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## **РАЗЛИЧНЫЕ ПОДХОДЫ В КОНКУРЕНТОСПОСОБНОСТИ ВУЗОВ В ЕВРОПЕ\***

*Аннотация.* В работе представлены современные тенденции интер-национализации высшего образования в странах Европейского континента. Авторы рассматривают большой опыт интер-национализации высшего образования на примере деятельности Болонского университета. Показаны различные подходы в разработке и реализации стратегии интернационализации и выявлены факторы, способствующие ее успешной реализации.

*Ключевые слова:* интернационализации высшего образования, Болонский университет, Европейское образовательное пространство, мобильность иностранных студентов.

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## **VARIOUS APPROACHES TO THE COMPETITIVENESS OF UNIVERSITIES IN EUROPE\*\***

*Abstract.* The paper presents the current trends of internationalization of higher education in the countries of the European continent. The authors consider the extensive experience of internationalization of higher education on the example of the University of Bologna. Various approaches to the development and implementation of the internationalization strategy are shown and the factors contributing to its successful implementation are identified.

*Keywords:* internationalization of higher education, Bologna University, European educational space, mobility of foreign students.

Internationalization of higher education is one of the main global trends over the past thirty years [1]. The integration of Russian higher education in the global educational space requires its own understanding. The study of the experience of European countries, where much attention is paid to this area [1,3], seems promising and useful in this regard.

Important criteria for the internationalization of higher education include such aspects as globalization, diversification of education, development of information technologies and assignment of the mission to universities in the training of specialists with the necessary competencies and capable of working in a multicultural and multilingual environment [4,7]. However, in recent decades, new incentives for the inclusion of universities in international activities are gaining momentum: changes in the funding mechanisms of universities, demographic problems, and the difficult situation in the labor market. Thus, if at the end of the 20th century the tasks of strengthening and developing cooperation between universities were important in the processes of

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internationalization, nowadays the emphasis is on improving the competitiveness of educational institutions [5]. With the introduction of the rating system and the development of the sphere of quality assurance of higher education has increased interest in assessing the quality of universities and, accordingly, the quality and effectiveness of their work on the development of internationalization [6].

The indicators of internalization of higher education include such an important criterion as the academic mobility of students, teachers and researchers [12,13]. In addition, the so-called «mobility of University programs» begins to develop actively: the number of joint educational programs is growing, branches of universities are opening abroad; there is an active search for foreign partners to develop and implement innovative projects [8].

Experts in the field of education note that the number of students studying abroad is growing. According to statistics from the Organization for Economic Cooperation and Development (OECD), the number of European students studying abroad increased from 1 million to 2.2 million between 2000 and 2012. It is characteristic that for each European student studying abroad, in 2012, there were averages of 3 students from other OECD countries [5-8].

An important parameter in the development of internationalization of higher education is the question of improving the quality of education and research activities. The data obtained once again confirm the thesis: internationalization is not the ultimate goal, but only contributes to the achievement of the basic goals of universities, the most important of which is, of course, the efficiency and effectiveness of educational services [9].

Italy is one of the main initiators of the Bologna process. In this regard, an example of the development of internationalization in the University, this is called the University of Bologna (Bologna, Italy). This University was founded in the XI century. The process of internationalization in this University has a long history and is associated, in particular, with the names of foreign students who studied at different times at the University (Nicholas Copernicus, Thomas Becket, Ulrich von Guten, etc.) [2].

Currently, the University has about 85 thousand students; 6 thousand of them are representatives of other countries. The University has developed and welcomes student mobility. According to statistics (Erasmus, 2012-2013), the University of Bologna ranks fifth in the top 100 universities in the number of foreign students who came to the University to study (1 620 people) and third in the top 100 universities in the number of students who went to study at a foreign University (1 830 people) [9,11].

The internationalization Strategy of the University of Bologna, developed in 2013, set three long-term objectives (the strategy until 2020) [10]:

- \* Actively participate in decision-making on key issues at the international level;
- \* Actively assist students, scientists, in mobility at the international level;
- \* Continue to improve the quality of teaching and research.

The responsible Department of the University of Bologna, which manages and controls the implementation of the tasks, is the Department of international cooperation. As a result of the reorganization, the Office (2014) was divided into divisions according to geographical areas [11]: 1) African, Latin American and neighboring countries; 2) European countries; 3) Middle East, Russia, Asia, Oceania and North America.

The University of Bologna annually allocates about 110-115 grants (115 grants in 2013/14 academic year) for the implementation of incoming and outgoing mobility of students. The development of academic mobility of students is also facilitated by the inclusion in the curriculum of the so-called «frame mobility», i.e. the periods of study abroad provided by the program. This is carried out within the framework of joint educational programs, which are implemented partially or completely in English, which allows involving not only foreign students, but also foreign teachers in the learning process. In 2014/15 academic year there were about 39 such programs.

Students with a good command of English (A2/B1 level) can participate in academic mobility programs, international research projects, as well as be enrolled in joint educational programs.

Conclusion. Thus, the internationalization of higher education is now drawing attention to the integration of the international dimension in the main activities of European universities. This makes it possible to actively involve universities in a single European educational space, which allows one to integrate into a single variety of European universities, and on the other to increase competition among them. One of the important indicators of competitiveness of universities in Europe is the presence and number of foreign students. To this end, universities develop and implement University strategies of internationalization, and the experience of the University of Bologna is a good example of this process.

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