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**DEVELOPING GLOBAL COMPETENCE CONDITIONS
AT MEMORIAL UNIVERSITY OF NEWFOUNDLAND
УМОВИ ДЛЯ РОЗВИТКУ ГЛОБАЛЬНОЇ КОМПЕТЕНТНОСТІ
В MEMORIAL UNIVERSITY OF NEWFOUNDLAND**

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Abstract. *The article examines the higher education system of Canada. It is emphasized that one of the important conditions for the professional development of education seekers is the formation of global competence. It is proved that the University of Newfoundland is one of the modern universities in Canada, which forms global competence at different levels of its activities. The article examines the conditions created at the University of Newfoundland, which contribute to the development of global competence.*

Key words: *Canada, University of Newfoundland, global competence, university, education seekers.*

Анотація. *У статті розглянута система вищої освіти Канади. Наголошено, що однією з важливих умов для професійного розвитку здобувачів освіти є формування глобальної компетентності. Доведено, що University of Newfoundland є одним із сучасних університетів Канади, який формує глобальну компетентність на різних рівнях своєї діяльності. У статті розглянуто умови, які створені в University of Newfoundland, що сприяють розвитку глобальної компетентності.*

Ключові слова: *Канада, University of Newfoundland, глобальна компетентність, університет, здобувачі освіти.*

Introduction.

Higher education in Canada plays a major role in the social policy of the state. In the XX century, the reform of the country's educational system was carried out consistently and emphasized the elimination of inequality in obtaining higher education by representatives of indigenous peoples.

In modern Canada, universities play a leading role in expanding research and innovation activities. A feature of higher education in Canada is its decentralization, which promotes the autonomy of higher education institutions and the consideration of provincial and territorial interests in academic courses.

Main text.

In the last century, the state sought to change the rules of admission to universities, emphasizing the introduction of alternative forms of higher education that would correspond to the political and economic interests of the Canadian provinces. These efforts have yielded practical results. Today, government support for higher education is based on federal and provincial studies that identify target groups of education seekers and mechanisms and sources of funding.

Another characteristic of Canadian higher education is also the large number of foreign students, which is increasing every year. Canada migration policy allows higher education students to stay in the country as permanent residents or just to get a world-renowned, high-quality education. Canadian researchers have concluded that among students there are not only positive language and cultural exchanges, but also conflicts caused by the national characteristics of foreign citizens who came to Canada to obtain higher education. Scientists also give examples when foreign students choose the path of isolation not only in the classroom, but also in Canadian society. We note that such features are not a unique phenomenon for Canada. In our opinion, this problem is relevant in any university in the world where there are students of different nationalities and cultures.

In modern higher education in Canada, the number of academic programs has increased, the number of students and academic staff has grown significantly. Analysts note that new academic programs are most actively being implemented at Simon Fraser University (British Columbia), York University (Ontario), University of Calgary (Alberta) and Memorial University (Newfoundland).

Memorial University of Newfoundland is one of the most famous universities in Canada, one of the leaders of higher education in the country. In the province of Newfoundland and Labrador, the educational institution is the only one. This determines its priorities. The university concentrates not only academic, but also cultural functions. The main campus of the university is located in the center of the provincial capital (the city of St. John's). This location allows the university to effectively implement its cultural mission in the life of the province.

Memorial University successfully operates special units that contribute to the implementation of global competence. Such structures also have social, cultural and local significance, contributing to the development of innovative activity in the region.

Memorial University is a modern institution that carries out educational, scientific, research, cultural and social activities. Students (today the number of graduates exceeds 100,000 people) have the opportunity to study in 7 faculties: business administration, education, humanities, engineering, medicine, natural sciences and nursing. The university has 12 schools, each with its own specifics and uniqueness: School of Graduate Studies, School of Arctic and Subarctic Studies, School of Personal Kinetics and Recreation, School of Music, School of Pharmacy, School of Social Work, School of Arts and Social Sciences, School of Fine Arts, School of Fisheries, School of Marine Studies, School of Ocean Technology, School of Science and Environment.

Conclusions. Thus, higher education students strive to have the skills of a professional who thinks globally, has all the qualities that allow them to work in an international environment in the future, and has no barriers in perceiving people with inclusion, with national, racial, religious or social differences. This determines the importance of implementing the principles of global competence in higher education in Newfoundland and Labrador. Future professionals who receive education at a university where the formation of global competencies is emphasized, achieve significant success in the future, demonstrate greater effectiveness in a globalized world.

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