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The impact of academic mobility on the quality of professional training of future specialists

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Abstract

Academic mobility is a key principle of forming the research space of higher education, which assumes diverse opportunities for the free movement of students in this space. The article presents two types of academic mobility – external (international) and internal (national) and their mutual influence, contributing to the expansion of opportunities and the emergence of new ways for effective scientific and educational cooperation. The development of academic mobility forms new labor resources that can take a proper place in the world labor market, as well as significantly affect the quality of national labor resources. An example of the positive impact of academic mobility both on the quality of vocational education of students and on the development of the university as a whole is Krasnoyarsk State Agrarian University, where the work has been carried out in this direction for many years. So, academic mobility has a positive impact both on the quality of professional education received by students and on the development of the higher professional education system as a whole, as it promotes: exchange of scientific and cultural potential; exchange of learning technologies; expansion of international cooperation of universities; expansion of international integration of Russian universities; training of competitive specialists; development of intercultural communications.

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Keywords

University, student, academic mobility, vocational training, labor market.

Introduction

Analyzing the concept of “academic mobility”, it should be noted that there is no officially accepted interpretation of this concept. Academic mobility is understood as the movement of students or employees related to education for a certain period to another educational or scientific institution in their country or abroad, both individually and within the framework of joint educational or research activities of universities for studying, teaching, internship, research or advanced training, after which a student, a teacher, a researcher or an administrator returns to the main educational institution [Galichin et al., 2009].

According to the glossary of terms of the Bologna Process, academic mobility is a key principle of forming the European research space of higher education, which gives many opportunities for the free movement of students in this space.

Some researchers understand academic mobility as a time-limited period of study of a student in a state where he is not a citizen. However, at the end of this period, he is obliged to return to his educational institution to continue his studies [Brinev, Chuyanov, 2003].

Academic mobility in vocational education is understood as “the possibility of implementing multivariate educational trajectories, coupled levels of professional training” [Alieva, Fomina, 2019].

The main purpose of mobility is to provide an opportunity to get an education in the chosen field of study, to provide access to the necessary knowledge centers, to develop skills in various fields. As a result:

- receiving better education;
- opening new ways of productive scientific and educational cooperation;
- the possibility of employment of qualified personnel in the international labor market.

The relationship between external and internal academic mobility

There are two types of academic mobility – external and internal. External or international academic mobility refers to the study of students and postgraduates abroad, as well as the work of teachers and staff in foreign educational and scientific institutions. Internal or national academic mobility is the studying of students and postgraduates, as well as the work of teachers and university staff in leading Russian universities and research centers.

The development of international academic mobility contributes to the formation of qualitatively new labor resources taking a worthy place in the world labor market [Agapova, Aisner, Naumov, 2019], as well as significantly affects the quality of national labor resources [Varlamova, 2014].

At the same time, international academic mobility simultaneously makes it possible to increase academic mobility within the country. Some foreign educational institutions have already established contacts with Russian universities. But most of these Russian universities that cooperate with one foreign university have no connection with each other. However, in this case, cooperation between them could be done quite easily for a number of reasons:

- both of these Russian universities have experience in participating in academic mobility programs, therefore, both of them are interested in creating a more diverse educational system and in the high quality of knowledge acquired by students;
- know how to calculate credits and academic hours in order to offset the period of study at another university;
- they have a connection with the same international university, which can be some guarantee of

reliability.

In this situation, establishing connections and academic mobility programs between Russian universities will be much easier. The university management will be able to create a more diverse academic environment, increase the interest of students in obtaining knowledge and self-improvement. Cooperation between universities can lead to the development of joint projects, the implementation of scientific programs, the holding of scientific conferences, which will significantly expand the opportunities for students to study at each university. Thus, academic mobility is a good tool for changing Russian higher education to a more flexible one that meets the individual needs of students, providing affordable, high-quality and effective educational programs [Andreeva, 2012].

The most common forms of academic mobility of students, undergraduates and postgraduates of Krasnoyarsk State Agrarian University are:

- exchange programs for students, undergraduates and postgraduates;
- conducting and performing scientific research;
- holding conferences and other events;
- internships abroad [Gergalo, Klimkovich, 2015].

Implementation of academic mobility in Krasnoyarsk State Agrarian University

Krasnoyarsk State Agrarian University, together with its industrial partner LLC “EPF Solyanskoye”, completed the fifth and sixth stages of the project to create a high-tech production for the cultivation and deep processing of oil crops in the territory of the Krasnoyarsk Region. In 2020, university scientists conducted research by order of the Ministry of Agriculture on the following subjects: “Innovative methods of preparation of grain feeds processed by extrusion with pre-germination of one of the components for using in cattle breeding”, “Establishment of norms of grain natural loss, seeds of various crops when stored in elevators in relation to the conditions of climatic groups, as well as natural loss of grain processing products when stored in bulk warehouses”, “Development of biological preparation for the protection of soybeans from fungal diseases in Siberia”.

The participation of students and teachers of Krasnoyarsk State Agrarian University in academic exchange programs is mainly associated with their presentations at scientific and practical conferences and seminars. Every year they take part in numerous conferences and seminars in Russia and abroad [Petryakova, 2015].

Krasnoyarsk State Agrarian University has been carrying out international academic mobility for several years through practical training in Germany. The university cooperates with such programs as LOGO e.V, Praxx, Agroimpuls Bayern. The internship is provided primarily for students of agrarian universities and takes place at agricultural enterprises, but it can also be organized at other enterprises if it coincides with the educational specialization. This type of practice allows the students to expand their knowledge in the field of agriculture, improve the level of a foreign language, increase professional chances, get an opportunity for further self-development [Agapova, 2021].

In the course of the research, we identified the reasons that make it difficult for respondents to participate in international academic mobility programs:

- financial difficulties;
- lack of necessary information;
- language barriers.

To solve these problems, it is important to pay particular attention, firstly, to information and

advertising activities among university students (for example, to hold information and advertising seminars on the possibilities of participation in academic mobility programs, to create on the university's website the tab "Academic mobility" and an information and advertising page in the social network).

Secondly, in order to overcome language barriers among university students, it is necessary to develop additional educational programs, master classes, seminars aimed at eliminating language barriers in the Department of Additional Educational Services [Aisner, 2021]. In order to improve and develop the organization of academic mobility programs at the university and the introduction of innovations, it is necessary to conduct annual sociological monitoring of students and teachers on the topic of academic mobility. Thus, the above measures will contribute to the improvement and development of academic mobility programs, the indicators of which become one of the main indicators when monitoring universities on the effectiveness of their activities.

Conclusions

So, academic mobility has a positive impact both on the quality of professional education received by students and on the development of the higher professional education system as a whole, as it promotes:

- the exchange of scientific and cultural potential;
- the exchange of learning technologies;
- expansion of international cooperation of universities;
- expansion of international integration of Russian universities;
- training of competitive specialists;
- development of intercultural communications.

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Влияние академической мобильности на качество профессиональной подготовки будущих специалистов

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Аннотация

Академическая мобильность – это ключевой принцип формирования исследовательского пространства высшего образования, который предполагает многообразные возможности для свободного перемещения обучающихся в данном пространстве. В статье представлены два вида академической мобильности – внешняя (международная) и внутренняя (национальная) и их взаимное влияние, способствующее расширению возможностей и появлению новых путей для плодотворного научного и учебного сотрудничества. Развитие академической мобильности формирует новые трудовые ресурсы, способные занять достойное место на мировом рынке труда, а также существенно повлиять на качество трудовых национальных ресурсов. Примером положительного влияния академической мобильности как на качество получаемого обучающимися профессионального образования, так и на развитие вуза в целом, является Красноярский государственный аграрный университет, где на протяжении многих лет ведется работа в этом направлении.

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Ключевые слова

ВУЗ, обучающийся, академическая мобильность, профессиональная подготовка, рынок труда.

Библиография

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