



ФОНД
НАУЧНИ
ИЗСЛЕДВАНИЯ

МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА

25 години

ВИСШЕ УЧИЛИЩЕ ПО АГРОБИЗНЕС И РАЗВИТИЕ НА РЕГИОНИТЕ
Юбилейна международна научна конференция БЪЛГАРИЯ НА РЕГИОНИТЕ

Перспективи за устойчиво регионално развитие

27-28 октомври 2017 г., Пловдив, България



25 years

UNIVERSITY OF AGRIBUSINESS AND RURAL DEVELOPMENT
Jubilee International Scientific Conference BULGARIA OF REGIONS

Sustainable Regional Development Perspectives

27-28 October 2017, Plovdiv, Bulgaria

<http://regions.uard.bg>

Academic Mobility in Higher Education as an Opportunity for Strengthening Educational Cooperation and Intercultural Dialogue for Effective Socialization

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Abstract: Current paper discusses the opportunities provided by the academic mobility in terms of acquisition of skills, educational cooperation, development of international programs and socialization of both students and teachers. The design and implementation of international educational programs for students of universities is one of the most important areas of the academic cooperation. Such programs are built on the positions of dialogue and interpenetration of cultures, strengthening of creative ties between the scientific and academic community of countries. Academic mobility is accepted as a means of network interaction, intercultural exchange and socialization which provides an additional value in the processes of training and learning for skills on demand in contemporary globalized world.

Key words: university, program, cooperation, intercultural communications, academic mobility.

Introduction

The traditional way of training universities' students, in which students are trained to solve relatively simple and technical problems, is no longer sufficient¹. Modern society is a society of information flows and rapidly upgrading technologies, which expand international relations and overcome space-time boundaries, a society of people who are able to adapt and interact². Interaction is generally defined as the influence of objects on each other and it is a key feature of all social processes, including education.

Table 1. Network interaction trends in higher education

1.	communicative orientation of interaction	network interaction goal is communication on the basis of one common language; communication becomes a means and a result of network interaction
2.	globalization and openness	network interaction is global, space-time, age limits are practically absent, access to information and educational resources is mostly free
3.	individualization and de-synchronization	the ability to choose individual study program, attend courses of different educational institutions, that is build individual professional development trajectory
4.	the variety and variability	educational methods and forms can vary depending on the individual preferences of students
5.	polylogue character of interaction	the educational process has a polylogue nature, that is becoming a key for mutual development; the model of student-teacher relationships is transformed into the partnership-model

Source: Grebenschikova, A., & Nefedova L. (2015). Network Interaction Trends in Higher Linguistic Education. Procedia - Social and Behavioral Sciences, Volume 186, 13 May 2015, 688-693.

The socio-historical conditions of network interaction in higher education could be considered at three levels³:

- Socio-historical conditions arising at the level of society as a whole, due to the change of the type of social structure.
- Socio-historical conditions arising at the level of education as a field of human activity due to growing process of globalization in higher education.
- Socio-historical conditions that arise at the direction of training, namely, higher education, due to the emergence and further spread of a new type of communication – virtual.

Modern higher education is in the era of transition to the new paradigm where the new learner-centered paradigm is on the focus. The existence of real strong socio-historical conditions implies that network interaction is a new prevailing form of contact in higher education.

¹ Kruijf, M., & Stobbelaar, D. J. (2015). Network learning as an educational principle in higher education. *Procedia - Social and Behavioral Sciences*, Volume 186, 13 May 2015, 694-698.

² Grebenschikova, A., & Nefedova L. (2015). Network Interaction Trends in Higher Linguistic Education. *Procedia - Social and Behavioral Sciences*, Volume 186, 13 May 2015, 688-693.

³ Grebenschikova, A., & Nefedova L. (2015). Network Interaction Trends in Higher Linguistic Education. *Procedia - Social and Behavioral Sciences*, Volume 186, 13 May 2015, 688-693.

The development of the concept of “network interaction in education”, suggests the socio-historical conditions of network interaction development at three levels: the level of society as a whole, the level of education as a field of human activity, the level of direction of training⁴.

On the other hand, the pressing financial and technology forces for change on higher education institutions have led to a shift from long-successful financial and curriculum models to new models that fit the vastly different conditions of the 21st century⁵.

The mission and role of a contemporary university

The mission of higher education is not only in training individuals, but also in meeting the needs of the social and economic development of the community. Its goal can be achieved when universities allow people and society to achieve results under conditions of globalization characterized by high competition and dynamism⁶. The role of university counseling and orientation in promoting access to the labor market and career development skills is also linked to the process of socialization. This helps to overcome the "anxiety" about the future, during which the personal career of a student at a university is examined in accordance with its global nature and cognitive, affective, motivational, value relationships⁷.

Indeed, the role of a university in shaping a student's career can't be overestimated. Even if we assume that during the forthcoming work a graduate of a university will have a conscientious, experienced, interested teacher, it is unlikely that he/she will have the time and energy to compensate for the omissions that took place during the student life. Numerous useful skills allow the student of a university to meet the high and uncompromising demands of the world labor market. A student at a university should understand the direction of the dynamics of changes in the labor market, public expectations and the needs of specific educational institutions, be able to apply in a timely manner the knowledge gained as a result of continuous improvement in qualifications, and also receive a subsequent professional retraining in a timely and regular manner.

The role of universities is crucial for the development of independence in decision-making and career management. Creation of centers of career growth in universities is an incentive to overcome barriers to communication between teachers, students and their potential employers. Among their key functions are professional leadership and motivation, individual and group interaction, development of skills in career and competence management, independent and reasonable evaluation and decision-making about their personal abilities and career, that is prerequisites and drivers of personal and professional self-identification and socialization.

⁴ Grebenshchikova, A., & Nefedova L. (2015). Network Interaction Trends in Higher Linguistic Education. *Procedia - Social and Behavioral Sciences*, Volume 186, 13 May 2015, 688-693.

⁵ Pincus, K. V., Stout, D. E., Sorensen, J. E., Stocks, K. D., & Lawson, R. A. (2017). Forces for change in higher education and implications for the accounting academy. *Journal of Accounting Education* 40 (2017) 1–18.

⁶ Barna, I., & Mircea, D. (2015). Psycho-pedagogical Counselling. An important stage in students' teaching career orientation. *Procedia - Social and Behavioral Sciences* 180 (2015) 1044 – 1049.

⁷ Richițeanu-Năstase, E.-R., & Stăiculescu, C. (2015). The impact of career factors on students' professional insertion. What measures to be taken by the university? *Procedia - Social and Behavioral Sciences* 180 (2015) 1102 – 1108.

Each university should take into account the need for social and economic socialization of students against the background of unity and proper balance of cognitive and non-cognitive skills achieved in the process of studying at a university. In the future, this position should occupy a key place in the functions of the university. In turn, this will directly depend on the quality of state funding of the university, its inclusion in prestigious and promising scientific programs at the world level, positions in the leading ratings, etc.

Discussions about the key role of the university in the socialization of students, considered in different but interrelated aspects - the university and real life, describe some basic prerequisites and opportunities for improving the learning process and stay in the academic environment. First of all, it is necessary to take into account the importance of communication (professional, social and intercultural), which is also related to the development of skills. Among the social and emotional skills that are directly related to student socialization, many skills are developed at the university and real life in terms of proactivity and initiative, making decisions and gaining competitive advantages.

In the period of globalization, academic mobility seems to be one of the most effective components of the educational process, mainly - of higher education⁸. Today, when the phenomenon of academic mobility is becoming more widespread, we have to understand whether this is only a fad, or indeed a promising resource for the global socialization of students, faculty and scientists working to develop the educational process of higher education institutions, postgraduate education and retraining of educators.

Intercultural communications for acquisition of new skills and socialization through academic mobility

Teaching universities' students in the space of intercultural dialogue is of particular importance in the formation of modern thinking. This applies to social and cultural understanding in relation to personal experience and previous knowledge of students. The importance of programs aimed at students contributing to the fundamental growth of the diversity of their fields of competence is manifested in the organization of successful student exchanges, as well as in the process of realizing education throughout life, in their understanding and recognition of differences and personal, social and professional and civic self-fulfillment⁹.

Formation of intercultural communication provides for students' visits to museums, exhibition centers, palace and park ensembles, national parks and specially protected natural areas of various types in the country of instruction, together with students and professors from this country. Along with this, it seems expedient to the collective of students and teachers jointly visit folk music concerts,

⁸ Латышев, О. Байер Е., Ильин, В., Макарова Л., Подкопаева В. (2017). Виртуальная и реальная академическая мобильность в социализации учащихся, студентов и учёных. Новые образовательные технологии в вузе – 2017. ФГАОУ ВО «Уральский федеральный университет имени первого Президента России Б.Н. Ельцина» совместно с Фондом «Институт ускорения экономического развития («Рыбаков Фонд»)».

⁹ Shopova, I., & Arabska, E. (2013). Organizing successful foreign students exchange, V. International Congress of Education Research "Peace, Memory & Education Research", Çanakkale Onsekiz Mart University, 6-9 June 2013, Çanakkale, Turkey. Educational Research Association. The International Journal of Educational Researchers 4-2, 11 - 29.

ethnographic festivals, theaters of nations and nationalities, as well as various objects of religious cults in the host country. Even if students come to another country to study the disciplines of a certain cycle, their training and free time should not be limited to this in any case. A student who has been fortunate enough to live in another country should study the features of national clothes, expressive details and accessories used in it. This will allow him / her to correctly understand the social situation of the foreign interlocutor, the special circumstances of life (marriage, mourning and others) that require the student to express certain appropriate feelings and emotions addressed to the interlocutor. In addition, there are also many other necessary details that should be taken into account in the process of intercultural communication.

We understand that the socialization of students through their participation in the process of academic mobility is only the one side of the effectiveness of the latter. Along with this, we consider it possible to speak about the integral role that academic mobility plays in self-realization (and, ultimately, in socialization) of scientists. This may concern both the faculty of universities that encourage academic mobility as one of the significant resources of their own development, as well as the teachers / scientists themselves, the results of research and experimental development of which universities use to organize the educational process¹⁰.

Moreover, it is necessary to dwell on the following positions, whose elaboration in relation to the topic touched on here could give serious positive results. A person, regardless of race, nationality, country of residence and religion, who finds and realizes his/her positive ambitions in the scientific world, is simply obliged to show academic mobility which main manifestations are¹¹:

- The ability of a scientist to respond quickly, adequately and effectively to global changes, directly or indirectly related to him/her as a representative of science, and as a person with a pronounced and well-formed civil position.

- The opportunity to cooperate effectively with scientists from different continents through direct or indirect joint discussion of scientific problems, finding ways to study them and presenting the results to the interested user, and creating experimental bases and scientific papers that reflect the course of their work with representatives of various scientific organizations and institutions.

- The need to correlate the scientific data obtained with scientific data obtained under other practically equal or similar conditions, but in other climatic, geomagnetic or ethno-cultural zones.

- Strict selectivity in the process of selecting information for scientific analysis and synthesis in conditions of a growing and rapidly changing global information flow.

The above manifestations of the academic mobility of the scientist can also be at the heart of the development of subsequent programs that provide various forms of self-actualization of modern scientists, as well as new methods and new programs for teaching students.

¹⁰ Латышев, О. Байер Е., Ильин, В. 2017. Глобальная социализация студентов и учёных в рамках академической мобильности. Международный школьный научный вестник. Выпуск журнала № 2 за 2017 год., с. 189-193.

¹¹ Латышев, О. Байер Е., Ильин, В. 2017. Глобальная социализация студентов и учёных в рамках академической мобильности. Международный школьный научный вестник. Выпуск журнала № 2 за 2017 год., с. 189-193.

Conclusion

The goal of the development of academic mobility programs is to improve the quality of education, improve mutual understanding between different peoples and cultures, educate a new generation prepared for life and work in the international information community. We tend to argue that most of the above mentioned targets of the program of academic mobility are also useful for the socialization of students. The new trends in contemporary world of network interactions could adequately respond to the needs of new professionals with new skills and values.

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