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ACADEMIC MOBILITY: PROS AND CONS OF STUDYING ABROAD

Academic mobility of students, young scientists and teachers in the framework of the Bologna process is important. With the development of globalization, the exchange between countries in the field of science and education is growing rapidly, and academic mobility is recognized as one of the effective tools to improve the quality of human capital.

Regulations on the importance of mobility are presented in the Bologna documents ("Great Charter of Universities", "Sorbonne Declaration", "Bologna Declaration", etc.). The analysis of scientific literature has shown that academic mobility is defined as the opportunity for students and teachers to move from one institution to another in order to exchange experience (O. Martynov); a studying period of a student in a foreign country (N. Brinev, R. Chuyanov); moving someone related to education for a certain period (usually a semester to a year) to another educational institution (local or foreign) for studying, teaching or research (Council of Europe Committee of Ministers).

V. Bogoslovskiy, S. Pisarev, S. Tyrtyi distinct the following kinds of academic mobility:

- by its subjects (teachers and students);
- by its objects;
- by types of implementing (real or virtual);
- by the area of implementation (regional or international).

Students of all kinds, postgraduates and graduates can participate in academic mobility programs. Among the requirements for students are fluent English or the language of the host country and/or arrival for traineeship by the plan of mobility program.

Academic mobility allows students to acquire versatile European education in chosen learning course, gain access to leading centers of education and science, expand the student's knowledge in all branch-

es of European culture, improve language skills or build their career.

There are a lot of academic mobility programs. For example:

- DAAD or German Academic Exchange Service (Deutscher Akademischer Austauschdienst) – engaged in the exchange of researches and students. There are 15 regional offices to inform people about new educational programs. They provide grants to everyone related to science or university activities, starting from second course student.

- TEMPUS (Trans-European Mobility Programme for University Studies) – this program promotes the development of cooperation between universities and EU and partnership countries. As partners, there are countries of Eastern Europe Middle Asia and Mediterranean countries.

- Visby (Sweden) – provides a number of full scholarships for master's programmes in Sweden. The programme aims to build an integrated, knowledge-based and research-intense region centered on the Baltic Sea and including the EU Eastern Partnership countries and Russia. It covers studies in all subject areas with an emphasis on sustainability, innovation and corporate social responsibility.

Statistics data indicate that mobility programs are really popular. According to OECD (Organization for Economic Co-operation and Development, OECD), international students' mobility has significantly increased in the past four decades, from 250,000 in 1965 to approximately 3.7 million in 2016. Besides, international students aim at getting a degree rather than at short-term "study abroad" education.

However, students will meet another type of problems. A survey by Klahr and Ratti emphasizes the importance of the lack of recognition of periods abroad and credit transfer. Besides, insufficient knowledge of academic prerequisites and qualifications of various countries, differences in the structure of the academic term, disparities in the times at which examinations are taken. These are all common problems of credit mobile students when they are engaged in academic activities. Moreover, the lack of foreign language skills is considered another barrier to most of the mobile students, not only the credit mobile ones.

Nevertheless, due to education modernization, academic mobility

is becoming a common form of organization of educational processes with numerous advantages, both for personal and professional growth.

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ACADEMIC MOBILITY AS A PRIORITY ASPECT OF MODERN PROFESSIONAL EDUCATION DEVELOPMENT AT KRYVYI RIH NATIONAL UNIVERSITY

Academic mobility is one of the most important aspects of the process of integration of universities and science in the international educational space. Under the term of academic mobility, we usually understand an opportunity for students, teachers, researchers and administrative staff to continue their education or acquire scientific, teaching, administrative experience through participation in educational or research program, other universities, the ability to "move" from one institution to another. Academic mobility as means of International Cooperation cannot be reduced to specific actions, technologies and mechanisms relating only to the system of students from different countries exchange.

The Bologna Declaration defines the goals of the Bologna process, one of which is "to promote mobility by overcoming obstacles to the effective exercise of free movement. Students should have access to opportunities for education and training, as well as related services. Teachers, researchers and administrative staff, recognition and valorization of periods spent on implementation and training in the European region" [1]. Among the criteria of the Bologna Process mobility criterion is dominant, in fact and credit system is being introduced primarily to support large-scale student mobility, and joint educational and research programs cannot be developed outside the faculty and student mobility at both European and national levels. Realization of academic mobility of the teacher can be greatly facilitated by the wide use of information and distance learning technologies. Unity of Ukrainian information educational space is the key to successful entry into the European educational space [2].