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THE INFLUENCE OF INTERNATIONAL COOPERATION BETWEEN UNIVERSITIES ON THE QUALITY OF EDUCATION IN THE COUN- TRY

At the dawn of times, European universities were international. In all respects: European scholars were professors, students came from all countries of the mediaeval Europe, and the language of teaching was Latin – the language of the cultural mediaeval Europe, which enabled the exchange of thoughts, which was a tool of negotiations, agreements and the language of education.

The oldest European university was established in 1088 in Bologna. In 1100 a university in Paris was established (today's Paris-Sorbonne University). A university in Prague (today's Charles University in Prague) was established in 1348, and soon after that a university in Cracow (today's Jagiellonian University in Cracow). Two famous British universities are Oxford -established in 1167, and Cambridge -established in 1209.

All these universities taught in Latin, as only in the XVII century lectures started being given in national languages.

Universities that are close to us had their international histories most of them due to the politics rather than a goodwill. There, the Vilnius University was established in 1579 by a Polish king Stefan Batory who was, besides, a ruler of

Transylvaniabefore he was elected as a king of Poland.It istrue that the university was supposed to propagate Polish culture on the Northeastends of the Polish-Lithuanian Commonwealth but actuallythere, in the XVIII century, the rules of the grammar and orthography of the Lithuanian language were elaborated. In the XIX century it was the largest high school in the whole great Russian country. In 1945 Polish professors were banned from work and students were banned from studies at the Vilnius University. Professors found themselves in Toruń where after the Second World War they constituted the basic faculty of the Nicolaus Copernicus University. Since 1990 the Vilnius University is the Lithuanian university, *Vilniaus Universitetas*, and mostly Lithuanians are the language of instruction.

Czesław Miłosz, the Polish Nobel Prize laureate in literature of 1980, a professor of the American universities – University of California in Berkeley and the Harvard University, graduated from the Vilnius University (The Faculty of Law).

The Lviv University, currently the Ivan Franko National University of Lviv, was established in 1661 by a Polish king Jan Kazimierz. Since 1784 it functioned as the Josephinian University (Austrian) and defined its missions as providing education for Austrians, Germans, Poles and Rusyns to the needs of the Austro-Hungarian Monarchy. Since 1848 at the Josephinian University lectures were also conducted in Polish. In 1874, among lectures conducted at this university – 59 were conducted in Polish, 13 in Latin, 11 in German and 7 in Ruthenian. In 1919 this university became a Polish university as *Universitas Joannes Casimiriano Leopoliensis*, which in fact ended up well. The Polish authorities of the university removed Ukrainian professors who refused to make a vow of loyalty towards a Polish state.

In the academic year of 1934/35 5900 students studied at the Lviv University. Their nationality was not noted in documents but faith was. Thus, 3793 students were Roman Catholics, 1211 Jewish, 739 Greek Catholics, 72 Eastern Orthodox Christians and 67 Evangelicals.

In January 1940 in the statute of the university it was provided for that the university should educate the faculty for the well-being of the Soviet communist homeland. Juliusz Makarewicz, an author of the Polish Penal Code of 1932 which was considered to be a masterpiece of the European penal codification, was a professor at this Soviet university since 1947. He conducted lectures in criminal law of the bourgeois states. Makarewicz was a student of Franz von Liszt, a professor of the University of Berlin.

The University of Wrocław was established in 1702 as the Schlesische Friedrich Wilhelms Universität known as the *Leopoldina*, a German univer-

sity. In 1945 it became a Polish university with the faculty deriving from the Jan Kazimierz University in Lviv. The alumni of the University of Wrocław were, among others, Edyta Stein (a victim of Nazism), Max Born, a Noble Prize laureate in the field of physics in 1954 and Paul Ehrlich, a Nobel Prize laureate in the field of medicine in 1908.

The University of Kyiv, currently the Taras Shevchenko National University of Kyiv, was established in 1833 as the Kyiv Imperial University of Saint Vladimir. In the academic year 1838/39 Poles constituted approximately 60% of its students and Russian language was spoken by not more than 10% of students. The lectures were conducted primarily in Latin, the only common language of students and professors.

In Soviet times it was a Soviet university while currently it is the largest and the best known university of independent Ukraine with Ukrainian as the language of instruction.

It is easy to notice that in our geographical region the internationalism of universities was basically their merit, although the changes did not impair them as universities. They differentiated tradition, as well as now they help understand the history of these lands, threats and dominations.

Having such history behind, nowadays we say that we want to have, in our geographical region, strong, national universities with a relevant international element, primarily European.

Open societies need broad education not only in regard of its subject-matter. The free movement of people within European Union, as well as much greater possibilities of moving within the countries bordering the European Union, such as Ukraine, need young people, able to undertake a dialogue with other young Europeans. A condition for this dialogue or communication today is primarily the knowledge of the English language – the Latin of the XXI century. Education, in order to bring people closer, has to provide them with the knowledge of the same historical facts, the same theories and doctrines although they may be evaluated differently. Education, in order to give people the ability to communicate with each other, has to take the same contents into account, show the same problems, enable the understanding of the national problems of the other nations, the understanding of economics not only in the national context but also the European one.

Education, in order to enable people to establish a dialogue, needs to take diversity into consideration while not forgetting about the differences or national context.

An easy way to do it is to allow the intended internationalisation of education on the academic level. Intended, thus not politicised or caused by the eco-

nom icompulsion, with the use of the chances and opportunities of the contemporary world, as well as the financial opportunities offered by the European Union. Internationalisation means the mobility of students without any prolongation of the duration of studies, and lecturers from various universities allowing students longer contact on the spot. Internationalisation also means academic contact, therefore lectures at the university, in a language different than the national one, primarily in English.

The benefits of internationalisation are various. The basic one is a possibility of making use, on the academic level, of the overseas experiences concerning educational programmes and didactic methods. Primarily, it constitutes the practicalization of the higher studies which still maintain academic values, are due to prepare students to take up work straight after they graduate. Professional internships must, obviously on a principal level, take place in a local professional environment in which a student is expected to take up a job after his or her studies. However, even a short contact with practice in a different country enables a young person to understand the overseas experiences and transpose them later onto the local ground. Even minor changes, multiplied by the number of students, gradually change the reality. A young person brings the international experiences to his or her place and transposes his or her international experiences abroad.

It is not a case of making everyone similar or making everything function similarly. It is a case of being able to use someone else's experiences and of being proud of one's own. This requires open minds, and opening mind has one fundamental condition - opening the borders.

Globalisation, strong links both in economy and education, may function only with the full understanding between people. Understanding is necessary on the level of the represented interests. For understanding of the interests of another side is a precondition for successful negotiations. The basic condition is also the art of conversation with a foreign partner, therefore the knowledge of the prevailing customs in his or her country. It is difficult to teach. We should rather expect a young person to learn that by him- or herself during his or her studies in another country.

This is understood well by contemporary China which, due to its status as a world's power, sends young people to study in most various, sometimes strange corners of the world. China is aware of the fact that in order to develop or maintain contacts it is necessary to have people who know their partners somewhat 'from inside'. It regards all countries, not only those placed among the world's powers.

Finally, one question should be answered. How may the fact that student travel to conduct their studies partially or fully abroad influence the academic institutions in the country? Those returning from studies abroad bring new expectations with themselves, mainly concerning the teaching methods. Contact with these students change academic culture. This is them who expect and often even impose the openness of the academic tutor towards students' needs, frequent contacts with them. They not only expect lectures but also discussion, admission to scientific research, authentic exchange of opinions. These students are initiators of the changes in the academic relations.

Moreover, a change which occurs in the students themselves is also significant. Certainly, they acquire courage, not only in the use of a foreign language and making contacts but also in the everyday life. They become more self-reliant, more tolerant, demanding more from themselves and from others and, which might be most relevant, aware of their perspectives and abilities of having an impact on their own fate. They are aware of being not only the citizens of their own country but also of being members of an international community.

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The article analyzes the problems of European educational environment in the context of international cooperation between universities. There was an attempt to determine the place and role of Poland in the development of higher education in Ukraine and Lithuania. In the article there is considered the history of formation of Vilnius Universitetas and Ivan Franko National University of Lviv with a focus attention on the participation of the international scientific community in their development. In addition, the article contains conclusions and generalizations about the impact of European international universities on the development of national higher education institutions and their role in establishing the quality standards of higher education.

Keywords: international cooperation; European universities, higher education internationalization, globalization of educational activities, mobility of students.

Тереза Гордоцкая

ВЛИЯНИЕ МЕЖДУНАРОДНОГО СОТРУДНИЧЕСТВА МЕЖДУ ВУЗАМИ ПО КАЧЕСТВУ ОБРАЗОВАНИЯ В СТРАНЕ

В статье анализируются проблемы Европейской образовательной среде в контексте международного сотрудничества между университетами. Была предпринята попытка определить место и роль Польши в развитии высшего образования в Украине и Литве. В статье рассматривается история формирования Вильнюс Universitetas и Национального университета имени Ивана Франко Львов, с акцентом внимания на участии международного научного сообщества в их развитии. Кроме того, статья содержит выводы и обобщения о влиянии европейских международных

университетов на развитие национальных высших учебных заведений и их роль в установлении стандартов качества высшего образования.

Ключевые слова: международное сотрудничество; Европейские университеты, высшее образование, интернационализация, глобализация образовательной деятельности, мобильности студентов.

Тереза Гордоцкая

ВПЛИВ МІЖНАРОДНОГО СПІВРОБІТНИЦТВА МІЖ ВУЗАМИ ЗА ЯКІСТЮ ОСВІТИ В КРАЇНІ

У статті аналізуються проблеми Європейської освітньої середовищі в контексті міжнародного співробітництва між університетами. Була зроблена спроба визначити місце і роль Польщі у розвитку вищої освіти в Україні та Литві. У статті розглядається історія формування Вільняус Universitetas і Національного університету імені Івана Франка Львів, з акцентом уваги на участь міжнародного наукового співтовариства в їх розвитку. Крім того, стаття містить висновки та узагальнення про вплив європейських міжнародних університетів на розвиток національних вищих навчальних закладів та їх роль у встановленні стандартів якості вищої освіти.

Ключові слова: міжнародне співробітництво; Європейські університети, вища освіта, інтернаціоналізація, глобалізація освітньої діяльності, мобільності студентів.

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