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INTERNATIONAL ACADEMIC MOBILITY AS A FACTOR IN THE DEVELOPMENT OF HIGHER EDUCATION POTENTIAL

The article considers the role of international academic mobility as an important factor in the development of higher education potential. The main directions of the state policy in the field of academic mobility management are analyzed, as well as their impact on the quality of educational services and research activities. Strategic approaches to increase the participation of students and teachers in international educational programs and projects are considered. Examples of successful implementation of such practices in different countries are given, which emphasizes the importance of integrating higher education into the global space. Finally, conclusions are drawn about the need to develop and implement effective management solutions for the further development of international academic mobility in the context of globalization and international cooperation.

Keywords: *international academic mobility, higher education, public administration, quality of education, globalization of education.*

Formulation of the problem. The modern system of higher education is going through a period of significant transformations caused by globalization, the growth of international cooperation and the acceleration of scientific and technological progress. International academic mobility of students and teachers is becoming a key tool for improving the quality of education, expanding scientific research and strengthening

intercultural dialogue. In the conditions of intense competition on the world educational market, countries strive to integrate their educational systems into the global space, which requires the implementation of effective strategies for managing academic mobility.

Public administration plays a decisive role in creating favorable conditions for the development of international academic mobility. An effective policy in this area contributes not only to the improvement of the quality of education, but also to the strengthening of the country's position in the international arena, the development of human capital and the innovative economy. The study of mechanisms and strategies aimed at supporting and stimulating international academic mobility acquires special significance in the context of achieving long-term goals of sustainable development of higher education.

Analysis of recent research and publications. The work of such scientists as V. Andrushchenko, T. Bogolib, H. Bordovskyi, and V. Viktorov is devoted to the problems of higher education in Ukraine. Special attention was paid to the quality of higher education in their research. The study of the essence of the process of academic mobility, typology and periodization of academic mobility, trends and prospects for the development of academic mobility in different regions of the world was carried out in the scientific works of such foreign authors as F. Altbach, M. van der Wende, L. Verbeek, B. Vechter, Kh. de Wit, G. Laureis, S. Marginson. A. Antonov, S. Verbytska, A. Gladyr, I. Shpektorenko and other scientists are investigating the stages of development, the structure of state regulation of academic mobility of students. Unfortunately, the higher education of Ukraine remains such that it does not meet the real requirements and needs of both those seeking education and the labor market.

The purpose of this article consists in the analysis and research of the role of international academic mobility as an important factor in the development of the potential of higher education.

Presenting main material. International academic mobility is becoming an increasingly significant factor in the context of globalization and integration of higher education. The growth and expansion of academic exchanges between universities of

different countries plays a key role in the formation of an educational space that contributes not only to the acquisition of knowledge, but also to the development of personal qualities of students, their social adaptation and professional training at the international level.

In the context of higher education, international academic mobility includes not only the physical movement of students and teachers between countries, but also involves the exchange of experiences, ideas, cultural and scientific approaches, which becomes the basis for improving educational programs and teaching approaches. In particular, it contributes to the dissemination of new research methodologies, as well as to the deepening of mutual understanding and mutual respect between different cultures.

At the state level, support for academic mobility should be considered as an important component of the strategy for the development of higher education. Through international academic mobility programs, students and researchers have the opportunity to improve their professional and personal skills, which further contributes to expanding their professional horizons and increasing the competitiveness of university higher education. Such an approach not only increases the attractiveness of educational institutions at the international level, but also contributes to the formation of a network of contacts that can be used for further scientific research and projects.

Also, academic mobility has its own challenges, in particular, problems of students' adaptation to a new educational and cultural environment, issues of recognition of educational qualifications and credits received abroad, as well as challenges related to ensuring the quality of education. However, a strategic approach to solving these issues and the development of international programs that would ensure the harmonization of educational standards and requirements can significantly contribute to the reduction of these problems.

An important condition for the success of international academic mobility is an effective partnership between universities, which includes the conclusion of bilateral agreements, joint research programs, exchanges of teachers and students, joint scientific publications, as well as participation in international educational and scientific events.

International activities of universities usually include such areas as:

- expanding the network of universities and partner organizations abroad, as a rule, by concluding long-term cooperation agreements;
- development of mobility and exchange of teachers and students;
- improving the image of the university in the world by obtaining international recognition through international accreditation, membership in internationally recognized organizations and associations, etc.;
- development of joint programs with foreign partner universities;
- strengthening the export of educational services by attracting foreign students to the university;
- organization of international conferences, seminars, symposia, etc.

All the measures listed above are of equal importance if the university wants to fully develop international cooperation.

As a rule, each university has a fairly large number of cooperation agreements with foreign partners. Although the main problem is usually not the number of transactions, but how effective they are. Often, after concluding an agreement, everyone forgets about it. There is one parameter by which you can evaluate the effectiveness of the deal. If more than two thirds of all obligations and tasks are fulfilled, it can be said that it really works.

Since all other activities are usually based on previously made agreements, it is very important that these agreements work. In institutions of higher education, personal academic progress and achievements are closely related to internationalization. They can be obtained by gaining cooperation experience, being a guest lecturer, attending conferences abroad or winning scholarships and grants. It is fundamental that the international activity of teachers can be manifested on several levels, and that it definitely cannot be considered as a "personal matter" neither of the academic nor of the institution in which they work. Not only the person or the higher education institution that supports them benefit from the international mobility of the scientist, but there are also corresponding social goals [1]. On the one hand, thanks to the fact that teachers receive

and share knowledge in terms of academic mobility, they further expand national scientific knowledge, a possible element of international competitiveness. On the other hand, the above-mentioned knowledge that they received abroad can be translated into the national language and interpreted for national colleagues. And finally, they can also influence those who shape the future academic elite and decision-makers [1; 2].

As for the types of individual academic mobility, short-term business trips can be singled out, which only expand through the period of speaking at a conference or meeting lasting several days, and long-term ones spanning one or two, sometimes more, semesters. In addition to these two types, we can talk about regular academic mobility for a predetermined period of time, which means that a teacher takes a position in higher education institutions of two countries and divides his time equally between the two universities.

When we talk about international mobility from an economic point of view, it is important to note the factors that manifest as national economic interest. Numerous studies and studies are published on the forces that strengthen the economy, some of which mention the accumulation of knowledge as the most important force. This is manifested through the creation of new knowledge, which is innovation, which is interactive by its very nature.

As such, it is a procedure that uses the creativity, professional experience and past knowledge of the participants and is based on cooperation. Knowledge capital is closely related to this. The knowledge capital of a higher education institution consists of the structural and social capital of an individual, as well as human capital, which includes the teacher's experience, knowledge, skills, competences, education and information that he possesses. This is quite difficult to measure. However, we see its manifestations and results. Thus, it is possible to determine not only the existence, but also the extent - for example, through the number of publications, scholarships, presentations at conferences,

etc. However, the true value of this can only be discovered when the teacher leaves the system, taking their knowledge, skills and communication with them.

Another important concept of international mobility that is considered from the perspective of economics is that of knowledge broker. According to Simmel (1992), there are certain self-interested or group-interested social role players who serve as intermediaries between individuals and groups who would otherwise never meet. They call them brokers. Taking the theory of social capital and developing Simmel's idea a step further, a knowledge broker is someone who, as a member of multiple communities, improves the exchange of knowledge between groups, contributing to the creation of new knowledge and sustaining change [3,4]. In Hungary, as in other post-socialist countries, knowledge brokers played an important role during political changes. Politically active and at the same time outstanding in education young scientists had the chance to apply for a grant or scholarship to the countries of Northern Europe or the United States. They returned with knowledge of how democracy works, and the acquired language skills elevated some of them to high political, economic or scientific positions after the regime change.

Quality assurance is considered the main principle of the pan-European educational space. Quality is the basis of trust, relevance, mobility, compatibility and attractiveness.

Mutually acceptable quality assurance systems should be established at the university, national and global levels of education. Improving the quality of education is a common problem of all universities. To solve it, every university needs to increase the efficiency of educational, scientific and administrative levels.

Many European countries already use national education quality assurance systems. There is a joint European Network for Quality Assurance in Higher Education (ENQA). In accordance with the principles of the Bologna Declaration, various independent accreditation agencies and associations have been established to assess the quality of education. But how can each university achieve the criteria of internationally

recognized quality? How can you measure the quality of education? What is the role of internationalization in this process? What international activities can help the university improve the quality of education? To answer these questions, one should think about the main parameters that can be used to measure the effectiveness of international activities in higher education.

The idea of finding common criteria for measuring the effectiveness of internationalization of universities is not new. The International Ranking of Higher Education Institutions is a widely discussed example of how measurement has come to influence the success and attractiveness of higher education institutions. The call for accountability of students, teachers, deans, higher education leaders and national governments, as well as the call for quality assurance, is an important issue on the higher education agenda as a whole, and this includes the internationalization process, programs and projects. Accreditation, rating, certification, auditing and benchmarking have also become key items on the international higher education agenda.

Choosing the right indicators to measure internationalization is not as simple as it might seem. We will not discuss how important each indicator is. We will only list those indicators that are most common to all universities in the world. When studying how international a university is, the level of academic mobility of teachers, researchers and students is usually taken into account. This is one of the main factors, which, on the one hand, seems to be the goal of every university and, on the other hand, the result of internationalization. It includes the proportion of foreign students at the university, the number of university students participating in joint programs abroad, the number of teachers coming to teach at the university from foreign partner universities, and the number of university teachers participating in various international activities [5] .

Other criteria include the number of joint programs and courses at the university, the international reputation of the university worldwide, its ranking in international top lists, membership in international organizations and associations, the number of programs

accredited by international agencies and associations, participation in international research programs and grants, etc. . As you can see, all the described criteria, like others, are largely aimed at attracting foreign students and teachers to the university. Therefore, we can assume that the mobility of students and teachers can be assessed as a decisive factor and criterion for the internationalization of all higher education institutions.

Conclusions Academic mobility can be seen as a changing and dynamic entity that is part of a complex socio-cultural, political and economic network of interaction consisting of the knowledge that people acquire by participating in it. It is also an inevitable element of building world-class capacity and excellence (Jacob–Meek 2013) thanks to the quality, competitiveness and diversity that this expanding international network brings (Van Der Wende 2015) at local and global levels. This may be the reason for conscious and, in most countries, very well organized, national and international policies that support and promote this particular type of capacity building.

Despite the increasing number of voices in the specialized literature criticizing (some even questioning) the achievements and advantages of academic mobility and argue that there are many less romantic aspects of this mixed blessing, it cannot be denied that it improves transcultural learning, communication technology, good research infrastructure, intercultural competences, professional prospects and future employment, ability to solve problems and make decisions, cultural and global awareness.

Academic mobility has also become "visible" in the international scientific arena: it can be noticed only when they appear in a forum where they can show what they have. This not only brings enhanced research and teaching abilities, more and better academic results and publications, but it also helps the teacher to improve his language skills.

The development of student mobility ensures the high quality of scientific degrees, which are valuable and prestigious both on the local Ukrainian and international labor markets. The main advantages of studying abroad as part of a Ukrainian diploma include obtaining international diplomas and certificates that facilitate the search for work in

Ukraine and abroad, improving career prospects, gaining a broader perspective on life, prestige, practicing foreign languages and uniform education standards, and as well as ensuring the quality of education. That is why the international integration of higher education, like all activities related to globalization, set new standards for Ukrainian institutions.

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