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## **PROSPECTS OF HIGHER EDUCATION MODERNIZATION: UNIVERSITY PROMOTION AND MARKETING**

Підняте питання Європейського вибору: освітніх цінностей світового та національного рівня. Акцентується увага на важливості та необхідності вивчення і втілення прогресивного зарубіжного досвіду в сфері вищої освіти. Вказано на шляхи соціально-корпоративної відповідальності та зобов'язаності університетів і зміцнення соціальної згуртованості загалу. Наведено аналітичний огляд тенденцій розвитку ЗВО як фактору інтеграції до всесвітнього науково-освітнього простору. Висвітлено нагальний стан становлення інклюзивного, інноваційного, соціально згуртованого суспільства та схарактеризовано концепції реформування, базиси перспективного бачення розвитку вітчизняної вищої освіти. Визначено ключові параметри з метою забезпечення конкурентоспроможності фахівця. Окреслено перспективи модернізації професійної підготовки в умовах інклюзивного суспільства.

*Ключові слова:* інтернаціоналізація, мобільні міжнародні студенти, іноземні студенти, інклюзія, маркетинг університету.

**Introduction. Formulation of the problem.** Expansion of international relations and integration into the European community, the need to find constructive ideas to solve problems of optimization and intensification of technical, foreign language and other variable professional competencies in the digital age – the objective reality of education today. Considering the internationalization of education as an aspect of the global space of higher education (external – international academic mobility and internal – implementation of world standards, courses, intercultural programs, etc.), it is necessary to outline the European choice: educational values at the global and national levels. Currently we have the opportunity to share the experience of scientific achievements exchange between the Faculty of Special and Inclusive Education of National Pedagogical Dragomanov University and relevant faculties of European countries: a working visit to one of the oldest and leading universities in Italy (Sapienza University, Rome), and an educational trip «Strategy and trends to support the development and modernization of universities» in the project «Changes in pedagogical faculties and universities in the XXI Century» to the Czech Republic (Masaryk University, Brno and Tomas Bata University, Zlin), from research cooperation with the Polish scientific community (The John Paul II Catholic University, Lublin), etc. The main scientific topics are next: implementation of career guidance work, promotion of students' career development, internationalization of education, etc. It should be noted that the integration of universities into global processes contributes to the renewal of scientific, educational, personal and organizational potential of the Free Economic Zone at the individual, institutional and system levels. Therefore, we now have the opportunity to implement and increase the innovative experience of the European standard, which should be carried out in a rational combination with the innovative experience of Ukrainian scientists-organizers of higher education in the field of modern education in social cohesion. The importance of the abovementioned aspects in the context of social inclusion and inclusive education has led to our research interest.

**Analysis of researches and publications.** The values of diversity and inclusion in education and society are revealed in the works of V. Zasenka, Y. Lyanny, V. Sinyov, D. Suprun, M. Tripak, A. Shevtsov, M. Sheremet, and others. The works of G. Afuzova, M. Nesterova, D. Suprun, etc. are devoted to the vectors of influence on the quality of educational services in the conditions of internationalization.

**The main goal of the research** is to form a common opinion on the ways of formation and implementation in Ukrainian society of the newly created paradigm of inclusive social and educational environment as the basis of social protection, responsibility and social cohesion of Ukrainian citizens according to modern integration challenges by strengthening the social cohesion of the general (Suprun, 2018a).

**Presentation of the research material.** The topical issues of the role of universities in society, strategies and trends of their modernization, promotion and marketing, promotion of career development, internationalization of education are in the meaning of undeniable importance. The Career Development Centers at universities are guided by their diversity and versatility, have the slogan: How can we help You?

For the convenience of practical orientation, the specialists of these centers distinguish 4 types of students:

1. I have a desire to know myself better.
2. I have a desire to know my capabilities.
3. I have a desire to learn and develop myself.
4. I'm starting to act!

Let's start with the type 1. I want to know myself better:

- I'm not sure what I want to do.
- I want to realize what I can do in the future.
- I need to consult....

For this type are:

- Career counseling.
- Workshops.
- Development centers.

**Career counseling answers** the following questions: Who am I? What suits me? Where can I be realized in my specialty? I would like.... But how to achieve this? And are divided into: individual, introductory, further services (career plan, coaching, professional tests and diagnostics (Suprun, 2021).

**Career workshops** can focus on the following topics: How to build a career in the 21st century; Time management for graduation work; Psychological endurance, etc.

**Development centers** help identify the following aspects: how to identify strengths; find out what competencies to develop; get feedback on your skills.

Next, consider type 2. *I want to know my capabilities*, which has the following settings:

- I guess, I would like work as.
- I want to explore my opportunities in the labor market.
- I want to meet with employers, etc.

For this type implement next measures:

- Labor fairs.
- Promotions with employers.
- career portal JobCheckIN.

**JobChallenge** offers the following: Find out your job market opportunities. Get contacts. Prepare for a meeting with companies through the HUB Consulting.

Consider the **Career Portal JobCheckIN**. Its purpose is to provide: offers of internships, full and part-time jobs, etc.; current information on the labor market; the possibility of direct contact with the employer.

Let's focus on type 3. *I have a desire to learn and develop myself*, guided by such attitudes as:

- I want to be better and gain experience.

- This experience should come from practicing professionals.
- I have a desire to develop my skills.

The following measures are taken for this type:

- Career Start Course.
- Promotions and development courses.
- Workshops with companies.

The **Career Start course** is meaningful by the following aspects: how to think about a career; identification of strengths; what are the requirements of organizations, firms, institutions, etc .; preparation for the interview; how to cope with stress; where and how to look for work; how and by what means be creative; whether it is possible to learn creativity (Suprun, 2020).

And finally, type 4. *I'm starting to act!*, which is almost ready for career achievements:

- I need to correct my resume.
- I have an interview, I want to prepare.
- I am looking for a dream job.

Therefore, the following measures are taken for this type:

- Preparatory interviews
- Consulting, resume correction (CV Clinic)
- Assessment centers

**Interview Preparation** will help if: you have no idea what to expect; is in a state of stress; you have no idea about frequently asked questions from employers; and hope to get feedback.

**CV Clinic** offers in turn: resume finalization, cover letter and LinkedIn.

**Assessment centers**, in turn, help to determine the opinion about the candidacy (in relation to other candidates, but only face to face). The contribution of students in the fight against the pandemic is undeniable, which also contributed to the formation of the above-mentioned opinion. Medical institutions, schools, orphanages, social institutions, call centers - these are not all social locations where they are involved in such difficult times. This fact takes place both abroad and in Ukraine (Suprun, 2021).

As it is abovementioned, it is important to raise the issue of the role of universities in society, strategies and trends of their modernization, such as promotion and marketing of the university. Therefore, Marketing of the Faculty is part of the development of the university and should contain the following components:

- Unified visual style of the university.
- Management of marketing activities within the faculties.
- Communication with faculty partners and providing agreements (memoranda of cooperation).
- Organization of faculty events (Campus Day, Grill with the Dean, New Year's meeting on campus, celebration ... - anniversary, Foundation Day, Open Day, events for students and staff, etc.).

- Support of departments, departments in inter- and entercommunication.
- Exchange of experience between faculties, mutual assistance in expanding information.

It is necessary to pay attention to the **location**. Internal aspects: modern auditoriums and halls; equipped laboratories; campus - dining room, cafeteria, library, etc. External aspects: location of the campus in the city; transport accessibility - public transport, bicycle paths; the possibility of feeding students and staff outside the university; shopping center nearby, etc.

**Advantages of training:** free of charge, fixed term (bac. Programs 3 + 1; mag. Programs 2 + 1 age restrictions), combination of study and work.

**Promotion** is an unconditional trend of university development. Communication mix - tools used by the university:

- advertising - online: web banners, portals, social networks, ads, press...;
- public relations - texts, articles, cooperation with the administration;
- applicants database;
- direct marketing - communication with applicants;
- video, photo - interesting material for social. networks;
- Content marketing - creating interesting content;
- Info marketing - information for applicants, staff, students.

**Public Relations** is an important component of communication...: communicate, communicate, communicate ... with all internal and external target groups. After all, "who is not visible, as if there is nobody...", namely internal communication (PR) is important and often is not a priority... (employees, students, graduates). The main external target group includes applicants and their parents. Other target groups (according to some proposals): professional community - coaches, club managers, scientists, special groups (the elderly, cancer patients), the general public (government agencies, schools, clubs, etc.).

**Let's define the purpose of the given communication.**

Basic:

- Promotion of science and researches.
- Society education.

Relevant:

- Image improvement.
- Authority.
- University as an innovator - the bearer of revolutionary ideas (slogan: we are modern, we bring innovations, we set the direction...).

Influence on target groups is provided by a variety of topics and communication channels, communication platforms. Speech formats allow publications. But articles, posts, messages must meet such requirements as: the same design (Canva); single template for data transfer; infographics, graphics, etc.

These formats are the newest and most varied:

- Educational instastories, posts.
- Graphic banners with infographics.
- Video - interviews, reports, methodical materials.
- Podcasts - current interesting topics.
- Streams - focused on current issues.

Thus, the expansion of international relations and integration into the European community contributes to the growing importance of **international marketing**.

This aspect is centrally provided by the Center for International Cooperation of the University. Areas of cooperation with foreign universities: exchange programs (Erasmus +), summer schools, workshops, conferences, etc. Forms of promotion:

- Online banners, posts and videos on social networks.
- FB and Instagram propaganda.
- Direct contacts with foreign universities.

**International activities:** ideas and proposals for international activities are implemented in the following areas: lectures by foreign educators – including virtual, COIL-courses - Collaborative International Online Learning (on-line learning and COIL-learning), teaching English. Indeed, all long-term activities are aimed at creating curricula in English. On-line international learning is provided by the following components: joint university projects; the importance of creating for students such common task, with which they will work in an international team; benefits of increasing international management and language competencies; tolerance for a variety of different views on learning, etc. COIL promotes the development of the following components of the process of internationalization of education: emotional competitiveness, intercultural competencies, cognitive competence, intercultural communication. Thus, the COIL (Collaborative on-line international learning) model is: an audience – a united world community; cooperation – students and educators cooperate for a common goal; international experience – both students and educators gain the latest international experience; student-centered strategy: the teacher provides a strategy that encourages students to collaborate to create a product that shows results; communication is key: to achieve results, teachers and students must be constantly connected; language challenges: despite the fact that English is the official language, the participants learn to communicate in other languages, work with the latest technologies (Suprun, 2021).

**Conclusions, prospects for the further researches.** Thus, the integration of the Higher School into globalization processes activates the renewal of scientific and educational, personal and organizational potential of universities at the individual, institutional and system levels. Expansion of international relations and integration into the European community, the need to find constructive ideas to solve problems of optimization and intensification of technical, foreign language and other variable professional competencies in the digital age - the objective reality of education today. Therefore, we have the opportunity to implement and

increase the innovative experience of the European standard, which should be carried out in a rational combination with the innovative work of Ukrainian scientists-organizers of higher education in the field of modern education in social cohesion. Therefore, the role of social inclusion with the involvement of various industries and areas, both professional and social, has been proved.

Our study does not cover all aspects of discovered problem in the field of social cohesion. Further areas of study can cover modern concept of professional's personality competency, development of teaching systems, models and technology of training in the field of social inclusion with the peculiarities of their functioning in the context of professional internationalization.

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**M. Sheremet, D. Suprun, T. Hryhorenko European integration of higher education in the global and national dimension (experience of cooperation with Sapienza University of Rome (Rome, Italy))**

The question of the European choice has been raised: the values of education in the global and national dimensions. Emphasis is placed on the importance and necessity of studying and implementing the best practices of foreign countries in the context of higher education. The attention is focused on the importance and necessity of studying and providing the best practices of foreign countries in the context of higher education.

Undoubtedly, internationalization stimulates the development of higher education in the perspective of integration into the European scientific and educational space. A significant contribution to the positive changes is made by the general tendency of professional training of specialists with the appropriate level of development of professional skills and abilities and the corresponding foreign language communicative competence. The specialist must also be part of the digital age, which will enable global competitiveness. The ways and prospects of modernization of professional training in the conditions of inclusion are clarified. The current state of formation of an inclusive, innovative, socially cohesive society is highlighted. The concepts of reforming, bases of a perspective vision of development of education are characterized. The key parameters for ensuring the competitiveness of specialist are determined: a high overall level of development of the national education system; assimilation of new and advanced experience acquired in the process of cooperation with foreign countries; ensuring the quality of services in the internal and external markets of educational services; availability of quality educational and research infrastructure; development of strategic partnership; development of mobility. So, the ways and prospects of modernization of professional training in the conditions of inclusion society are clarified.

*Keywords:* internationalization, higher education, mobile international students, foreign students, inclusion.