

The article considers the mechanisms of state regulation of academic mobility of students in the development of international globalization processes and the related internationalization of higher education. The article systematizes the existing approaches to the implementation of student mobility and instruments of its state support in Ukraine in comparison with international practice. As a result of the review research in the article an attempt is made to form a holistic picture of current trends in the field of support and development of academic student mobility in Ukraine.

Key words: *mobility, academic mobility of students, state regulation, mechanisms of state regulation, internationalization of education.*

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**MECHANISMS OF STATE
REGULATION OF ACADEMIC
MOBILITY OF STUDENTS IN THE
CONDITIONS OF
INTERNATIONALIZATION OF
EDUCATION**

Problem statement. In the context of the rapid deepening of international globalization processes and the associated internationalization of higher education, Ukraine is critically behind the modern progressive world. Academic mobility of students is a driving force for the internationalization of higher education and ensuring the further development of the national education system for Ukraine's entry into the European and world educational space as a worthy and equal member of the community.

Analysis of recent research and publications. Issues of internationalization of higher education and mechanisms of state regulation of the national education system, academic mobility of students have become the subject of scientific research of such domestic scientists as: A. Antonov, V. Andrushchenko, T. Bogolib, O. Govorovska, M. Debych, O. Koziyvska, O. Nitenko, V. Marcinkiewicz, J. Neimatova, V. Soloshchenko and others, which are largely based on fundamental research of the Western school, in particular such authoritative researchers as: F. Altbach, M. Wende, D. Knight, M. Harari and other world-renowned authors.

Purpose of the article is to analyze the mechanisms of state regulation of the process of academic mobility of students in the context of internationalization of higher education.

Statement of basic materials. One of the main challenges facing Ukraine's higher education system today is to expand Ukraine's presence in the international market for educational services. The implementation of this task shall be accompanied by the intensification of the process of internationalization defined as the process of integrating the international, intercultural dimension into the goals, objectives or methods of higher education. The advantages of internationalization in the field of education are: increasing the availability of higher education, universalization of knowledge, implementation of international quality standards of education, implementation of joint research, creation of network research projects and educational programs, expansion and strengthening of international cooperation.

An integral and important part of the process of internationalization of universities and the formation of open educational space is academic mobility. In its most general form, it can be described as the transfer of students and teachers of educational institutions for a certain period of time to another educational or research institution within or outside their country for the purpose of teaching or teaching with mandatory return to their home university or country after graduation. Academic mobility of students, as one of the forms of development of professional and intellectual potential, reflecting the implementation in the space of social, economic, cultural, political relationships and interrelations, has received the greatest development mainly in the field of education. At the same time, its importance from the standpoint of internationalization and integration of universities is confirmed by the fact that the leading world and national rankings focus on indicators of academic mobility.

Student academic mobility is a complex socio-economic phenomenon that can be viewed from different points of view: as a dynamically growing part of global migration processes, as a factor of change in the labor market, as a new worldview value of modern youth in globalization and growth of self-realization. forms of international cooperation in education, as a sector of the world trade system. At the same time, this phenomenon remains understudied, and the full range of benefits from realizing its potential involves studying and eliminating masters for academic mobility, reviewing its best practices, and systematizing and legitimizing all its forms. This is especially relevant for the higher education system of Ukraine, because in our country student mobility has not yet been fully formed as an object of government at the state and higher

educational establishments levels, the goals and underdeveloped support tools remain unclear [6].

Forms of student mobility can be systematized on the basis of various features: the goals of mobility, the period of education, the institutionalization of mobility, the degree of inclusion in the educational process. Academic mobility of students for higher education remains the most developed in the world, at the same time temporary mobility for mastering part of the educational program abroad and non-traditional forms of academic mobility, often organized by non-higher education institutions: internships, temporary work abroad, study in language courses and in summer schools outside the basic educational program.

According to the Organization for Economic Co-operation and Development (OECD), the number of foreign students in the world has grown from 800,000 in 1975 to 4.5 million in 2018. The volume of the international education market is 150 billion dollars annually, of which 90 billion falls on higher education. Thousands of higher educational establishments from 129 countries offer their services to foreigners, although the main competition is usually between the most developed countries of Western Europe and North America and also Australia and Japan, where more than 4/5 of all foreign students study. About half of all international students study at universities in seven English-speaking countries - the United States, Britain, Australia, Canada, Ireland, New Zealand and South Africa. Countries - leaders in the number of international students - France, Austria, New Zealand, Britain and Australia. In the United States, which is the world leader in attracting foreign students in absolute terms, this figure reached only 3.4% [7].

The growth of international student mobility is due to the fact that all stakeholders in this process receive obvious benefits. The benefits of students are primarily related to self-development, which gives an understanding of other cultures, with the opportunity to learn a foreign language, to improve career opportunities. For example, all African countries as a whole attract only 4% of all foreign students. Also, the opportunity to study in English is a prerequisite for attracting a sufficient number of foreign students. Making important decisions about studying abroad, students try to choose the leading universities with the best quality of education and employment rates of graduates, but also choose the country of destination, usually with a stable developed economy. These benefits are manifested with varying degrees of intensity for different forms of mobility. The benefits of higher education are related to both economic (income growth,

workload) and social factors (formation of a multicultural educational environment, motivation to develop programs in foreign languages, education of tolerance) and also with certain image benefits, as a significant share International students are a sign (and factor) of the attractiveness of higher educational establishments on a global, national and regional scale. In addition, higher educational establishments have the opportunity to choose the best school leavers from around the world, thus improving the quality of education. The benefits of participating countries in academic mobility are also obvious.

The report on the Erasmus Mundus program of the European Union [1] analyzes the reasons for the interest of the most developed countries in attracting foreign students and concludes that the following are usually mentioned as such: the positive impact of internationalization on the quality of education and the expected contribution of foreign students to the development of a knowledge-based economy.

At the same time, different countries declare different priorities: Germany and Canada - attracting and consolidating a highly skilled workforce in a country with low birth rates and natural population decline; The United Kingdom and Australia view the internationalization of education as a major export destination; for France, for decades, the education of foreign students has been primarily an instrument of international politics. It should be recognized that all over the world there is more and more talk about attracting foreign students as a tool of "soft power", which allows to form a network of highly educated and loyal to the country foreign citizens who understand the culture and language of the country, will influence the formation of its favorable image in the world and close international ties in the economic, social, political spheres in the long run [5].

On the other hand, at the state level we should talk about the benefits not only of attracting foreign students, but also of the flows of initial academic mobility. Today, many countries are investing heavily in programs to support the education of their citizens abroad. For example, in Australia, the New Columbus Plan program was launched in 2013, which allocated 100 million Australians dollars on scholarships for Australian students to study in short programs (internships, internships, inclusive education) in the countries of the Asia-Pacific region for the period 2014-2019 [2].

In 2011, Brazil launched the Brazil Science Without Borders program, which aims to support the study of more than 100,000 Brazilian students at the world's leading universities. The program is mainly focused on medicine, life sciences and the so-called areas of STEM (natural sciences, technology, engineering and mathematics). The program finances undergraduate studies for one year, full or partial postgraduate studies, special scholarships for research work. Features of this program are direct intergovernmental cooperation with leading countries in the field of education (USA, Canada, Great Britain, etc.) and multilateral management of the program by all participating countries. The program also provides scholarships to foreign researchers to work at Brazilian universities. The goals of such state measures are related to the formation of a critical mass of well-trained specialists with international competencies.

State support is provided, as a rule, in the priority areas of the country's development and covers the upper stages of training - master's, postgraduate, postdoctoral programs and research internships. Thus, the formation and management of counter-flows of students (inbound and outbound mobility), the distribution of activities and volumes of state support for academic mobility, located at the intersection of educational, economic and international public policy, is a priority for any state.

Ukraine, having a real potential that allows it to take a worthy place in the world educational community, is actively involved in the processes described above. Creation of conditions for attracting foreign students to Ukraine is fixed by the Resolution of the Cabinet of Ministers of Ukraine of August 12, 2015 № 579 “On approval of the Regulations on the procedure for exercising the right to academic mobility”.

In our opinion, the share of foreign citizens in the total number of higher educational establishments students should be 5%, and income from their education - at least 10% of the funding of the education system. Achieving these indicators on the basis of effective use of the country's educational potential will be proof of increasing the competitiveness of Ukrainian education.

State regulation of the process of activating academic mobility should be understood as a set of legal, organizational, economic and informational actions of the state aimed at creating an appropriate environment for the realization of the right of subjects of educational and scientific process to academic mobility [3].

Mechanisms of state regulation of the process of activating academic mobility, defined at the legislative level, in such documents as the Law of Ukraine "On Higher Education", Regulations on the implementation of the right to academic mobility, approved by the Cabinet of Ministers of August 12, 2015 № 579, National Strategy education development for 2012-2021 and others.

The Regulations on the Procedure for Exercising the Right to Academic Mobility define three forms of academic student mobility: training in academic mobility programs; language internship; scientific internship.

Academic mobility can be internal, when a student temporarily transfers to study, internship or research work in another Ukrainian free educational institution (scientific institution), and external, when the university or scientific institution chosen by the student is abroad.

In addition, academic mobility may be gradual if the student is studying in another higher education institution in order to obtain an educational degree (eg bachelor's or master's degree) and a higher education diploma, or credit if the student receives a non-educational degree as a result, and studies certain academic disciplines (assessed in ECTS credits) and / or acquires competencies or other results (which are not assessed in ECTS credits, but can be recognized as a higher education establishment of permanent residence) [4].

The main impetus for the development of academic mobility was the signing in 2005 of the Bologna Declaration, according to which the mobility of teachers and students is seen as an integral part of the integration of universities into the European higher education area. However, during the accession to the Bologna Process in Ukraine, no academic mobility agency and a national academic mobility program have been established. In practice, they organize and implement academic mobility of universities independently, and finance the academic mobility of students - their parents. For this reason, the rates of outgoing academic mobility in Ukraine are low.

The development of academic mobility of students became possible due to the active participation of Ukrainian educational institutions in the implementation of a number of government programs around the world, of which the most well-known multilateral programs are Fulbright, DAAD, Chevening Program and Erasmus Mundus. In the table. 1 presents brief information on these scholarship programs.

Table 1

Brief description of leading international scholarship programs for foreign students

| Program Name | Country | Terms | Scholarship Amount |
|---------------------------------------|----------------------|----------------------|--|
| DAAD | Germany | From 10 to 24 months | Monthly stipend and payment of transport costs totaling up to 8800 euros |
| Chevening Scholarship | Great Britain | One academic year | Tuition fees up to 10 thousand British pounds per year, monthly stipend, travel expenses and accommodation |
| Fulbright Postgraduate Student awards | USA | One academic year | Tuition fees up to 10 thousand British pounds per year, monthly stipend, payment for transport Financial support totaling up to 23 thousand euros |
| Erasmus Mundus Category A | Европейски й союз | From 10 to 24 months | Financial support totaling up to 48 thousand euros |
| Erasmus Mundus Category B | Европейски й союз | From 10 to 24 months | Financial support totaling up to 23 thousand euros |

The average number of scholarships awarded per year under these programs varies considerably, despite comparable financial conditions: up to 4,500 scholarships per year under the Fulbright program, up to 5,500 under the DAAD program, and up to 2,200 under the Erasmus Mundus program. Scholarships cover all countries of the world, which allows us to talk about the formation of a network type of education on a global scale, the comparability and universality of competencies required by the labor market in different countries. Government support is

particularly attractive for countries where the average standard of living does not allow students to rely on self-funding for academic mobility.

It should be noted that it is difficult to assess the dynamics of academic mobility of such programs, as reliable statistics on them are not freely available and, according to the OECD, these students are among the total number of foreign students in the world.

The potential for the development of academic mobility lies in the expansion of regional coverage of partner higher education establishments, the development of modularity of the educational process and the creation of competitive semester programs in foreign languages in the field of technical, humanities and natural sciences.

At the same time, it should be recognized that state support for short-term academic mobility covers only a very small number of potential participants and the leading role in the development of this form of international educational cooperation belongs to higher education institutions, which requires foreign languages, improving the infrastructure and social security of universities, raising living standards in our country.

A significant contribution to the development of academic mobility of students is made by the expansion of the practice of implementing joint educational programs with foreign higher education institutions. However, the lack of legal framework in this area, difficulties in recognizing foreign documents on education and periods of study do not yet allow us to talk about the prospect of a significant increase in the number of such programs and higher education institutions involved in their implementation.

The domestic system of higher education and state regulation in general faces the need to solve a difficult task, in particular to achieve a balanced balance between effective protectionism of state policy in education and at the same time ensuring the appropriate level of academic autonomy and university self-government. The formation and implementation of public policy in such a sensitive area is a complex process that involves all stakeholders [5].

At the present stage, the state, represented by the authorized bodies of state regulation, is the main subject of education management, but its effectiveness is impossible without a tandem with academic institutions. Thus, the formation and implementation of state policy in the field of education is impossible in isolation from the academic system and involves coordination and

involvement in the relevant processes of the academic community, international academic institutions.

Conclusions. Thus, new trends in the development of student mobility in Ukraine in the field of education are the consolidation of higher education institutions and institutionalization of network forms of cooperation, state policy in promoting Ukrainian education on the international market and strengthening cooperation with partner countries in economic and political spheres. program academic mobility of students.

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