Academic Mobility: Problems and Consequences

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The author analyzes the concept of academic, personal, professional mobility in the given article. The peculiarities of the educational programs of Ukrainian higher education institutions and the programs of European educational institutions are characterized. The problems of academic mobility in Ukraine are outlined and the ways of their elimination are determined.

Keywords: *academic mobility, academic mobility of students, professional mobility, problems of academic mobility, joint educational programs.*

Introduction

«In the conditions of new socio-economic relations, which are increasingly asserting in Ukraine, pedagogical science cannot but raise the issue of specialists professional mobility, as the labor market determines the increased requirements for the quality of young specialists training capable to competition for the working places» (Ivanchenko, 2005). The process of globalization, integration, democratization aims to improve drastic the quality of Ukraine school and higher education systems. European integration is impossible without providing conditions for the free movement of people, goods and services in the European space, and the latter, it determines the need to the fastest adaptation of the Ukrainian education system to the common European criteria and standards.

European integration is a voluntary commitment by Ukraine to modernize its higher education system in order to bring it closer to European education. It is an invitation to think carefully about all the advantages and disadvantages of educational integration, designed to enhance the accessibility of higher education, its openness and the fulfillment of citizens' equal rights in obtaining educational services, a certain status, profession, work.

Nowadays, higher education in Ukraine is undergoing the update: the new legal framework has become improved; it has become different in organizational terms, in new qualifications, in the content of education and

its results, and so on. It is important that today the world has become more open, where the crowds move freely, communicate, and interact in a single information space. European integration creates favorable conditions for the development of science and education. Ukraine gets through the stage of accelerated transformations and raises the question not only of the justification of the education modernization, but also about its inevitability. It is becoming increasingly necessary to move from adaptive learning to personally oriented, to increase the mobility among students, graduate students, doctoral students and teachers.

The main task of the modern university is to raise the efficiency of students' preparation for future professional activity, integration into the modern social environment. Particularly relevant is the problem of the active personality formation, which can show the mobility both in the learning process and in professional activity.

The formation of a single world educational space is due to the convergence of different countries approaches to the education organization, as well as through the recognition of educational documents of other countries. The European Higher Education Area (EHEA) and the European Research Area (ERA) form the modern European Knowledge Society. A common European educational space, on the one hand, contributes to the growth of student mobility and teaching staff, and on the other, academic mobility is a prerequisite for the common educational space formation. In the framework of international cooperation, education acquires objectivity, transparency, competitiveness, and the role of Ukrainian universities is twofold i.e. to provide the proper education for its students and to maximize the use of student creative potential in the educational space of advanced countries to ensure the prosperity of Ukrainian universities in the future.

Academic mobility as a whole is an integration process in the field of education, enabling students, graduate students, and teachers to participate in a variety of educational or research programs. The main goals of such programs are to improve the quality of education, to develop intercultural exchange, and to train future qualified specialists. Participation in academic mobility programs gives the student the opportunity to receive a high-quality European education in the chosen field of study, to expand their knowledge in all areas of European culture, to feel as a full European citizen.

One of the main tasks of academic mobility is the creation of the European Higher Education Area. That is, to make sure that a student or a teacher from any European university has the opportunity to work freely in a specialty not only at home but also abroad.

Exchange of experience and knowledge is another important goal. International academic mobility allows the intellectual elite representatives of different countries to share theoretical and practical information about their achievements. And there are also joint studies that can bring the wealth to humanity in the future. Equally important is the cultural exchange. In addition to knowledge, participants of academic mobility programs have the opportunity to get acquainted with the living conditions in other countries, to study their culture and language.

Thus, choosing a job after graduation, the graduate will already know what it is waited for him/her if he/she decides to go to work in another country.

Academic mobility of students, graduate students and teaching staff is one of the priority areas of the university international and educational activity, the purpose of which is to improve the education quality, increase the research efficiency, develop the management system and raise the competitiveness of graduates in the domestic and international services and markets as well as the study and implementation of the best practices of foreign higher education institutions.

The formation of a single world educational space is due to the convergence of different countries approaches to the organization of education, which requires the recognition of educational documents of other countries. A common European educational space, on the one hand, contributes to the growth of student mobility and teaching staff, and on the other, academic mobility is a prerequisite for the formation of a common educational space. Student mobility is one of the basic principles of the Bologna process, to which Ukraine has joined since 2005. The very formation of mobility is a leading structural component of vocational training in many educational institutions.

Analysis of the recent researches and publications

Nowadays, a number of scientists investigate the academic mobility problem of future specialists in the field of education, they are as follows: A. Artyushenko, S. Brynev, V. Vertegel, N. Gulyayeva, Y. Klimenko, N. Kovalisko, V. Kozyrenko, I. Svityashchuk, V. Tryndyuk and others. The searches for the new ways to improve the professional training of specialists in higher education in the context of the requirements of the Bologna process are devoted to the works of I. Bekh, O. Bilyk, S. Goncharenko, I. Ziazun V. Kremen, V. Lugovyi, J. Talanova, N. Nichkalo, S. Sysoyeva, etc.). Various aspects of mobility and academic mobility of student youth are dedicated to the research of V. Astakhova, S. Brynev, S. Verbytska, L.

Gurch, N. Dmytriyeva, O. Dyadchenko, L. Znovenko, D. Yerova, O. Isak, O. Kuchay, R. Prim, L. Sushentseva and others.

The purpose of the article is to identify the causes and consequences of insufficient academic mobility and its effective use for providing high quality professional training in higher education of Ukraine.

The main material

Teacher education is an important component of the higher education system, as it should contribute to the reproduction of the teaching potential in the educational sector, provide high quality teacher training, and directly affect the optimal solution of educational problems, which actualizes the need for a fundamental study of the foreign countries experience in the studied field. Particular attention is paid to the modernization processes of the system of future primary education teachers in the Eastern Europe countries, which are aimed at coordination with the demands of the modern labor market in the developed European countries, since the economic, political, social and technological transformations in these countries take place approximately in the same conditions, as in Ukraine, though more advanced.

Modern pedagogical professionals need to work effectively both within their own country and in the international global space, possessing the knowledge, skills and abilities inherent in the profession.

One of the Ukrainian labor market important problems is the imbalance in the professional training of specialists and their demand in the modern labor market. Today, the employer is de facto distant from the process of formation and control of such a public institute as a «state order» and does not participate in developing the content of education. As a result, the market does not meet the qualifications it needs, or their qualifications do not meet the requirements of employers. That is why ensuring the academic mobility of professionals is the key to solve the problem of training competitive professionals in the current labour market.

Academic mobility of students, graduate students and teaching staff is one of the priority areas of international and educational activity of the university, the purpose of which is to improve the quality of education, increase the efficiency of research, improve the management system and increase the competitiveness of graduates in the domestic and international services and markets as well as the study and implementation of the best practices of foreign higher education institutions. Forms of academic mobility are student exchange programs at a partner institution of higher

education, language and scientific internships, educational (research, productive) practice (Vertegel, 2014).

Scientists distinguish different approaches to the interpretation of the concepts of «mobility», «academic mobility», «and professional mobility». The scientists differentiate the following characteristic in the concept of «mobility»:

- teacher mobility in Ukraine is the extension and borrowing of experience at another educational institution (Sectional meeting «Mobility of teaching staff and students in Ukraine. Advantages of exchange of ideas and experience», 2005).

- mobility of teaching staff can be considered as the second most important form of the higher education globalization; international mobility of teaching staff is conditioned by research and scientific work, but in some regions and certain areas of education, such as management and business administration, there are special schemes of regional and international training for young researchers and teachers (Gurch, 2018).

- set of individual characteristics and capabilities of a person, which is manifested in the ability to act quickly and to have the scientific intelligence (Artyushenko, 2012).

Yu. Klymenko points out that from the point of psychological science, mobility is interpreted as liveness, the ability of an individual to move through cognition and professional spheres; in pedagogy, the concept of «mobility» is understood as an internal self-improvement of the person, based on stable values and the need for self-development, a symptom of his/her inner freedom (Klimenko, 2011).

Academic mobility has been reflected in the research of both national and foreign researchers. Surely: – Academic mobility – is an opportunity for participants in the educational process to implement pedagogical, scientific and pedagogical, scientific and/or innovative activities carried out on the principles of expression and creativity freedom, dissemination of knowledge and information, conducting research and using their results and implementation taking into account the restrictions established by law (The Law of Ukraine «On Higher Education: Current Law», 2014);

- academic mobility implies the students participation in the educational process of a higher education institution (in Ukraine or abroad), the passing of educational or productive practice, conducting scientific studies with the possibility of recalculation in the established order of the mastered disciplines, practices, etc. (Exemplary Provision on Academic Mobility of Students of Higher Educational Institutions of Ukraine Order of the Ministry of Education and Science of Ukraine № 295 dated 29.05.13);

- academic mobility of a student in Ukraine is an opportunity to study one or more semesters in another higher education institution during the study period, where specialists in the same specialty are trained with disciplines (credits) and periods of study; to develop intellectual potential more effectively, as the student can choose independently the educational institution, courses, subjects (Gurch, 2018);

- an important component of the process of higher education institutions integration into the international educational space, as well as the period of study of the student in the country where he/she is not its citizen (Brynev, 2018);

- an important qualitative feature of the European space, which involves the exchange of people between higher education institutions and states (Zgurovsky, 2018);

- it is an opportunity to choose the best training options for the training of a modern specialist (Gulyayeva, 2005);

- academic mobility is an opportunity for students to study for a limited period of time at another university (Svituashchuk, 2018).

Professional mobility is a logical extension of an academic mobility. Professional mobility is the capability and ability to successfully switch to another activity or change the type of work; involves mastering a system of generic professional methods and the ability to effectively use them to perform certain tasks in related industries and relatively easy to move from one activity to another. Occupational mobility is a form of social mobility, which is a process of employees' change of work place (Goncharenko, 2011).

Personal mobility is the ability of a person, as a result of a deep awareness of the purpose, analysis of external and internal conditions of its achievement, to make optimal decisions about the course of action, to create internally a program of action, consciously mobilize their own individual and psychological capabilities to achieve the goal, to adjust them in the context of the specificity of the collective action subjects, to carry out self-assessment, self-correction in the course of performing the action and independently to analyze the results of the activity as a whole (Artiushenko, 2012).

The situation with academic mobility today remains quite critical in the universities of Ukraine. The source of information on direct links between Ukrainian and foreign universities, their effectiveness and experience is rather limited. In most cases, this information is limited to specifying the contact persons responsible for international cooperation or to a short list of international projects.

According to the Center for the Study of Society, in 2013, 29,000 Ukrainians chose European education. The top ten countries are Poland, Germany, Russia, the Czech Republic, Italy, the United States of America, Spain, France, Canada and Austria. According to intergovernmental and interdepartmental agreements, about 200 persons annually go abroad to study. Within the framework of direct agreements between Ukrainian and foreign universities, annually about 4 thousand people are sent abroad. According to the budget program of study and internship at foreign universities, last year 353 persons were recommended for tuition or internship abroad. In fact, only thousandth of 1% of the total number of Ukrainian students use this academic mobility path (Foreign students have added more than 4 billion hryvnias to Ukraine, 2013).

The abroad tuition and internship at the expense of universities or the state make up less than 10% of the officially announced number of «mobile Ukrainian students». Most academic exchanges of students occur through the bilateral agreements between universities in Ukraine and Europe.

In particular, for students of the Department of Pedagogy and Psychology of Preschool Education, the Faculty of Pedagogy, Psychology and Social Work of Yuriy Fedkovych Chernivtsi National University, in terms of activating the students' mobility, there are: introduction of such courses as «Fundamentals of Academic Mobility» and «Technology of Professional Pedagogy» into the curriculum; ensuring the participation of undergraduate and graduate students in high-quality short-term mobility programs, in particular within the framework of inter-university agreements between Stefan cel Mare (Romania), the Pedagogical University of Krakow (Poland) and our institution there are planned the following activities: exchange of students for the pedagogical practice, exchange of students for the purpose of studying individual disciplines, joint management of students' scientific work scientific conferences, seminars, symposia. Such foreign training and internships are carried out on the basis of a bilateral agreement between Yuriy Fedkovych Chernivtsi National University and the universities of Suceava and Krakow.

There are certain criteria for the classification of a common curriculum in European countries, as follows:

- programs are developed and/or approved jointly by several universities;
- data from the National Academic Recognition and Mobility Information Center;
- students (each party) participating in the study program at other institutions;

- students' presence in universities participating in inter-university programs has a comparatively equal duration;

- the periods of study and exams passed by students in the universities participating in the program are fully and automatically recognized;

- teachers of each of the participating universities also teach in other institutions, jointly develop the curriculum and form joint admissions and examination committees;

- upon completion of the entire program of study, students receive either national certificates from each partner institution, or are issued joint (often informal) certificates or diplomas.

Based on the above requirements, joint programs (double or joint bachelor's and master's degrees) comprise a small percentage of international cooperation programs at higher education institutions. The most desirable forms of legal regulation of joint educational activities are higher education institutions prefer cooperation agreements, joint activity agreements, and partnership agreements. In terms of mobility, which is a mandatory requirement for joint programs, the situation is not entirely favorable. As a rule, mobility is carried out only towards the countries of Europe, America, and Canada.

There are a number of common programs where mobility is not provided at all. (Such programs are provided for students to study only in Ukraine, whereby they can take courses (modules) in a partner institution, provided they independently pay for all expenses related to travel and accommodation in another country. In other words, the very logic of exchanged programs is broken. The same applies to teacher mobility, which is minimal in some projects. The number of students enrolled in one program is small (on average – 10 people, in some cases – 20 people).

At the same time, the programs are developed jointly, through repeated and detailed negotiations and approvals regarding its content and teaching and evaluation methods, changes and revisions to the initial plans, texts and programs. The program of the partner institution and courses of the Ukrainian program are taken as the basis for the new program, as a rule. In terms of the number of joint projects, the USA and Canada are slightly less involved in joint programs, with the most intensive cooperation being in the content of the academic disciplines. There are no such global centralized programs cooperation as with European countries, but mutual interest in working together in the field of integration into the international educational space is clearly present.

The motivation for creating joint educational programs is similar in universities in Europe and Ukraine;

- Joint programs are a recognized tool for improving the competitiveness of higher education institutions and, as a consequence, national/regional education systems.

- In the context of increasing globalization and integration processes in the international arena in all spheres of public life, the development of the higher education system must also be pursued in order to ensure its comparability (in the field of mechanisms, criteria and standards) with the higher education systems abroad.

- Through the development of joint educational programs, Ukraine has the opportunity to enter the educational markets of other countries, to promote and export Ukrainian higher education abroad, as well as to create a single European labor market, which is important for the employment of future graduates and thus to motivate their choice; the stage of study at which joint educational programs are implemented is mainly the second, master's stage; often additional education programs are also implemented. The same trends are observed in European countries.

Joint undergraduate degree programs are much smaller; in some EU countries they are not implemented at all. In Ukraine, bachelor-level inter-university programs are not in high demand in the labor market, and common bachelor's programs are pursuing a master's degree (including foreign) rather than entering the labor market. The main form of collaboration at the doctoral level is joint research. Examples of the award in two degrees or their mutual recognition are in the framework of cooperation with the universities of Poland, Romania, and Germany, are very limited and are carried out, mainly at the level of individual contacts.

Shared programs have a number of benefits for participants in the process, including:

- students get new additional opportunities for mastering the profession and developing a new type of thinking, gaining experience in other academic and social conditions, which creates the preconditions for their greater professional mobility and demand in the labor market, the development of the «European citizenship» quality;

- flexible conditions are created for professors to professional cooperation and growth, including cooperation in scientific research with foreign colleagues, establishment of long-term professional contacts;

- Universities receive a kind of added value in the form of better and more attractive educational programs, increase of academic potential, as a result of new opportunities of cooperation with other universities, the experience use and, as a result, an increase of reputation and competitiveness.

Problems are faced by Ukrainian universities and research institutions, staff, students and postgraduate students who have carried out academic mobility. The main problems of academic mobility are related to the non-harmonization of the European Higher Education Area. It is not only the specificity of the Ukrainian education organization and its difference from the European; the fact is that it is too early to talk about the European higher education system. There are educational systems in each country that are sometimes quite different from one another. At present, only few steps are being taken to harmonize the European educational space, and the main driver of this process is politicians, not universities. Neither the tendencies of integration and globalization, nor the scientific and technological progress speed, which requires special flexibility and variability of education, can be ignored; however, it is impossible to ignore the historically formed features of the education organization, especially if they determine the quality of education, and are confirmed by data on employment of graduates and successful development of this country.

Both the first and difficult question that arises in connection with academic mobility is the peculiarity of the Ukrainian education organization, such as «department-centricity». This is the presence of a large variety of fundamental subjects taught in the faculty, as a mandatory preparatory stage of further specialization. The volume of them both in quantity and in volume has considerable differences.

Secondly, «department-centricity» determines the early (almost from the second year) specialization of the student. Programs in Europe do not require undergraduate specialization.

Thirdly, the complicated thoughtfulness of educational programs in Ukrainian universities is recorded in the consistent development of courses, within which variability is possible only to a very small extent. The problem of introducing two-level training for the Ukrainian university is not just a problem of dividing the curriculum into two stages, it is a problem of its radical revision, but also a problem of creating a fundamentally different organizational and personnel structure of universities, which provides not the departmental system, but the directorate of educational programs and contracts with specialists for the implementation of this program (lecturing, conducting classes, tutoring and so on). However, in such circumstances, first of all, the scientific activity becomes problematic (chairs usually represent the formed scientific teams; the creation of teams within the educational programs organization is an additional task). Second, the department is responsible for specialist training, quality and modernization of education. These functions may be delegated to the directorate, but it is a replacement of the responsibility of the scientific team for the responsibility

of one or two education managers. In most cases, it seems that such a replacement will be defective. An analysis of the transitioning practice in Ukrainian universities to a two-level system shows that most universities were inclined to understand their existing programs as «integrated masters» programs, i.e. to enroll in a bachelor's degree program with mandatory continuing education for master's degrees. Now for universities it is essential to save a large number of budget places for the preparation of masters or specialists retention.

Another, equally acute, issue is the status, rules of issuance and of educational documents. One of the major problems of our education in the world market is the lack of recognition the diplomas of most universities at the international level. Ukraine's accession to the Bologna Process is, of course, a significant step towards the reconciliation of Ukrainian standards with the European ones; this is the basis for international accreditation, but a host of mechanisms that inhibit the real process. Foreign countries, the buyers of educational services do not consider the Ukrainian matriculation certificate to be the equivalent of local comprehensive secondary education documents, and Western employers look at Ukrainian diplomas with skepticism.

Ukraine needs to sign a convention that recognizes the educational document of another country that has signed this convention, unless there is a significant difference in the content of the training programs. If a specialist arrives in a signatory country, they are required to recognize his or her education certificate. And if they do not admit, then no citizen should prove that their diploma can be recognized, and this country must prove that it is impossible. Such a convention has been signed by many European countries. Thus, students and specialists with Ukrainian diplomas who come to the West will have a kind of a presumption of competence. In Europe, the workplace is the responsibility of the doctors' association, the engineers' association, the lawyers' association, that is, the system of diplomas recognition through professional associations, and here everything depends not on interstate agreements, but on the specialists' opinion in a particular field. They are given the right to recognize or not to recognize a Ukrainian diploma. Naturally, no one wants to allow competitors to enter the market. So, they overstate the requirements for recognition of education documents. They make the demands that are the only one in the world.

Another important problem related to academic mobility is the problem of implementing individual educational path. State educational standards do not provide the individual educational trajectories. Principally, they are not banned either. Therefore, the procedure for the implementation of an individual educational trajectory in accordance with Ukrainian law

would look as follows: – the student, in agreement with the university where his/her studies are conducted, and also with another university chooses courses and term (one or two semesters) study at another university; – is sent or expelled from the university where his/her studies are taking place (or he/she is taking an academic leave – but his reasons for studying at another university are not provided); – attends and successfully completes courses at another university of Ukraine or abroad; – returns to the university, where he/she asks for these courses to be transferred, which can sometimes not be done because of the mismatch of their curricula, and also because of the differences between the language of instruction provided by the statutes of the educational institutions and the language in which the courses were taught; – renewed for study (if there are places!) Either with the loss of the course or passes the subjects provided by the curriculum for the given level of study individually with the permission of the educational institution or its department authority.

We will continue the list of academic mobility implementation problems related to the lack of education standards. It is necessary to pay attention to the different ratio of the classroom and independent work hours, while in most of the Ukrainian standards the correlation is 1: 1, then the European and American standards are more likely to have a correlation of 1: 2, and even 1: 3. There is a discrepancy between the courses complexity. In terms of complexity, the semester course of German educational institutions, for example, is equal to the one and a half semester course of Ukrainian universities. However, the total number of courses per semester is lower in the curriculum (approximately 2 classes per day are required for the required number of credits, while in the Ukrainian university it is 3-4 classes). There is also no unified system of student performance evaluation. Thus, even considering the financial difficulties of individual academic mobility, it becomes clear that the implementation of an individual educational path is difficult to implement, it needs to be refined to meet the requirements of individual academic mobility (both internal and external).

Another problem is the language of instruction. The Law on Education does not provide the possibility for higher education institutions to teach in our universities within the framework of the educational program in English (or other foreign) language. Such an opportunity is determined by the educational institution itself and in Ukraine the number of institutions of higher education, where the teaching of individual courses is rather limited, most of it is used in medical educational institutions. Basically, at the discretion of the university or faculty management, courses of other educational institutions may be credited to the student individually. The possibility of courses credits taken at a school other than those stipulated in

the charter does not imply that impedes the development of academic mobility. Therefore, the problem of the teaching language can be easily resolved in the case of changes to the university statute and does not require special state regulation.

One more problem is the financing of academic mobility by the Ministry of Education and Science of Ukraine proposes to fulfill at the universities expense, funds for higher education support and development, grants, host party funds or personal funds of academic mobility participants. In conditions where the state finances only salaries to teachers, scholarships to students and part of the funds for public utilities, Ukrainian universities are not able to organize academic mobility at the proper level.

Conclusions

Thus, the state of academic mobility in Ukrainian universities today is not sufficiently high and its development provides (Fedorova, 2014):

– the opening of an international university subsidiaries in Ukrainian universities for organizing student exchange;

– the creation of an information database on world, European and national universities, international mobility programs;

– the internationalization of curricula;

– the web pages development that would reflect the processes taking place in the consortia created;

– the creation of the necessary tutorial system, which would allow practical realization of students' needs for mobility;

– the organization of services for students' adaptation in the new environment;

– ensuring the proper level of preparation of students for study at a foreign university through special courses, conferences, specialized training programs;

– the new system development of advanced training and retraining for the teaching staff, which would satisfy the implementation of an important European principle – «lifelong learning«;

– to organize a system of scientific degrees in Ukraine that meets international standards. For many scientists, mobility barriers in Europe scientific and educational spaces would disappear.

Thus, academic exchanges can be seen as a means of developing and updating educational programs of higher vocational education in Ukraine. This will allow the recognition of educational programs implemented by Ukrainian educational institutions in the European educational space, ensure transparency and recognition of competences and qualifications in order to

increase student mobility, professional mobility of professors and administrative staff of higher education institutions should be considered as a system of education while studying foreign experience, to increase the educational programs competitiveness in the world market of educational services.

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