

LINGUISTIC ISSUES IN THE INTERNATIONALIZATION OF THE HIGHER EDUCATION

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Abstract: *Higher education has now become a real part of the globalization process: the cross-border matching of supply and demand. Consequently, higher education can no longer be viewed in a strictly national context. This calls for a broader definition of internationalization, which embraces the entire functioning of higher education and not merely a dimension or aspect of it, or the actions of some individuals who are part of it. This article provides a conceptual and organizational framework of internationalization of higher education, which includes a discussion on the meaning and definition of the term, a description of the various rationales for and approaches to internationalization, and an analysis of strategies of integrating international dimensions in a higher education institution.*

Keywords: academic mobility, higher education, integration processes, internationalization, quality of education, international cooperation, internationalization strategy, export of educational services.

The topic of internationalization is in itself relevant to Comparative and International Education and as this research compares bodies of internationalization research in two national contexts, this research is highly relevant to CIE. As such, the findings from this study will also expand current knowledge regarding how internationalization is researched in different settings. The meaning of 'research' varies across different cultures, and a comparative study will highlight differences in perspective in relation to theory and focus within the bodies of research involving two national contexts. Internationalization of higher education is one of the key trends of development. There are several approaches on how to achieve competitiveness and performance in higher education and international academic mobility; students' exchange programs, partnerships are some of the aspects that can play a significant role in this process. This paper wants to point out the student's perception regarding two main directions: one about the master students' expectation regarding how an internationalized master should be organized and should function, and second the degree of satisfaction of the beneficiaries of internationalized master programs. This research can be considered a useful example for those preoccupied to increase the quality of higher education and conclusions drawn have relevance both theoretically and especially practically. A number of theories about how competitiveness might have a significant impact on higher education development are

produced by the increased interest in the international aspect of higher education. Despite the fact that there are numerous definitions and ways for internationalization, there is a common approach that emphasizes the fact that multiculturalism imposes a new approach that not only enriches the context of a studied phenomenon but also imposes a dynamic evolution. There are other terms that are synonymous with internationalization in higher education, including intercultural education, international education, and globalization [Knight and de Wit, 1997]. Any country's process of incorporating an international, intercultural, or global dimension into the core components of its educational system is known as internationalization of higher education at the national and institutional levels.

Studying the justifications is crucial when assessing the idea of higher education's internationalization. Several factors may have contributed to the internationalization of higher education in Uzbekistan. After independence, Uzbekistan experienced profound changes in its political, economic, social, and cultural spheres. The higher education system needed extensive modifications as we moved toward democracy and a capitalist economy. For internationalization in higher education, Knight & De Wit (1997, 2004) and De Wit (1999, 2002) created a conceptual framework with four different rationales (political, economic, socio-cultural, and academic). Based on theories on the internationalization of higher education produced by De Wit (2002) and Knight, this study analyzes the justifications for it in Uzbekistan (2004). Political justifications: The Republic of Uzbekistan, like all other CIS nations, established the idea of creating a democratic state based on a robust foreign policy after gaining independence. Uzbekistan places a high priority on expanding its collaboration with developed nations in its foreign policy.

One of the top concerns for Uzbekistan's sustainable development is the process of higher education's internationalization, which has evolved into the century's peculiar plan. The most significant aspect in the improvement of higher education quality, the capability of higher education institutions, and the socioeconomic development of the Republic of Uzbekistan is the globalization of higher education. In Uzbekistan, the internationalization of higher education includes certain features. The research demonstrates that the primary goal of reforms in higher education is to protect the national interest. To meet the demands of its people and to provide them with a modern education, the government of Uzbekistan is working to increase the number of foreign institutions of higher learning.

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