



THE INTERNATIONAL DIMENSION OF THE EDUCATIONAL PROCESS IN HIGHER EDUCATION INSTITUTIONS OF THE EUROPEAN UNION

LA DIMENSIÓN INTERNACIONAL DEL PROCESO EDUCATIVO EN LAS INSTITUCIONES DE EDUCACIÓN SUPERIOR DE LA UNIÓN EUROPEA

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ABSTRACT

This article clarifies the nature and prerequisites of internationalization of the educational process in European universities. A set of criteria and indicators for the effectiveness of internationalization of the educational process in universities in the European Union is substantiated. This article characterizes the content and organization of the internationalization of the educational process at French universities in terms of its significance for improving the quality of higher education. The organizational and pedagogical conditions for the internationalization of the educational process at French universities are identified and substantiated. The study analyzed Ukrainian and international official documents in the field of higher education; statistical and analytical materials on the development of academic mobility and cross-border education in EU countries and Ukraine; strategic development plans for universities in EU countries, particularly France; strategic development plans for universities; and self-assessment reports and educational programs from universities in France and Ukraine.

Keywords:

Internationalization of Higher Education, Educational Process, European Universities, Quality Assurance, Academic Mobility, Cross-Border Education.

RESUMEN

Este artículo clarifica la naturaleza y los prerequisites de la internacionalización del proceso educativo en las universidades europeas. Se fundamenta un conjunto de criterios e indicadores para la efectividad de la internacionalización del proceso educativo en las universidades de la Unión Europea. El artículo caracteriza el contenido y la organización de la internacionalización del proceso educativo en las universidades francesas en términos de su importancia para mejorar la calidad de la educación superior. Se identifican y fundamentan las condiciones organizativas y pedagógicas para la internacionalización del proceso educativo en las universidades francesas. El estudio analizó documentos oficiales ucranianos e internacionales en el ámbito de la educación superior; materiales estadísticos y analíticos sobre el desarrollo de la movilidad académica y la educación transfronteriza en



los países de la UE y en Ucrania; planes estratégicos de desarrollo de universidades en países de la UE, especialmente Francia; planes estratégicos de desarrollo universitario; y reportes de autoevaluación y programas educativos de universidades en Francia y Ucrania.

Palabras clave:

Internacionalización de la Educación Superior, Proceso Educativo, Universidades Europeas, Aseguramiento de la Calidad, Movilidad Académica, Educación Transfronteriza.

INTRODUCTION

The 21st century is a period of increasing dynamism in global processes such as globalization, the development of information and communication technologies, and the focus of many countries on building a “knowledge economy”. This has raised questions about the international competitiveness of higher education for most countries. Governments are challenging national higher education systems to prepare graduates with the necessary competencies for innovative professional work. Equally important in the current climate of socio-political tension is preparing students for life and successful work in a multicultural society. Under these circumstances, one of the most important tasks for universities is the integration of international components into the educational process, that is, its internationalization.

Ukrainian universities are currently taking only the first steps toward integrating international components into their educational processes, while universities in the European Union (hereinafter EU) have accumulated extensive experience in this area over the past decades. Therefore, an analysis of the content and formats of European universities is appropriate and timely, which is also driven by the current practice of Ukrainian universities undergoing certification and accreditation of their educational programs by European educational and professional communities. The experience of French universities deserves special attention, due to both the common challenges facing the higher education systems of Ukraine and Italy and the similarities in the national and institutional contexts of internationalization: deep cultural and historical traditions in higher education and the desire to preserve them during integration processes; low levels of foreign language proficiency among faculty and students; and so on. Despite the existence of a number of socioeconomic problems in France and the associated challenges to educational development at the present stage, the country's universities have achieved significant quantitative and qualitative results, which should be the subject of a comprehensive study and analysis to inform the improvement of strategies and measures at Ukrainian universities. It is crucial to emphasize that this is not a

direct transfer of the experience of French universities to Ukrainian higher education, but rather a comprehensive study and critical assessment of this experience, identifying rational ideas for their adaptation to the specific needs of higher education.

The internationalization of the educational process in higher education institutions of the European Union requires teachers who are capable of integrating digital technologies and innovative methodologies into global academic environments. In this regard, the proposal to strengthen digital competencies presented by Acosta-Servín et al. (2025) is relevant, as it emphasizes that innovation in teaching practice not only improves professional performance but also facilitates interaction within multicultural virtual environments, collaboration among universities, and adaptation to international educational standards. This perspective aligns with the demands of the European educational space, where academic mobility, transnational digital education, and interinstitutional cooperation are central elements (Batagan et al., 2011; Douglass et al., 2023).

The international dimension of the educational process in the European Union also depends on management structures capable of responding to the cultural and organizational complexity inherent in transnational academic work. The contribution of Moreira-Segovia & Zambrano-Barros (2025) is significant because it argues that efficient educational management must be based on the articulation of institutional culture, organizational knowledge, and strategic action, all of which are essential for coordinating joint programs, strengthening international partnerships, and ensuring quality in multicampus contexts (Gioffre, 2017). This vision is consistent with European university governance practices, where internationalization goes beyond mobility and involves the construction of networks, common policies, and adaptive structures oriented toward international cooperation (Lunenborg & Ornstein, 2012).

The preconditions for internationalization in European higher education were analyzed in the works

The content of the concept of internationalization as applied to higher education is disclosed in the works (Bray, 2007; Pellini & Bredenberg, 2015).

An analysis of the literature on the topic of the study showed that the experience of EU universities, particularly in France, has not received the necessary level of coverage in theoretical and applied research, just as the organizational and pedagogical conditions for effective development in French universities have not been sufficiently studied (Kharkivska et al., 2023a; Shikalepo, 2020).

Thus, the current situation in science and practice has led to the emergence of the following contradictions:

- the objective need to improve the quality of higher education and the insufficient scientific justification for a set of measures for effective internationalization;
- the existence of constructive experience in universities in EU countries, particularly in France, and the lack of a holistic critical analysis of this experience for the potential use of rational ideas in Ukrainian higher education.

MATERIALS AND METHODS

The identified contradictions allowed us to formulate the research problem, which consists in the need to analyze the theoretical and methodological foundations and practical experience of the internationalization of the educational process in EU universities using the example of France.

The **aim** of this study is a theoretical and methodological analysis of the constructive experience of internationalizing the educational process at EU universities, using France as an example.

The **object** of this study is higher education in the European Union.

The **subject** of this study is the internationalization of the educational process at French universities.

The theoretical significance of the study lies in the following:

- a comparative analysis of theory and practice in the higher education systems of EU countries, including France, expands understanding of the dialectical nature of the relationship between pedagogical science and educational practice, complementing the scientific potential of comparative pedagogy with provisions on the content and organization of educational practices at universities in EU countries;
- the identified and systematized prerequisites in EU countries, including France, expand and deepen knowledge about the historical development of educational practices;
- the formulated set of criteria and indicators for the effectiveness of the IEP in universities in France and other EU countries contributes to the theory of educational system management;
- the identified organizational and pedagogical conditions at universities in France enrich knowledge about the functioning of national and regional educational systems.

The practical significance of this study lies in the fact that the key concepts identified for effective internationalization—comprehensiveness and contextuality—can be implemented to improve the quality of internationalization in domestic higher education. The results and conclusions obtained during the study can be taken into account by

universities when developing or updating their strategic plans. The study's findings can be taken into account when designing the content of professional development courses for university faculty, classes on comparative pedagogy, and research on international education. This will enhance the scientific, pedagogical, and general cultural knowledge of course participants and students, help them better understand the principles of global pedagogical processes, and facilitate a deeper understanding of the specific characteristics of Ukrainian universities.

Research methods: theoretical (comparative analysis and systematization of Ukrainian and European regulatory and normative-legal documents in the field of development and reform of higher education, including in the field; theoretical analysis of foreign pedagogical, philosophical and methodological literature on the research problem; generalization of pedagogical experience) and empirical (study and generalization of innovative experience, interpretation method; method of describing phenomena, questionnaires, observation, interviews). The method of translation of authentic literature was used as an auxiliary method.

RESULTS AND DISCUSSIONS

The term «internationalization» applied to higher education only emerged in the 1980s; prior to that, the term «international education» was used. The internationalization of higher education was viewed as «the process of integrating international and intercultural dimensions into the teaching, research, and social functions of universities». This process consists of «internationalization abroad»—the implementation of educational programs that require students, faculty, and universities to cross national borders—and «internationalization at home»—an emphasis on developing curricula and programs with the goal of developing intercultural competence and the necessary professional competencies incorporating international components in all students.

At the beginning of the 21st century, as a result of increased attention from EU governments and universities to the impact of internationalization on the quality of the educational process and its contribution to the development of general and professional competencies in all students necessary for successful life and work in a multicultural and multilingual environment, emphasis is shifting from the analysis and implementation of the internationalization of higher education to the analysis and implementation of the internationalization of the educational process (internationalization of curriculum), that is, to a deeper understanding of the impact of internationalization strategies and measures on the quality of the educational process as a system that ensures the

unity of the goals and content of the university's educational activities (Ponomarova et al., 2021). The closest concept in the categorical apparatus of pedagogy to the term «curriculum» is the «educational process»—the process of organized interaction between teachers and students, leading to the achievement of planned results through the application of selected teaching methods by teachers and the assimilation of selected educational content by students. In turn, the IEP «offers the opportunity to choose a new approach, within which the international component is integrated into all aspects of university activity, educational programs are redesigned, and society's resources are mobilized. In this context, the IEP becomes systemic, emphasizing the importance of education in the global labor market».

Analysis of research by international scholars and the practical experience of the IEP at universities in EU countries, including France, allowed us to uncover the essence of the «international component» and conclude that the internationalization of the educational process represents a set of targeted and systemic strategies and initiatives for integrating the international component into all elements of the educational process: the integration of modern, rational foreign scientific ideas and concepts into educational content; the application of teaching methods and assessment of students' educational performance, taking into account the challenges of intercultural personal and professional interaction; the development of international educational and research collaboration between students and faculty; and the creation of a resource base adequate to the stated goals and objectives.

An analysis of the constructive experience of universities in EU countries indicates that the key results of the IEP include the development of general and professional competencies in students, embracing international aspects, including intercultural competence and foreign-language, professionally oriented communicative competence;

intensification of international educational and research collaboration between students and faculty; and an enhanced reputation for the university both domestically and internationally (Kharkivska et al., 2023b).

The introduction of a visa-free regime and a single currency for most countries stimulated further integration processes in the higher education systems of EU member states, facilitating international academic mobility and international university cooperation. The implementation of higher education fostered the development of national quality assurance systems and their interaction, facilitating cross-border education and the international recognition of student learning outcomes.

The socioeconomic prerequisites included: globalization; the global financial crisis; increased immigration and unemployment in the EU, especially in countries with the weakest economies, including Italy; the promotion of multilingualism in the EU and the parallel promotion of English as the lingua franca of international communication; diversification and increased mass participation in higher education; and increased professional mobility within Europe.

The IEP emerged as one way for countries to counter the destructive influence of globalization through cooperation between national educational systems, taking into account their individual characteristics, rather than unifying them and losing their identity.

The implementation of multilingualism policies in EU countries has contributed to the improvement of methods for developing foreign-language communicative competence in students and teachers, as well as to the implementation of university initiatives to protect national languages, including by resisting the widespread introduction of English-medium educational programs (Bakhmat et al., 2021).

The gradual transformation of higher education in EU countries from an elite to a mass one, accompanied by an increase in the number of students, including international students, as well as the growing diversification of higher education (the emergence and development of new methods for delivering higher education programs, particularly distance learning), are leading to the development of international educational programs (double/joint degree programs), changes in the content of education, as well as teaching methods and student assessment (Khrykov et al., 2020).

The consequences of the global financial crisis, manifested in particular in high unemployment in several EU countries, as well as increased professional mobility within Europe, have led to the need to develop in all students the competencies necessary for successful life and work in a multicultural society and to increase their competitiveness in the global labor market.

In the context of growing immigration, EU governments have challenged universities to adapt immigrants to life and study/work, and to provide them with the opportunity to obtain higher education.

Academic considerations have manifested themselves in the implementation of the Bologna Process, the reform of national higher education systems in EU countries, and the development of the concept of lifelong learning and a quality assurance system for higher education.

One of the objectives of the Bologna Process, launched in 1999, was the formation of the European Higher Education Area (EHEA). This led to a number of reforms in national higher education systems, in particular, the transition to a two-tier and then a three-tier system of higher education, the introduction of a credit system similar to the European Credit Transfer and Accumulation System (ECTS), and the development of national qualifications frameworks in accordance with the provisions of the European Qualifications Framework (EQF). The convergence of European higher education systems has stimulated the integration of international components into the educational process (Odarchenko et al., 2024). The development of the concept of lifelong learning has necessitated a revision of the content and organization of the educational process to ensure students are successful in the highly competitive international labor market.

The influence of the development of the European system of quality assurance in higher education on the IEP has manifested itself in the development and implementation of strategies and initiatives by universities aimed at achieving greater consistency and continuity in their activities, obtaining reliable and comprehensive information on their effectiveness and contribution to achieving the main goal of improving the quality of higher education (Kharkivska, 2020).

Table 1: Criteria and indicators of the effectiveness of the IEP in universities of the EU countries

Criteria	Indicators
Internal quality assurance system of the educational process implemented considering international quality standards in the university.	<ul style="list-style-type: none"> • Developed strategic plan for the development of IQAS and practical measures plan; • Appointment of staff responsible for coordinating IQAS; • Availability of information on procedures and assessment criteria of students' learning outcomes; • Continuous improvement of the IQAS quality assurance system; • Procedures for assessing student and graduate satisfaction with the quality of IQAS.
International components in the design and implementation of the educational program.	<ul style="list-style-type: none"> • Compliance of the educational program with international quality assurance requirements; • Selection of general/transversal and professional competencies reflecting international and intercultural aspects; • Use of active and interactive teaching methods encouraging students' participation in international dialogue on future professional issues; • Use of foreign sources as main and supplementary literature.
International educational and research experience of academic staff.	<ul style="list-style-type: none"> • Involvement of foreign lecturers and researchers in the educational process; • Teaching staff with international teaching and research experience; • Participation of academic staff in international research projects and joint initiatives with foreign partners; • Membership of academic staff in international professional and pedagogical communities.
Involvement of students in intercultural and international dialogue during the educational process.	<ul style="list-style-type: none"> • Academic mobility of students; • Participation in international educational and research projects; • Formation of competencies in accordance with European and international standards; • Proficiency in English (at least B2 CEFR level); • Participation in extracurricular activities promoting international and intercultural dialogue.
Adequate material and technical resources aligned with the goals and objectives of the educational program.	<ul style="list-style-type: none"> • Availability of international partnership agreements for joint educational and research activities; • Financial support for the development of IQAS at the university; • High-quality material and technical base of the university (laboratories, libraries, facilities); • Functioning language center for developing students' language competencies.

The identified criteria and indicators (Table 1) should be considered as a whole, as only their comprehensive application can lead to an effective IEP. This set of criteria and indicators does not claim to be universal: depending on the university's mission, goals, and objectives of the educational process, universities and individual educational programs may vary the content of the criteria set, including by assigning numerical values to the selected indicators (Odarchenko, 2023).

The development of the French higher education system was also facilitated by a series of structural reforms aimed at strengthening the autonomy of universities in the design and implementation of educational programs. The reorganization of the educational process in accordance with the developed 3+2 system (3 years of undergraduate and 2 years of graduate programs) facilitated greater integration of Italian higher education into the EHEA and expanded opportunities for international cooperation among universities. The reform of university international departments transformed them from separate services providing support for the processing of documents for incoming and outgoing students and faculty into units that closely collaborate with faculties, where a staff member has since been appointed directly responsible for the IEP. Under the leadership of the international departments, institutional and faculty internationalization strategies were developed, and centralized information collection and discussion began, increasing awareness not only of the university administration and international departments about the effectiveness of the measures being implemented, but also of the faculty themselves about the development of the international component of their teaching and research activities. The establishment of language centers in the 1990s, or the restructuring of existing ones, contributed to the creation of a language environment at universities focused on developing and enhancing the foreign-language communicative competence of both students and faculty, as well as developing their intercultural competence and supporting their preparation for participation in international educational and research projects.

Thus, the first stage of the IEP at universities was largely accompanied by structural changes in the implementation of the educational process and had a preparatory nature.

The integration of international and intercultural aspects into curricula has become particularly important during the development of double and joint degree programs between French universities and universities in other EU countries and beyond. Considerable attention has been paid to integrating an international component into teaching methods through the use of active and interactive learning approaches, including case studies using examples from different countries, student work in international teams, including remotely, and other teaching methods and techniques (Shalko et al., 2024).

The study found that not all IEP strategies and measures have been widely implemented in Italian universities. For example, the invitation of foreign faculty is not a widespread practice in Italian higher education, as it is often sporadic and not properly integrated into the curricula. English-taught programs have also not gained widespread acceptance due to low demand among international and

Italian students, the insufficient English proficiency of faculty, and the desire to preserve the national identity of French higher education.

International students studying at universities noted the effectiveness of international departments (95%), language centers (91%/88%), and international student associations (77%/92%). Local students highly praised the work of institute staff responsible for IEPs (93%/90%). International university students cited personal development (79%), improving their foreign language proficiency (76%), and expanding their resume to an international level (48%) as the main reasons for participating in mobility programs. However, the main challenges faced by international students included insufficient proficiency in the language of instruction (35%), culture shock (30%), and misunderstandings from some teachers (31%). Upon graduation, students with experience studying abroad and/or participating in international projects were more likely to respond positively to questions about their plans to continue their studies abroad, enroll in a double/joint degree program abroad, and find work abroad. Local and international students note the high level of interaction, which they believe contributes to a better understanding of their own and other cultures.

An analysis of the results of a faculty survey (100 respondents each) indicates that faculty who indicated they had international experience in teaching, learning, or research valued this experience primarily for applying it in the classroom and in their research, expanding international ties for further international collaboration, and disseminating accumulated knowledge to foreign universities. Among other reasons, insufficient English proficiency and personal reasons were cited as the main reasons for faculty's limited or no experience participating in international projects and assignments.

The concept of the contextuality of the internationalization of the educational process is manifested in its determinacy by global, international, national, institutional, and programmatic conditions for the implementation of the educational process, taking into account the uniqueness of a particular university and individual educational programs, as well as the preservation of the cultural and historical traditions of the national higher education system.

An analysis of the IEP in the higher education system allowed us to identify and analyze organizational problems (insufficient state funding for internationalization projects; weak (ineffective) interaction between international departments and units implementing educational programs; insufficient autonomy of such units as language departments, which are key to the successful development of internationalization; low involvement

of faculty and educational units in the activities of international educational and research associations; fragmented and unsystematic academic mobility of faculty and students). The author proposes using the concepts of comprehensiveness and contextuality of the IEP to constructively address the identified problems of the IEP in universities. The concept of comprehensiveness can be applied in the domestic higher education system from an organizational perspective, such as increasing the level of interaction between international departments, language departments, and academic units, ensuring systematic and consistent collaboration; establishing language centers at each Ukrainian university with a range of activities related to the IEP, including the implementation of language policies in close collaboration with academic units. The creation. Centers, serving as an analytical center for ensuring and improving the quality of language education; the gradual integration of «mobility windows» into the educational process; in terms of content and methodologies, updating the curriculum in line with international educational and professional standards by integrating international aspects into planned learning outcomes and more actively using active and interactive teaching methods that engage students in international dialogue; more active scientific and methodological support for teachers' activities in the internationalization of the educational process, drawing on their individual experience and organized interaction with colleagues, including international ones; and in terms of information, conducting comprehensive and comprehensive monitoring of the IEP with the involvement of both university departments responsible for ensuring the quality of the educational process and external authorized agencies, including international ones. The concept of the contextuality of the IEP can and should be reflected in a carefully considered approach to the participation of higher education institutions in international integration processes within the higher education system, the adoption of educational content, forms, and methods without standardization, the quantity and quality of academic mobility, and the publication activity of faculty in international peer-reviewed journals. A constructive approach to the IEP should be reflected in consideration of the regional and profile specifics of each university and each individual educational program, and a rethinking of its social mission for the region and the country.

Scientific results of the article.

1. Internationalization of the educational process at a university is a set of targeted and systematic strategies and initiatives for integrating an international component into the curriculum, teaching, and learning, as well as organizational support for the educational process, with the goal of developing students'

competencies necessary for life and successful work in a multicultural and multilingual environment. The international component in the curriculum is represented by modern, rational foreign scientific ideas and concepts in a given subject area; in teaching, by the use of teaching methods and assessment of students' educational performance, taking into account the challenges of intercultural personal and professional interaction and relying on the international educational and research experience of the instructor; in learning, by student participation in curricular and extracurricular international educational and research activities; and in organizational support, by the creation of a material and resource base that comprehensively ensures an effective international educational program.

Development of the Internationalization of the Educational Process in European Universities in the Late 20th – Early 21st Centuries. is determined by political prerequisites: the formation of the EU, the signing by European countries of the General Agreement on Trade in Services; socio-economic prerequisites: globalization, the global financial crisis, the growth of immigration, unemployment in the EU, especially in countries with the weakest economies; the promotion of multilingualism policies in the EU and the parallel promotion of English as the language of international communication; diversification and growth of higher education, increased professional mobility in Europe; as well as prerequisites of an academic nature: the implementation of the principles of the Bologna Process, the reform of national higher education systems in EU countries with the aim of improving the quality of higher education, the development of the concept of lifelong learning and a quality assurance system for higher education, an emphasis on preparing graduates for a successful life and work in a multilingual and multicultural environment.

2. The criteria for the effectiveness of the internationalization of the educational process in EU universities, combined into a series of indicators and applied by universities and external authorized organizations for the design, implementation, and assessment of the quality of the internationalization of the educational process, are: an internal system for ensuring the quality of the educational process, implemented in accordance with international standards for monitoring the quality of education at the university; international components in the design and implementation of the educational program; the international educational and research experience of faculty; the involvement of students in intercultural and international dialogue during the educational process; a material and resource base adequate to the stated goals and objectives.
3. The substantive and organizational characteristics of the internationalization of the educational process in French universities are disclosed in relation to two stages of internationalization.

The first stage (from the 1980s to the end of the 20th century) is characterized by the development of academic mobility of students and faculty, a number of structural changes, including the transition to a two-tier system of education, and a revision of the functions of international departments and language centers. In the second stage (the beginning of the 21st century to the present), structural transformations continued, including the consolidation of faculties, but the emphasis was shifted to substantive transformations: updating the content of curricula, teaching methods and assessment of the results of students' educational activities in accordance with the standards and criteria for the quality of the development and implementation of educational programs contained in the generally accepted regulatory and normative documents in the European Higher Education Area, within the framework of the provisions of national educational regulatory documents.

4. The organizational and pedagogical conditions for the internationalization of the educational process at French universities include the development of language centers as units that facilitate the creation and development of a multilingual educational and research environment; updating curricula content in line with pan-European and international educational and professional standards and recommendations in a given subject area; promoting the professional development of teachers in the context of the internationalization of the educational process; and external assessment of the quality of the activities implemented to internationalize the educational process.

The key ideas behind internationalization, which have determined its successful implementation in higher education, are the comprehensiveness and contextuality of the strategies and measures implemented. Comprehensiveness is manifested in the fact that the integration of the international component is carried out at every stage of the educational process; strategies and initiatives are interconnected and implemented systematically; the contextuality of the IEP consists of taking into account the mission and objectives of the university and the individual educational program in the international, national, and regional contexts.

CONCLUSIONS

The scientific novelty of this study lies in its analysis and specification, primarily using French data, of the essential characteristics applicable to the realities of higher education. This article analyzes the theoretical and methodological foundations of the internationalization of the educational process, which is a subsystem of higher education. It is scientifically substantiated that the criteria for effectiveness include an internal system of quality assurance for

the educational process, implemented in accordance with international standards for monitoring the quality of education at the university; international components in the design and implementation of the educational program; the international educational and research experience of faculty; student engagement in intercultural and international dialogue during the educational process; and a material and resource base adequate to the stated goals and objectives.

It has been established that in EU countries at the end of the 21st century. The development of the IEP was influenced by political factors (the formation of the EU, the signing of the General Agreement on Trade in Services by European countries), socioeconomic factors (globalization, the global financial crisis, increased immigration and unemployment in the EU, especially in countries with the weakest economies, including France; the promotion of multilingualism in the EU and the parallel promotion of English as the language of international communication; the diversification and growth of higher education, and increased professional mobility in Europe), and academic factors (the implementation of the Bologna Process, the reform of national higher education systems in EU countries, the development of the concept of lifelong learning and a quality assurance system for higher education, and an emphasis on preparing graduates for successful life and work in a multilingual and multicultural environment).

The study identified changes in the substantive and organizational aspects of the IEP at French universities in two key stages: Stage I (from the 1980s to the end of the 20th century) and Stage II (the beginning of the 21st century to the present). It has been proven that effectiveness in French universities is ensured by the implementation of such organizational and pedagogical conditions as the development of language centers as units that facilitate the creation and development of a multilingual educational and research environment; updating the content of curricula in accordance with pan-European and international educational and professional standards and recommendations in a given subject area; promoting the professional development of teachers; and external assessment of the quality of implemented activities.

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