowledge gap between countries, and the brain drain of qualified professionals abroad. These threats must be considered when designing a necessary model and strategy for the internationalization of higher education.