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**Mobility program impact  
on the internationalization of higher education  
at The Faculty of Social and Psychological Education  
of Pavlo Tychyna Uman State Pedagogical University**

SUMMARY

The article deals with the issues of international academic mobility of students, teaching and research related to internationalization of higher education at the Faculty of Social and Psychological Education of Pavlo Tychyna Uman State Pedagogical University.

Given the ever-increasing requirements towards the quality of higher education, Ukrainian higher education institutions (HEI) faced the problem of the need to increase competitiveness on the world market. All this indicates that international university cooperation constitutes an integral part of the existence and development of Ukrainian higher education institutions. International cooperation, academic mobility of students, participation in international educational programs and projects are the priority in the

development of today's education. Thanks to inter-university partnerships, young people study together with their peers from different countries of the world, increase their understanding of intercultural issues, and adapt to life and work in the global space.

**Key words:** university, internationalization, higher education dynamics, mobility, providers of educational services, strategy.

### Relevance of the Research Topic

Given the ever-increasing requirements for education quality, Ukrainian Higher Education Institutions (HEIs) faced the problem of the need to increase their competitiveness on the world market. All this draws attention to the fact that international cooperation of universities is an integral component of the existence and development of domestic higher education institutions. International cooperation, academic mobility of students, participation in international educational programs and projects are the priority of today's education development. Thanks to inter-university partnerships, young people study together with peers from different countries of the world, develop intercultural understanding and adapt to life and work in the global space. The number of academically mobile students is constantly growing all over the world: experts predict a rapid increase in their number in the future.

Therefore, there are a number of main priorities for the higher education development, in particular, creating conditions for the formation of a unified scientific system of higher education, as well as taking into account the systemic unity of all levels and components of education, ensuring the closest possible ties between education and science.

Among the important trends in vocational training in modern socio-cultural conditions are also: internationalization of higher education, the essence of which is to create international educational structures for various purposes; ensuring student mobility, that is, the transition to flexible, mutually agreed curricula of a modular type, which allow students to more easily adapt to the conditions of study in higher educational institutions of other countries; widespread use of a credit-modular learning system<sup>1</sup>.

The internal system of education quality assurance is based on the concept of "education quality assessment." Assessment, in contrast to the external education quality assurance system, makes it possible not only to check the university's compliance with certain criteria but also to assess the level of its competitiveness, to compare different universities with each other. On a regular basis, the assessment is carried out in most EU countries (Austria, the United Kingdom, the Netherlands, France)<sup>2</sup>.

It is this tool that most closely meets the development needs of both the higher education system as a whole and individual universities.

For HEI, the specific knowledge of the graduate, the relevant practical skills, and expertise of their application, the ability to expand the scope of practical activities are important. The graduate needs both narrow subject and general theoretical knowledge to continue

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<sup>1</sup> S. Martynenko, *European Higher Education Area*, Osvitohiia, 2013, Issue 2, p. 163.

<sup>2</sup> T. Widmer, W. Beywl, C. Fabian, *Evaluation: Ein systematisches Handbuch*, SpringerVerlag, 2009, p. 605.

and expand education, as well as to ensure their own social security in a changing world. Thus, the modern university's main task is to provide an opportunity for each student to obtain the necessary competencies that will also meet the requirements of the future organization – the consumer of the educational institution's "products."

### **Analysis of recent studies and publications that address the solution of this problem**

For the most part, the issues of internationalization are considered in foreign authors' works. The research on this topic was carried out by R. Coelen, who argues the expediency of developing the internationalization of higher education in developing countries; J. Davies and H. De Wit, who studied the internationalization globalization; P. G. Altbach, in particular the evolutionary theory of the development of the internationalization of higher education; P. Scott on the threats of the trend towards mass higher education, the loss of its elite and quality, internationalization and the challenges of the globalization era; and, of course, J. Knight on the internationalization of higher education as a phenomenon<sup>3</sup>.

**Defining the article purpose (setting objectives).** To assess the mobility program impact on the internationalization of higher education at the Faculty of Social and Psychological Education of Pavlo Tychyna Uman State Pedagogical University.

**Presentation of the main research material with justification of the scientific results obtained.** Mobility programs at the local level have an extremely important impact on the internationalization of higher education in Ukraine.

The subject of academic mobility researched by us traditionally concerns degree holders, scientific and scientific-pedagogical workers, and more recently, in the context of higher education quality issue and compliance with European or world norms and standards, and educational programs and institutions.

Thus, the international academic mobility of the Faculty of Social and Psychological Education is aimed at achieving the following *goals*:

- participate in international informational educational processes, adopt new ideas or technologies, including ideas related to their use;
- constantly improve the teaching and administrative capacity of higher educational institutions by borrowing international experience (including through surveys and ques-

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<sup>3</sup> P. G. Altbach, *Globalisation and the University: Myths and Realities in an Unequal World*, "Tertiary Education and Management", 2004, vol. 10, no 1; R. Coelen, *The Development of an Institutional Internationalization Strategy. Handbook of Internationalization of European Higher Education*, EUA, ACA, and RAABE, Berlin 2008; J. Davies, *A European Agenda for Change for Higher Education in the XXIst Century: Comparative Analysis of Twenty Institutional Case Studies*, CRE-action 1997; J. Knight, *The Impact of GATS and Trade Liberalisation on Higher Education, in Globalisation and the Market in Higher Education: Quality, Accreditation and Qualifications*, UNESCO, France, Paris 2002; J. Knight, *Internationalization of higher education: A Conceptual Framework*, [in:] J. Knight & H. De Wit (Eds), "Internationalization of Higher Education in Asia Pacific Countries", Amsterdam European Association for International Education, 1997; P. Scott, (éd.), *Massification, Internationalisation and Globalisation*, "The Globalisation of Higher Education, The Society for Research into Higher Education / Open University Press, 2000.

tionnaires of students who have become participants in international academic mobility, regarding the quality of the university performance of these functions);

- actively involve international organizations and partners in issues of internationalization at the faculty.

The international activities of the Pavlo Tychyna Uman State Pedagogical University are carried out in accordance with the Concept of Internationalization of the University until 2025 in connection with the internationalization of higher education and the strategic goal of which is its integration into the world and European systems of education, science and education for the quality training of competent specialists<sup>4</sup>.

Students and postgraduates of the faculty constantly participate in international events of various levels, projects, grants and international academic mobility.

The teachers of Social Pedagogy and Social Work Department are members of the International Association of Schools of Social Work. Washington, USA;

The university is included in the Multirank International Rating (which gives the opportunity to accept foreign students) and the QS International Rating;

The university is also a member of the Great Charter of Universities, which includes 947 institutions from 94 countries of the world.

In 2022, an agreement was signed between Priashiv University in Priešiv (Slovak Republic) and the faculty. Subject and Purpose of the Agreement „Quality of Higher Education and its Internationalization”.

We consider student work to be a priority area of international activity at the faculty. Thus, in 2022, winners of various educational levels actively participated and became winners of various international competitions and programs:

- Pesotska Yu. Yu., graduate student of Social Pedagogy and Social Work Department of the National Academy of Social Sciences „Social Work”, 2nd year, full-time, received a 1st degree diploma in the Inclusive competition „Touch Points” as part of the implementation of the International Program for Inclusive Communities Development (supervisor – prof. O. Kravchenko);
- Fedotova L.V. 4th-year student of the Faculty of Social and Psychological Education, group P/42 received a III degree diploma in the Inclusive Competition „Touch Points” within the framework of the International Program for Inclusive Communities Development implementation (supervisor – prof. O. Kravchenko);
- Fedotova L.V. 4th-year student of the Faculty of Social and Psychological Education, group P/42 received a III degree diploma in the International competition of student scientific works „Management, Social and Behavioral Sciences in Sustainable Development Principles Implementation”, research supervisor – docent M.S. Mishchenko).

On November 7, 2022, the local training „Global and Local **Communities**: Difference and Ways of Cooperation” was held for students of the faculty. Program „Active Citizens” (Great Britain), British Council in Ukraine.

With the support of the United Nations Children’s Fund in Ukraine (UNICEF), 2 projects were implemented:

Project „Together. Meeting Points”. The project is aimed at supporting children, teenagers and their families who were forced to leave their homes because of the war;

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<sup>4</sup> Concept of Internationalisation of Pavlo Tychyna Uman State Pedagogical University, [electronic resource], available at: <http://surl.li/ezyjz>.

Charity project „CIRCLE OF CARE”.

Faculty employees also joined the Israeli-Ukrainian project aimed at helping FDP children and people with *PTSD symptoms*. *Topic*: „Theoretical and Methodological Use of the Hibuki-Therapeutic Technique in Working with Children’s Trauma.”

In connection with the internationalization of higher education, the process of Ukraine’s entry into the educational space of the world is taking place more actively. In this regard, it is important to take into account the challenges and identify the prospects that will be faced by those seeking higher education at all levels. For this purpose, the need for wider involvement of students, masters and postgraduates in events with international participation is actualized.

The Faculty of Social and Psychological Education hosted a marathon of online meetings for higher education seekers with lecturers from European countries under the slogan „The World in Support of Education and Science of Ukraine”.

The marathon of online meetings is devoted to familiarization and discussion of the experience of working with immigrants in other countries and opportunities for student youth and scientists from Ukraine support by EU countries.

The first meeting took place on May 13, 2022, with Alina Doboszezwska, a doctoral student in the social and psychological direction of the Jagiellonian University from the „Good Will” Foundation (Republic of Poland) on the topic „Poland’s Support and Assistance to Ukrainians”. Ludmila Porohniak-Granovska, head of the National Council of Women of Ukraine, also joined the online lecture.

During the discussion, the issue of the rights of refugee women with children and the struggle for their rights was discussed, as well as overcoming stereotypes and strengthening gender education and upbringing.

On May 20, a meeting was held with Beverly Moser on the topic: „Supporting the Ukrainian People as a Step Towards a Peaceful Future” and a member of the American volunteer organization „Volunteers For Ukraine”, the Italian Volunteer Organization „Listivky”, candidate of psychol. sciences of Svitlana Mohylyasta on the topic: „Psychological Readiness of Students for Volunteering as a Factor of Self-Realization.”

On May 25, 2022, the faculty hosted a guest lecture by Iglesias Estefan, a representative of the Spanish Police, Department of Work with Ukrainians, interpreter. On the topic: „On Peculiarities of Legal Status of Ukrainians in Spain”.

On May 26, a lecture was held by Maryna Anatoliyivna Ryabinina, an education specialist in c. Warsaw (Poland), OFWCA.PL, Limited Liability Company. Lecture on topic: „Possibilities for Supporting Ukrainian Students in Europe”.

On June 2, a lecture was held with Iryna Kutsenko, social patron of the CEAR organization in Bilbao, Spain. Topic: „Social Work with Refugees in Spain.”

On June 21, 2022 a guest lecture was held with the Director of the Trakai Education Center Nijole Lisavičene and the methodologist of the same center Danute Vizmanaite (city Trakai, Lithuania).

On May 31, 2022, the Faculty of Social and Psychological Education hosted the 5th All-Ukrainian Scientific and Practical Conference with International Participation „Prosocial Personality in the Gender Dimension: Theoretical, Methodological and Applied Aspects” with the participation of the National Council of Women of Ukraine, the Institute of Children and Youth of Ukraine Education Problems and the Gender Center of Pavlo Tychyna Uman State Pedagogical University on the occasion of Children’s Protection Day, hosted an online stream „Children. Peace. Safety” from the discussion of the most acute and painful situations

of the criminal war, regarding the support of the destroyed educational institutions in the UTS Velyka Dymerka in the Kyiv region.

The priority direction of improving the international academic mobility of those obtaining educational levels at the faculty is the study of previous experience of such mobility participants and mistakes considering.

### Results of the faculty students survey who completed their studies under the academic mobility program, specialty: 231 „Social Work”

Nine students of the Faculty of Social and Psychological Education, specialty 231 „Social Work” participated in the following programs: 3 students, the academic mobility program within the framework of which they completed a student internship for 1 academic semester at the Pomeranian Academy in Slupsk (Poland) (February 9, 2018 until June 30, 2019); 2 students, double degree program at Prešovská univerzita v Prešove (University of Prešov, Prešov, Slovak Republic (graduated from bachelor’s degree, currently studying for master’s); 1 person, credit academic mobility program, Institute of European Culture (Republic of Poland, Gniezno) (from 01.10.2019 to 23.02.2020).

At the end of the internship, we completed a survey, the results of which resulted in the following data (students gave their answers to the questions on a scale from 1 to 10):

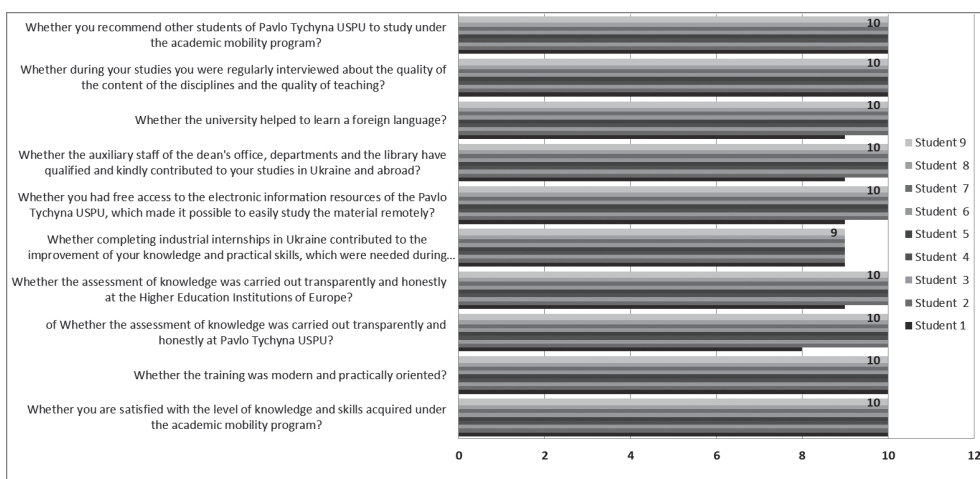


Fig. 1. Study of the opinion of students majoring in 231 “Social Work” who took part in academic mobility on the mobility process organization at the faculty

There was also an additional block of questions in the questionnaire, which required students to answer their own detailed thoughts. According to its results, we managed to get the following answers:

- to the question of what you WAS NOT TRAINED but this is necessary for studying at a partner higher education institution, the students answered that , *in general, they were satisfied with everything*, one student noted that „The educational process at Pavlo Tychyna USPU is held at a modern high level, meaningful and interesting. I would also like to note the level of innovation in the pedagogical process, which was carried out

by the distance form of education, as one of the forms of interaction between the teacher and the student. Structured electronic materials, the content of which reflects the logic of training in the course and provides the student with theoretical information on the topic in full”.

To the question, which disciplines, in your opinion, should be INTRODUCED into the educational process, one student answered „From the experience gained abroad, the important disciplines that are proposed for the specialty „Social Work” are: law, sociology, psychology, ethics in social work, pedagogy, andragogy, theory and methods of social work, social work with different groups of clients, supervision, social policy, statistics and disciplines aimed at improving the skills of scientific papers and projects writing. As well as the introduction of courses in various in-depth areas (e.g. pathopsychology, supervision, etc.) and joint group outings to share experiences”, all other students answered that they were satisfied with all the subjects;

two students did not give an answer to the question of which subjects should be REMOVED from the educational process.

Summing up the results of students survey of the specialty 231 „Social Work” who completed their studies under the academic mobility program, the average score on the survey is 8.85 (88.5%).

**Survey Results of Students of the Faculty Who Completed their Studies under the Academic Mobility Program, Specialty: 053 „Psychology”.**

Three students of the Faculty of Social and Psychological Education, specialty 053 „Psychology” participated in the academic mobility program in which they completed a student internship for 1 academic semester at the Pomeranian Academy in Slupsk (Poland) from February 19, 2018 to June 30, 2019 and from October 31, 2018 until January 31, 2019. At the end of the internship, we completed a survey, the results of which resulted in the following data (students gave their answers to the questions on a scale from 1 to 10).

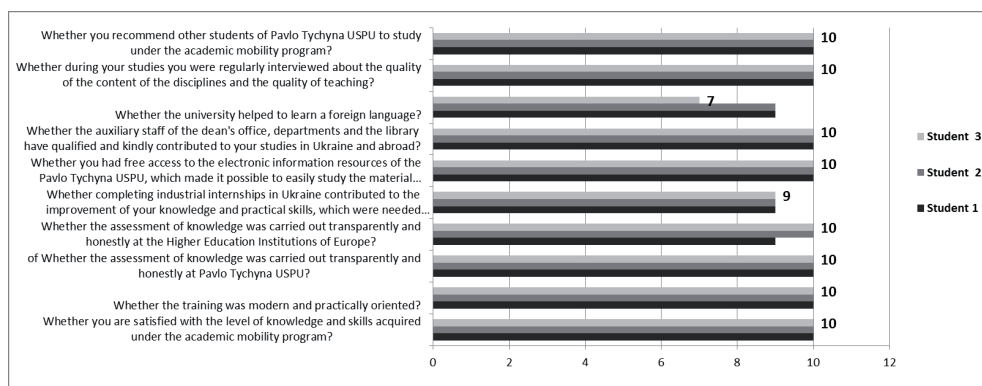


Fig. 2. Opinion research of students majoring in 053 “Psychology” who took part in academic mobility on the mobility process organization at the faculty

There was also an additional block of questions in the questionnaire, which required students to answer their own detailed thoughts. According to its results, we managed to get the following answers:

- to the question of what you WAS NOT TRAINED but this is necessary for studying

at a partner higher education institution, the students answered that , *in general, they were satisfied with everything*,

- to the question, which disciplines, in your opinion, should be INTRODUCED into the educational process, one student answered that „*perhaps the discipline is Acmeology*”, two students answered that they were satisfied with all the subjects;
  - two students did not give an answer to the question of which subjects should be REMOVED from the educational process, one student answered „None. Each of the disciplines is useful and interesting in its own way.”

Summing up the results of students survey of the specialty 053 „Psychology” who completed their studies under the academic mobility program, the average score on the survey is 9.3 (9.3%).

### Survey Results of Students of the Faculty who Completed their Studies under the Academic Mobility Program, Specialty: 011 Educational, Pedagogical Sciences (Pedagogy of Higher Education)

Three students of the Faculty of Social and Psychological Education, specialty 011 Educational, Pedagogical Sciences (Pedagogy of Higher Education) participated in the academic mobility program in which they completed a student internship for one academic semester at the Pomeranian Academy in Slupsk (Poland) from October 31, 2018 to January 31, 2019 and two students completed an internship under the credit academic mobility program at the Jan Amos Comenius Higher Professional School (Poland, c. Leshno) from 07.10.2019 to 30.12.2019. At the end of the internship, we completed a survey, the results of which resulted in the following data (students gave their answers to the questions on a scale from 1 to 10).

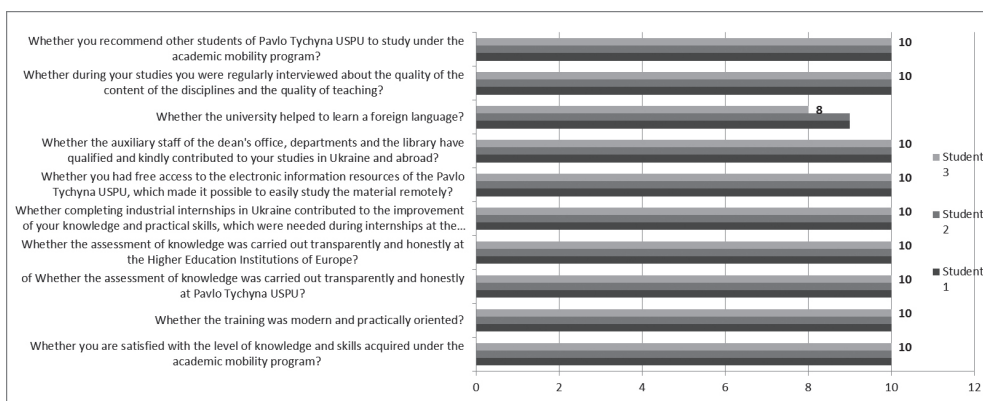


Fig. 3. Opinion research of students majoring in 011 Educational, Pedagogical Sciences ( Higher Education Pedagogy) who took part in academic mobility on the mobility process organization at the faculty

There was also an additional block of questions in the questionnaire, which required students to answer their own detailed thoughts. According to its results, we managed to get the following answers:



- to the question of what you **WAS NOT TRAINED** but this is necessary for studying at a partner higher education institution, the students answered that *that they were extremely satisfied with everything and wanted to participate in academic mobility.*
- to the question, which disciplines, in your opinion, should be **INTRODUCED** into the educational process, one student answered, three students answered that they were satisfied with all the subjects;
  - to the question of which disciplines should be **REMOVED** from the educational process, two students did not give an answer, one student answered „None”.

Summarizing the results of the survey of students of the specialty 011 educational, pedagogical sciences (pedagogy of higher school) who completed their studies under the academic mobility program, the average score on the survey is 9.8 (98%).

**Survey Results of Students of the Faculty Who Completed Their Studies Under the Academic Mobility Program, Specialty: 073 Management (Management of Educational Institution).**

Two students of the Faculty of Social and Psychological Education, specialty 073 Management (management of Educational Institution) took part in studies under the double degree program of the University of Ostrava (Czech Republic) from 16.09.2019 to 07.02.2020) and one student is studying under the double degree program of the Institute of European Culture (c. Gniezno, Poland) from October 1, 2019 to May 31, 2020.

At the end of the internship, we completed a survey, the results of which resulted in the following data (students gave their answers to the questions on a scale from 1 to 10).

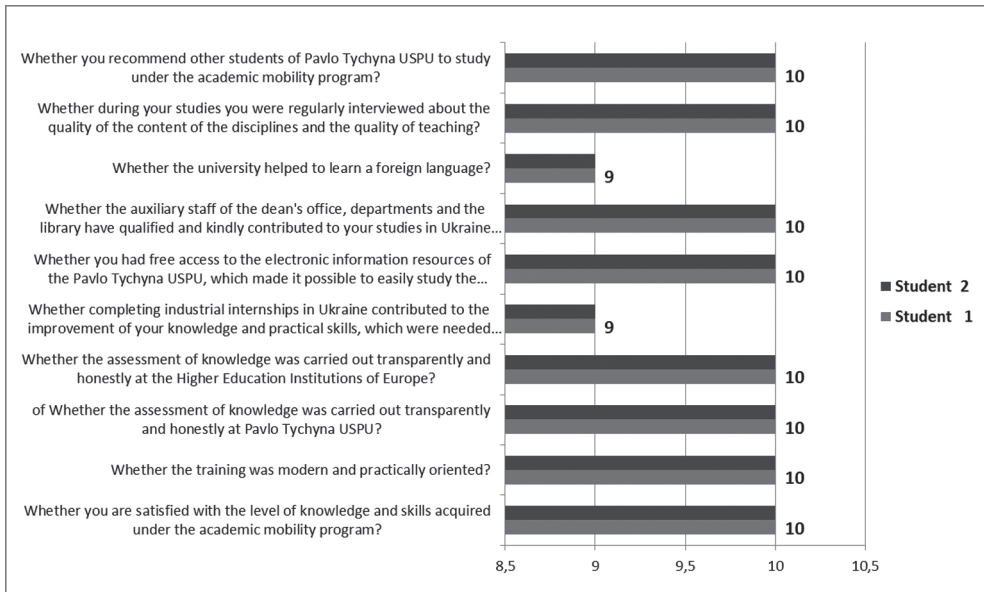


Fig. 4. Opinion research of students majoring in 073 Management (Educational Institution Management) who took part in academic mobility on the mobility process organization at the faculty

There was also an additional block of questions in the questionnaire, which required students to answer their own detailed thoughts. According to its results, we managed to get the following answers:

- to the question of what you WAS NOT TRAINED but this is necessary for studying at a partner higher education institution, the students answered that , *in general, they were satisfied with everything*,
- to the question, which disciplines, in your opinion, should be INTRODUCED into the educational process, two students answered that they were satisfied with all the subjects;
  - two students did not give an answer to the question of which subjects should be REMOVED from the educational process, one student answered „Satisfied with everything”.

Summing up the results of student survey of the speciality 073 Management (Management of Educational Institution) who completed their studies under the academic mobility program, the average score on the survey is 9.8 (98%).

**Conclusions and prospects for further researches.** Academic mobility programs at the Faculty of Social and Psychological Education of Pavlo Tychyna Uman State Pedagogical University are becoming increasingly complex in the faculty activities, the factor of global competition in the field of higher education and comprehensive international strategic partnership is one of the aspects of today’s educational reality and will remain a central force in the global higher education system in the near future. The internationalization of higher education is a multilevel concept and is comprehended today at the world, continental, national, local, institutional, and individual levels. A modern university should improve its international ranking, develop academic mobility, work for its worldview expansion, networking, quality research and teaching and forming a strategic action plan, in general, find an internationalization strategy, working in dozens of different ways at the same time, and understand that the dynamics and prospects for its inclusion in the global educational system depend on it. The internationalization success depends on the right combination of actions and strategies.

We see further research in the internationalization of higher education, namely in the issues of its constituent forms, structural units of the higher education institution dealing with issues of international activity, factors of internationalization of higher education, as well as the issue of shaping the international image of the university and the transformation of academic values in the context of global changes.

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## STRESZCZENIE

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**Wpływ programu mobilności  
na internacjonalizację szkolnictwa wyższego  
na Wydziale Edukacji Społecznej i Psychologicznej  
Państwowego Uniwersytetu Pedagogicznego im. Pawła Tyuczyny w Umaniu**

W artykule podjęto problematykę międzynarodowej mobilności akademickiej studentów,

dydaktyki i badań naukowych związanych z internacjonalizacją szkolnictwa wyższego na Wydziale Edukacji Społecznej i Psychologicznej ukańskiego Państwowego Uniwersytetu Pedagogicznego im. Pawła Tyczyny.

Wobec stale rosnących wymagań dotyczących jakości szkolnictwa wyższego uczelnie ukraińskie stanęły przed problemem konieczności zwiększenia konkurencyjności na rynku światowym. Wszystko to wskazuje, że międzynarodowa współpraca uczelni jest integralną częścią istnienia i rozwoju ukraińskich szkół wyższych. Współpraca międzynarodowa, mobilność akademicka studentów, udział w międzynarodowych programach i projektach edukacyjnych to priorytety dzisiejszego rozwoju edukacji. Dzięki partnerstwom międzyuczelnianym młodzi ludzie studiują razem ze swoimi rówieśnikami z różnych krajów świata, rozwijają zrozumienie międzykulturowe i przystosowują się do życia i pracy w przestrzeni globalnej.

W artykule omówiono problemy i perspektywy rozwoju działalności międzynarodowej na Wydziale Edukacji Społecznej i Psychologicznej.

**Słowa kluczowe:** działalność międzynarodowa, praca socjalna, psychologia praktyczna, szkolnictwo wyższe, instytucje edukacyjne, młodzież studencka, współpraca międzynarodowa, przestrzeń inkluzywna, działalność projektowa.

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