

## **INTERNATIONALIZATION OF HIGHER EDUCATION: CLASSROOM ADJUSTMENTS**

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In the era of globalization and integration international education and experience become utterly important for a successful business career. Multinational enterprises penetrate foreign markets, expand their scale of operations to global, open subsidiaries in other geographic regions and outsource their primary and support activities abroad. For them to be competitive and successful the knowledge of the foreign market and the ability to adapt and operate in it is essential. The main asset of the companies are people, and nowadays the majority of internationally operating firms are often hiring host and third country nationals who are able of performing business functions internationally, have no difficulties communicating with co-workers and clients of different nationalities, those who can speak several languages and are willing to take on international assignments. The international higher education programs are the producers of this advanced workforce.

Even though the number of international higher education programs steadily grows, educators are not in a hurry to adapt the curriculum to new, multinational, circumstances. Starting from its birth in 1999 the Bologna Process announced the making of academic degree standards and quality assurance standards more comparable and compatible across Europe as its main objective. The purpose of that was to simplify the movement of students and workforce from one country to the other within the European Higher Education Area; to make European higher education more attractive to students and researchers from outside Europe; to create a high-quality university network, helping to ensure Europe's future as a stable, peaceful and tolerant community.

However, academic literature on introduction and implementation of international perspective to the classroom does not contain the information on the extent or the results of the implementation of these activities, due to the fact that no studies have been done in this area. Although there is a growing amount of literature about internationalization in higher education along with increasing offering of training materials for the instructors, in reality, the responsibility for adjustment and achievement of the best study results falls on foreign students [1].

During their study of foreign students in U.S. engineering programs Barber and Morgan [2] addressed the issue of whether the education is actually changing to better suit the needs of international students. Their analysis of the data collected through surveys filled in by more than 1000 respondents from the administration and instruction of the schools revealed that there was not evidence of significant change in curriculum. Interesting, that 20% of the respondents admitted that they use international students as sources of diverse views and culture/country related information in classroom discussions.

Students that have chosen to pursue international education in a foreign country have a certain expectations from the environment they find themselves in. They should be encouraged by the instructors to feel excited in a classroom full of people of different nationalities [3]. Further in the literature the researchers go deeper into investigating what the international students are, how different they are from local students and whether multicultural classroom differs from a monocultural in its expectations and needs. When describing the international classroom, it is being referred to a teacher and foreign students in general and not each individual foreign student in particular. Taking into consideration differences between Western and Eastern cultures, depending on where the school is, either Western or Eastern students might go through a more complex adaptation period.

The differences in students' cultural learning habits, the way they are used to interact with faculty and in a classroom imply that the pedagogical tools employed in Western classrooms may not be the best choice for multicultural classrooms [4]. Multiple researchers state that, to be able to teach multinational classes effectively, instructors must possess the multicultural knowledge, have attitudes, and employ behaviours that correspond to students' cultural diversity and demonstrate cross-cultural acceptance and validation. Nevertheless, several researches revealed that majority of educators lack sufficient cross-cultural competence and sensitivity to be able to address the complex needs of culturally diverse student groups.

Based on a contemporary literature, the world's globalization and increase in competition between higher educational institutions in pursue to obtain higher ranks and thus attract more students brought many educational programs to the realisation of the fact that internationalisation is a necessity, not a choice. Cross-cultural differences both in instructor's teaching approach and students' learning habits and expectations often create awkward or discomfort teaching-learning environment for both educators and students [5].

Thus, the one internationalized higher educational institution that will be able to train its instructors in cross-cultural teaching techniques, and develop a curriculum that will help creating a comfortable classroom ambience for

multinational student group, will be the one to acquire a significant competitive advantage on a global market for international business education.

The research provides a look on an international business school classroom as an arena with two active forces of culturally diverse students with various educational backgrounds and learning skills and local instructors who are differentiated by approach. The data obtained through research demonstrates that the contemporary task of the international educational programs is to focus on an individual foreign student and the influence of all the factors conjugated with studying in a foreign international educational institution in order to develop the study environment that will support and facilitate the learning experience at international business program.

#### LITERATURE

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### ПРЕЗЕНТАЦИЯ ИТОГОВ ДЕЯТЕЛЬНОСТИ, ИЛИ УМЕНИЕ ПРОДАВАТЬ РЕЗУЛЬТАТЫ СВОЕГО ТРУДА

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В современном мире исключительно важную роль занимает умение эффективного делового общения. Подготовка и проведение презентации является частью этого процесса, поскольку предполагает способность не просто донести информацию до аудитории, но сделать это кратко, эффективно, образно.