

## **INSIGHTS INTO THE IMPORTANCE OF INTERNATIONAL EDUCATION**

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**Abstract:** *As a concept, an ideology and a philosophy of education, international education is examined here in its scope, meaning and dimensions. There are many ways to integrate an international dimension into the curriculum from studying abroad to inclusion and diversity teams. These can be from individual study trips to teaching abroad to conferences to mobility to understanding diversity and from a range of factors. When most of us are not supposed to travel for work or training, why do we need to learn and teach in an internationally oriented environment? Is it necessary to internationalize what can be accomplished more effectively at a national level? There are better questions that educators can ask to guide their behaviour, as this article is not so concerned with answering these questions in-depth. A nationalist education is often argued to be the most suitable fit for national purposes today. Student mobility, cosmopolitans and other topics are covered in this article. After that, it discusses issues such as diversity and citizenship in a globalized world. This article clarifies and discusses the connection between international education and multicultural education.*

**Keywords:** *Erasmus, international education, communication model, study abroad*

### **INTRODUCTION**

International and national student mobility has existed for a long time. Universities were distributed through European centres where (international) students visited to study during Erasmus' medieval times when the term university meant the locus of knowledge. There has been a transition from elitist study-abroad opportunities to a democratic and universal system of higher education. This system allows thousands of students to move between universities each year. As democracy (and higher education democratization) and globalization advance, international studies are becoming more popular (Gifford et al., 2007).

In order to expand their international and intercultural horizons, students are encouraged to take part in the Erasmus program or other continental student mobility programs. It is a first-time

experience for many people to travel abroad for the first time. It might be explained by this first-time effect as to why studying abroad has such an intense and lasting effect on people (McKeown, 2009), which is more frequent and emotionally intense than normal college experiences (Whalen, 2009).

Aside from improving language proficiency and academic and professional skills, this also involves getting to know the culture of the host country. In addition, research indicates that academic motivation, support, supervision and counselling at the host university are critical for success. Over 50% of diplomats report using their foreign qualifications frequently at work (language skills and cultural knowledge). 83% of diplomats say that their stay abroad helped them land their first job, and 65% say it contributed to their current job (Akli, 2012).

Other studies have reported similar results (McAllister et al., 2006). Studying abroad is not the only topic of this essay. In contrast, international education is characterized by a broader concept. Studying abroad is included, but it is not the only aspect of it. International education should be incorporated into curriculums to recognize this difference, so international mobility won't remain a satellite activity for those students (or students who) have a chance to do so after graduation (or postgraduate studies). Mobility on the international front is one part of a prospectus for international education, not the whole thing. Intercultural education encompasses this (Gonçalves, 2011).

## **RESEARCH METHODOLOGY**

The methodology is based on analysis of the already existing data available in form of research journals and studies available on the credible sources. In the study, the data and information were prepared by presenting a literature review. Additionally, reports about international education and related articles and news on the internet were used.

## **RESULTS**

**INTERNALIZATION:** Culture and the economy have both been impacted by globalization, but many remain unaware of its impact, both at the managerial level and on the shop floor (Joris, 2006). Higher education institutions are particularly affected by the statement because, even though change management is evident, there are a few institutions that are reluctant to fully embrace globalization and incorporate internationalization as a defining characteristic of curriculum design and classroom experiences (Joris, 2006). A number of changes have occurred in the relationship between countries and nations as a result of globalization, including the creation of the European Union. These changes have impacted consumers, citizenship and identity. Due to geographical and territorial constraints, all these changes are marginal. In addition to cross-border mobility, transnational networks, supranational policies, and globalization, it is also a result of a new mental, political, and social order (Joris, 2006).

In order to cope with these heightened demands, young people need to learn how to handle them. A cosmopolitan view and understanding of the world are acquired through the learning process from a local perspective (locally, commonly used to refer to national culture). This involves

learning from one another, cooperating and actively interacting with him. In order to develop an ethnocentric mind, one must immerse themselves in the mother culture that has been passed down from the original community (nation, ethnicity, linguistics, religion). If the mother culture is to be assimilated, it must be presumed to be a worthy culture. This culture should be preserved, lived, and guarded against decay, corruption, and disappearance (McAllister et al., 2006).

There is a certain amount of change involved in cosmopolitan citizenship and that is not an easy task. External influences are welcomed and cultural absolutism exists. The global citizen does not have to give up his native country, culture or heritage. However, he must adapt to this kind of Franco citizenship based on different assumptions from his native culture. According to Hannerz (1996), cosmopolitanism is: *“In order to engage with one another, we need an orientation that is open to engaging with one another. The goal is to be open intellectually and artistically to diverging cultural experiences and to seek contrast in order to avoid homogeneity. As one learns more about cultures, one becomes an aficionado, one views them as beautiful”*.

In spite of the impact of ethnocentric ideas, worldviews, education, and biased experiences on such learning, studying abroad (or traveling for tourism/leisure, cultural, or work purposes) is strategic for such learning. However, it does not help students become more cosmopolitan on their own. Studying abroad and traveling alone can seem superficial and innocuous at first glance. An unambiguous rationale should guide the development of other educational strategies (Whalen, 2009).

**INTERNATIONAL STUDY ABROAD PROGRAM:** Many tutors and teachers are critical of the Erasmus program and believe that the program amounts to little more than tourism for students. There is a degree of insecurity about the quality of the formation and the rigorous assessment provided by the inviting institution that has led to these comments. Tutors also lack experience with these programs, which contributes to the problems. Negative judgments implied by these comments are generally interpreted as reflecting the idea that exploring new places during the study years interferes with academics. In addition, it also implies that tourism is not given significant attention by academics (Gifford et al., 2007).

Keeping their distance from the whole, many tourists seek only a few select alien elements. At the same time, they ignore profound cultural differences and focus on superficial ones (gastronomy, music, folklore, customs). In Hannerz's 1996 article, Paul Theroux writes that many people travel to find a combination of home or home and more (Spanish sunshine, Indian servants, African elephants, lions, and many other places provide both home and cheap deals on exotic goods and souvenirs). There may be some students for whom this formula applies (not all), which may explain why so many tutors are unsure of the reason for so many tutors' lack of trust in temporary study abroad programs such as Erasmus (Gonçalves, 2011).

We are more interested in the student's skills. The student is supposed to learn in a guided manner since what occurs here is a learning process. To guide learning abroad, what strategies do we use? It is imperative to consider how we can prepare students for the outside world. This includes the temptations of multicultural parties. In addition, it allows the experience of absorbing the essence of so many cultures rather than limiting them to exotic, alienated dissipation of youth

or fear of cultural shock. In order to prepare their students for a successful professional career, an active and responsible life and responsible citizenship, universities should invest in the development of their students' knowledge and skills. International education is about this in today's globalized world (Whalen, 2009).

INTERNATIONAL EDUCATION AND COMMUNICATION MODEL BASED ON CONTROLLED INFORMATION FLOW: A critical issue in education in general and in international and intercultural education, in particular, is the importance of models of thought and practice. It's time we moved away from linearity, constancy and laws today and instead adopted a model that emphasizes complexity, simultaneity, change and chaos. In a society of information and in a globalized, interconnected world, simple, reductive and isolationist models of thought are no longer effective. In order to overcome uncertainty and contradiction, we need a different thinking strategy and a new posture that is integrated, complex and multidimensional (Gonçalves, 2010).

On the other hand, model formulation, construction, and implementation have always been essential to overcoming societal challenges. Society's model of communication is also determined by its choices when we speak of societal models. Organizing and managing communication cannot be modeled without specific and temporally-located communication models. Those are some of the reasons corporate communication models are vital to corporate communication management: Communication regulation, information control, communicating information and modelling communication, attitude and thinking cultivation, actions specific to a given social problem must be stimulated. And those are the criteria used to determine the importance of communication models (Palashev, 2007):

- Participants in the communication process must be recognized as legitimate;
- Communication codes that are recognized as common;
- Respect for the dignity, honor and interests of the participants in the communication process, in accordance with the law, morals, and ethical norms;
- Spiritual and material achievements must be accepted and applied;
- Communication forms, methods, and ways are intellectualized;
- Communication activities should be professionalized;
- Information rights should be respected.

In controlled information flow communication, communication channels are controlled over their actions. In its impact, the aim is to control the quantity and quality of the broadcasts and receptions of information through the format of the information sets. Communication channels are narrowed and widened as a result of this control. Communication channels are subjected to predetermined conditions under which information moves at predetermined speeds by using selected communication mechanisms (usually those using media capabilities) and their organization into a system. Thus, no risk of information overload or lack of information exists in the information environment. It is possible to achieve the following results when communication channels are controlled and communication throughout is achieved (Palashev, 2007):

- Creating conditions for stabilizing the subject's corporate communications;
- Corporate subjects created a crisis situation due to a sense of guilt and inappropriate actions,

- creating a communication barrier;
- A number of conditions must be met by opposing subjects as well as interpreters of the information in order to promote self-censorship;
  - Change the information environment in terms of whether the audience is willing to accept certain pieces of information. In order to create this change, information must be managed so that the audience's communication culture can be broadened or narrowed in the direction it is headed.

An effective corporate communication policy must consider a communication model that allows the narrowing and widening of communication channels. A communication channel's importance lies in creating the environment and conditions for communication to take place. Thus, they can be regarded as vehicles in which communication effects are transmitted. As a result, if the media aren't taken into account, the transfer itself would not be possible. In addition to communication channels, media problems must also be considered (Palashev, 2007).

## **CONCLUSIONS**

My conclusion is that teaching how to fish is more effective than handing over fish. The purpose of this article is to illustrate that presenting ideas is not the only way to teach someone how to fish. When we ask and seek the answer to a question about complexity, rather than listen to someone else's answer, we can better learn about complexity. Bringing a higher education institution to an international level and transforming it into a cosmopolitan nation is not an easy task. It involves taking small steps, from question to question, in preparation for the challenges of multiculturalism and multicultural citizenship.

As a result of their lack of exposure to a global perspective on teaching and the consequences of a closed (even narrow-minded) perspective on teaching, many teachers do not teach about these subjects in accordance with an internationalist and intercultural perspective.

In addition, this might be perceived as frightening because it is such a big topic. In other words, it implies overcoming barriers related to linguistics, culture, and even ideology. It is out of our comfort zone to talk about internationalization or global citizenship since it involves complexity. There may be no way to overcome uncertainty.

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## ПОГЛЕД ВЪРХУ ЗНАЧЕНИЕТО НА МЕЖДУНАРОДНОТО ОБРАЗОВАНИЕ

**Резюме:** Като концепция, идеология и философия на образованието международното образование се разглежда в неговия обхват, значение и измерения. Съществуват много начини за интегриране на международното измерение в учебната програма – от обучение в чужбина до екипи за приобщаване и разнообразие. Те могат да варират от индивидуални учебни пътувания до преподаване в чужбина, от конференции до мобилност и разбиране на многообразието и от редица фактори. Ако на повечето от нас не им се налага да пътуват по работа или за обучение, защо ни е необходимо да учим и преподаваме в международно ориентирана среда? Необходимо ли е да интернационализираме това, което може да бъде постигнато по-ефективно на национално ниво? Има по-добри въпроси, които преподавателите могат да си зададат, за да направляват поведението си, тъй като тази статия не се занимава толкова задълбочено с отговорите на тези въпроси. Често се твърди, че националистическото образование е най-подходящото за националните цели днес. Мобилността на студентите, космополитите и други теми са разгледани в тази статия. След това се разглеждат въпроси като многообразието и гражданството в глобализирания свят. Изяснява се и се обсъжда връзката между международното образование и мултикултурното образование.

**Ключови думи:** Еразъм, международно образование, комуникационен модел, образование в чужбина

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