

Academic Mobility of Students as A Pressing Issue in Modern Higher Education

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Abstract: Today, the essence of the process of academic mobility has become the subject of study for a wide range of scientists around the world. In the article, the author analyzes the semantic content of such phenomena as: academic and social mobility of a future specialist in connection with obtaining higher professional education. The relationship between educational quality and academic mobility is also substantiated. Today it is celebrated as an inevitable phenomenon dictated by global integration processes. After all, the world increasingly values correct, constructive communications and the ability to build dialogic, partnership-based relationships.

Keywords: Mobility, students, educational structure, development, academic mobility, professional education.

Introduction: A new look at global changes in society has given rise to the need to modernize education, construct a new educational environment, and professional education, where the development of academic mobility is oriented in accordance with the value priorities of the individual. Today, thanks to the modernization of regulatory documents governing educational activities, the development of intercultural interaction skills is becoming one of the main indicators of successful achievement of educational results by modern students.

One of the important problems of the modern process of modernization of the educational process of the university is the development of academic mobility of both students and faculty. The development of academic mobility of students in higher professional educational institutions is one of the most priority areas in educational policy.

The structure of academic mobility assumes the unity and interrelation of the following aspects:

- implementation of professional knowledge and skills that meet international standards;
- the readiness of future specialists to perceive international technological innovations;
- expansion of the profile of professional training of specialists;

- freedom and variability in choosing an educational route, educational modules and educational institutions;

- development of creativity and critical thinking of the individual;

- readiness of future specialists to actively use a foreign language.

The development of academic mobility of university students is implemented on the basis of the principles of continuity, variability, freedom of choice, framework implementation of the variable part of the main educational program (50% and 70% for bachelor's and master's programs), pragmatism, and subjectivity.

METHOD

The concept of “academic mobility” entered the pedagogical thesaurus in connection with the transition of the higher education system to a multi-level system of training specialists. From the standpoint of developing the international educational space, academic mobility is aimed at optimizing international relations for the implementation of educational programs, student exchange and joint activities of the teaching staff.

An analysis of specialized literature devoted to the study of requirements for modern competencies allowed us to identify global competence, which is

interpreted by the authors as the ability to use acquired skills to solve extraordinary problems; as the ability to quickly integrate into an intercultural environment; as a readiness for constant self-training and the transfer of accumulated knowledge to new objects of reality.

The authors note that the problem of developing global competence is the subject of foreign studies, primarily in the context of students' participation in academic mobility programs. They present its most meaningful definitions [3].

Academic mobility is consistent with the education of students in foreign universities, as well as the activities of teachers and staff in foreign educational or scientific institutions, which in pedagogical theory is interpreted as external (international) mobility. Academic and other types of mobility cannot be reduced to specific actions, technologies and mechanisms associated only with the student exchange system of educational institutions. This is a rather complex and multifaceted management process at a new stage of international cooperation in the exchange of educational programs, the introduction of a multi-level system of training new generation specialists into the educational process of universities.

The basis of the study is the formation of global competence of students, to the study of which many scientists have devoted their works (M. Bennett, V. Brushtain, K. Nam, D. Van Roekel, V. Hunter, etc.)

The development of a modern organizational culture consistent with the scientific research activities of students as a creative process of acquiring new knowledge and the meaning of the subject's integral life activity; means and methods for improving the quality of the educational process of the university and is one of the ways to form individual and social mobility in students.

In order to determine the pedagogical conditions for the development of academic mobility of university students, informational talks and surveys were organized and conducted.

In order to determine the pedagogical conditions for the development of academic mobility of university students, informational talks and surveys were organized and conducted. The respondents were students and employers. The substantive part of the questionnaire questions included students' opinions on the positive and negative aspects of mobile education, on planning internships, and on obtaining additional professional education in foreign universities. The results of the survey showed that 67% of students studying under the double degree system independently decided to study along this educational path.

It should be noted that 6% of students who completed their studies under the dual degree system plan to stay and work in their hometown, 25% intend to work in the metropolitan areas of their home country, and 69% of students plan to organize employment in other countries, such as Korea, the United States of America, and Germany. The issue of lack of interest in organizing mobile education and introducing a credit-modular system in the university in the person of enterprises, institutions, and organizations acting as employers as consumers in the labor market of young specialists is significant.

The study participants strongly believed that the experience of participating in international academic interactions provides graduates with the ability to work in an intercultural global professional environment. A double degree allows one to recognize and understand systems of linguistic, political, and practical phenomena, which ensures the formation of professional, general cultural, and social competencies and helps in establishing interpersonal relationships.

The data obtained as a result of the survey of potential employers are interesting. Almost all the qualities and characteristics of future potential employees that students develop during their stay abroad are assessed by employers as relatively important.

These include: the ability to cooperate, reliability and responsibility, the ability to effectively solve problems, adaptability and the ability to respond to changes in the external environment. At the same time, respondents note the importance of such qualities as the ability to interact with people from other cultures, knowledge of the traditions of foreign countries and cultures, and readiness to work abroad. Interestingly, enthusiasm and ambition at work ranked in the middle of the list of important indicators. Tolerance, analytical thinking, empathy, and the ability to work in a team were found to be the least important for employers. At the same time, all employers agree that the experience of participating in academic mobility contributes to the development of professional and general cultural competencies, as well as the personal growth of the future specialist.

RESULTS AND DISCUSSION

In the process of developing a student's readiness for academic mobility as a personal quality of a future professional, a special role belongs to the development of innovative technologies of the educational process, which is based on the creation of a system of subject-subject relations between its participants. An important role is played by identifying the conditions for the implementation of the comprehensive development of students, including practical testing of

strengths and abilities in various types of activities: educational, professional, project-based.

To identify the specifics of students' movement for training, internships, etc., we conducted an online survey of students who had been abroad: internships at work (industrial practice), educational programs abroad, study, work, etc. The survey showed that 97% of students had a significant impact on their own worldview (consciousness). This is explained by the fact that they lived in a foreign country without parental care, worked in a foreign-language environment and earned money on their own. The thesis that family occupies the highest position among the values of young people is confirmed. Participants also point to an expansion of thinking: seemingly familiar concepts such as discipline, prudence, and responsibility are perceived in a new way. Traveling to a foreign country teaches you to appreciate your native lands in a new way. Opportunities arise to re-set your own priorities, and it strengthens your character.

83% of respondents indicated that the level of acquired knowledge of a foreign language was insufficient, there was a lack of vocabulary, knowledge of grammar, and socio-cultural characteristics of the recipient country.

53% of those who studied abroad noted that the differences between the curricula were significantly different. The same applies to the organization of the educational process. For example, the writing and defense of diploma theses occurs only under the guidance of a supervisor and is highly specialized. Usually such work is carried out on request of an enterprise or firm. That is, scientists and students work on a specific project with its subsequent implementation in production. The educational process is organized in such a way that students work independently most of the time (2–3 days a week independent work, other days – with teachers).

92% indicated a high level of technological support for the educational process, when all information about teachers, schedules, workload, etc. can be found on the university website. Also, each teacher has his own blog, where he communicates with students. Computerization, in a certain way, also helps students in learning and searching for information. For example, the university installs special programs for translating terms on students' laptops. This obviously makes it easier to work with textbooks. Students note that using the latest technology in classes makes them interesting and meaningful.

The productive direction of development of academic mobility of university students should promote personal self-affirmation, self-realization in the course of solving educational problems in the context of a

focus on success and the desire for success.

The study identified the difficulties encountered by students who participated in international educational exchange programs while staying and studying in another country. This allows us to identify the reasons for the emergence of these difficulties and to assist students in eliminating these reasons in the process of formation and development of their academic mobility.

The analysis of the results shows that most of the difficulties encountered by students who participated in international educational exchange programs are related to the integration of students into another cultural environment. The number of such subjects amounted to 38.2% of the total number of respondents. A significant number (21.8%) of difficulties are associated with the insufficient level of proficiency of students in a foreign language, as a result of which there is a decrease in communication capabilities. A smaller percentage reflects the difficulties of integrating students into the educational or academic-professional environment of the host country.

It was found that about 10% of students experience difficulties in achieving their educational or educational-professional goals in their own subject area. 18.1% of respondents participating in the experiment did not experience any serious difficulties when participating in international educational exchange programs.

CONCLUSION

Academic mobility is one of the priority areas of international education, and the main pedagogical condition for its development is the process of inclusive learning of students.

The main structural components of the pedagogical process are the following: establishment of equal partnership relations between the university and foreign educational institutions; implementation of the opportunity for students to test themselves in another system of organization of higher professional education; students gain additional knowledge in related fields; improve their foreign language skills; become familiar with foreign enterprises and organizations that provide an internship base.

The above components are the conditions for a student to receive a double degree. Through academic mobility, the student's internal need is realized, ensuring the student's integration into the production sphere through the space of relationships and interconnections. Thus, academic mobility is, first of all, an opportunity for students, provided by partner universities, to form and improve their professional

educational training themselves through the choice of subjects, disciplines, courses, and educational institutions in accordance with their inclinations and aspirations. Academic mobility gives each student the opportunity to build their own educational trajectory within the framework of the functioning of the higher professional education system in general and the continuous education system in particular.

In order to build and implement an international educational trajectory, a future specialist needs to form and develop international educational competencies, and a university needs to ensure partnership interaction with the global educational community.

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