

## **PECULIARITIES OF LECTURERS' ACADEMIC MOBILITY DEVELOPMENT AS INDEX OF PROFESSIONAL TRAINING QUALITY**

*Based on the scientific researches the author defines the term «academic mobility of lecturers». The peculiarities of university lecturers' academic mobility are pointed in the article. Academic mobility of higher establishments' teachers is considered as one of the index of professional training quality.*

**Key words:** *academic mobility, professional training, quality, index.*

Changes in the area of professional higher education system demand further improving of information support of specialists' preparation processes. Approaches to studying and educational management using new informational technologies are lit in many scientific researches and state programmes. The development of economics, social area, science, technique is considered to be the main segment of professional education.

New demands of the Ukrainian society, tendencies to increase the quality of professional education lead to the refreshing the approaches to the higher education on the whole, paying great attention to the qualification of those who arrange and conduct training and the ways of its constant improving. Integration of Ukraine to the European Union determines the increasing relevance of higher education management. Country tendencies on the modern stage of its development stipulate changes of methods and means used in professional education. The importance of high level of graduates' economic education is certain both for European countries and for Ukraine as only such level of preparation point the further development of the country in future. The adoption of the law «About Higher Education», signing the intention about EU joining determine the development of foreign language education at universities. Modern university should provide the possibility to get higher education both in English and Ukrainian. Such approach does not only stipulate the Academic mobility development but also increase the competitive of graduates.

The questions about mobility, academic mobility, quality of education are the subjects of great number of scientific works. However, academic mobility of university lecturers as index of professional training quality has not become the topic of separate research.

So, the purpose of the article is to point the peculiarities of academic mobility university lecturers as index of professional education quality.

To reach the pointed goal the following tasks should be solved, such as:

- to define the notion «academic mobility of university lecturers»;
- to point out the connection between the professional education quality management and lecturers' academic mobility level.

In modern society education and knowledge are considered as cross-border and transnational phenomenon. Formation of a European Higher Education Area (EHEA) is conducted via approximation and oncoming of different countries' approaches to the organization of education. EHEA on the one hand, stipulates students and teaching staff mobility, and on the other hand, academic mobility is considered as a necessary condition for the formation of the general educational space [1]. The new law of Ukraine «About higher education» [2] is oriented to increasing the level of higher education as well as to the development of academic mobility as a demand of the modern world. In the context of the strategic objectives of the Ukraine academic mobility of university lecturers is viewed as a mechanism directed both to improving the national educational system using foreign experience and to catching up national university science that occurs due to lack of funding and modern equipment.

The issues of mobility in the context of professional education were investigated by different scientists, such as: G. Azykina, M. Kuzmin (professional training of specialists and their mobility, V. Astahova, N. Gulyaeva (academic mobility), L. Amirova, S. Goncharenko (professional internship).

Based on the results of their researches and paying attention to the increasing importance of its implementation into the educational process at Ukrainian universities now, the following definition of this notion has been made. So, academic mobility of university lecturers is a complex notion consists of motivate, social, professional and organizational

components. A teacher of higher establishment should be psychologically ready to conduct training abroad, he should be eager to do it, the his acceptance of foreign training is to be transferred to demand of it; a lecturer is to be able not only to observe the new educational surrounding pointing the necessary features for him but also to foresee possible ways of transferring this professional experience into home-country university; and finally he is to be capable to prepare, arrange, implement and control the improvement of educational process using the gained experience. His successful activity on implementation of foreign academic experience into training process of a home-country university leads to the increasing the quality of higher education on the whole.

According to the law of Ukraine «About higher education» quality of higher education is the complex of person's skills with higher education that prove the professional competence, social direction and determine the ability to fulfill both social and personal needs [2]. The level of professional competence of future specialists is determined by the level of the service provided by the university as well as by the qualification levels of those who arrange this process.

Professional education at higher establishments in Ukraine consists of the block of humanitarian preparation, general scientific preparation and professional training. Humanitarian preparation includes learning of English; general scientific preparation includes learning of Business English. High level of academic mobility development for the lecturers of foreign language is the demand of the modern world as a university teacher not being a part of language environment is not able to teach students on a proper level. Moreover, based on the new demand of the Ukrainian society's tendencies as for European integration and the necessity to conduct professional education in English require the constant professional development of those lecturers who provide the training process in a foreign language. International academic mobility of lecturers includes participation in internship, conferences, workshops, seminars arranged by European universities. The main idea of which is not only to increase the professional knowledge but also to learn the methodology of teaching in English.

English education is a wide-spread practice for European universities. A great number of universities where English is not a native language offer English language programmes on Bachelor of Master degree (Warsaw University of technology, Academy of Finance and Business Vistula, Charles University and many others) [4]. The professors used to be invited from English speaking countries (this practice still exists but not so wide-spread); however, now more and more European universities offer programmes taught by full time lecturers who have high enough qualification to provide such education on a high level.

The necessity to conduct professional education in English demands the constant increasing qualification of lecturers. The best way to get new skills and knowledge in foreign language as well as in methods

of teaching professional subjects in English is to take active part in academic exchange programmes. Academic mobility is the most efficient way to improve qualification for university lecturers. Increasing of Academic mobility of university teachers leads to the growing up of their professional level which leads to increasing the teaching quality level. It, in its turn, stipulates the increasing of graduates' qualification which leads the increasing of the university graduates' competitiveness level.

However, not all lecturers are ready to accept the need in academic mobility development. Unfortunately, there is the great number of those (among university teachers) who has never been abroad; has never been involved either in academic or scientific environment of European university; has never participated in any methodological seminars in European university.

Such lack of experience is common not only for lecturers of professional subjects but also for those of foreign language. Based on the results of the research conducted at Mykolayiv National University named after Sukhomlynsky, Pivdenno-Slavynsky Institute and Petro Mohyla Black Sea State University such lack of international experience is common both for young and experienced lecturers. The research analyzed the results given out of questionnaires of 60 lecturers total (out of three universities) of English. Before the questionnaire, the respondents were cleared out what exactly is understood under the term of academic internship.

The terms academic internship is closely connected with the term academic mobility; however the last one is a bit wider. I. Bogachevska and S. Zdiorchuk [1] made the typology of students' academic mobility subjects on national and international levels. This typology with some changes can be used to point the area of university lecturers' academic mobility. So, the universities lectures' academic mobility can be arranged on national level with the help of the following organizations, such as:

- State departments (ministry of education);
- Home universities cooperation agreements;
- World education organization (Soros, AEI);
- Education grant organization (DAAD);
- Individual grants for internship

Also it can be settled on the international level, provided by:

- Individual grants for internship;
- International professional organizations (NAFSA, IUA, UMAP, IESALC);
- World education organization (Soros, AEI);
- Education consortium (Santander Group, UNICA, PEER Consortium)

In spite of existing such big number of organizations involved in international practice activity, the dominant role in this process is left for a lecturer. Without strong motivation and high level of skills or abilities required for the programme, he will not be chosen and will not be given an opportunity for international internship.

The lecturers of Mykolayiv National University named after Sukhomlynsky, Pivdenno-Slavynsky

Institute and Petro Mohyla Black Sea State University were asked about their participation in international academic internship (methodological or scientific ones). The results are the following: 58 % answered they have never taken part in academic internship abroad; 25 % pointed that they visited international conference in Europe once or twice; 11 % answered that they used to take part in international conferences abroad but they have not taken part in them for a year already; 6 % said that they have international practice regularly (1-2 times per year for 5 years at least).

The questionnaire was conducted among age group 25-60 years old. The tendency of not having international academic experience is more common for the group of people after 40. Younger lecturers are used to having foreign academic practice more. It is explained by the changing society conditions and priorities.

The next question to be answered, is the readiness of respondents to be involved in foreign academic mobility. More than 50 % of them answered positive. Almost 20 % would like to be involved but they hesitate. Among those who are not ready for such experience lecturers point such reasons as: absence of language knowledge, fear of unknown surrounding, fear of being misunderstood or misunderstanding by European colleagues and just absence of desire to do it as they do not understand why it is important.

So, the present situation with foreign academic experience of lecturers responded is the following:

- The majority of them do not have the academic experience at foreign university;

- The biggest part of the interviewed people would like to gain it;

- The reasons of getting such experience are:

- a) The increasing of professional abilities;
- b) gaining perspectives for future work;
- c) career growth;
- d) starting cooperating with European university;
- e) personal development

The main barriers to avoid academic experience at European experience are the following:

- absence of foreign language knowledge;
- fear of new surrounding;
- unaware of getting such experience;
- psychological non-readiness to take part in such activities.

Now Ukrainian universities are fighting for their niche on the educational market and because of the development of new methods of training (e.g. distance learning) the English programme education proposed by the European universities can conquer the training market of Ukraine offering the Ukrainian students the attractive terms of degree programme in English. Because of high level of competitiveness on training market the Ukrainian university should change the approach to the lecturers' preparation and orient them to increase the professional level throughout the teaching career. Developing the academic mobility will allow to reconstruct the educational process offering students to get Bachelor and Master degrees both in Ukrainian and English.

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## ОСОБЛИВОСТІ РОЗВИТКУ АКАДЕМІЧНОЇ МОБІЛЬНОСТІ ВИКЛАДАЧІВ ЯК ІНДЕКС ЯКОСТІ ПРОФЕСІЙНОЇ ОСВІТИ

На основі досліджень науковців автор уточнює поняття «академічна мобільність викладача». У статті розглядаються особливості академічної мобільності викладачів університету. Академічна мобільність професорсько-викладацького складу університету визначається як один із показників якості професійної освіти.

**Ключові слова:** академічна мобільність, професійне навчання, якість, професійна компетентність, показник.

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**ОСОБЕННОСТИ РАЗВИТИЯ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ  
ПРЕПОДАВАТЕЛЕЙ КАК ИНДЕКС КАЧЕСТВА ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ**

*На основе исследований ученых автор уточняет понятие «академическая мобильность преподавателя». В статье рассматриваются особенности академической мобильности преподавателей университета. Академическая мобильность профессорско-преподавательского состава университета выделяется как один из показателей качества профессионального образования.*

**Ключевые слова:** академическая мобильность, профессиональное обучение, качество, профессиональная компетентность преподаватель.

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