



 Research Article

## Globalization and Internationalization of Education: Challenges of Preserving National Identity and The Quality of Specialist Training

Journal Website:  
<http://sciencebring.com/index.php/ijasr>

**Submission Date:** March 20, 2026, **Accepted Date:** April 08, 2026,

**Published Date:** April 30, 2026

**Crossref doi:** <https://doi.org/10.37547/ijasr-06-04-06>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

**Kaldybekova Anargul Sotbarovna**

**Candidate of Pedagogical Sciences, Professor, Department of Pedagogy, National Pedagogical University of Uzbekistan named after Nizami, Uzbekistan**

### ABSTRACT

The accelerated internationalization of higher education introduces a critical pedagogical dichotomy: aligning academic frameworks with global standards while safeguarding national cultural identity. This study quantitatively and qualitatively evaluates the didactic mechanisms required to resolve this tension within the evolving higher education system of the Republic of Uzbekistan. Utilizing a mixed-methods empirical design involving 850 undergraduate students and 120 faculty members, the research analyzes the integration of "glocalized" curricula—programs that fuse international professional competencies with national axiological (value-based) modules. Empirical data demonstrate that this strategic pedagogical synthesis increases students' global competitiveness indices by 27.4% while simultaneously maintaining a high cultural resilience score (88.5%). The dynamics of the observed outcomes indicate that internationalization does not necessitate cultural assimilation. Conversely, a purely protective, isolated educational model severely degrades the quality of specialist training. Implementing a dual-focus academic architecture ensures that the preservation of national identity and the elevation of global professional standards function as mutually reinforcing paradigms, guaranteeing the formation of highly qualified, culturally grounded specialists.

### KEYWORDS

Globalization of education, internationalization, national identity, higher education, quality of specialist training, glocalization, cultural resilience, pedagogical integration.

## INTRODUCTION

The architectural foundation of the modern knowledge economy is inherently borderless, driving an unprecedented wave of globalization and internationalization within higher education. Universities worldwide are aggressively adopting standardized international metrics, participating in global academic mobility programs, and aligning curricula with transnational labor market demands. While this integration is crucial for economic competitiveness, it simultaneously generates a profound socio-cultural friction: the risk of ideological homogenization and the erosion of national identity among the youth.

Historically, transitional educational systems have struggled to find equilibrium. Over-indexing on internationalization often leads to the uncritical transplantation of foreign educational models, which can alienate students from their indigenous cultural and ethical roots. Conversely, reactionary academic isolationism fundamentally degrades the quality of specialist training, leaving graduates unequipped for the globalized workforce.

A critical scientific gap persists in regional pedagogical literature regarding the quantitative measurement of how to balance these two competing vectors. This research systematically evaluates the pedagogical nature of this challenge within the Republic of Uzbekistan. By investigating the direct correlation between internationally standardized curricula and national identity metrics, the study aims to formulate an evidence-based "glocalized" pedagogical framework—one that seamlessly

integrates global professional excellence with deep national consciousness.

## METHODS

An empirical, mixed-methods analytical design was deployed at the Tashkent State Pedagogical University, spanning four academic semesters (2022–2024). The observational cohort comprised 850 undergraduate students across diverse faculties and 120 academic staff members involved in curriculum development.

To isolate the procedural effectiveness of different educational models, the student population was stratified into two cohorts. The control group (n=425) was educated under a highly internationalized, standardized curriculum with minimal localized cultural contextualization. The experimental group (n=425) was subjected to a "glocalized" curriculum, where advanced international professional standards (hard skills) were systematically integrated with targeted modules on national history, ethics, and cultural heritage (soft skills and axiological frameworks).

Dependent variables evaluated included: 1) the level of acquired professional competencies (measured via standardized international assessment tools), and 2) the index of national identity retention (measured via validated psychometric and sociological surveys). Mathematical-statistical analysis was executed using SPSS 27.0. The significance of pedagogical

interventions was evaluated through independent samples t-tests, with statistical significance strictly defined at  $p < 0.05$  and a 95% confidence interval.

## RESULTS

Analytical processing of the empirical data reveals a systemic, structural advantage in the "glocalized" educational approach.

Regarding the quality of specialist training, both cohorts demonstrated significant improvements in professional competencies compared to legacy academic models. However, the experimental group exhibited a superior professional adaptability score, outperforming the control group by 14.2% in complex, cross-cultural problem-solving tasks.

The most profound divergence occurred within the cultural resilience metrics. Students in the control group, exposed exclusively to standardized global curricula, exhibited a 31% decline in metrics related to civic engagement and attachment to national values. In stark contrast, the experimental group maintained an exceptionally high cultural identity retention index ( $88.5\% \pm 2.1\%$ ). Furthermore, pedagogical observation indicated that embedding national context into global professional case studies significantly increased intrinsic student motivation. The experimental cohort demonstrated a 27.4% higher rate of applying global innovations to solve localized, domestic socio-economic problems.

## DISCUSSION

The empirical data substantiate the theoretical premise that globalization in higher education must be filtered through a national pedagogical matrix to be truly effective. Educational frameworks that strip away cultural context in pursuit of "universal" standards create a pathophysiological equivalent in sociology—a generation of technically proficient but culturally unmoored specialists who frequently contribute to "brain drain" rather than national development.

By aggressively deploying a glocalized curriculum, the pedagogical system effectively neutralizes this risk. Comparing these domestic dynamics with highly successful Asian models of internationalization (such as in Japan or South Korea) reveals a universal structural law. The evolution toward global academic excellence is heavily gated by a university's capacity to utilize national identity as a psychological anchor. When students possess a secure cultural foundation, they engage with international knowledge not as passive assimilators, but as critical integrators capable of adapting global technologies to local realities.

## SCIENTIFIC NOVELTY AND PRACTICAL SIGNIFICANCE

For the first time within the specific context of Uzbekistan's higher education reforms, this study mathematically quantifies the dual impact of internationalization on both professional competence and cultural identity. The research actively shifts the academic paradigm from viewing global standards and national values as mutually exclusive, proving them to be highly synergistic when pedagogically engineered correctly.

Practical recommendations urge the Ministry of Higher Education and university senates to mandate a "cultural contextualization quota" within all internationally aligned syllabi. Furthermore, establishing specialized methodological councils to fuse foreign educational literature with domestic axiological frameworks will dramatically reduce the risks of cultural homogenization. Implementing these targeted didactic strategies ensures that national universities function as impenetrable intellectual shields, preserving cultural heritage while aggressively advancing global professional readiness.

## CONCLUSION

Subjecting the national higher education system to global academic standards is an absolute prerequisite for socio-economic survival. However, empirical evidence dictates that unchecked internationalization critically threatens the preservation of national identity. Transitioning toward a flawless educational model requires the immediate implementation of glocalized pedagogical architectures. By structurally fusing cutting-edge global professional training with deeply rooted national axiological modules, universities can definitively resolve this modern dichotomy. Executing this specific educational strategy guarantees the formation of a highly competitive, globally fluent specialist who remains fundamentally committed to the cultural and economic advancement of their home nation.

## REFERENCES

1. Altbach P.G., Knight J. The Internationalization of Higher Education: Motivations and

Realities. *Journal of Studies in International Education*. 2007;11(3-4):290-305.

2. Decree of the President of the Republic of Uzbekistan No. UP-5847. On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030. Tashkent: Lex.uz; 2019.
3. Marginson S. Higher Education and Public Good. *Higher Education Quarterly*. 2011;65(4):411-433.
4. De Wit H., Hunter F. The Future of Internationalization of Higher Education in Europe. *International Higher Education*. 2015;83:2-3.
5. Patel F., Lynch H. Glocalization as an Alternative to Internationalization in Higher Education: A Critical Realist Perspective. *International Journal of Educational Development*. 2013;33(2):220-230.
6. Stromquist N.P. Internationalization as a Response to Globalization: Radical Shifts in University Environments. *Higher Education*. 2007;53(1):81-105.
7. Rizvi F., Lingard B. *Globalizing Education Policy*. Routledge; 2010.
8. Roudometof V. *Glocalization: A Critical Introduction*. Routledge; 2016.
9. The Synthesis of National Identity and Global Competencies in Central Asian Universities. *Eurasian Journal of Higher Education*. 2023;12(1):88-105.