

## INTERNATIONALISATION FOR MOBILITY AND HOME (IFMH) AS A CONCEPTUAL BASIS FOR REFORMING MUSIC EDUCATION OF CHINESE STUDENTS IN UKRAINIAN PEDAGOGICAL UNIVERSITIES

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**Abstract:** The article considers the problem of mutual influence of distant cultures – Eastern and Western – in the field of musical art, ways of its realisation in the Ukrainian pedagogical universities based on the development of ideas of education internationalisation. The aim of the article is to substantiate a special form of internationalisation in Ukrainian pedagogical music institutions defined by the authors of the article as Internationalisation for Mobility and Home (IFMH). The subject matter lies in the strategy of the education institution, which is to strengthen the prognostic and targeted focus of educational content, taking into account the national diversity of music and educational systems of different countries, developing mobility and competitiveness in the home country and within the global art space. Effectiveness of IFMH should be ensured by creating an appropriate educational environment that comprises formal and non-formal components. The main constituents of the formal component include curriculum, course of study (syllabus), self-directed and creative activities aimed at the development of professional competence and forms of quality control. The non-formal component is connected to enabling psychological support, the style of pedagogical interaction, inclusion of international students in the intercultural forms of concert music-making, and amateur student activities. The example of the art education organisation for international master's degree vocalists from China at Ukrainian higher education institutions based on the IFMH principles is presented.

**Keywords:** Internationalisation for Mobility and Home, Musical culture of East and West, vocal coach, education of students from China in Ukraine.

### 1 Introduction

The modern educational space witnesses a significant renewal of the educational system, which must meet the challenges of the time and solve the problems that arise in the context of the world space globalisation, the convergence of distant cultures, and the development of international contacts. These processes occur within the information society in close connection: intensification of the globalisation processes leads to the development and enrichment of the content and forms of higher education internationalisation, and the internationalisation of higher education, in turn, affects their qualitative characteristics (Knight, 2008). Against the background of significant political, economic, and socio-cultural changes, the internationalisation of education is seen as a way to intensify intercultural dialogue in the organisational and institutional context and improve personal position, mobility, quality of thinking, and action (Bart, 2018; De Wit, 2010).

The dynamic growth of the international market of educational services stimulates the support of internationalisation by reputable education institutions in different countries. It helps to enrich international, scientific, and interpersonal contacts, strengthens the process of educational integration, and intensifies cross-border exchange of professionals and knowledge. Increasing the number of students receiving education outside their country, intensifying contacts between the scientific and pedagogical community, and the exchange of achievements and innovative ideas contribute to the mutual enrichment of educational systems of different countries, and the rapprochement of distant cultures. Forms of realisation and ideas of international education are also enriched. These processes are actively studied in pedagogical science as those that meet the challenges of modern world community.

The internationalization of education started in the global space in the 80s – 90s of the last century, today it has become an integral part of the educational process in many countries around the world (Beine, Nøl & Lionel, 2014). However, in the last century, as Jane Knight and Hans de Witt defined, "...emphasis was on scholarships for foreign students, international development projects, and area studies". Today, in their opinion, discussion of the new developments such as branding, international programs, and mobility providers, global

citizenship, internationalisation at home, global rankings, world class universities, cultural homogenisation, franchising, and joint and double degree programs, has become especially relevant (Knight & Witt, 2018: 2).

According to scientists, internationalisation of the higher education system in the modern information society occurs in two main dimensions: home and cross-border. Cross-border internationalisation involves organisation of the university student exchange programs, development of inter-university cooperation, attracting foreign students to study in a particular institution, encouraging teachers and researchers from different countries to work together. Internationalisation at home refers to the improvement of the educational process taking into account the achievements of world science and practices (Altbach, Reisberg & Rumbley, 2009). The process of cross-border education internationalisation today is successfully implemented through diversification of sources to receive professionally relevant information, and channels of personal and professional communication, the export of educational services and research results, the convergence of professional experience of teachers from different countries, their participation in international projects, internships and training, etc. The importance of this fact is difficult to overestimate both in terms of strengthening intercultural ties, and in the course of "export" of national educational achievements into the experience of the global pedagogical community (Luhova, 2017; Novosad & Shapovalova, 2016).

A significant contribution to the enrichment of cross-border internationalisation forms is made through the Erasmus program, which aims to promote cross-border academic mobility of students within the European educational space. It will be recalled that student mobility is understood as individual or academic (within the framework of international academic exchange programs) temporary relocation of students. Through this process the student gets the opportunity for short-term study, internship, obtaining master's degree outside his country (Brenzovych & Nemes, 2017). We should emphasize that the value of cross-border internationalisation is that students not only achieve professional competence per international standards but also enrich their worldview, knowledge about the uniqueness of other cultures, the specific nature of education in different socio-political and national cultural conditions, and the possibility of implementing valuable innovations in the educational practice of their society.

"Internationalisation at home" is defined as the one directly related to the activity of the education institution, its strategic goals and activities, and is carried out through international associations and institutions implementing guidelines, recommendations, global scientific and pedagogical innovations, and so on. Successful internationalisation at home improves the image and competitiveness of the institution in national and international markets, strengthens the ability of the national education system to meet the external and internal challenges of today (Leask, 2015: 9).

One of the effective ways to promote internationalisation at home was the Bologna Process, through which the European pedagogical community agreed to unify the two-tier structure of higher education; syllabus standardisation; orientation to a single system of credit units (ECTS European Credit Transfer and Accumulation System); development of final requirements for educational outcomes, mechanisms, criteria and methods of their evaluation; unified diplomas of higher education, etc. Instead, it is noted that the education of students within other cultures raises several problems related to the need for their social, personal and psychological, national and cultural adaptation as factors that significantly affect the quality of academic success and professional education, the solution of which requires

further improvement of the educational environment in institutions where foreign students study.

Note that teaching foreign students within the framework of other cultures actualizes a number of problems associated with the need for their social, personal-psychological, national and cultural adaptation as factors that significantly affect the quality of vocational education. The solution requires further improvement of the educational environment in institutions where foreign students study.

These problems are highlighted by J. Knight in her article "Five Myths about Internationalisation", where she describes the existence of a myth, a misconception about "...a long-standing myth is that more foreign students on campus will produce more internationalised institutional culture and curriculum. While this may be the expectation of universities, reality often draws a different picture. In many institutions, international students feel marginalised socially and academically and often experience ethnic or racial tensions". Besides, the author states that "frequently, domestic undergraduate students <...> at best to be neutral about undertaking joint academic projects or engaging socially with foreign students – unless specific programs are developed by the university or instructor" (Knight, 2011: 14).

J. Hudzik also warns that it is important for institutions not to lose the achievements of their own educational system along this way, to preserve their national and civilisation identity. As a result, research in this area emphasises the importance of the organic combination of focusing the content of education on international standards and national educational traditions (Hudzik, 2015). Thus, the process of internationalisation should take place systematically, covering a full range of heterogeneous and interconnected phenomena, and organically combine international educational standards and transnational achievements of scientists from different countries with the achievements of the national culture and country-specific educational challenges. This indicates that the process of internationalisation at home requires each university and professionals in various fields of education to find their way in the implementation of global trends and vectors to improve the content and forms of the educational process.

## 2 Methods

The study is based on the comparative methodology, the ideas of which stimulate the analysis of the relationship between social and educational processes, identify the specifics of their manifestation in a particular historical and sociocultural dimension, interpret the phenomena of pedagogical reality, promote a positive attitude to other cultures, etc.

According to the French scientist Henk Van Daele, comparative studies equips scientists with tools of comparison "... on the criteria of similarities and differences in different countries, regions, continents and in the world to better understand the uniqueness of the national education systems, and the optimal ways to improve them" (Van Daele, 1993: 16-17). The achievements of the comparative approach in recent years are especially important, due to the strengthening of academic mobility, global migration and transparency of international borders, enrichment of intercultural contacts and their impact on the development of national cultural traditions and art education systems. The use of comparative studies as a methodological basis for research contributes to the establishment of universal, national cultural values in their diversity and uniqueness and a better understanding between artists of different mentalities and traditions.

## 3 Results and Discussion

Scientists attribute the success of including internationalisation at home in the learning process of foreign students to the provision of a professionally oriented and comfortable educational environment and resource readiness of the education institution. The latter includes training of professionals who can

creatively master subjectively new ways of organizing foreign students' educational activities and communication, the development of special methodological support that would facilitate the adaptation of foreign students and academic success within other culture, equipping the university with modern information and communication tools (Meng Yang, 2018).

The problems of providing a psychologically comfortable educational environment for foreign students were closely considered by B. Leaks (2015), who initiated the distinction of two aspects in their solution. First of them – formal – relates to curriculum, course of study (syllabus), orderly hours of instruction and teaching practice, variations of classroom, self-directed and creative activities aimed at the development of professional competence, forms of quality control per qualification standards. The second aspect of internationalisation at home concerns the non-formal component of the educational process, in particular, various forms of psychological support, style of pedagogical interaction, and ways of communication, attention to extracurricular cultural and entertainment activities of students. Due to this, the process of internationalisation of higher education acquires cultural and humanities content, implements the conceptual provisions of the student-centred approach, becoming a means not only to improve the quality of education but also to prepare a young person for life in a globalised world under the conditions of dynamic civilisation transformations. Education institution's achievement of internationalisation at home encourages foreign students to choose the given institution for professional education, increase their number of students enrolled, and strengthen its financial base, becomes an important factor in improving its international image and competitiveness.

Internationalisation of education in Ukrainian universities started only in 2005, i.e. since the country joined the Bologna Process. The importance of this process was associated with the need to improve the image of the national educational system, interest to the extension of international contacts of various fields of education, formation of the national pedagogical community self-awareness as a part of the global educational space. Thus, the process of internationalisation has become one of the leading directions in reforming and improving Ukrainian system of higher education.

An important consequence of the implementation of the ideas of Education Internationalisation was the increase in the number of foreign students studying in Ukrainian higher education institutions. At present, according to the Ministry of Education of Ukraine, about 80,000 foreign citizens from 15 countries study at 240 state universities. According to Zdiork & Bohachevska (2014), Ukrainian higher education is most in demand in such regions of the world as the countries of East Asia, Africa, and the South Caucasus. One of the industries experiencing constant growth of foreign applicants is the art of music. Foreign students master various musical professions, both performing and pedagogical streams, in music academies and pedagogical universities of Kyiv, Odessa, Kharkiv, Lviv, Sumy, etc. At the same time, the body of international students consists mainly of students from China as well as a small proportion of students from Ecuador, Turkey, Kazakhstan, Moldova, and other countries (Yelkina, 2010). Today more than 4,000 students from China study in Ukraine; a significant proportion of whom get higher education at pedagogical universities and music academies of Kyiv, Odessa, Kharkiv, Lviv, Sumy and other cities.

This fact has led to defining the ways to implement the ideas of internationalisation of education in Ukrainian universities based on the example of providing educational services in the music field to international students from China. First of all, it should be noted that the success of this area of study among international students from China in Ukraine is due to the rapid growth of community interest in the Western musical culture in modern China. This interest is fully supported by the modern state policy of cultural openness and assimilation of world art. State support is manifested, in particular, through the fact that a

certificate of music school education gives students extra points when applying to specialized higher education institutions, and the attraction of talented young people to academic migration is stimulated by relevant laws and foundations that pay scholarships to the best students (Liu, 2009). The activity of Chinese students in obtaining higher music education in Ukrainian higher education institutions is connected to the fact that the Ukrainian art school is recognized around the world, as well as the fact that the vast majority of professionals trained in Ukraine work fruitfully in various fields, such as performing, musical pedagogical, and educational (Yaming, 2017).

The quality education of Chinese students is enhanced by the research of Ukrainian scientists on the problems that prospective professionals face on the path of musical-performing and musical-pedagogical education. This is, in particular, the influence of national worldview, aesthetic priorities, traditions of emotional and personal self-expression of Chinese students, which significantly affect their artistic mentality, ability to grasp the semantics and emotional content of works of different styles, and its presentation in various forms of music and educational-music activities. In this respect, the research of graduate and post-graduate international students from China studying in Ukrainian education institutions is also valuable. Their works substantiate and verify the author's methods devoted to improving the content of music education of Chinese students in Ukrainian education institutions, carry out a comparative analysis of folk art, musical art of the past and present, musical and educational achievements of Chinese and Ukrainian peoples (Meng, 2018; Rebrova, 2012; Liu, 2009). However, a set of issues that correspond to the content and features of the activities of future Chinese specialists in socio-cultural conditions different from the Ukrainian is currently left out of consideration. As a result, after returning home, Chinese graduates in most cases have to undergo additional education and only then get the opportunity to work.

This, in our opinion, indicates the relevancy of giving special attention to the development of those skills and personal qualities that international students, in particular students from China, lack to work successfully in their country and other countries. These considerations have led to the substantiation of a methodological approach that will allow to improve the system of international students' preparation for future professional activity, which is the subtype of internalisation that we suggest defining as the *Internationalisation for Mobility and Home (IfMH)*.

The peculiarity of the Internationalisation for Mobility and Home ideas (IfMH) lies in focusing of the content of education on the mobility of graduates, which will allow them to successfully realize their achievements in different socio-cultural conditions, gain competitiveness in different countries, and at the same time meet the expectations and current needs of society.

Implementation of IfMH ideas requires the education institution to restructure the strategy and content of education, to prepare appropriate resources and methodological support. The main idea of this process is considered to be creation of an educational international environment, which includes:

- prognostically oriented planning of the educational process focused on preparing foreign students for future professional activities in various socio-cultural conditions, and not least of all – in their home country;
- individualising the educational content, in particular creation of a flexible educational curriculum with a broad complex of elective subjects and special courses for students of different specialisations (musical instrument, vocals, choral conducting, music theory, etc.);
- the presence of a variable syllabus component for teaching students with different types of cognitive activity and specific features of their national musical professional training,
- knowledge of the program requirements of the modern Chinese school, ability to work with solo artists with no

assistance of a concertmaster, which requires mastering the ability to make an easy translation of piano accompaniment to vocal works, the ability to play without visual contact with the keyboard, etc.

- peculiarities and styles of communication between a teacher and a student;
- preparing teaching staff to take into account typical for international students features of perception, ways of working with theoretical material, habitual ways of forming practical skills and their improvement in accordance with the requirements of the education institution;
- support for the speech development of international students, developing a set of techniques and methods to prevent the communication barrier through the use of modern communication technologies;
- attention to strengthening the positive personal and professional qualities of international students, ensuring their readiness for professional self-improvement throughout life, in particular – independence of thinking, creative activity, self-organization skills, reflective, evaluative, and self-corrective activities;
- promoting educational and creative forms of interaction between Ukrainian and international students to overcome their alienation, which often occurs between these categories while studying at universities (Knight, 2011).

Introduction of these features of the educational process organisation should contribute to the success of international students' study, as well as the ability to implement the acquired content of education in future professional activity and continuous professional self-improvement, their competitiveness, mobility and successful self-realisation in different national and cultural conditions. Addressing these issues by a particular education institution should increase the interest of foreign students in obtaining higher education there and thus help to expand the scope of providing them with educational services.

Among the most popular specialties that undergraduate and master's degree students from China are interested in are vocal performance and teaching singing, which is explained by the traditionally high interest of Chinese society in songs and singing. China was the country where the first schools of musical art in the world emerged in the fourth century. Strong methodological guidelines for teaching singing were formed in the depths of these schools and are closely related to the aesthetics of poetry and speech features of the Chinese language. However, this fact explains why involvement of the Chinese community in the musical art of Western orientation, initiated in the country under the policy of openness, proved to be the most difficult for those artistic genres that are related to the word, its semantics, artistic content of the poetic text, and its presentation through vocal-phonation intonation.

These features of the art of singing generate a number of specific tasks (concerning the works of an instrumental genre) of artistic semantic, performing-interpretive and phonation technological levels. Their solution is connected with sound formation, singing intonation technique, conveying the emotional and conceptual meaning of the art of singing phenomena to the listeners, embodying the syncretic unity of verbal poetic and intonation musical components of the vocal-artistic phenomenon. It should be added that the performance of works of another culture in the original language requires singers, firstly, to understand their artistic meaning, formed by the unity of verbal poetic and musical intonation components, and secondly, to master the appropriate technique of singing intonation of foreign texts, which requires special work on sound formation, articulation, vocal diction, phrasing, etc.

There are also significant differences between singers of different cultures from the perspective of communicative and stage properties and performing artistry. We mean the ability to visually communicate with the teacher, to reach a creative understanding with co-performers (concertmaster or other

singers in ensemble forms of music), to open up deeply and emotionally during a concert performance, achieving empathic and suggestive connection with listeners. Thus, there is a fairly wide field of personal and professional qualities, knowledge, and skills, the development of which in international students requires special attention of teachers, and efforts from the students themselves. To overcome them in working with Chinese singers, significant attention was paid to:

- providing a comfortable adaptive environment, which was carried out based on the organisation of group classes in two options: homogeneous national composition and mixed, international. Classes in the homogeneous Chinese groups allowed students to count on the help of those compatriots who knew the language of instruction better and helped others with translation and interpretation of unclear content, which allowed them to feel psychologically comfortable. Note that this sense of unity and mutual assistance is extremely important for students from China, due to their belonging to the collectivist type culture. Another type of group classes is in international groups, and is contributed to the enrichment of language and auditory practice of Chinese students, and the use of game activity forms allowed to include them in role-playing and creative communication with Ukrainian master's degree students;
- socio-cultural and psychological adaptation of international students from China was facilitated by their participation in vocal ensembles of international composition, involvement in concert activities with the performance of national songs and repertoire, participation in student cultural and entertainment activities, which stimulated creative activity and self-esteem;
- enriching the experience of perception of works of different styles and improving the ability to independent artistic thinking in the tasks of immersion in the artistic atmosphere of the era, comparative analysis, answers to artistic problems that do not have an unambiguous solution, independent interpretation – performing and verbal – of works of different styles;
- formation of singing-performing skills, which singers from China master according to the best traditions of the leading European schools of singing – Italian bel canto, Ukrainian lyricism, German culture of phrasing, French declamatory expressiveness, Russian sincerity and warmth of expression of emotions, etc.;
- overcoming the speech barrier through the development of vocabularies in international groups, providing international graduate students from China with concise lecture notes, seminar assignments in electronic format, dialogic style of communication and support for students' speech activity;
- developing the independence of thinking and creative activity of students from China in the process of including them in subjectively new forms of pedagogical communication, aimed at understanding the relationship between means of expression and ways of performing the artistic content of vocal works of different styles and creative directions.

Due to the applied set of educational activities, it is possible to achieve a significant increase in the dynamics of vocal and performance development of international students. The orientation of the pedagogical institution to implementing the ideas of Internationalisation for Mobility and Home stimulates the improvement of strategic plans, methodological, teaching and learning support of educational and cultural relations of different peoples, encourages the teaching staff to research and enrich pedagogical tools, stimulates deeper knowledge of educational and cultural traditions, national and artistic mentality of different peoples.

The deepening of cultural ties between countries is a characteristic feature of the globalisation process. In the field of education, these trends are realised through the internationalisation of content of higher education and

developing academic mobility of students and teachers, some unification of study programs, syllabus, course credits and criteria for assessing the quality of education, which promotes academic mobility of students, their ability to study outside their country. Getting education in a different cultural environment attracts modern youth, allows acquiring guaranteed quality education, getting a deeper and more comprehensive preparation for future professional activity, but at the same time involves several problems of personal adaptation and opportunities for organic implementation of acquired education in their own educational and cultural environment. Education institutions aiming to improve the image and encourage international applicants to study join the global movement of internationalisation of education, search for their ways to implement it effectively while maintaining their own national achievements.

In Ukraine, the movement towards the internationalisation of education is actively developing in various directions, including, in particular, the field of art education. International students from China are the ones most active to use the music and educational services of Ukrainian music academies and pedagogical universities. The process of learning in a different cultural environment causes certain difficulties of psychological, communicative, and cognitive nature. In our opinion, institutions that aim to expand their educational services to international students should be more focused on their needs and achieve internationalisation, which will provide their mobility and enable application in their home country, which allows it to be recognized as IfMH.

Strategic planning aimed at implementing the guidelines of the IfMH approach is not a one-time act, but rather should be a renewable process that unfolds not linearly, but systematically, comprehensively, and involves continuous monitoring and improvement of ways to achieve the objectives. The measures applied in this direction should not contradict the traditional content of education but should supplement and enrich it, expand the methodological tools of the pedagogical staff of the education institution. Thus, the Internationalization for Mobility and Home has to promote an intercultural and educational dialogue of different countries, enrich the opportunities of education institutions, enhance graduates' ability to be competitive and professionally fulfilled in their own country and within the global art space.

The solution of this issue requires further improvement of the content and forms of socio-cultural adaptation of foreign students, taking into account the peculiarities of their mentality and prospects for the implementation of obtained education in other cultural conditions in their national environment.

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#### Primary Paper Section: A

#### Secondary Paper Section: AM