

## UKRAINIAN EDUCATION TODAY: PROCESSES OF GLOBALIZATION AND TRANSFORMATION

### *A EDUCAÇÃO UCRANIANA HOJE: PROCESSOS DE GLOBALIZAÇÃO E TRANSFORMAÇÃO*

### *LA EDUCACIÓN UCRANIANA HOY: PROCESOS DE GLOBALIZACIÓN Y TRANSFORMACIÓN*



Artur MYKHAILYK<sup>1</sup>  
e-mail: step.rudanskiy@gmail.com  
Tatiana VALENTIEVA<sup>2</sup>  
e-mail: tattosha@ukr.net  
Tamara PUSHKAROVA<sup>3</sup>  
e-mail: pushkaryovat@gmail.com  
Liudmyla SHUBA<sup>4</sup>  
e-mail: mila.shuba@gmail.com  
Tetiana BOLIAK<sup>5</sup>  
e-mail: taniaboliak2310@gmail.com

#### How to reference this paper:

MYKHAILYK, A.; VALENTIEVA, T.; PUSHKAROVA, T.; SHUBA, L.; BOLIAK, T. Ukrainian education today: Processes of globalization and transformation. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 27, n. 00, e023046, 2023. e-ISSN: 1519-9029. DOI: <https://doi.org/10.22633/rpge.v27iesp.2.18586>



| Submitted: 15/02/2023  
| Revisions required: 21/04/2023  
| Approved: 25/07/2023  
| Published: 21/08/2023

---

**Editor:** Prof. Dr. Sebastião de Souza Lemes  
**Deputy Executive Editor:** Prof. Dr. José Anderson Santos Cruz

<sup>1</sup> Higher Educational Institution “Podillia State University”, Kamianets-Podilskyi – Ukraine. Doctoral degree in History. Associate Professor and Assistant in the Department of Law, Professional, and Humanities Education.

<sup>2</sup> T.H. Shevchenko National University “Chernihiv Colehium”, Chernihiv – Ukraine. Doctoral degree in Pedagogy. Senior Professor in the Department of Preschool and Primary Education. Graduated in Preschool, Primary Education, and Arts.

<sup>3</sup> Institute of Modernization of the Content of Education, Kyiv – Ukraine. Doctoral degree in Pedagogical Sciences. Member of the NAPN Board of Directors. Head of the Project Activities Department.

<sup>4</sup> National University “Zaporizhzhia Polytechnic”, Zaporizhzhia – Ukraine. Doctoral degree in Pedagogy. Associate Professor in the Department of Physical Culture and Sports Management.

<sup>5</sup> Ukrainian State University named after Mykhaylo Dragomanov, Kyiv – Ukraine. Postgraduate. Department of Economics and Economic Education. Faculty of Social and Legal Affairs.

---

**ABSTRACT:** The current advancement of educational technologies points to the need for reforms in Ukraine's human resources training system. This article aims to analyze the current state of education in Ukraine in light of globalization and contemporary transformations. This study's novelty lies in assessing international students' interest in the Ukrainian educational system. The methodology adopted in this article is based on the analysis, synthesis, and generalization of information. The results identify the main directions of education development in Ukraine in the context of globalization, highlight critical areas of digital competence, and comprehensively characterize the positive and negative aspects of globalization's impact on contemporary Ukrainian education. The conclusions emphasize that the primary goal of these transformations is to establish the foundations for learner-centered educational approaches, promote creative self-realization, and ensure equal opportunities in accessing quality educational services, among other objectives.

**KEYWORDS:** Ukraine. Education. Transformation. Globalization. Foreigners.

**RESUMO:** *O atual avanço das tecnologias educacionais aponta para a necessidade de reformas no sistema de formação de recursos humanos na Ucrânia. Este artigo visa analisar o estado atual da educação na Ucrânia à luz dos fenômenos da globalização e das transformações contemporâneas. Este estudo reside na avaliação do interesse dos estudantes estrangeiros pelo sistema educacional ucraniano. A metodologia adotada se baseia na análise, síntese e generalização de informações. Os resultados identificam as principais direções de desenvolvimento da educação na Ucrânia no contexto da globalização, destacam as áreas-chave de competência digital e fornecem uma caracterização abrangente dos aspectos positivos e negativos do impacto da globalização na educação contemporânea ucraniana. As conclusões enfatizam que o objetivo primordial dessas transformações é estabelecer as bases para abordagens educacionais centradas no indivíduo, promover a autorrealização criativa e garantir igualdade de oportunidades na obtenção de serviços educacionais de qualidade.*

**PALAVRAS-CHAVE:** *Ucrânia. Educação. Transformação. Globalização. Estrangeiros.*

**RESUMEN:** *El actual avance de las tecnologías educativas señala la necesidad de reformar el sistema de formación de recursos humanos en Ucrania. Este artículo tiene como objetivo analizar el estado actual de la educación en Ucrania a la luz de los fenómenos de la globalización y las transformaciones contemporáneas. Este estudio se centra en la evaluación del interés de los estudiantes extranjeros en el sistema educativo ucraniano. La metodología adoptada se basa en el análisis, síntesis y generalización de la información. Los resultados identifican las principales direcciones del desarrollo de la educación en Ucrania en el contexto de la globalización, destacan las áreas clave de competencia digital y proporcionan una caracterización completa de los aspectos positivos y negativos del impacto de la globalización en la educación contemporánea en Ucrania. Las conclusiones enfatizan que el objetivo primordial de estas transformaciones es establecer las bases para enfoques educativos centrados en el individuo, promover la autorrealización creativa y garantizar la igualdad de oportunidades en la obtención de servicios educativos de calidad.*

**PALABRAS CLAVE:** *Ucrania. Educación. Transformación. Globalización. Extranjeros.*

---

## **Introduction**

The current transformations in the Ukrainian educational system align with the global challenges that have emerged in recent decades. Firstly, the influence of digitization has impacted all spheres of social life, becoming a familiar presence in everyday life. Consequently, examining these transformations has become particularly relevant, especially as COVID-19 approaches its conclusion. One of the consequences of this pandemic was the imposition of widespread quarantine restrictions and the subsequent adoption of distance education. While the feasibility of this teaching model had been debated before 2019, distance education was largely seen as a complement to the conventional education system. However, after 2019, it became evident that digital technologies were so intertwined with social life that they enabled equally effective lessons in traditional and remote formats. This phenomenon surprised many (SAFONOV; USYK; BAZHENKOV, 2022), making the discussion of the advantages and challenges of utilizing the digital society of utmost importance.

## **Scope of the Research**

Furthermore, considering the educational context in Ukraine is relevant, primarily due to the influence of the military aggression from the Russian Federation (KHARITONENKO, 2022). In response to this scenario, modern education has faced unprecedented challenges, adopting a combination of traditional teaching methods and digital solutions suitable for protecting students from physical threats. Therefore, the main focus of this research is to analyze the predominant trends in the development of education resulting from the challenges of contemporary globalization.

Thus, this article aims to analyze Ukrainian education in the current context, considering the influence of globalization and ongoing transformations. This research aims to address the following questions:

1. Track the trends in the development of globalized education in Ukraine.
2. Analyze the areas for improving digital skills.
3. Examine both the beneficial aspects and challenges related to the impact of globalization on contemporary education in Ukraine.

## **Literature Review and Theoretical Framework**

Currently, various interpretations of the concept of globalization are discussed in academic literature (SAMUEL, 2001; HUANG; SPECTOR; YANG, 2019). However, there is a prevailing consensus among contemporary scholars that globalization represents the process of universalizing procedures. In this context, the internationalization of education emerges as one of the fundamental pillars in the development of teaching and research, reflecting the creation of a cohesive global environment for the sharing of information and education, with widespread influence through media and online communication channels.

New flows of cultural and informational exchange extend between different nations and peoples, exerting a profound impact on various sectors of human activity, including governance, commercial sectors, trade, the labor market, education, and other social processes (KHAN, 2014; STOIKA, 2022).

These educational trends are intrinsically linked to the convergence and integration of educational systems, concepts, approaches, and practices on a global scale within the scientific and academic community (MISHRA, 2012). Contemporary researchers emphasize that this phenomenon is driven by increased international cooperation and knowledge exchange, which is becoming increasingly common in a globalized world (BRUNER; IANNARELLI, 2011).

The vigorous changes brought about by globalization in education encompass various aspects:

1. **Formation of International Academic Mobility:** A growing number of students and educators are seeking study opportunities abroad or engaging in educational exchange programs. These dynamic offers researchers, educators, and students the chance to immerse themselves in intercultural experiences, broaden their intellectual horizons, and enhance their knowledge base.
2. **Promotion of Tailored International Academic Programs:** Contemporary universities have joined forces to create joint international academic programs, a strategy that enables access to high-quality education in diverse global contexts.
3. **Formation of Transnational Research Projects:** In research and education, researchers and educators are engaged in transnational research and education projects, sharing knowledge and resources to address global challenges.

4. Use of Innovative Technologies: The advent of innovative technologies, notably the Internet, enables real-time communication and learning without geographical barriers or restrictions.

Contemporary literature has dedicated considerable attention to analyzing the transformation of the educational system in response to globalization-related changes. However, it is essential to note that the issue of globalized education in Ukraine and the impact of digital trends on its development have not yet been comprehensively scrutinized.

The present research is grounded in the work of modern scholars investigating the influence of current digitization trends in education. The study details educational digitization processes, as Anggraini and Handayani (2022) explored. Furthermore, Rak-Młynarska (2022) identifies and analyzes the key trends permeating contemporary education in Ukraine. The role of robotics in training future specialists is characterized by Goodley *et al.* (2020), while López (2010) addresses the specifics of creating a digital classroom. Rani, Kaur, and Sharma's (2022) research outlines the significant challenges for the future development of the education system, as well as opportunities and promising areas for educational enhancement. The particulars of the transformation of Ukrainian education are addressed in Safonov, Usyk and Bazhenkov (2022). Boichenko *et al.* (2022) describe the main features of creativity development among Ukrainian students through contemporary innovative technologies. Additionally, the impact of globalization processes on education in management is highlighted by Bruner and Iannarelli (2011), and Khan (2014) traces the relationship between modern education and globalization.

## Methodology

### General Context

Initially, a comprehensive analysis of theoretical aspects related to the impact of digitization on the educational system was conducted. Subsequently, the second stage of the study involved characterizing the main features of Ukrainian education in light of current globalization trends, focusing on identifying prominent directions in Ukrainian globalized education (KHARITONENKO, 2022). The third phase of the research involved comparing the obtained results with those of other scholars, identifying the significant negative implications of globalization (OLIVEIRA *et al.*, 2019). Finally, the last stage of the study consisted of synthesizing and summarizing the findings.



## Data Analysis

This present study employed general scientific methods, including analysis, synthesis, generalization, and specification. The comparison method was applied to conduct a comparative analysis of globalization's positive and negative impacts on the contemporary educational system. Through the application of deductive reasoning, the study transitioned from general theoretical theses to the formation of concepts and ideas related to modern education in Ukraine (ZINCHENKO; OSTAPENKO; UDOVICHENKO, 2021). Additionally, this work employed the deductive method to comprehend the phenomenon of the continuously evolving development of professional candidate training. It is worth noting that this study was conducted under the following principles: systematicity, objectivity, impartiality, and academic integrity.

## Results

The challenges associated with globalization play a crucial role in the emergence of sociocultural transformations (ZINCHENKO; OSTAPENKO; UDOVICHENKO, 2021). Therefore, to outline the main characteristics of contemporary education in Ukraine, it is prudent to turn to research that describes the dynamism of the current labor market, considering significant social and technological demands (WILLIAMSON, 2020). Notably, the importance of providing relevant skills such as interpersonal skills, digital competence, and leadership for professionals in a globalized work environment has been identified in the United States. Work experience in the United States plays a significant role in the process of transforming vocational education in Ukraine, considering the notable influence of the phenomenon of Americanization, which is a distinctive feature of contemporary globalization (GOODLEY *et al.*, 2020; BOICHENKO *et al.*, 2022).

Considering the realities of globalized sociocultural development in the European Union is equally pertinent. The incorporation of crucial educational innovations from the EU into the context of education in Ukraine aims to establish fundamental conditions for promoting individual-centered approaches, fostering creative self-realization, ensuring equal opportunities for access to high-quality educational services, stimulating lifelong learning, as well as systematically and continuously enhancing skills and knowledge through participation in international internships, advanced courses, and the development of an excellent scientific and methodological apparatus. Additionally, this process aims to elevate professionalism and

cultivate relevant skills in future specialists (SHERMAN; SAMCHYNSKA, 2019; BABYCH *et al.*, 2022), among other objectives (see Figure 1).

**Figure 1 – Key Directions of Ukrainian Globalized Education**



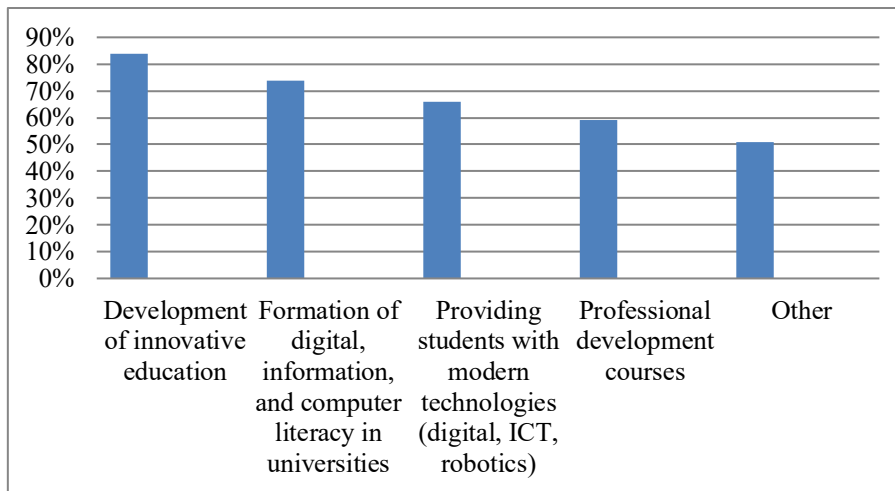
Source: Elaborated by the authors

Contemporary transformations of globalization, including the integration of socio-economic and cultural sectors, play a crucial role in international educational processes (SPRING, 2012). The increasing integration of professional and academic communities in European and non-European countries significantly contributes to expanding mobility in educational and professional spheres (BYGSTAD *et al.*, 2022).

A factor of considerable influence in the landscape of modern education in Ukraine is robotics. Advanced artificial intelligence technologies are promoting a comprehensive transformation of the Ukrainian educational system at all levels, making educational services more appealing (SHERMAN; SAMCHYNSKA, 2019). It is well established that artificial intelligence technologies are crucial in stimulating student motivation and interest. As the experience gained during the COVID-19 pandemic demonstrated, an effective strategy for overcoming challenges in education involves adopting and disseminating information and communication technologies (ICT) in all socio-cultural aspects of human life (DHAWAN, 2020).

In the current landscape, globalized education in Ukraine is centered around digitization and the integration of digital technologies, with the expectation of a significant increase in the robotization of the educational sector (KORNEIKO; TARANGUL; DOVZHUK, 2023). In this context, the primary emphasis is developing digital skills for students and teachers (refer to Figure 2).

**Figure 2** – Illustration of areas for the development of digital skills

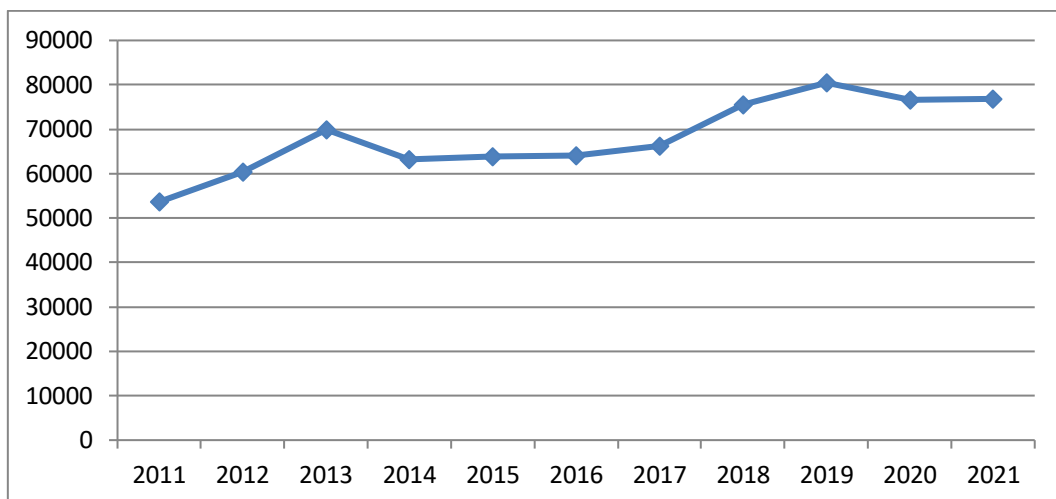


Source: Elaborated by the authors

In the face of global transformations, an educational modality that promotes the development of digital, informational, and social skills, widely valued in the labor market, and enables students to deepen their expertise in various specialties, is considered relevant for preparing future professionals.

A significant aspect of the globalization of education in Ukraine is the substantial increase in the number of international students. Between the years 2000 and 2020, there has been observed growth in this contingent. This notable increase began after 2011, and in 2019, the number of international students surpassed the 80,000 mark, as depicted in Figure 3.

**Figure 3** - Graph representing the number of foreign students enrolled in Ukrainian educational institutions



Source: Elaborated by the authors



The majority of international students originate from the following nations: India, Morocco, Azerbaijan, Turkmenistan, Nigeria, China, Turkey, Egypt, and Israel, among others, as detailed in Table 1.

**Table 1 - Quantity of International Students in Ukraine**

Country	India	Morocco	Turkmenistan	Azerbaijan	Nigeria	China	Turkey	Israel
Number of Students	18095	8832	5322	4628	4227	4055	4000	2107

Source: Adapted by the authors based on data from Медична Освіта (2020)

Simultaneously, among foreign applicants, the most sought-after fields of study encompass medicine, dentistry, nursing, pharmacy, management, secondary education, law, architecture and construction, finance, and banking. The higher education institutions most in demand among international students include V. N. Karazin Kharkiv National University, Kharkiv National Medical University, Bogomolets National Medical University, Odesa National University, Zaporizhzhia State Medical University, among others. This is reflected in the regions of Ukraine that lead in this indicator, with Kharkiv, Kyiv, Odesa, Dnipro, Zaporizhzhia, Ternopil, and Vinnytsia being prominent, as presented in Table 2.

**Table 2 - Seven Leading Regions in Number of Foreign Students**

Region Name	Kharkiv	Kyiv	Odesa	Dnipro	Zaporizhzhya	Ternopil	Vinnytsia
Number of Students	19361	16483	7931	4874	3394	3101	2967

Source: Adapted by the authors based on data from Медична Освіта (2020)

A significant trend in education globalization manifests in expanding geographical marketing systems for educational services in other countries (NEUBAUER, 2007; RAK-MŁYNNARSKA, 2022). This is achieved through establishing branches of educational institutions in different countries and forming joint educational institutions. For example, numerous educational organizations dedicated to Ukrainian studies exist in the United States, Canada, Poland, the United Kingdom, Estonia, and Lithuania. In Canada, notable examples include the Canadian Institute of Ukrainian Studies at the University of Alberta in Edmonton, the Prairie Centre for the Study of Ukrainian Heritage at the University of Saskatchewan, the Canadian Institute of Ukrainian Studies at the University of Manitoba, and the St. Peter Mohyla Institute in Saskatoon.

Simultaneously, there is an increase in the number of higher education institutions in the Ukrainian education market, accompanied by growth in the variety of curricula, fields of study, and modes of education (CZYŻ, 2018). This results in a significant expansion of the range of educational services available in the Ukrainian education sector.

Furthermore, globalization is also associated with the emergence of specific trends in education development in Ukraine. For example, in 2017, more than 77,000 Ukrainian citizens were enrolled in foreign universities. This corresponds to approximately 8% of all Ukrainian students enrolled in full-time programs at higher education institutions in Ukraine. Therefore, globalization plays a crucial role in the development of student mobility.

## **Discussion**

Contemporary researchers emphasize that globalization in higher education is triggering the emergence of highly relevant trends. It is crucial, for example, to promote the uniformity of educational content on an international scale and to increase the degree of internationalization in education, reflected in the diversification of funding sources in the education sector and the growth of academic mobility (CHODUBSKI, 2013; BADER; OLEKSIENKO; MERENIUK, 2022). Additionally, a phenomenon of notable importance is the growing role of international education regulation, exemplified by the adoption of initiatives such as the Bologna Process and the Lisbon Declaration in Ukraine (BUKLIV; KUCHAK; VASYLYUK-ZAITSEVA, 2023). Other recent trends influenced by globalization include the formalization of modern requirements for educational institutions and faculty, as well as solid support for inter-university projects, including joint research, academic exchange programs, and internationally oriented scientific and practical conferences (ANGGRAINI; HANDAYANI, 2022).

The results highlight that one of the main adverse effects of globalization on Ukrainian education is the emigration of potential candidates to higher education institutions and prominent Ukrainian academics. However, contemporary researchers also emphasize other negative repercussions of globalization on Ukrainian education. For example, Kharitonenko (2022) highlights the risks associated with the global spread of foreign values.

However, in practice, the trends of Westernization and Eurocentrism in Ukrainian education do not diminish the influence of national culture on its development. Instead, they establish a primary vector for this development, which can be enriched by adding fundamental

national elements. Other scholars argue that globalization contributes to the decline of historically rooted national education systems (BABYCH *et al.*, 2022).

Globalization trends facilitate the mobility of students and academics and the dissemination of Ukrainian education worldwide. Some research, notably that of Korneiko, Tarangul and Dovzhuk (2023), emphasizes that a negative consequence of globalization is the tendency towards the commercialization of higher education, an increase in the prevalence of "falsified certificate," and the emergence of low-quality educational institutions. It is worth noting that these trends are not limited to Ukraine alone but also affect other Central and Eastern European countries.

The results of this study highlight the prevailing transformation in the field of education, represented by the emergence of digitization. This perception is echoed by various contemporary scholars, such as Anggraini and Handayani (2022) who identify the digitization of education as a current trend and an inevitable future. Similar considerations are also shared by Armour, Goodyear and Sandford (2020). In a different context, Jena, Gupta and Mishra (2021) emphasize the effectiveness of the online teaching model. The unique aspects characterizing the formation of modern digital educational institutions are meticulously addressed in Williamson's study (2020).

On the other hand, the conclusions reached by Bukliv, Kuchak and Vasylyuk-Zaitseva (2023) point out that Ukrainian students lack sufficient competence in digital technologies, with some demonstrating an insufficient understanding of the fundamental importance of responsibility and scientific integrity in using information from various sources. Therefore, within the scope of professional training, it is imperative to attribute great significance to using digital resources in education and practical and theoretical guidance. According to Bader, Oleksienko and Mereniuk (2022), contemporary Ukrainian education must promote digital literacy and information competency among the country's students.

Contemporary researchers identify crucial challenges arising from globalization in modern education. Among these challenges, the continuous development of digital education stands out remarkably. The growing popularity of this contemporary model for organizing learning activities has the potential to reduce some of the needs related to in-person teaching while simultaneously promoting changes in the approach adopted by various higher education institutions, university campuses, and other educational bodies. In the meantime, innovative digital learning impacts the transformation of student communities, the essential requirements for pedagogical and scientific methods, as well as the organization of the educational process.

## **Final consideration**

Therefore, the ongoing changes in the Ukrainian educational landscape respond to the progressive transformations unfolding globally. As global trends evolve, there arises a need for an educational approach that fosters students' professional achievement in various domains, cultivating valuable skills in digital, informational, and social competencies. The underlying goal of these changes is to lay the groundwork for personality-centered educational approaches, stimulate creative self-realization, ensure equal opportunities in accessing high-quality educational services, and promote a culture of continuous learning, constantly improving skills and knowledge, among other purposes. One of the notable trends of globalization in education is the expansion of the geography of educational services, transcending national borders.

The Ukrainian educational services market witnessed an increase in the number of higher education institutions and the diversification of curricula, fields of study, and modes of instruction. Consequently, the range of educational services in the Ukrainian education sector is experiencing significant expansion. However, globalization also raises adverse trends in education development within the Ukrainian context. For instance, in 2017, more than 77,000 individuals with Ukrainian citizenship were studying in foreign universities, accounting for 8% of all students enrolled in full-time programs at higher education institutions in the country.

Thus, globalization plays a role in student mobility. A promising direction for future research involves investigating the integration of international students into Ukrainian educational institutions based on post-war experiences related to the reconstruction of the education sector. Understanding the attractiveness of the Ukrainian education system for foreigners and assessing the relevance and effectiveness of their studies in Ukraine emerges as a fundamental issue in the light of contemporary world realities.

## REFERENCES

ANGGRAINI, R.; HANDAYANI, Y. Digitalization in education. **Journal of Digital Education, Communication, and Arts (Deca)**, v. 5, n. 01, p. 1-12, 2022. DOI: 10.30871/deca.v5i01.2942.

ARMOUR, K.; GOODYEAR, V.; SANDFORD, R. The digital age challenge. *In*: ARMOUR, K. M.; GOODYEAR, V. A.; SANDFORD, R. **School Physical Education and Teacher Education**. [S. l.]: Routledge, 2020. p. 92-102. DOI: 10.4324/9780429330186-9.

BABYCH, V. *et al.* Improvement of teaching methods of the theoretical component of physical education (with the application of author teaching techniques) in the context of improving the level of social health of students of the special medical group. **Journal for Educators, Teachers, and Trainers**, v. 13, n. 5, p. 1-9, 2022. DOI: 10.47750/jett.2022.13.05.001.

BADER, S.; OLEKSIENKO, A.; MERENIUK, K. Digitalization of future education: analysis of risks on the way and selection of mechanisms to overcome barriers (Ukrainian experience). **Futurity Education**, v. 2, n. 2, p. 21–33, 2022. DOI: DOI: 10.57125/FED/2022.10.11.26.

BOICHENKO M. *et al.* Creative activity at higher education institutions: Ukrainian pedagogical overview. **Amazonia Investiga**, v. 11, n. 59, p. 161–171, 2022. DOI: 10.34069/AI/2022.59.11.15.

BRUNER, R.; IANNARELLI, J. Globalization of Management Education. **Journal of Teaching in International Business**, v. 22, n. 4, p. 232-242, 2011. DOI: 10.1080/08975930.2011.653908.

BUKLIV, R.; KUCHAK, A.; VASYLYUK-ZAITSEVA, S. Professional training of future academic staff and digitalization of education: analysis of mutual influences. **Futurity Education**, v. 3, n. 1, p. 69–78, 2023. DOI: 10.57125/FED.2023.25.03.06.

BYGSTAD, B. *et al.* From dual digitalization to digital learning space: Exploring the digital transformation of higher education. **Computers&Education**, v.182, p. 104463, 2022. DOI: 10.1016/j.compedu.2022.104463.

CHODUBSKI, A. Globalization — Politics — Education. **Polish Political Science Yearbook**, v. 42, n. 1, p. 7-20, 2013. DOI: 10.15804/ppsy2013001.

CZYŻ, A. K. Attitudes of polish schools' teachers towards the idea of inclusive education for disabled people. **People: International Journal of Social Sciences**, v. 4, n. 1, p. 542-554, 2018. DOI: 10.20319/pijss.2018.41.542554.

DHAWAN, S. Online learning: A panacea in the time of COVID-19 crisis. **Journal of Educational Technology Systems**, v. 49, n. 1, p. 5-22, 2020. DOI:10.1177/0047239520934018.

GOODLEY, D. *et al.* Rebooting Inclusive Education? New Technologies and Disabled People. **Canadian Journal of Disability Studies**, v. 9, n. 5, p. 515-549, 2020. DOI: 10.15353/cjds.v9i5.707.

HUANG, R.; SPECTOR, M.; YANG, J. **Educational technology: a primer for the 21st century**. [S. l.]: Springer, 2019. 248 p. ISBN 9789811366420.

JENA, B.; GUPTA, S.; MISHRA, N. Effectiveness of online learning and face-to-face teaching pedagogy. *In*: JENA, B. M.; GUPTA, S. L.; MISHRA, N. **Transforming higher education through digitalization**. Boca Raton: CRC Press, 2021. p. 21-43. DOI:10.1201/9781003132097-2.

KHAN, H. I. Globalization and Education. **Journal of Education and Educational Development**, v. 1, n. 1, p. 67–70, 2014. DOI: 10.22555/joeeed.v1i1.4.

KHARITONENKO, L. Innovations and traditions in Ukrainian language teaching at the educational establishments of Ukraine: cases, models of the future. **Futurity Education**, v. 2, n. 1, p. 57-71, 2022. DOI: 10.57125/FED.2022.25.03.7.

KORNEIKO, Y.; TARANGUL, L.; DOVZHUK, V. Traditions and innovations: two poles of education of the future. **Futurity Education**, v. 3, n. 1, p. 5–14, 2023. DOI: 10.57125/FED.2023.25.03.01.

LÓPEZ, O. The Digital Learning Classroom: Improving English Language Learners' academic success in mathematics and reading using interactive whiteboard technology. **Computers & Education**, v. 54, n. 4, p. 901-915, 2010. DOI: 10.1016/j.compedu.2009.09.019.

MISHRA, M. S. Teacher Education- Globalization Framework. **IOSR Journal of Research & Method in Education**, v. 4, n. 1, p. 19-20, 2012. DOI: 10.9790/7388-04111920.

NEUBAUER, D. Globalization, interdependence and education. **Frontiers of Education in China**, v. 2, n. 3, p. 309–324, 2007. DOI: 10.1007/s11516-007-0026-7.

OLIVEIRA, A. *et al.* Emerging technologies as pedagogical tools for teaching and learning science: a literature review. **Human Behavior and Emerging Technologies**, v. 1, n. 2, p. 149-160, 2019. DOI:10.1002/hbe2.141.

RAK-MŁYNARSKA, E. Analysis of trends in the development of the educational environment: education of the future. **Futurity Education**, v. 2, n. 2, p. 4–13, 2022. DOI: 10.57125/FED/2022.10.11.24.

RANI, G.; KAUR, P.; SHARMA, T. Digital education challenges and opportunities. **Journal of Engineering Education Transformations**, v. 35, n. 4, p. 121-128, 2022. DOI:10.16920/jeet/2022/v35i4/22111.

SAFONOV, Y.; USYK, V.; BAZHENKOV, I. Digital transformations of education policy. **Baltic Journal of Economic Studies**, v. 8, n. 2, p. 127-136, 2022. DOI: 10.30525/2256-0742/2022-8-2-127-136.



SAMUEL, V. Globalization and Theological Education. **Transformation: An International Journal of Holistic Mission Studies**, v. 18, n. 2, p. 68–74, 2001. DOI: 10.1177/026537880101800202.

SHERMAN, M.; SAMCHYNSKA, Y. Information and reference system of rare and endangered species of animals as a means of forming the digital competence of future ecologists. **Information technologies and teaching aids**, v. 72, n. 4, p.121-135, 2019. DOI: 10.33407/itlt.v72i4.2479.

SPRING, J. Globalization of Education. **International Journal of Chinese Education**, v. 1, n. 2, p. 139–176, 2012. DOI: 10.1163/22125868-12340002.

STOIKA, O. The digital transformation of higher education in Hungary. **Continuing Professional Education: Theory and Practice**, v. 3, p. 90–95, 2022. DOI: 10.28925/1609-8595.2022.3.12.

WILLIAMSON, B. New digital laboratories of experimental knowledge production: artificial intelligence and education research. **London Review of Education**, v. 18, n. 2, 2020. DOI:10.14324/lre.18.2.05.

ZINCHENKO V.; OSTAPENKO S.; UDOVICHENKO H., Introduction of academic honesty as a necessary prerequisite and an important component of quality education for future economists. **Revista Românească pentru Educație Multidimensională**, v. 13, p. 81–95, 2021. Available at: <https://lumenpublishing.com/journals/index.php/rrem/article/view/2974/2773>. Accessed in: 10 Jan. 2023.

МЕДИЧНА ОСБИТА. **Statistics on Studying Foreign Students in Ukraine**. [S. l.], 2020. Available at: <http://medosvita.info/2020/08/31/%D1%81%D1%82%D0%B0%D1%82%D0%B8%D1%81%D1%82%D0%B8%D0%BA%D0%B0-%D1%89%D0%BE%D0%B4%D0%BE-%D0%BD%D0%B0%D0%B2%D1%87%D0%B0%D0%BD%D0%BD%D1%8F-%D1%96%D0%BD%D0%BE%D0%B7%D0%B5%D0%BC%D0%BD%D0%B8%D1%85-%D1%81/>. Accessed in: 10 Jan. 2023.

***CRediT Author Statement***

---

**Acknowledgements:** Not applicable.

**Funding:** Not applicable.

**Conflicts of interest:** There were no conflicts of interest.

**Ethical approval:** Not applicable.

**Data and material availability:** Yes, all data is available.

**Authors' contributions:** All authors contributed to the writing of the article.

---

**Processing and editing: Editora Ibero-Americana de Educação.**  
Proofreading, formatting, normalization and translation.

