

GLOBAL ECONOMIC CONSCIOUS IN TERMS OF SOCIOECONOMIC CONVERSION

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The article deals with one of the effective ways of global economic conscious formation in terms of socioeconomic conversion – internationalisation of higher economic education; the main objectives, content, learning effects of the internationalized curriculum, the role of foreign languages in this process are analysed.

Although many new internationalisation policies and programmes in economics and business were developed and implemented in the late 1980s and the early 1990s, the strong development of internationalised curricula in the 1990s cannot be attributed exclusively to those policies and programs, as a linear effect of them. Important incentives for this development were certainly provided by the internationalisation of the labour market, for which the domestic student body should be prepared, and by the inflow of foreign students. The internationalisation policies and programmes however, did provide a certain support to the response of higher education institutions to the internationalisation of their environment, and typically facilitated pilot initiatives in this.

In general, the values and objectives formulated in respect of the initiatives of internationalising the curriculum directly reflect the changing environment of higher education (i.e. macro-economic and social globalisation process) and the institutions' perception of the required responses and their new role in this. This illustrates the MBA Programme in Managing Business in Asia of Australian National University, Canberra. The context for the MBA is the opportunity presented by the rapid economic growth and social change in the countries of the Asia-Pacific rim, indicating that the 21st century will belong to the Asia-Pacific region. The programme, with its specific focus on 'Managing Business in Asia', was developed to meet the need to improve the ability of managers to understand and successfully undertake business in what are the world's fastest-growing economies. The course aims to prepare managers who are 'Asia-Pacific literate' [1, p. 3].

A revolution in communications technology is helping to create an interdependent "global village" which will require the services of men and women with a broad knowledge of their lands and societies.

Training such "internationalists" is the goal of Ukrainian Academy of Banking. Nowadays, involving of Ukraine in world affairs is accompanied by much misunderstanding and friction. For this reason the future development of the country depends in part on the training of individuals capable of explaining Ukraine's circumstances in a foreign language. More than ever before, there is pressing need for those with a broad cultural knowledge and attitudes.

Alongside the above presented type of conceptual values and educational aims, there are also more pragmatic considerations leading to an institution's decision of internationalising the curriculum. These considerations are mainly related to offering

education with an international dimension to students who will not be able to study abroad (90 per cent or more of the students enrolled in OECD countries) and attracting foreign students by offering curricula with an international dimension. Foreign students may be attracted because this dimension introduces a wider international or comparative element to the curriculum, because it enables them to study in an international group and/or because the curriculum is more accessible by teaching it in another language than the country's own language (e.g. in Denmark, Japan and the Netherlands). The case of Australia proves that internationalised curricula are indeed more attractive to foreign students than regular programmes are. In the sample of 175 internationalised curricula, 27.8 per cent of the students are from overseas, compared with 8.4 per cent of overseas students in the broad university population. In Denmark and the Netherlands a common feature of internationalised curricula is that they are taught in English. For this reason, and probably also for others foreign students (especially exchange students) tend to choose for these curricula. In Germany and France internationalised curricula seem to be predominantly targeted at domestic students [3, p. 205].

As part of questionnaires or interviews, students of Ukrainian Academy of Banking were asked for their motivations to participate in an internationalised curriculum. From their answers it emerged that they are particularly interested in:

- studying together with students from other countries;
- learning about the international aspects of their subject area;
- strengthening their labour market chances;
- learning foreign language.

The following exemplary set of learning objectives may illuminate the type of goals implied in internationalised curricula in European economics and business study:

- developing an understanding of the similarities and differences between European countries concerning consumption patterns and the various factors which influence these;
- strengthening the students' ability to analyse economic, social, cultural or political aspects of developments in Europe within an interdisciplinary context;
- developing tools of analysis and understanding on the international dimensions of business and economics;
- acquiring intercultural and international competencies and thus develop an enriched quality profile of future economists;
- becoming aware of the methods and resources needed to define the nature and origin of cross-cultural problems and to systematically explore solutions [3, p. 55].

The curriculum can be internationalized in terms of its content (formal aspects) or in terms of its form (operational aspects). The focus of the present study is on curricular with an international content (University of Nottingham Business School, London City College & Ukrainian Academy of Banking) [4, p. 3].

Such core subjects as International Business Communication, Principles of Accounting, Principles of Marketing, Economic & Transport Geography, Economics, Business & Company Law, International Marketing are studied by all students & taught from the point of view of globalization of modern economy.

Among the elective subjects it's worth to mention Decision Making (this module considers quantitative methods, models and techniques, which have broad applicability in managerial decision making), Business Ethics (it focuses on the ethical implications of routine business activities) and International Business Strategy (this course provides an analytical framework for understanding competitive strategies in international firms). From the examined cases it appears that the international elements of the future profession form a basis for internationalized curricula and thus for the development of global economic conscious.

The role of foreign languages in internationalized curriculum is of great importance. Much of this is obviously related to the country and extent to which its language is used internationally. Various patterns were observed:

- the curriculum is taught in another language than the country's own language (usually English) in order to enhance its accessibility for foreign students. In Denmark teaching in a foreign language (English) is in general taken as a prerequisite of offering an internationalized curriculum to foreign students. The case of Netherlands is comparable. 55 % of its internationalized curriculum in this country are taught in English, 30 % in Dutch, 11 % in a combination of English and Dutch, 3 % in Dutch in combination with another language;
- the curriculum aims, besides the introduction of a major subjects, to provide students with the basics of one or more foreign languages. Separate courses in this / these languages form a compulsory part of curricula. This can be illustrated by the case of above mentioned universities where students have an opportunity to study French, German, Japanese or Spanish language. Those are an intensive courses which focus upon the needs of the business person and include development of communication skills covering everyday situations, using the telephone, reading letters, meeting business colleagues etc. The programs of Ukrainian Academy of Banking include a two-year course of Business English, German or French. After successful finishing of these courses, students may continue to improve their language and communication skills or study the second foreign language;
- foreign language learning forms the major subject in the curriculum, combined with cross-cultural communication issues and intercultural skills. These programs are most frequently found in Japan and focus explicitly on learning English. In Australia, less than 10 of cases correspond to this type of curriculum. In Europe the situation varies from country to country. For the countries together, again the policy of the European Union towards language training is of major importance. The new SOCRATES program offers concrete opportunities for developing this type of courses ("integrated language courses") as well;
- knowledge of one or more foreign languages is an entrance requirement of the course. Many French internationalized curriculum reflect this condition.

The above presented analysis of the internationalization processes in economic education demonstrates the responsiveness of higher education institutions to the globalization of their context and environment. Initiatives are largely based on strong perceptions of the need for internationally trained professionals, who are able to address cross-border and global problems from an international perspective and to

work in a co-operative context with people from different national and cultural backgrounds.

Internationalisation of the curriculum holds a high potential for the development of the global economic conscious as it provides more adequate preparation of students for international professions, increased knowledge on international aspects of the subject area, enhanced labour market prospects, enhanced foreign language proficiency, and highly effective training of intercultural and cross-cultural communication skills. It can also be argued that internationalisation of curricula improves the quality of economic education in general as it increases the range of course which is feasible to provide within the higher education budget of a certain country, and thus enlarges the services available to domestic students.

Literature

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2. London City College: Prospectus 1998-1999.
3. OESD (1993), “ Internationalization the Curriculum: Issues and a Proposed Design for Case Studies”, CER/IEA (93)5, Paris.
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Анотація

Розглянуто один з ефективних шляхів становлення планетарної економічної свідомості в умовах соціально-економічної конверсії – інтернаціоналізація вищої економічної освіти; проаналізовано цілі, зміст, освітні ефекти інтегрованих програм в сфері економіки і бізнесу, роль іноземних мов у цьому процесі.

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