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## The concept and the essence of academic mobility of students

**Abstract.** The article discusses the theoretical foundations of academic mobility of students. The concept of determining the academic mobility of students is clarified. The author characterizes the types of academic mobility of students, reveals the features of their organization in universities. The subjects of academic mobility of students and certain requirements for them are identified. The analysis of the tasks of organizing academic mobility of students facing Russian universities, as well as different types of activities for teaching students under the program of academic mobility, are presented. In legal acts and statutes of universities (MSU. Academic mobility is considered as the movement of someone related to education for a certain (usually up to a year) period to another educational institution (in their home country or abroad) for training, teaching or research, after which the student, teacher or researcher returns to their primary educational institution. This concept is not associated with emigration or a long period of study (work) abroad.

**Key words:** Academic mobility of students, European Higher Education, globalization, types of academic mobility, virtual mobility.

**Introduction.** Academic mobility is considered within the framework of the Bologna process as a prerequisite for the formation of the European Higher Education Area. One of the main directions of the Bologna process is to increase the level of academic mobility - an educational exchange of students, teachers, researchers and university administrators. In recent years, academic mobility, according to V. A. Galichin, is recognized as one of the effective tools to improve the quality of human capital. With the development of globalization, the exchange between countries in the field of science and education is growing rapidly. This helps to expand and strengthen interethnic cooperation in this area, enhancing the competitiveness of national education systems (Galichin V.A., 2009).

**Literature Review.** The provision on the importance of mobility is always present in Bologna documents. In our study, to disclose the concept of academic mobility, we relied on such documents of the Bologna process as the Magna Carta of Universities (Gafunova N.V, 2010), the Sorbonne Declaration (Bogoslovsky V.I, 2007), the Bologna Declaration (Martylenko O.O., 2016), the Berlin Communiqué (2003), Appendix to Recommendation No. R.

Committee of Ministers of the Council of Europe to Member States on Academic Mobility (Strasbourg, March 2, 1995), London Communiqué.

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

V. I. Bogoslovsky, S. A. Pisareva note that the development of academic mobility of Russian students, teachers and administrators is one of the most important areas of Russia's entry into the Bologna process, along with the introduction of a multi-level system of higher education and a credit-module education system, modernization of the state a system of guaranteeing the quality of education and the development of intra-university systems for managing the quality of education and new formats of documents on education.

O. O. Martylenko defines academic mobility as an opportunity for students (first of all), teachers, administrative staff of universities to move from one University to another in order to exchange experience, to obtain those opportunities that are somehow unavailable in their University, to overcome national isolation and acquire a pan-European perspective.

N. S. Brinev, R. A. Chuyanov under academic mobility understand the period of study of a student in a country of which he is not a citizen. This period is limited in time; it also implies the return of the student to his country upon completion of studies abroad.

Academic mobility is one of the key ideas of the Bologna process, despite the numerous problems that arise in its implementation.

The organizational conditions are referred to in the Annex to the recommendations of the Committee of Ministers of the Council of Europe (Strasbourg, 2 March 1995, I (95) 8) in particular, it is noted that “academic mobility implies a period of study, teaching and / or research in a country other than the country of residence of the student or member of the academic staff. This period shall be of limited duration, with provision for the student or staff member to return to his or her home country after the completion of the designated period. “ Thus, there are two main conditions: a limited duration of stay in the University of another country; return to his native country.

In legal acts and statutes of universities (MSU). Academic mobility is considered as the movement of someone related to education for a certain (usually up to a year) period to another educational institution (in their home country or abroad) for training, teaching or research, after which the student, teacher or researcher returns to their primary educational institution. This concept is not associated with emigration or a long period of study (work) abroad.

On the basis of the analysis of the definitions given in the works of such authors as O. O. Martynenko, S. A. Pisarev, V. I. Bogoslovsky, V. N. Chistokhvalov, Ya. ya. Klementovichus, V. A. Galichina, we can distinguish one common feature of academic mobility-temporary training in other universities.

We have clarified the definition of academic mobility of students. This form (one form) of students associated with transferring to another University for a limited time period, with return to base school for completion of training.

V. I. Bogoslovsky, S. A. Pisareva note 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 such grounds:

- on its subjects-teachers and students;
- on its objects-academic, research (for students); professional development (retraining), exchange of experience (teaching), research (for teachers and students);
- according to the forms of realization of the real, the virtual (physical);

- on the space of implementation-regional, inter-regional, international.

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

Under vertical mobility mean full training of the student on degree in foreign higher education institution, under horizontal - training there, within the limited period (semester, academic year).

S. A. Tyrty, who studies the formation of virtual mobility of higher school teachers in the process of professional development, notes that the virtual form of mobility implies the ability to study, teach and / or engage in scientific research in 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, postgraduates, teachers and researchers of their country abroad, respectively, “reverse mobility” - the movement of foreign citizens with educational and research purposes in their country.

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The analysis of works of V. I. Bogoslovsky, V. A. Galichin, O. O. Martynenko on the problem allows to specify features of academic mobility of students. The main subjects of academic mobility are:

- students of all cycles of higher education (bachelor, master) and graduate students;
- graduates of the first and second cycles of higher education;

Researchers call certain requirements to subjects:

- a student must come to a foreign University for an internship on mobility programs;
- fluency in either English or the language of the host country.

V. I. Bogoslovsky writes that in the case of a one - year internship, universities are recommended to teach foreign students the first semester in English, and the second-in the language of the host country, but this is likely to be acceptable only for exact Sciences and engineering education, and even then in the case of using related languages.

In turn, this raises the question of the organization of in-depth study of English in all Russian universities, not only language or Humanities.

Thus, academic mobility is an extremely important process for personal and professional development, since each of its participants is faced with the need to solve life situations and simultaneously analyze them from the standpoint of their own and another, different culture.

Different authors classify academic mobility ac-

ording 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 by means of distance technologies. Spatial (or physical) involves full-time study in an educational institution. Integrated (combined) - 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 purpose and objectives.

Academic mobility allows students, the researchers note, to achieve a range of goals and meet a range of needs. Goals and needs can be extremely diverse and can be both rational (mastering new competencies) and emotional (moving away from parents).

V. I. Bogoslovsky believes that the main tasks of mobility today are to give the student the opportunity to get a versatile European education in the chosen direction of training, to provide access to recognized centers of education and science, where the leading scientific schools were traditionally formed, to expand the student's knowledge in all areas of European culture, to instill in him a sense of a European citizen.

V. A. Galichin believes that mobility is also important for solving other problems. It is necessary for personal development, increasing knowledge and creating employment opportunities for people. It provides an opportunity to accumulate new knowledge, learn from different teachers and test yourself, your suggestions and competencies in new situations. Mobility promotes language learning. It is impossible to overestimate the importance of learning foreign languages as a means of European integration and development of citizenship, as well as for the functioning of the single market of educational services.

T. A. Fuselova rightly observes that not every environment in the University, creates conditions for formation of professional mobility of the student. Thus, the question arises about the need to create conditions in the University for preparing young people to enter into social relations, building a life and professional career.

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Rector of Moscow state University named after M. V. Lomonosov V. A. Sadovnichy writes that students engaged in academic mobility are sent to partner universities for: training in the framework of joint programs of double diplomas (degrees); included training

within the framework of interuniversity cooperation (without the issuance of a second diploma), including within the framework of academic exchange programs; internship (including language); training (research, production) practice; participation in summer schools (semesters).

In turn, E. V. Kuzevanova notes the need to form a research position of the student. The effectiveness of the process of forming a research position is due to the need to create a research environment, which is a system of pedagogical conditions.

Thus, the training of students under the academic mobility program includes different types of activities:

- educational;
- research;
- collection of research material;
- experimental;
- work in foreign laboratories;
- study of foreign experience of outstanding scientists of the world.

It should be noted that universities, in turn, also face the task of organizing the academic mobility of students. Consider some of them.

V. I. Bogoslovsky, S. A. Pisareva consider the following tasks of the University on the organization of academic mobility.

- introduction of a network of national information centres for academic recognition and mobility;
- introduction of credit transfer system;
- diploma Supplement.

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O. O. Makarenko notes that the minimum required range of tasks of mobility management should be as follows.

- inform;
- assistance in adaptation of the participants to the mobility;
- normative and methodological support of mobility;
- fundraising.

In accordance with these key objectives, it is advisable to form the organizational structure of the unit that provides mobility. Consider each of the above tasks in more detail.

The development of a system of informing the University about the opportunities and problems of academic mobility should be one of the main measures to support and develop mobility. To do this, it is recommended to hold seminars on certain grant and exchange programs, meetings with representatives of embassies on training abroad. The website of the University should have a page with

information about all current grant and exchange programs.

To enhance the effectiveness of the implementation of mobility, it is recommended to maintain a database for all students participating in the programs. - trouble. The availability of such a system will allow for more effective monitoring of academic mobility.

The development of intra-University legal and regulatory support for academic mobility should become one of the obvious priorities in the direction of the development of academic mobility. Intra-University regulations should be characterized by unambiguity, clarity and certainty, contained provisions and recommendations, which should clearly describe the algorithms of actions of participants. The most important issues of normative and methodological support of mobility include the development of joint programs with foreign universities, the formation of individual plans and training programs for "mobile" students.

An effective system of financing is an equally important factor in the development of academic mobility in the University. This task can be solved at the expense of the raised funds, for which it is necessary to establish work on the search for grants, credit programs and subsidies for mobility.

Thus, universities face difficult tasks at first glance, the solution of which requires serious changes in the University itself.

As a result of the analysis of works of V. A. Galichin, V. I. Bogoslovsky,

O. O. Martynenko it is possible to allocate the General circle of the tasks necessary to solve at the organization of academic mobility at the level of higher education institutions:

- creation and development of a grant system for students and teachers;

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- improvement of organizational mechanisms and intra-University normative and methodological support of academic mobility;

- to ensure maximum awareness of students about the content of education in countries and specific universities;

- promotion of foreign languages, international relations and country studies;

- the integration of study abroad with curricula of higher education;

- maintaining cooperation between universities;

- creation of infrastructure to support foreigners;

- creation of necessary social and living conditions;

- development of intra-University mobility assessment system;

- organization and holding of competition for participation in academic exchange programs.

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

Academic mobility is the movement of students and teachers of higher education institutions for a certain period of time to another educational or scientific institution within or outside their country for the purpose of learning or teaching.

Students participating in academic mobility programs are usually divided into two groups: so - called freemovers-students who go to other educational institutions on their own initiative on a self-financing basis, and program students who are participants in student exchange programs based on any Department, faculty, educational institution or organizations at the national level (for example, such as Erasmus, Nordplus or Fulbright program). At present, the Erasmus exchange program, which has already become traditional for European students and teachers (which implies such movements), has been supplemented by an element of virtual mobility, or Virtual Erasmus, thanks to which students from different countries can study together without leaving their homes.

General information. According to data published by the Organisation for economic co-operation and development (OECD), the mobility of students from different countries has increased significantly over the past four decades, from 250,000 students in 1965 to approximately 3.7 million in 2011. This statistic characterizes the academic statistics of students from different countries who seek to get abroad not just a short-term experience of studying abroad, but also education as a whole. According to UNESCO research, more than 2.7 million students study outside the countries of which they are citizens. Students from Asian countries make up the largest proportion of all students enrolled in educational institutions abroad. This proportion reaches 45% of the total number of international students in OECD countries and 52 % of the total in non-OECD countries.

Academic mobility is the movement of students or teachers-researchers for a certain academic period (including the passage of educational or industrial practice), usually a semester or an academic year, to another higher education institution (within the country or abroad) for training or research, with the mandatory transfer in the prescribed manner of the

mastered educational programs in the form of credits in their University.

There are external (international) and internal (national) academic mobility. External academic mobility is understood as the training of students in foreign universities, as well as the work of teachers-researchers in foreign educational or scientific institutions. Internal academic mobility is understood as the training of students, as well as the work of teachers-researchers in leading Kazakh universities.

Academic mobility differs from traditional foreign internships, first of all, in that, firstly, students go to study abroad, albeit for a limited, but long time – from semester to academic year, and, secondly, during such internships they study fully, not only learn the language and familiarization of individual disciplines, but pass a full semester or a year course, which is credited to them upon return to the basic University. “Basic University” we call the University where the student entered, and whose diploma he originally wanted to get. This means that any student who meets the selection criteria has the opportunity to leave for 1 semester or 1 year under the academic mobility program.

Who can participate in the mobility program?

In the academic mobility program, as a rule, students of 2-3 courses of study take part, as in the first year they study mainly General subjects that do not require departure. In the last year of study, it is required to pass an internship and write a thesis, which makes it impossible to participate in the mobility program.

What is required to participate in the program? Are there any special requirements for students? In order to participate in the program, You must be a full-time student, have “good” and “excellent” grades and apply to participate in the competitive selection of students for academic mobility programs.

In addition, if You want to travel to one of the foreign countries, you need a good command of a foreign language, usually English. Where can I go? The student actually has the right to choose any higher education institution in the territory of the Republic of Kazakhstan or abroad, which will ensure the transfer of credits (i.e. grades for courses).

In addition, the University has signed cooperation agreements with more than 40 higher education institutions around the world (including the Russian Federation, Poland, the Czech Republic, Switzerland, the United States, etc.). When choosing a University from the list of partners, the application process is significantly simplified, and the chances of a positive answer increase. More details about the list of partners can be found on the official website of

the University [www.kuef.kz](http://www.kuef.kz) under International cooperation.

What does participation in the academic mobility program give me?

Academic mobility programs are a chance to broaden your horizons, to visit another country, to get a unique experience of studying in a higher educational institution of another state. All this will not only make new friends and get a lot of impressions, but also to increase their competitiveness in the future.

What will happen to my studies at the University during the period when I leave for the academic mobility program? Before the student leaves, a lot of work is carried out to coordinate the courses that he will take at the host University, so that they coincide with those studied at the sending University.

All You need is to successfully master the program of the host University, pass the session, after which an academic certificate will be issued with grades in the subjects passed. Upon returning to the University, your grades will be counted, and if there are any subjects that You have not passed – they will need to be passed in the summer semester.

How do I pay for the programs of academic mobility?

The amount and procedure of payment are determined individually for each student. This is primarily due to obtaining the consent of the host University, as it will determine the order of payment for training. Some partner higher education institutions agree to accept students free of charge, others with partial or full tuition fees.

In addition, the student, of course, should provide for the costs of flight to the country of passage of the program, accommodation and additional personal expenses.

Barriers

Most students participating in academic mobility programs face difficulties in both their daily lives and academic activities. For example, researchers Sanchez, Fornerino and Zang surveyed 477 students who were studying in the United States, France and China at the time. The results of the survey show that students who studied in these three countries faced family, financial, psychological and social difficulties. Psychological barriers and difficulties are associated with aspects of student life such as homesickness or fear of a new environment and social environment. Social difficulties usually refer to problems in communicating with family and friends. The level of students' feelings about certain difficulties differs in each case.

Specific difficulties await students participating in academic mobility programs using the credit sys-

tem (credits). The study conducted by klar and Ratti focuses on the insufficient level of recognition in the sending universities of semesters spent by students abroad, and received abroad credits (credits). Students participating in academic mobility programs using the credit system (credits), during training, also tend to face the fact that they do not know the educational systems of other countries, the difference in the structure of curricula, the time of examination sessions. In addition, the insufficient level of knowledge of a foreign language is considered another significant barrier to the academic mobility of students, not only those who are enrolled in programs using the system of credits (credits).

Female students participating in academic mobility programs face a number of specific challenges due to their gender role. Female students, especially at an older age, are bound by certain obligations. For example, having a partner and children has a significant impact on the academic mobility of female students. Some conclusions from interviews conducted with scientists from Bulgaria and Poland confirmed the great importance of personal and family relationships for the academic mobility of female students, either as a barrier or as an incentive.

The program of academic mobility

\* Fellowship Program for Studies in the High North (Norway)

• FIRST (Finland)

\* Erasmus Mundus

\* DAAD (Germany)

• North to North

\* Quota program (Norway)

\* Barents Plus

\* Tempus

Academic mobility of researchers

Switzerland, where 57% of scientists are foreigners, is the country with the highest proportion of foreign researchers. Between 30 and 50% of foreign researchers work in Canada, Australia, the USA, Sweden and the UK. In the Netherlands, Germany, Denmark, Belgium and France - from 10 to 30%. In Brazil, Spain, Japan, Italy and India-less than 10%. Switzerland and India are among the countries with the highest proportion of their researchers who move to work in other countries.

Academic mobility program-Semester at a foreign University in KazNU

International academic mobility of students of KazNU.al-Farabi is one of the main conditions for the formation of high-quality modern specialists, competitive in the domestic and international labor market. The objectives of KazNU academic mobility are training, exchange of experience, improvement

of the quality of research, transformation in the academic environment and the study of culture and traditions of other countries.

Austria, Belgium, Bulgaria, great Britain, Germany, Greece, Denmark, Ireland, Spain, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Finland, France, Czech Republic, Sweden, Estonia, USA, etc.

I went to Italy in autumn 2015 under the program «Academic Mobility», which is provided by the Ministry of education and culture of Kazakhstan. Few people know about the conditions and selection criteria. In fact, the Department of the University selects candidates according to the specified criteria, after which the candidates write a language test. I passed Italian, then defended myself and applied for a visa to the Italian Embassy. Passed the qualifying round, got on the list and got a place in Italy. The number of students from Almaty and Astana dominated. There are two reasons: there are fewer universities in other cities and students there are not aware of this program.

I think three factors helped me: knowledge of Italian, academic performance and a successful interview at the Embassy.

Most difficult of all was the hassle with documents, certificates and other bureaucracy, which took two weeks. There were also many questions about the University and subjects. I had to confirm the subjects for the next semester and explain to the professors the Italian system of assessment of knowledge, so that my scores were correctly translated at the end of the semester. Exhaled only after obtaining a visa and approval of the University. During the flight, I looked out the window, feelings were mixed: I did not know what to expect and how everything would be.

Thanks to my Hobbies and knowledge of Italian, I felt that I was in my environment.

Adaptation passed quickly, one week sufficed. Thanks to the study of Italian, there was no sense of discomfort. Plus there cultivate my favorite Hobbies: art, classical music, poetry. European appearance helped to merge, others took for local. The first week seemed mysterious; I didn't know how it worked or what to do. Because of the binding to the faculty of Economics, I had to wander around the city, looking for a Department to be enrolled in the University. The next problem was that foreigners were not issued student cards due to the lack of a residence permit. Only after additional expenses and a walk around the city, I received a student card and became a full-fledged student of Pisa.

The first shock was how much smoke there is. Everywhere I go, tobacco smoke follows me. 90% of

students smoke tobacco products on a regular basis. I was also surprised that people save a lot. For example, smoke cigarettes, and most of the cars at the mechanics (to save on gasoline and motor oil). Few people knew about Kazakhstan – this was more expected. Before the beginning of study I thought that classes will be held in English. When I came to the first lecture, and suddenly it was all in Italian, my eyes popped out of their sockets. At first I did not understand what was happening, then I got used to it.

The whole semester consisted of funny moments. For example, when they found out that I was a foreign student. So I sit on the pair on the subject of «Modern history»; the teacher talks about the agricultural system in the USSR, but can not pronounce the words «collective farm» and «state farm». Then suddenly from the audience a student from Kazakhstan loudly and confidently utter these words. Also faced with the famous «punctuality» of Italians. The exam was scheduled for eight in the morning. I went to the University in the bitter cold, came half an hour earlier. The other students didn't arrive until an hour later, and the teacher never showed up. And here is through three hours emerges our teacher and with secure the face of is beginning to exam.

European students have a different attitude to study: once they come for a couple, it means they want to get knowledge, and not to register for attendance.

During the semester I noticed several significant differences between universities. If the Treasury give points for attendance, then in Pisa for what you came to class, no one will put you an assessment. At lectures, students take notes of the material, as this is the only way to gain knowledge and prepare for exams. In Europe, if you study, you do it responsibly, take the maximum knowledge. I remember going to a special hall where they prepare for exams, and was surprised that in this giant room there are no seats. Students prepare in advance, realizing that the classes have a large amount of materials and need to be well prepared for exams.

The level of teaching is different. In Kazakhstan, often negligent attitude of the teacher to lectures. The Professor may have a personal dislike for the student, I think many students have encountered this. In Europe it is simpler, teachers come only to teach and do the work which gives knowledge. No one used blanks, teachers just took the microphone, walked around the audience and told interesting lectures.

In Kazakhstan, it is enough just to go to University and get a diploma; I think this is the depreciation of higher education in our country.

We often have a diploma-just a piece of paper. Most students just want to close the session; they don't care about the specialty. You do not need to be an expert to understand the wrongness of this approach to learning. A person goes to UNIVERSITY to get knowledge for the future profession. In Europe, not everyone gets to go to University. They graduate from colleges or special courses; for example, a waitress or a mechanic is required to complete courses before starting work.

I would recommend an exchange program to anyone who wants to test life skills and get out of their comfort zone.

The experience is enormous. The semester was held in a chic University, where knowledge was given at the highest level, and the aesthetics of the city pleased every day. Thanks to the Schengen zone, I still managed to travel to neighboring countries. The exchange program is good because a person tries himself in another place and conditions, checks the character. It was the most intense six months in my life, which changed the idea of the world, gave a lot of impressions and information, and even strengthened the love for home.

That was in 2012, January. We took a group of students by academic mobility program to the New York Language School. We were very impressed with the English teacher, exactly his teaching method. Grammarian – Jason Lewin, taught us by reading rap.

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### Концепция и сущность академической мобильности студентов

**Аннотация.** В статье рассматриваются теоретические основы академической мобильности студентов. Уточняется понятие определения академической мобильности студентов. Автор характеризует виды академической мобильности студентов и раскрывает особенности их организации в вузах. Определены субъекты академической мобильности студентов и определенные требования к ним. Представлен анализ задач организации академической мобильности студентов, стоящих перед вузами, а также различных видов деятельности по обучению студентов по программе академической мобильности.

Подробно рассматривается внешняя (международную) и внутренняя (национальную) академическая мобильность. Под внешней академической мобильностью понимается подготовка студентов в зарубежных вузах, а также работа преподавателей-исследователей в зарубежных образовательных или научных учреждениях. Под внутренней академической мобильностью понимается подготовка студентов, а также работа преподавателей-исследователей в ведущих казахстанских вузах. Академическая мобильность отличается от традиционных зарубежных стажировок, во-первых, тем, что студенты выезжают учиться за рубеж, пусть и на ограниченный, но длительный срок – от семестра до учебного года, а, во-вторых, во время таких стажировок они не только изучают язык и знакомятся с отдельными дисциплинами, но и проходят полный семестр или годичный курс, который зачисляется им по возвращении в базовый вуз. «Базовым университетом» мы называем университет, в который поступил студент и чей диплом он изначально хотел получить. Это означает, что любой студент, отвечающий критериям отбора, имеет возможность выехать на 1 семестр или 1 год по программе академической мобильности.

**Ключевые слова:** академическая мобильность студентов, типы академической мобильности, Европейское высшее образование, глобализация, виртуальная мобильность.

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### Студенттердің академиялық ұтқырлығының тұжырымдамасы және маңыздылығы

**Аңдатпа.** Мақалада студенттердің академиялық ұтқырлығының теориялық негіздері қарастырылады. Студенттердің академиялық ұтқырлығын анықтау ұғымы нақтыланады. Автор студенттердің академиялық ұтқырлығының түрлерін сипаттайды және олардың ЖОО-да ұйымдастырылу ерекшеліктерін ашады. Студенттердің академиялық ұтқырлығының субъектілері және оларға белгілі талаптар анықталды. Жоғары оқу орындарының алдында тұрған студенттердің академиялық ұтқырлығын ұйымдастыру міндеттеріне, сондай-ақ академиялық ұтқырлық бағдарламасы бойынша студенттерді оқыту бойынша әр түрлі іс-әрекеттерге талдау жасалынды.

Ол сыртқы (халықаралық) және ішкі (Ұлттық) академиялық ұтқырлықты қарастырады. Сыртқы академиялық мобильділік деп студенттерді шетелдік жоғары оқу орындарында даярлау, сондай-ақ оқытушы-зерттеушілердің шетелдік білім беру немесе ғылыми мекемелердегі жұмысы түсіндіріледі.



Ішкі академиялық мобилділік деп студенттерді даярлау, сондай-ақ жетекші қазақстандық жоғары оқу орындарында оқытушы-зерттеушілердің жұмысы түсіндіріледі. Академиялық ұтқырлық дәстүрлі шетелдік тағылымдамалардан ерекшеленеді, біріншіден, студенттер шетелге оқуға баратынымен, шектеулі, бірақ ұзақ мерзімге-семестрден оқу жылына дейін, екіншіден, мұндай тағылымдамалар кезінде олар тілді оқып қана қоймай, жеке пәндермен танысады, сонымен қатар базалық ЖОО-ға қайтып келгенде толық семестрден немесе жылдық курстан өтеді. Студент оқуға түсіп, ойлаған дипломына ие болатын университетті – «базалық университет» деп атаймыз.

**Түйін сөздер:** студенттердің академиялық ұтқырлығы, академиялық ұтқырлық түрлері, еуропалық жоғары білім беру, жаһандану, вертуалды мобилділік.