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## **ORGANIZATIONAL AND LEGAL MECHANISM OF ACADEMIC MOBILITY IN UKRAINE**

*The relevance of the problem under consideration is caused by the need to improve the necessary competencies of students and modern teachers, researchers, the formation, development and improvement of an intercultural environment in an educational organization, which must meet both the social and personal needs of each student, aimed at the formation of a personal educational and professional development strategy.*

*In the field of higher education, internationalization occurs as part of the implementation of international cooperation between universities, as well as attracting foreign students to main educational programs. Scientific and cultural exchange between universities in different countries is today a priority task aimed at creating high competitiveness of the Ukrainian education system.*

*Creating conditions for the effective integration of education, science and production, creating an innovative infrastructure in the university and the region, introducing new educational technologies, developing new forms of cross-border education, harmonizing educational systems and their integration into the global scientific and educational space - this is not a complete list of requirements that are placed demands on modern processes of higher education development.*

**Keywords:** *academic mobility, organizational and legal mechanism, public administration, global scientific and educational space.*

Problem statement. The modern world is going through a special historical period when globalization and macroeconomic policies begin to determine the direction and content of internationalization processes, permeating all spheres of social life. International academic mobility within the framework of the integration of educational systems is currently acquiring independent significance and becoming an indispensable attribute and condition for the effective functioning of higher education institutions. The scientific and educational environment formed in universities largely contributes to the development and implementation of traditional and new strategies for international academic mobility. The demand for international academic mobility is consistently supported by the course towards the fundamentalization of theoretical knowledge.

Recent research and publications analysis Recently, due to the intensification of practical actions to modernize the Russian educational environment, the number of publications devoted to various aspects of educational reform has increased. This direction is given attention in the works: [1-6].

The purpose of the paper is to analyze the organizational and legal mechanism of academic mobility in Ukraine.

Presentation of basic material of the research. The social space of the state, like the world scientific and educational space at the turn of the 20th-21st centuries, is subject to profound transformational changes. The rapid development of the global market for educational services under the influence of modern challenges and, as a consequence, the transformation of the global scientific and educational space inevitably leads to the establishment of new vectors of internationalization of higher education. A multidimensional system of network interactions (scientific-educational, vocational-educational, regional-educational) is designed to ensure the formation of an institutional “framework” in the processes of expanding and intensifying international academic mobility in Ukrainian universities. An objective requirement for the progressive development of the institutionalization of international academic mobility in Ukrainian universities in the context of increasingly complex regional connections seems to be the

expediency of the widespread introduction of a network, territorially differentiated approach.

In turn, the adequacy and comprehensive nature of international legal regulation and public management of academic mobility processes in modern conditions is the key to the successful development of relevant social processes in the context of globalization, and the effective implementation of the proclaimed principles will significantly expand the boundaries of academic mobility, which will contribute to the successful integration of Ukraine into the global educational space.

Key parameters for the integration of universities into the global scientific and educational space allow us to gain a more complete understanding of the innovation-integration type of the feasibility of differentiated interrelations of social (educational) systems and subsystems at the regional level from the point of view of following the best world standards. The introduction of the “International professional-active” network model for the international academic mobility development in higher education will contribute to the expansion of its institutionalization and the effective solution of a set of problems [2].

The study of the features of the development of international academic mobility showed the ambiguity of interpretations of the social phenomenon under consideration, which belongs to various fields of humanitarian knowledge - sociology, economics, social philosophy, pedagogy, cultural studies, etc. Moreover, in scientific works and legal documents, the concepts of “academic mobility” and “international academic mobility” are identified in their meanings. Considering that an integral attribute of academic mobility is the international component, and one of the most important determinants of its development is international integration interdependencies, the term “international academic mobility” is used within the framework of the proposed concept.

Development and implementation of the latest educational technologies, the formation of an innovative infrastructure at the university, the formation of institutional foundations for the effective integration of education, science and production (including business), distance cross-border learning, harmonization of educational systems and their

integration into a unified international education system, etc. - this is a list of modern requirements that are presented to the processes of institutionalization of higher education at a new stage of its development. Consistent implementation of the identified requirements represents a complex task, the implementation of which requires universities to make new strategic and tactical decisions to improve the organizational and legal mechanisms of education development, based on the basic principles of the country's state policy and legal regulation of relations in the educational field [5]. At the same time, the effectiveness of educational activities implies the presence of special conditions that make it possible to stimulate relevant processes in such areas as international cooperation, research activities, innovative activity, etc.

The organizational and legal mechanism of academic mobility as one of the conditions is manifested in the organization of studying (usually for one or two semesters), internships (including language ones), research and production practices, professional educational activities of students, graduate students, teaching staff, administrative staff, researchers of educational and scientific establishments, in other educational organizations both within the country (internal mobility) and abroad (international academic mobility).

The social and legal nature of relations associated with the implementation of the basic principles of international academic mobility, that indicating the effectiveness of the implementation of international legal norms governing these social relations in the scientific and educational space, determines the setting of the goals and objectives of this study. It should be noted that the procedure for organizing and implementing the principles of academic mobility of participants in the educational process of Ukrainian universities should not contradict labor and educational legislation.

It is generally accepted that the positive characteristics of academic mobility include: ample opportunities for the theoretical and empirical knowledge accumulation; multilateral development of research initiatives; expansion of worldview through inclusion in the system of modern intercultural communications. The development of academic mobility contributes to the stable social and economic development of countries

and regions, since the export of educational services entails a significant replenishment of state (public) budgets and funds, which ultimately leads to the distribution of political power and influence in the international arena [1].

According to experts, the development of academic mobility should be aimed, first of all, at creating conditions for the formation of a national innovation system, increasing the research and technological potential of high-tech industries, and increasing the competitiveness of leading sectors of the economy.

Based on modern research and ideological practices, we note that the implementation of the resource potential of academic mobility opens up long-term prospects for improving the training of highly qualified personnel and introducing new methodological approaches to improving the quality of higher education. It seems natural that the growing interest in studying within the framework of international joint programs of double diplomas (degrees), academic exchanges, participation in grants for studying at foreign universities, international summer and winter schools is increasing every year [3].

The transition to a new stage of development of higher education in Ukraine is also the result of deep structural transformations in accordance with global trends. Currently, the state is taking active steps to bring universities to the level of the best world standards (improving the material and technical base, creating vocational and educational innovative infrastructures, forming and developing world-class scientific schools and scientific directions, promoting Ukrainian scientific journals in the international scientific and information space [7 ] and etc.).

The condition that activates such an exit is the emerging process of “professionalization”, in connection with which the concepts of “professional and educational mobility” and “regional educational mobility” received a broad interpretation in the work.

The trends that have become the essence of modernization changes in education of the new millennium are becoming increasingly clear:

- globalization of the educational space;

- turning the quality of education into the most important condition for the country's competitiveness;
- international mobility of personnel;
- strengthening of the human factor of technological development;
- achieving a new quality of work based on a qualitative update of living standards and education;
- development of new systems of education and advanced training;
- emergence of non-traditional forms of employment;
- ensuring social security and combating social isolation;
- the promotion of integration processes as an effective factor in improving the quality of education [4].

At the beginning of the 21st century, scientific research and discussions on the problems of integration in the field of education intensified in developed countries in connection with the strengthening of the processes of globalization and the formation of the European and world educational space. Integration reflects those trends that characterize today the course of the global process in all areas of human activity on Earth.

Integration is the leading principle of the development of modern educational systems and serves as a significant factor in increasing their efficiency and quality.

An analysis of works published during these three waves of interest in integration showed that there is no consensus on these problems; there are significant differences not only in approaches to solving them, but even in the terminology used.

A scientific approach to studying the problem of integration in education involves substantiating the very concept of "integration". "Integration" (from the Latin word *integer* - whole) means the creation of an inextricably linked, unified, whole. Modern literature offers a large number of definitions of this concept. The philosophical concept of integration is "a process or movement resulting in wholeness; unification, unification, restoration of unity"[5].

Integration in modern world education is considered as part of a complex and comprehensive process of rapprochement, interaction and interpenetration of national structures. Integration is characterized by:

- mutual rapprochement, complementarity, and interdependence of national systems increasing due to a coordinated international educational policy;
- synchronization of actions achieved on the basis of their regulation by relevant supranational institutions;
- the gradual outgrowing of national educational systems within their state framework and the emergence of trends towards the formation of a unified educational space.

Regulation of integration processes in global education is carried out in traditional forms (when education is an integral part of the overall strategy for planning integration processes and in special educational plans, projects, programs: state and interstate; major international projects under the auspices of the UN, UNESCO, etc.; special projects implemented by Council of Europe and EU) and in non-traditional forms, for example, the development of telematic services based on traditional communication networks; development of distance education through video conferencing and conferences on computer networks and the creation of learning systems and environments. The conditions for integration in education include equalizing the quality level of educational systems; interaction with regions - generators of integration processes (Western Europe, USA, Canada).

Integration in the educational space of Europe has become especially relevant and really developing in recent years. The concept of integration in this case is considered as a process and result of intercultural interaction of specialists in education, which leads to the creation of a new quality in the European cultural and educational space.

Research into integrative processes in European education allows us to assess general trends: convergent political decisions create conditions for the development of a single European educational space. This leads to the creation of more “penetrable” education systems, increases their comparability, the mobility of educational subjects,

and creates conditions for their interaction, which should affect the improvement of the quality of education [6].

The legislative basis for integrative processes in education in European countries is determined by international organizations - the European Union and the Council of Europe, which consider intercultural interaction in education as a way and condition for the development of a new quality of modern education.

The role of the Council of Europe is to disseminate leading cultural values: openness, tolerance, dialogue. The educational policy of the Council of Europe solves ideological problems - the spread and consolidation of pluralistic democracy, the achievement of social cohesion, therefore intercultural projects of the Council of Europe are aimed at modernizing the content of education at all levels of lifelong education and their dominant feature is civic and multicultural education.

The main issue is assessing the effectiveness of EU educational programs and understanding how much they influence national educational systems.

The objective reason for the insufficient effect compared to the ambitions of the programs can be called the discrepancy between the goals of the program and the budget.

The second reason that makes it difficult to increase the effectiveness of programs is the cumbersome structures and procedures in the EU administration.

Efficiency, thirdly, also depends on the characteristics of national structures for implementing programs. Some member states share responsibility for European policy, which is the responsibility of a relevant ministry or major institution. For example, in the mid-90s, the Central Bureau of Educational Exchanges and Travel and its superior agency, the British Council in Great Britain, were the largest in this market. The French agency in charge of similar programs consisted of only five people.

Conclusions. Thus, a consistent integration policy is supported by solid funding and forecasting activities of the ministries of education and labor of the European Union countries, while mobility standards have been introduced in all sectors of integration processes.

Such long-term and focused work, having created the organizational and financial foundations for further integration, served as an objective prerequisite for the ideas of the Bologna process implementation in the countries of the European Union.



Judging by the current state of academic mobility, it is possible to suggest ways to increase academic mobility between the European Union and Ukraine and create a special new exchange program between Ukraine and the European Union, considering its experience of cooperation in this area with the United States. An important area of work in Ukraine seems to be the development of a national mobility program against the backdrop of a rapidly developing domestic market for educational services.

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