

DEVELOPMENT OF ACADEMIC MOBILITY AND PROFESSIONAL COMPETENCE OF TEACHERS OF HEIS

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Abstract: To identify a stage concept to improve professional competence through the development of academic mobility. Methodology. A sociological survey is a basic method in this research. Additional technique: analysis of the obtained results. Results. It was defined that academic mobility is characterized by the following indicators: change of country after defending doctoral dissertation; change of country for the preparation of doctoral dissertation; possible change of country when reaching academic maturity; regularity of visiting international conferences; long term assignment of guest professor in another country. The list of such indicators of the development of professional mobility of teachers in the organization of methodological work: the motive of independence, the motive of personal development, the motive of self-affirmation, the motive of stability, protection.

Keywords: HEIs, experience exchange, academic mobility, professional competence, teaching..

1 Introduction

Any change in social life leads to changes in the educational system. Indeed, it is difficult to view XXI century higher education without a global context. Globalization opens many opportunities for the development of higher education while becoming a challenge to national systems for the training of qualified specialists.

Modernization of higher education points to the need to provide a new quality of a modern teacher, one of the main characteristics of which is his mobility, which is manifested in a constant internal, personal-psychological, and external practical-activity readiness for changes, rapid response to them, social and professional mobility.

Institutions of higher education need a teacher, who is motivated for continuous professional improvement, capable of mastering technologies that provide individualization of education, achievement of planned results, demonstrates innovative behavior, ability to independently solve complex problems, manage, quickly adapt to changing conditions (Zastrozhnikova, et al., 2021).

The modern situation in the labor market, growing requirements for teacher competence, standardization, and intensification of professional activity lead to the need to form such personal quality of a teacher as individual professional academic mobility. The literature distinguishes between the vertical and horizontal professional mobility of a specialist. The first is more related to career growth, while the second is related to the employee's ability to perform effectively in a changing practice environment.

One of the aspects of professional mobility is the change in the workplace, types of activities, or their filling.

Relevance. Undoubtedly, the emergence of additional professional functions, implementation of new approaches, and mastering new pedagogical technologies, as well as the expansion of the student population require from the teacher additional costs of time and significantly increase his/her load. Therefore, the need to know how to implement academic mobility, in our opinion, is one of the reasons for the intensification of modern pedagogical activity.

On this basis, therefore, academic mobility of HEIs teachers is not only a territorial movement for the development and exchange of experience but also a complex synthetic activity associated with the rethinking of the structure of teaching.

2 Literature review

Academic mobility has many definitions. The Council of Europe describes academic mobility as the movement of people: students, teachers, and researchers for learning, teaching, and research. According to UNESCO recommendations, academic mobility refers to a period of study, teaching, or research in another country (not the country of residence of the student, teacher, or researcher) (Pokovnikova et al., 2020; Khominets, 2019).

Academic mobility plays an important role in the global scientific and technological competition. In the search for breakthrough technologies, more and more countries are realizing that they are playing in the global marketplace by competing for the best specialists. To a large extent, the flexibility of public policy and carefully designed programs aimed at scientists and scientific support determine the level of technological development of a country (Polkovnikova et al., 2020; Khominets, 2019). Academic mobility is the most common form of internationalization of education, determined by the political goal of country leaders. According to the Organization for Economic Cooperation and Development (OECD), in 2025 the number of foreign students will reach 80 million accordingly, there will be a need for a large number of teachers who are aware of the global scientific context (Afzali et al., 2019).

Rostovskaya et al., (2020) points to important aspects of modernity: academic mobility tends to grow in line with the relevance of educational objectives; developed leading countries around the world support their citizens through national academic mobility programs. National governments of most countries, which determine the importance of academic mobility in the development of the scientific, economic and socio-cultural potential of the country, actively provide targeted financial support to their citizens both in studying and conducting research abroad. As a rule, operators of such programs are national ministries of education and science or specially created agencies for academic mobility. Agencies of this kind organize and conduct a competitive selection of candidates and establish cooperation with foreign universities. They also provide organizational and financial support. In addition to traditional knowledge of academic mobility, the development of virtual academic mobility is facilitated by digital teaching technologies (Ilyashenko, 2020).

The topic of Smorchkova & Yakovleva's (2021) research is related to the implementation of digital technologies in the educational process. The digital transformation of the higher education system naturally leads to the professional transformation of HEIs teachers - changes in his/her functions and roles in the educational process. Under these conditions, the professional mobility of the teacher becomes the most important (Tolstikhina, 2020).

The monograph by Oliinyk et al., (2021) presents the results of international research activities on teacher education and professional development in the modern socio-cultural environment during the socio-economic changes in Ukraine and EU countries.

Academic teacher mobility, according to Likhacheva (2021) Likhacheva & Meretukova (2021), Gunawan et al., (2021), and its effective application in practice are truly relevant in contemporary education. The new society requires the opening of borders, the improvement of economic, educational, and scientific contacts, their international level provides the need to expand the activities of teachers. It is academic mobility that can develop education as a whole and its components in modern conditions. It will allow students to gain more knowledge, use it effectively in practice and deepen all competencies.

The issue of transnational academic mobility from an economic, sociological, and anthropological perspective has been explored by Chen (2017). The scholar challenges economic and political approaches to teacher mobility and theorizes academic mobility within a social and cultural framework and believes that more critical research is needed to understand mobility as a way to reconcile

identities, social connections, and various aspects of globalization. Enriquez's (2020) article appeals to the claim that highly qualified academics who are educated in higher education and have acquired transnational identities offer almost seamless mobility. A national border or territory is not the only line that highly qualified scholars must cross as international mobility actors. Their high academic status is reduced to precarity and faces an epistemic injustice through immigration status.

Considering that most university faculty members have dynamic, real-time updates of personal profile and knowledge in the academic social network, as well as minimal individual detailing of faculty profile mapping, it is necessary to study academic teaching mobility as an element of professional competence (Sydorenko et al., 2020; Xiong et al., 2021).

Despite the considerable number of provisions considered, the question of the correspondence of academic mobility and professional competence of HEIs faculty remains unexplored.

Aims. This research aims to develop a step-by-step concept of improving professional competence through the academic mobility development.

Research tasks:

- to conduct a sociological survey of HEIs teachers to identify the stages of the concept of improving professional competence through the development of academic mobility.
- to determine the components of academic mobility in the context of pedagogical competence development.

3 Materials and research methods

Basic methodology: sociological survey.
Additional methodology: analytics (processing of results).
 The research is based on the theory of internationalization of education in conditions of increasing globalization.
 The sociological survey involved 570 HEIs teachers in Ukraine who agreed to the specified conditions of data collection.
 Duration of the survey – 1 month.
 Data collection – 2 weeks.
 Data processing – 2 weeks.
 Platform – Google-forms.
 Data retrieval time – during training courses.
 Special condition – teacher's participation in experience exchange programs.

4 Results

The survey consisted of thematic blocks, in each of which the respondents singled out key theses. In the block "Ability for self-development" respondents were asked to perform a ranking from a larger to a smaller position among the following indicators: change of country after the defense of the candidate's dissertation; change of country for preparation of the candidate's dissertation; possible change of the country at the achievement of scientific maturity; regular attendance at international conferences; a long trip of a visiting professor to another country. The results are presented in Figure 1.

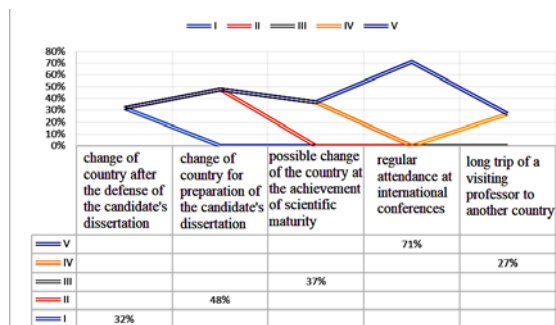


Figure 1 – Indicators of academic mobility (Source: sociological survey)

In the "Goal-setting" block, respondents were asked to rank from higher to lower position among the following target indicators of professional development effectiveness:

- implementation of project activities is based on a set of methodological approaches - systemic, competency, personal-activity, axiological and the principles of determinism, continuity, dynamism, and prospects;
- mobility development is differentiated and individual, providing, on the one hand, improving the technology of project activities, and on the other - contributes to targeted activities for continuous self-development, self-reflection, and management of their professional growth; technology of realization of projective activity provides professional and personal growth, increasing professional mobility and performing diagnostic, prognostic and developmental functions;
- creating the conditions necessary for the development of professional mobility in the system of additional education.

The results are presented in Figure 2.

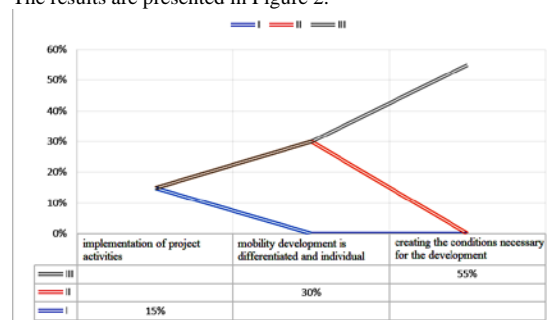


Figure 2 – List of target indicators of professional development efficiency (Source: sociological survey)

In the "Analytics" block, respondents were asked to perform a ranking from a larger to a smaller position among the following indicators of interpretation of academic mobility: the ability to quickly adapt to different types of professional activities; readiness to quickly react on responses to the requirements associated with the development of new technologies and achieving the effectiveness of professional activities; flexibility of interaction with the subjects of the educational process; change in the formation of the employee due to changes in the workplace, activities, or labor operations; mastering the new professional status and roles. The results are presented in Figure 3.

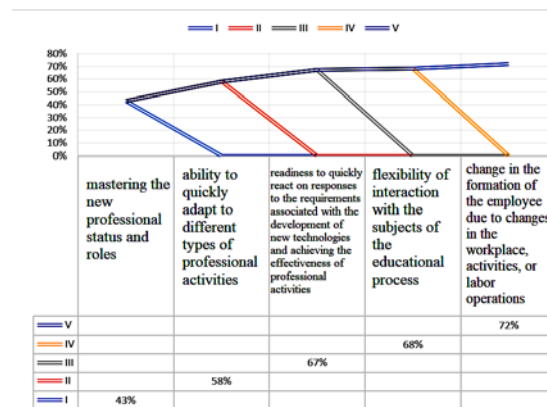


Figure 3 – Indicators of the academic mobility interpretation (Source: sociological survey)

In the block "Dynamics" respondents were asked to rank from greater to lesser position among the following indicators of professional mobility of teachers in the organization of professional activities: the motive of independence, the motive of personal development, the motive of self-affirmation, the motive of stability, security. The results are presented in Figure 4.

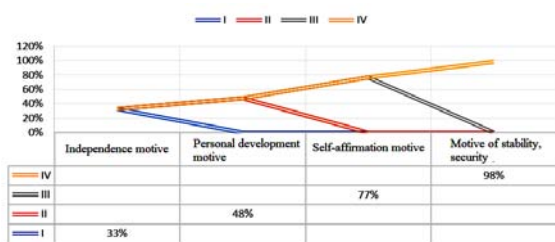


Figure 4 – Indicators of the teacher's professional mobility development in the organization of work
(Source: sociological survey)

In the block "Statics" respondents were asked to perform rankings from higher to lower position among such indicators-components of models of professional mobility development, carried out using project activities in the system of additional education and based on methodological approaches (systemic, competence, personal-activity, axiological) and methodological principles (determinism, continuity, dynamism, prospects), contains interrelated components (target, content-technological, evaluation-performance), performing diagnostic, prognostic and developmental functions. The results are presented in Figure 5; the decryption is given in the table.

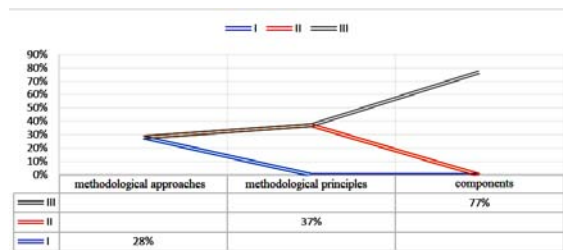


Figure 5 – Components of professional mobility development models
(Source: sociological survey)

Thus, the results obtained are the basis for scientific discussion and conclusion of the concept of academic mobility of HEIs teachers.

Based on the study we can outline the concept to improve professional competence through the development of academic mobility. Let us present it in the model of consecutive stages.

The first stage: the ability to self-development – the basis for the development of professional mobility of a teacher. Self-actualization, self-reflection, and self-assessment play the most important role in a teacher's professional activity.

The second stage: goal-setting – for the development of professional mobility it is important to have clear goals. A high level of professional competence is necessary for a successful career. Having professional competencies is a component of professional mobility, provides the teacher with productive professional functioning, and is a strategic aim of professional-pedagogical education and self-education.

The third stage: analytics – professionally mobile can be the one who can analyze his/her professional and pedagogical activity, take non-standard professional decisions in the process of solving professional and pedagogical tasks. Undoubtedly, the ability to promptly solve the pedagogical tasks of the educational process is a necessary condition for the formation of professional mobility.

The fourth stage: dynamics – the need for continuous professional growth, which indicates the possibility of further development of professional mobility.

The fifth stage: static – the need for a special organization of the process of professional mobility formation synthesis of the development of key professional competencies, abilities to solve professional and pedagogical tasks of the educational process, and improvement of the content of professional disciplines and the

educational process as a whole. The problem of the formation of professional mobility from the perspective of the humanistic approach is considered in the aspect of the formation of attitudes that provide personal orientation on professional self-realization.

5 Discussion

The global scholarly discussion of the topic in question allows for a thesis description of the practice of introducing the concept of "academic mobility" into HEIs.

The idea of the "globalist scholar," as Morozov & Guerin (2021) argue, is a key concept for rethinking the role of scholars at the edge of global and local levels. The authors express their perspective on the figure of the globalist scholar from different contexts including South Africa, Australia, the United States, the United Kingdom, Chile, Germany, Cyprus, Kenya, and Israel, and conclude that teacher mobility depends on the policy, research, and practice.

Spivakovska & Kotkova (2017), summarizing the practical experience of implementing academic mobility within the international cooperation of Kherson State University and Pomeranian Academy (Poland), analyze the concept of academic mobility, through individual pedagogical characteristics of each of its participants.

Greek & Jonsmoen (2021) explore the issue of internationalization in higher education by exploring the impact of transnational academic mobility on university communities. In Norway, how academic mobility is represented are informal interaction, collaboration, language practices, and internationalization. However, to realize the full professional potential of academic diversity, significant institutional and personal adjustments are required. In the North (Cohen et al., 2021) the processes under consideration have certain opportunities and constraints on academic spaces of faculty mobility.

Shelkunova & Artyukhova (2019) present a theoretical analysis of the concept of "academic mobility" and focus on the components of academic mobility of teachers at Siberian Federal University.

Analysis of the results of the study conducted by Zagvyazinskiy et al., (2020) demonstrates a low level of involvement of students of Siberian universities in academic mobility programs against the background of their high degree of readiness to implement such programs.

Leung & Theo's (2018) research describes two qualitative research projects, one on scholars from the People's Republic of China working in Germany and the Netherlands, and another on ethnic Chinese teachers in Indonesia. The results demonstrate the impact of academic mobility on social shifts, redefining, reworking, and reconciling clearly defined ethnocultural, national, gender, and religious identities.

The distinction between negative, positive, and Epistemic degrees of freedom helped Laakso (2020) analyze the conditions of teacher academic mobility in Africa. Semi-structured interviews of social and political scientists at the main national universities in Botswana, Cameroon, and Zimbabwe, representing different experiences of political development, show that the international connections that allow academics to move are crucial to their work and allow them to be critical not guarantee decent working conditions or support decolonizing curricula. The lack of connections reinforces self-censorship. However, their position can be particularly vulnerable. The space for critical expertise is affected not only by national policies and the material conditions of universities but also by the internationalization of higher education and research. This is why all aspects of academic freedom must be protected through international cooperation.

In Kyrgyzstan, issues of academic mobility are based on a deep interest in traveling abroad for study and internships (Amiraliev, 2021).

The identification of problems in the development of academic mobility as a soft power tool was addressed by Zhakyanova &

Kanagatov (2021). Academic mobility through the prism of the concept of "soft power" acquires a new interpretation and provides an opportunity to improve the tools and mechanisms of interstate cooperation. Based on statistical data, analysis of secondary data the conclusion is made about the need for a conceptual study of academic mobility in Kazakhstan; existing grounds for the need to create a new image on the world stage, meets the national interests of Kazakhstan and modern realities. Now the implementation of Kazakhstan's "soft power" has many problems related to legal, financial, and economic aspects. Although the current regulatory documents on the organization of academic mobility of teachers in the Kazakhstani context have been motivated mainly by sufficient empirical material reflecting the experience of practical implementation activities, there is a lack of fundamental work on this research problem.

International academic mobility in East and Southeast Asia is a complex and dynamic phenomenon whose evolution is closely linked to the changing face of economic, political, and social development (Wang, 2017).

6 Conclusions

Therefore, academic mobility is one of the most important projects of international and educational activities, it has the goals of improving the quality of higher education; increasing the effectiveness of research; improving competitiveness in the international market of educational services and labor; improving professional competencies by studying and updating the experience of leading HEIs, achieving international composition of education standards; attraction of protected intellectual potential based on bilateral agreements.

An important area of further research will be the identification of additional components of academic mobility and factors of their development.

The practical significance of the study was the presentation of the "five-step concept" to improve professional competence through the development of academic mobility.

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