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АНТРОПОЦЕНТРИЧНОГО УНИВЕРСИТЕТА**

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**THE ESSENCE AND CONTENT OF THE PROCESS
OF INTERNATIONALIZATION OF HIGHER EDUCATION**

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Summary. The article presents an analysis of the essence and content of the concept of internationalization of higher education, its relationship with the process of globalization and the need to form students' multicultural competencies.

Key words: internationalization of higher education, multicultural competence, globalization.

**СУЩНОСТЬ И СОДЕРЖАНИЕ ПРОЦЕССА
ИНТЕРНАЦИОНАЛИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ**

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Аннотация. В статье представлен анализ сущности и содержания понятия интернационализации высшего образования, его связь с процессом глобализации и необходимостью формирования у студентов поликультурных компетенций.

Ключевые слова: интернационализация высшего образования, поликультурная компетенция, глобализация.

The internationalization of higher education (IHE) has become a hallmark of modern education policy in many countries around the world. The process of IHE includes a number of activities that allow students, teachers and institutions to participate in international cooperation, create global

networks and expand educational opportunities. The purpose of this article is to determine the essence and content of the process of IHE.

In the field of education, the term «internationalization» has been actively used since the second half of the 20th century. The term «internationalization» first appeared in the 1950s, when the Bureau of Educational and Cultural Affairs of the US State Department launched Senator James Fulbright's program to organize and finance international exchanges in education [1].

In the countries of the post-Soviet space, the term IHE appeared in scientific works and regulatory documents regulating the activities of higher educational institutions at the beginning of the 21st century. This was caused by certain political, economic, sociocultural and academic factors.

In China, the policy of IHE has been gradually implemented since the 80s of the twentieth century and has undergone significant transformations in understanding the essence and content to the present.

M. Harari defined the IHE by the presence of an international component in the content of the curriculum, academic mobility, technical assistance and cooperation programs [2]. However, the complexity of the concept of internationalization and its connection with globalization and regionalization, as well as the strengthening of the role and importance of higher education in these two processes, is increasingly recognized.

The IHE is a general term that refers to a range of activities and strategies that higher education institutions use to expand their international activities. The essence of IHE is to create a global learning environment that allows students to acquire multicultural knowledge, attitudes, values, skills and abilities that will prepare them for further professional productive work in an increasingly interconnected and interdependent world.

As Belarusian researchers the process of IHE becomes the object and subject of a targeted policy on the part of the state, focused on solving national, political, social and economic problems and has two strategic directions for implementation in the higher education system: internal and external internationalization [3].

The content of IHE includes a wide range of activities that promote global interaction and collaboration. These activities can be divided into four broad categories:

Student mobility. These programs include study abroad programs, exchange programs and international internships. Student mobility programs provide students with not only professional knowledge and skills, but also the opportunity to experience new cultures, learn new languages and develop intercultural competencies.

Internationalization of the curriculum means the inclusion of multicultural content in the curriculum, which is integrated into separate training

courses devoted to global problems or into general academic disciplines, where the content is presented from the position of analyzing not only national, but also world experience. Giving students the opportunity to participate in international research projects is of great importance.

The mobility and cooperation of teachers provides for the exchange of scientists and teachers between institutions, the development of joint research projects, the holding of international conferences and seminars. These events help to develop intercultural dialogue, contribute to the internationalization of research and ensure the mutual exchange of knowledge and experience.

Institutional partnership involves the development of formal agreements between higher education institutions. These agreements may include joint educational programs, scientific collaborations, and faculty and student exchange programs. Institutional partnerships provide organizations with the opportunity to share resources, build on each other's strengths, and expand their global reach and influence.

Thus, the process of internationalization of higher education is a multifaceted and dynamic phenomenon, driven by the need for global interaction. The essence of IHE lies in its emphasis on the need to prepare the younger generation for productive interaction in a globalized world, in ensuring the formation of multicultural competence among students.

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АНАЛИТИЧЕСКИЕ СПОСОБНОСТИ ЧЕЛОВЕКА

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Аннотация. Определение характеристики человека, способной описать его аналитические способности на основе системы ведения конструктивного диалога.