

**BARRIERS FACED BY OVERSEAS STUDENTS  
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Globalisation has had a profound effect on education systems worldwide. The numbers of students going abroad are increasing and destinations diversifying. Students from all over the world have started embracing study abroad options, and this has made it a pertinent fact to know some of the barriers and opportunities international students may be exposed to.

A historical overview of the topic showed that tradition of studying abroad started centuries ago. One of the earliest foreign students known to the public was Emo of Friesland, a Dutch scholar, who left his country in 1190, so to obtain a degree in Oxford University. He began to pave the way for international exchange in Europe for the next 800 years. Six centuries later, Marc-Antoine Jullien, a French educator, asked for the creation of a worldwide commission on education composed of different educational associations from the European state. One century after, representatives from the United States, England, France and Germany met in London, so to design a structure for an international educational commission. Nowadays, study abroad is viewed as a powerful educational tool and a way to get local students to communicate effectively with other cultures.

From the literature review is clear that the Republic of Ireland is one of the preferred destinations for international students (it included EU and non-EU students). Ireland has an intake of over 35 000 overseas students each year coming from over 160 countries. Therefore, it is very important for educational stakeholders to be aware of the barriers and opportunities international students may encounter while studying in Ireland. It may benefit and go a long way to profound ways that different institutions and Irish Government may assist overseas students while studying abroad, as well as ensure a high level of an academic performance alongside with creating a cultural and social environment. Additionally, this research may help prospective students being aware and mentally ready for the challenges they may have as well as potential benefits of being an international student. Authors of this research conducted a qualitative analysis in a form

of semi-structured interviews of 25 students studying at different faculties, programmes and years at Athlone Institute of Technology in Ireland during the 2018–2019 academic years. Aim: to gather information on students' study and live experiences in Ireland; to access opportunities available to the students and barriers to study abroad.

The participants had a median age of 23 and only 1 student over the age of 30. 52 % were male and 48 % were female. 72 % indicated that they have travelled to a different country. 52 % were enrolled in School of Business, 28 % in School of Engineering and 20 % in School of Science. Interviews were conducted in mid-February 2019, indicating that the majority of the students completed at least one semester at the institute. 100 % of the students mentioned language as a major barrier of going abroad. Many students wanted to study in a different country (France, Italy or Spain), but they did not, as English was their native language (Nigeria) and the only one they studied at school. 20 % of the students had to study English at home for one year before coming to Ireland, so to pass an internationally recognised exam (IELTS or TOEFL).

Financial burden was one of the major constraints as well. Approximately, 76 % of the respondents mentioned that they would be more interested in studying abroad if university, government or any other non-governmental organisations would provide financial support. 12 % did not experience financial issues, therefore, they did not see finance as a barrier to study abroad. 12 % of respondents pointed out that they were in a possession of receiving the Government of Ireland Scholarship, Presidential Scholarship or Irish AID Fellowship. That factor significantly influenced students' decisions to study abroad.

One more barrier mentioned by 48 % of the respondents was a cultural difference. Especially, it was pointed out by the Asian and African students who found it challenging to adjust to new grounds in a completely new Western environment. 52 % of the students found cultural differences an interesting experience, which did not negatively affect their academic performance or comfortable settle in the country.

Homesickness was mentioned by 50 % of the respondents. Authors of this research believe that this number mostly relates to undergraduates then postgraduates, as they stay abroad longer, and the level of homesickness increases with every year spending abroad. However, 10 % argued they felt homesick since their first arrival to Ireland. Surprisingly, several respondents mentioned food and weather conditions as one of the major challenges.

Finally, 100 % of the respondents believe that international education will allow them to have more opportunities for a better career. 52 % mentioned multicultural experience and opportunity of learning a new language as one of the opportunities students may obtain from being abroad.

Overall, authors of this research came up with the following set of recommendations. Educational institutions should support an informal gathering of international students, so to create a community, where people can chat freely. It can also serve as a platform for overseas students to have conversations with local students, it may help to reduce language barrier, as well as raise confidence and create a friendly environment, where people can overcome cultural differences. Also, governmental and non-governmental organisations may create scholarship programmes for prospective students, which would allow them to create a diverse educational space inside the country, alongside with giving an opportunity for foreign students to go abroad. Finally, homesickness as a psychological concept has not received due attention from psychological researchers, in spite of the fact that it is of a considerable interest to counsellors and care-givers of those who moved permanently or temporarily (students, refugees or soldiers).

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**СТУДЕНЧЕСКОЕ САМОУПРАВЛЕНИЕ КАК УСЛОВИЕ  
ФОРМИРОВАНИЯ ПОЛИТИЧЕСКОЙ КУЛЬТУРЫ  
БУДУЩИХ СПЕЦИАЛИСТОВ**

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Переход высшей школы от субъектной, в какой-то степени командно-административной к субъект-субъектной педагогике, педагогике взаимодействия между воспитателями и воспитуемыми, предполагает развитие демократических форм управления учебно-воспитательным процессом в вузах, расширение, углубление и развитие демократии.

Самоуправление как форма управления представляет собой взаимодействие на предмет деятельности с целью его упорядочения, совершенствования и развития. Как характеристика деятельности опре-