

THE ROLE OF ACADEMIC MOBILITY IN INTERCULTURAL DIALOGUE

Academic mobility plays a crucial role in promoting the development of intercultural dialogue and understanding of international communities in the modern world. Academic mobility is a vital branch of cultural and educational exchange between different countries. It accelerates the growth of international scientific communities and advances progress. Moreover, this educational phenomenon contributes to the formation of an environment that is tolerant and open to other cultures, through the establishment of mutual comprehension and resolution of international disputes during the educational process.

As is known, initiative of the creation of a single European area of higher education was started in the 80s of the 20th century with signing the Great Charter of Universities, and later – the Bologna Declaration. The main aim of reforming of higher education was to ensure the access of residents of each European country to the educational opportunities of other countries and to harmonize national systems of the higher education.

Ensuring the competitiveness of graduates of higher educational institutions occurs mainly with the help of changes in the components of education, its adaptation to the conditions of the market economy through the development of a variable segment of education, which in a certain way affects the formation of a qualified specialist who has competitive advantages [2].

From the point of view of the transformation of the higher education itself, the phenomenon of academic mobility can be considered as an indicator of “internationalization of education” – the process of introducing an international component into the investigative, educational and administrative functions [6].

The right to academic mobility is granted to ukrainian teachers and students since 2015 in the Resolution of the Cabinet of Ministers “On Approval of the Procedure for Implementing the Right to Academic Mobility” and in accordance with the Law “On Higher Education” [3,4].

Academic mobility can be divided into internal – when a student temporarily transfers to another Ukrainian higher education institution or scientific establishment for study, internship or research, and external – when the student chooses university or scientific institution that are settled outside the country.

Index of migrational mobility of students, 2001–2018

| Year | Quantity of foreign students | Quantity of Ukrainian students abroad |
|------|------------------------------|---------------------------------------|
| 2001 | 17 210 | 14 200 |
| 2004 | 15 622 | 17 200 |
| 2006 | 29 614 | 25 866 |
| 2008 | 32 573 | 21 585 |
| 2010 | 35 066 | 25 983 |
| 2011 | 53 664 | 28 456 |
| 2012 | 60 480 | 32 608 |
| 2013 | 69 969 | 46 382 |
| 2014 | 63 172 | 47 724 |
| 2015 | 63 906 | 59 648 |
| 2016 | 64 066 | 66 668 |
| 2017 | 66 310 | 77 424 |
| 2018 | 75 605 | 82 171 |

In addition, academic mobility can be degree-based - if the student studies at another higher educational institution to obtain an educational degree (for instance, a bachelor's or master's degree) and a diploma of higher education, or credit – if as a result of the study the student does not obtain an educational

degree, but studies certain academic disciplines (assessed in the European Credit Transfer and Accumulation System) and/or obtains competences or other results (which are not assessed in ECTS credits, but may be recognized as a higher education institution of a permanent place of study) [7,8].

The EU has multimillion-dollar budgets for special educational mobility programs. Currently, the educational program of the European Union “ERASMUS MUNDUS” is one of the most effective strategies for implementing academic mobility. The aim of this program is to encourage international cooperation at the educational and cultural levels, as well as to increase the phenomenon of mobility among students, teachers and researchers from European universities and higher education institutions of third countries on all continents in order to improve the general level of education [2].

Over twenty years, more than 1.7 million European citizens have benefited from the “ERASMUS+” program. This international project provides academic exchanges between the countries of the European Union and other countries. UNESCO reports that in 2010 3.6 million students completed higher education outside their country. For comparison, in 2000 there were about 2 million students studying abroad. However, even though the program is designed for a predominantly European environment, China, India and South Korea are the Asian countries with the largest number of students studying abroad.

The number of directions in which this program works ensures a high-quality cultural dialogue. As stated in the current description, “ERASMUS+” contributes to the spread of systems and measures defined in the European Educational Space, the Action Plan for Digital Education and the European Program for the Development of Competences, as well as adheres to the principles of European social rights, implements the EU Youth Strategy for the period from 2019 to 2027 and promotes to the development of the European direction in the field of sports [5].

This program enriches educational and cultural diversity thanks to

significant number of participating countries (on average 33 countries join the program), which in one way or another has either periodic or permanent grant programs available, enabling students from different parts of the world to get the same opportunity not only to become a part of the international educational process but also of multicultural exchange [1].

Academic mobility provides an opportunity for students, teachers and researchers from different countries and cultures to work together, learn and exchange ideas. Thanks to unique exchange of knowledge and experience mutual understanding, tolerance and openness to different cultural views are formed. Doubtless, academic mobility is a powerful tool in building a global society where cultural diversity is valued. Therefore, the development of academic mobility contributes not only to the improvement of the educational process, but also to the advance of intercultural understanding and cooperation.

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