

Секційна платформа №4

**СОЦІАЛЬНО-ПСИХОЛОГІЧНІ АСПЕКТИ
УПРАВЛІННЯ ТА АДМІНІСТРУВАННЯ**

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THE INTERNATIONAL COOPERATION EDUCATION

With the rapid pace of globalisation, institutions that enable interdisciplinary interaction and greater openness to new ideas among academics are becoming increasingly important. Institutes for Advanced Study (IAS) play a pivotal role in this regard.

Introduction

And that rapid globalization gives us what we call international cooperation in education, which now plays a strong role in the development of nations on the one hand, and on the other hand in the development of knowledge and the culture of the individual.

International cooperation in education is becoming increasingly important and prevalent. People of all age groups and institutions at all education levels and sectors of the education system now have a wide range of international cooperation opportunities to choose from. A characteristic feature of the exchange of people and ideas at the start of the 21st century is the fact that these processes take place and continuously develop at various levels.

International cooperation in education for developing countries

The intersection of education, development, and international cooperation. It begins and discusses trends in international cooperation in education for developing countries as well as ongoing challenges. Education has expanded rapidly throughout the world. Even so, the industrialized nations are decades if not generations ahead of parts of the developing world in terms of enrollment and learning attainment. For reasons of equity and economic development alone, it is imperative that all efforts be put to the task of achieving universal school enrollment and learning. To achieve such a goal in the context of what some researchers have termed a 100-year gap requires efforts on the part of national governments and international cooperation on the part of all nations of the world.

International cooperation in education includes:

The institutions and architecture of international organizations:

International organizations serve many diverse functions, including collecting information and monitoring trends, delivering services and aid, and providing forums for bargaining and settling disputes

Development assistance: is all the funding or financing provided by public actors from the most well-off countries to improve living conditions in the least well-off countries.

International agreements: is the pursuit of a better world for all through the elimination of poverty, higher education, discrimination and injustice, and to promote other development goals

In the other side we have the new forms of international academic cooperation require adequate coverage, in particular, they require establishment of joint accredited educational programs in various knowledge areas. This is why the purpose of the cooperation education is to detail conceptual approaches regarding organization and implementation of international cooperation between higher education institutions in the form of introducing joint accredited education programs that take into account the trends of higher education internationalization.

Internationalization of education acquires features of a qualitatively new stage – the integration that accumulates the potential to resolve a triunique task:

- Achievement of such level of higher education that would conform to the needs and demands of modern international society;
- Alignment of the level of national educational systems;
- Training of qualified staff for national economy.

By its content, *THE INTERNATIONAL EDUCATION* integration is a comprehensive convergence of national education systems, their complementarity, transformation of education into a global open social system with civilization values and goals, flexible ties between its components and elements, systematicity of the elements themselves, and variability of normative regulation.

Conclusion

The essence of conceptual approaches of international cooperation education between different countries institutions regarding the introduction of joint accredited education programs, taking into account the trends of internationalization of education, lies in the following:

- Determination and concrete definition of trends of education internationalization that have to be taken into account in the contents of the agreement (resolution, memorandum etc.) on cooperation between education institutions; Compliance with the requirements of international accreditation of joint education programs on the basis of improving the system of education quality;
- Development of the structure and content of joint educational programs based on the competence approach with the consideration of perspective needs of the labor market and national peculiarities;

– Organization of educational process in conformity with the rules defined in the document on cooperation between education institutions and national norms.

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ПІДГОТОВКА ФАХІВЦІВ У ГАЛУЗІ ПУБЛІЧНОГО УПРАВЛІННЯ ТА АДМІНІСТРУВАННЯ В АНГЛІЇ ТА США: НА ПРИКЛАДІ ЙОРСЬКОГО УНІВЕРСИТЕТУ ТА УНІВЕРСИТЕТУ АРІЗОНІ

Сьогодні питання професійної підготовки фахівців у галузі публічного управління та адміністрування є достатньо актуальним. Адже держава має нагальну потребу в висококваліфікованих державних службовцях. А особливо сьогодні у час нестабільності, пандемії, економічної кризи, кожна країна потребує освічених державних службовців, що зможуть правильно та ефективно вирішувати усі необхідні завдання й функції держави.

Проблематика змісту та практики функціонування системи підготовки управлінських кадрів не є принципово новим напрямом в організації наукового пошуку. Відповідно проблематика набула свого розвитку у межах наукових досліджень: О. Романовського (розглянув професійну підготовку майбутнього фахівця у контексті фундаменталізації сучасної освіти); Є. Воробйової, Х. Логош (розглянули лідерський потенціал державних службовців у процесі професійної підготовки); Т. Іванової, О. Мельникова, М. Ярмистого (розглянули питання важливості кваліфікації та професійної підготовки державних службовців) [4]. Питання системи підготовки управлінських кадрів постійно перебуває у фокусі наукової уваги зарубіжних вчених. Наприклад навчання державному управлінню та