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THE CONCEPT AND SIGNIFICANCE OF ACADEMIC MOBILITY IN THE CREDIT-MODULE SYSTEM

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Abstract

This article discusses the concept of academic mobility in the credit-module system and its essence. A number of scientists working in the field of education have studied the definition of "academic mobility" and, on their basis; the author develops a more appropriate one.

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Academic mobility is seen as a prerequisite for the formation of a European Higher Education Area within the Bologna Process. One of the main directions of the Bologna process is to increase the level of academic mobility, which can be carried out between students, teachers and researchers of higher education institutions.

In recent years, academic mobility, V.A. According to Galichin, it is recognized as one of the effective means of improving the quality of human capital. With the development of globalization, the exchange of science and education between countries is growing rapidly. It serves to expand and strengthen interethnic cooperation in this area, to strengthen the competitiveness of national education systems.

There is always a position in Bologna documents on the importance of academic mobility. In our study, we relied on a number of documents from the Bologna Process to reveal the concept of academic mobility.

An analysis of a number of publications on academic mobility allows us to conclude that different authors interpret this concept in different ways.

V. I. Bogoslovsky and S. A. Pisareva noted that the development of academic mobility of Russian students, teachers and administration, Russia's entry into the Bologna process, the introduction of a multi-level higher education system and credit system, modular education system, the modernization of public systems of quality assurance in education and the development of new formats of educational quality management systems and educational documents within the university are one of the most important directions.

O.O.Martynenko defines the academic mobility as the students (primarily), university teachers, administrative and managerial staff, the exchange of experience, the acquisition of opportunities that do not exist in their university, the opportunity to move from one university to another, overcoming national isolation transition and having a common European perspective [10].

N.S. Brinev, R.A. Chuyanov understand academic mobility as the period when a student is engaged in educational activities in a stateless country. This period limit also implies that the student will return to his or her home country after completing his or her study abroad.

Despite the many challenges that arise in the implementation of academic mobility, this process is one of the main ideas of the Bologna Process [4].

According to the annex, which reflects the recommendations of the Committee of Ministers of the Council of Europe, one of the prerequisites for academic mobility is that students or researchers study, teach and / or conduct research in a country other than their country of residence. Restrictions are placed on the duration of activities such as study, teaching and / or research, and the student or employee is expected to return home at the end of the term [8]. Thus, limited stay at another state university and return to one's home country are two of the main conditions for academic mobility.

In the legal documents and regulations of universities (Moscow State University named after Lomonosov, etc), academic mobility is the visit of a person involved in education to another educational institution for the purpose of studying, teaching or conducting research for a certain period of time (usually up to one year); Upon completion of the activity, the student, teacher or researcher is considered to return to the main educational institution. The concept of academic mobility is not related to emigration or long study (work) abroad.

Based on the analysis of the definitions given in the works of O. O. Martynenko, S. A. Pisarev, V. I. Bogoslovsky, V. N. Chistokhvalov, Ya.Ya. Clementovich, V. A. Galichina, it is possible to distinguish the general features of academic mobility, such as temporary study at other universities .

In the course of this study, we also clarified the definition of the concept of academic mobility of students. It is a form of organizing the study of students, which is associated with their transfer to another university for a limited period of time and their return to their base university to complete their studies.

VI Bogoslovsky and S.A. Pisareva argue that the phenomenon of academic mobility is extremely diverse and can be classified on different grounds. Thus, V. I. Bogoslovsky, S. A. Pisareva distinguish mobility on the following grounds:

- **by subjects** - teachers and students;
- **by objects** - teaching, research (for students); professional development (retraining), exchange of experience (teaching), research (for teachers and students);
- **by forms of implementation** - real, virtual (physical);
- **by area of implementation** - regional, interregional, international.

In the Bologna process, two types of academic mobility are distinguished: “vertical” and “horizontal”.

Vertical mobility means that a student is fully educated for a degree at a foreign university, while horizontal mobility means that a student studies there for a limited period of time (semester, academic year).

S.A. Tirti, who studies the formation of virtual mobility in higher education teacher training, argues that the virtual form of mobility refers to the ability to engage in learning, teaching and / or research at another educational institution through remote and telecommunication technologies.

O.O. Martynenko draws our attention to the fact that the term "direct mobility" is usually understood as the movement of students, graduate students, teachers and researchers abroad in their country, and therefore "reverse mobility" - migration of foreign nationals to their home country for study and research.

Analysis of the works of V. I. Bogoslovsky, V. A. Galichin, O. O. Martynenko allows to determine the characteristics of academic mobility of students on the problem under study. The main subjects of academic mobility are:

- ✓ Students of all levels of higher education (bachelor, master) and master's students;
- ✓ Graduates of the first and second stages of higher education.

Researchers say there are certain requirements for subjects:

- ✓ The student must come to a foreign university for an internship in mobility programs;
- ✓ Fluency in English or the language of the host country.

V.I. Bogoslovsky writes that in a one-year internship, universities are recommended to teach foreign students in English in the first semester and in the host state language in the second semester, but this can only be acceptable for specific sciences and engineering education, even if similar languages are used. In turn, this raises the issue of organizing in-depth study of English.

Thus, academic mobility is a very important process for personal and professional development, as each of its participants is faced with the need to address life situations and at the same time analyze them from their own and other cultural perspectives.

Different authors classify academic mobility according to different indicators, but in the context of our study, it is necessary to distinguish three types of academic mobility of students: spatial (or physical); virtual; complex (combined). Virtual mobility is a convenient form of academic mobility through remote technologies. Spatial (or physical) involves face-to-face study at an educational institution. Integrated (combined) is the organization of full-time education at the university using the communication capabilities of ICT.

The content and forms of academic mobility of students are determined by its goals and objectives.

Academic mobility, as the researchers point out, allows students to achieve a range of goals and meet a range of needs.

Goals and needs can be very diverse, and they can be both rational (learning new skills) and emotional (moving away from parents).

According to VI Bogoslovsky, the main tasks of mobility today are to provide students with the opportunity to receive a multifaceted European education in the chosen field of education, leading scientific schools to enter the traditionally formed recognized educational and science centers. to expand the student's knowledge in all areas of European culture, to instill in him a sense of being a European citizen.

According to V. A. Galichin, mobility is also important for solving other problems. This is necessary to develop the individual, increase the level of knowledge and create employment opportunities for people. It provides an opportunity to gather new knowledge, learn from different teachers, and test yourself, your suggestions, and your skills in new situations. Mobility helps in language learning. The importance of learning foreign languages as a tool for European integration and citizenship development, as well as for organizing the functioning of a single market for educational services, cannot be underestimated.

TA Fugelova rightly points out that any environment created at the university does not create conditions for the formation of professional mobility of students. Thus, the question arises as to the need to create

conditions for young people at the university to enter into social relations, to build a life and career, and to prepare for a position.

According to the rector of Lomonosov Moscow State University V.A. Sadovnichy, students who are engaged in academic mobility will be sent to partner universities for: study under joint diploma (degree) programs; includes education within the framework of inter-university cooperation (without awarding a second diploma), including within the framework of academic exchange programs; internship (including language); training (research, production) internship; participation in summer schools (semesters).

In turn, E. V. Kuzevanova emphasizes the need to form a research position of the student. The effectiveness of the research position formation process is related to the need to create a research environment that is a system of pedagogical conditions.

Thus, the training of students in the academic mobility program includes activities of different content:

- educational;
- research;
- Collection of research materials;
- experimental;
- work in foreign laboratories;
- to study the foreign experience of the world's leading scientists.

It should be noted that universities also have the task of organizing the academic mobility of students. Let's take a look at some of them.

V. I. Bogoslovsky, S. A. Pisareva consider the following tasks of the university in the organization of academic mobility:

- ✓ Introduction of a network of national information centers for academic recognition and mobility;
- ✓ introduction of credit system;
- ✓ application to the diploma.

O. O. Makarenko states that the minimum required range of mobility management tasks should be as follows [10]:

- ✓ notification;
- ✓ Facilitate the adaptation of participants in the movement;
- ✓ normative and methodological support of mobility;
- ✓ fundraising.

Developing an information system on academic mobility opportunities and challenges in higher education should be one of the key measures to support and promote mobility. It is recommended to hold seminars on specific grants and exchange programs, as well as meetings with representatives of embassies on study abroad. Information on all current grants and exchange programs should be available on the University website.

To increase the effectiveness of mobility implementation, it is recommended to maintain a database of all students participating in mobility programs. The presence of such a system allows for more effective monitoring of academic mobility.

The development of internal regulatory support for academic mobility in higher education should become one of the clear priorities in the development of academic mobility. Normative documents within the university should be distinguished by uniformity, clarity, and precision of rules and recommendations, in which the algorithms of participants' actions should be clearly described. Among the most important issues of normative and methodological support of mobility is the development of joint programs with foreign universities, as well as individual plans and curricula for "mobile" students.

An effective funding system is an important factor in the development of academic mobility in higher education. This task can be solved with the help of borrowed funds, including the search for grants, lending programs and mobility subsidies.

Thus, it is no exaggeration to say that higher education institutions have important tasks ahead of them. Their solution will require significant changes at the university itself.

As a result of the analysis of the works of V. A. Galichin, V. I. Bogoslovsky, O. O. Martynenko, we can highlight the general tasks that need to be addressed in the organization of academic mobility at the university level:

- creation and development of a system of grants for students and teachers;
- Improving the organizational mechanisms and normative and methodological support of academic mobility within the university;
- Ensuring that students are as informed as possible about the content of education in countries and specific universities;
- Encouraging the study of foreign languages, international relations and regional studies;
- Ensuring the integration of education abroad with higher education curricula;
- Continuation of cooperation between universities;
- creation of infrastructure to support foreigners;
- creation of necessary social and living conditions;
- Development of a system for assessing mobility within the university;
- Organize and conduct competitions for participation in academic exchange programs.

Only as a result of such an educational policy will students become full participants in academic mobility, and the quality, attractiveness and competitiveness of educational programs will increase.

Thus, summarizing the above, we can conclude that in connection with the modernization of education, the academic mobility of students is becoming a common form of organization of the educational process.

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