

STATE AND PROSPECTS OF DEVELOPMENT OF ACADEMIC MOBILITY IN THE SYSTEM OF TRAINING A SPECIAL EDUCATION SPECIALIST

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Abstract. The article examines the problems of an integrated approach to the development of academic mobility in the system of training a special education teacher. The results of an experimental study are presented, which made it possible to find out the real state of readiness of future special teachers for academic mobility; to identify problems that have an inhibitory effect on this process. In general, they indicate the dominance of the student's object position in the system of his professional development, so academic mobility is not perceived by them as an effective means of developing professional competence. This is confirmed by the results of a survey on the range of indicators of existing experience in academic mobility, the attitude to it as a factor of the quality of professional development and the presence of barriers that complicate it.

The prospects of providing a systematic approach to the development of academic mobility of students are determined, within which it is necessary: on the one hand – to design the development of the student's subject position in the system of his professional development on the basis of an individual educational trajectory, on the other – to develop gradually the possibilities of academic mobility based on increasing the active position of the student himself.

Keywords: academic mobility; special educational needs; professional mobility; special education; professional training

Introduction

The problem of mobility in the system of training a special teacher, as well as in his future professional activity, is caused by current challenges of the time, requirements for a specialist who is competitive in the market of educational services. In relation to general personal characteristics, mobility means: activity, adaptability, flexibility, dynamism, maneuverability, that is, a person can quickly and correctly navigate in any situation and make an adequate/optimal decision

regarding the behavior model, methods and algorithms for solving tasks in its context. The concept of “mobility” is closely correlated with the concept of “competence”.

It is natural that professional mobility, as well as competence, should be formed in the system of training a specialist. That is why academic mobility is a sign of the modern model of vocational education and is actively implemented through its various forms.

The specifics of special education dictate the requirements for a specialist who can work with children with special educational needs (SEN). The specialist has to work with a set of unique personal and educational characteristics that introduce difficulties not only in the learning process, but also in interaction with other participants in the educational process. Therefore, the mobility of a special teacher lies in his ability to quickly and professionally respond to situations concerning the training and socialization of different categories of children with SEN, correctional and developmental work with them in different types of institutions and conditions; in the ability to introduce into professional activities the experience gained in both formal and non-formal education.

The relevance of the problem is also due to the fact that in the conditions of classical education, the processes related to academic mobility were not relevant and any prospects for development directly depend on finding out the real level of formation of the educational system to ensure the effectiveness of the process, as well as the readiness of students to use its various forms.

The aim of the study is to determine the possibilities and prospects for optimizing academic mobility in the system of professional training of a special teacher based on diagnostics of the level of his readiness for this type of activity.

Research methods

In the study, we used the following methods:

Theoretical (analysis, synthesis, generalization), as a result of which the essence of academic mobility in the structure of professional training of a future specialist of special education is analyzed and basic positions on optimizing the system within the educational institution are determined.

Methods that were used to diagnose the readiness of future special teachers for academic mobility: *questionnaires, research conversation, essay, quantitative and qualitative analysis, methods of mathematical statistics*. Diagnostics of readiness of future special teachers for academic mobility was carried out according to the following **criteria**:

- understanding the essence of academic mobility and its role in professional development;
- attitude to academic mobility;
- selection of priority types and forms of academic mobility implementation;

- the presence of barriers that reduce the effectiveness of academic mobility;
- incentives to participate in academic mobility programs.

Modeling methods that made it possible to design a systematic approach to using academic mobility opportunities to improve the professional competence of future specialists.

Results

Theoretical analysis of the problem. The concept of academic mobility in the national education system is quite new. It was introduced in connection with the transition of education at all levels to the system of competence education, new standards of higher education and prospects for integration into the European educational space, the main principles of which are related to student-centrism, academic freedom, the need to switch to training on an individual educational trajectory. In this context, the possibilities of academic mobility are of particular importance, which opens up wide opportunities for productive cooperation for all participants in the educational process.

According to the law of Ukraine “On Higher Education”, academic mobility is “the opportunity for participants of the educational process to study, teach, train or conduct scientific activities in another institution of Higher Education (Scientific Institution) on the territory of Ukraine or abroad” (Zakon Ukrainy “Pro vyshchu osvitu” 2014).

It is proved that mobility is multifunctional in global dimensions. L. Shvydun considers mobility as “the response of the national system to the challenges of the global educational space, competition in the market of educational services, a factor of Ukraine's entry into the European educational space” (Shvydun 2021, p. 27).

M. Kelo, U. Teichler, B. Wächter determined that internationally mobile students are “students who have crossed a national border to study or to undertake other study-related activities, for at least a certain unit of a study programme or a certain period of time, in the country to which they have moved”. Scientists are excluded from international mobility cross-border education, mobility within countries, internationally oriented study programmes “at home” (Kelo, Teichler & Wächter 2006, p. 210 – 211). The international experience of training in academic mobility programs contributes to the formation of professionally important skills in future specialists for successful employment and professional mobility, progress in work or transition to a new job when needed (Jones 2013; Orlikoff & Georgieva, 2021).

H. Borchgrevink, B. Scholz study mobility as a complex phenomenon that goes beyond borders physical and geographical/international terms. The internet creates an opportunity for for virtual mobility and activity virtual multidisciplinary network research centres. Mobility (international, intersectoral, interdisciplinary, virtual) is a means for international research collaboration across fields and sectors (Borchgrevink & Scholz 2013)

D. Svyrydenko notes: “Academic mobility is a complex process of personal and professional development, during which the individual meets the need to solve dynamic life situations, actualizing a wide range of specific skills: the ability to intercultural communication; the ability to think in terms of tolerance, distancing himself from any manifestations of discrimination; the ability to self-reflection; existential openness, etc.” (Svyrydenko 2014, pp. 6 – 7).

I. Liashenko notes that the readiness of future specialists for academic mobility is an important condition for the development of professional competences (**Liashenko 2021**). I. Khomiuk attributes professional competence to the features of professional mobility of a specialist (Khomiuk 2012).

The analysis of the positions of scientists regarding the interpretation of the essence of the concept of “academic mobility”, its basic characteristics, and formation technologies made it possible to make such generalizations:

- academic mobility is an integral personal and professional quality of a future specialist who is competitive in the market of educational services;
- academic mobility involves various forms of cooperation and is not limited only to the exchange of students from different educational institutions;
- academic mobility implies the activity of the applicant for education, his readiness for professional development;
- academic mobility contributes to the formation of professional mobility in the process of professional development of a specialist.

So, in the conditions of developed academic mobility, a future special teacher is formed with a complex of personal qualities that ensure his sensitivity to innovative changes in special and inclusive education, possession of modern technological tools for the formation of a correctional and developmental educational environment.

Results of experimental studies.

The study sample consisted of 382 applicants for higher education in specialty 016 Special education (4th year – bachelors and 1 – 2 courses-masters students) of 5 higher educational institutions of Ukraine (Khmelnytskyi, Kyiv, Sumy, Transcarpathian, Donetsk regions).

Based on the fact that academic mobility is a rather complex form of increasing the level of professional competencies of a future special teacher and it was practically not used in the system of classical, information and reproductive education, it was important in the study not only to find out the level of effectiveness of using forms of academic mobility, but also to determine the complex of reasons that cause it.

Since academic mobility implies a sufficient level of proficiency in English as the language of international communication, we have determined its assessment by students. According to the survey results, only 7.3% of students indicated that they have a sufficient level of English to participate in international academic

mobility programs. 67.6% consider their level of English proficiency insufficient for international programs. 25.1% of students said that it is difficult for them to assess whether their level of English corresponds to participation in academic mobility.

It should be noted that the effectiveness of students' academic mobility depends not only on the level of educational activity of the educational institution in which they study, but also on the student's willingness to use this experience to develop their own competence. Therefore, in the questionnaire and essay, we asked respondents to express their thoughts on the importance of academic mobility in the future profession in the field of special education.

Students' responses to their understanding of this significance are presented in Table 1.

Table 1. Respondents' determination of the significance of academic mobility

Factor №	Responses	Quantity
1	New interesting experience	199
2	Improving the level of practical skill and professional competence	86
3	It is difficult to answer	42
4	Career prospects, new opportunities, new acquaintances	33
5	Self-development, self-improvement	21
6	The opportunity to compare methods and approach to learning in different countries, get acquainted with the new system of teaching and learning	14
7	The opportunity to get access to the latest technologies, scientific literature, and new teaching methods	13
8	Exchange of experience and ideas	13
9	Expanding your horizons and worldview	11
10	Opportunity to study at another institution	12
11	Improving employment opportunities	12
12	Improving a foreign language	7
13	Development of mobility, adaptation to new conditions	5
14	Realize the right to quality education, safe learning conditions	4
15	None of the above	3
16	No answer	25

* Respondents named several factors, so the total number of responses exceeds 100%

According to the results of the survey, the criteria that determine the main values of information and reproductive education received the highest number

of points, so “New interesting experience and knowledge” received 199 points; “Improving the level of practical skill and professional competence” received 86 points. Significantly less points were obtained according to the following criteria: “Self-development, self-improvement” (21points); “Exchange of experience and ideas” (13points); “Development of mobility, adaptation to new conditions” (5points).

In the process of research, the forms of academic mobility preferred by students were determined (Figure 1).

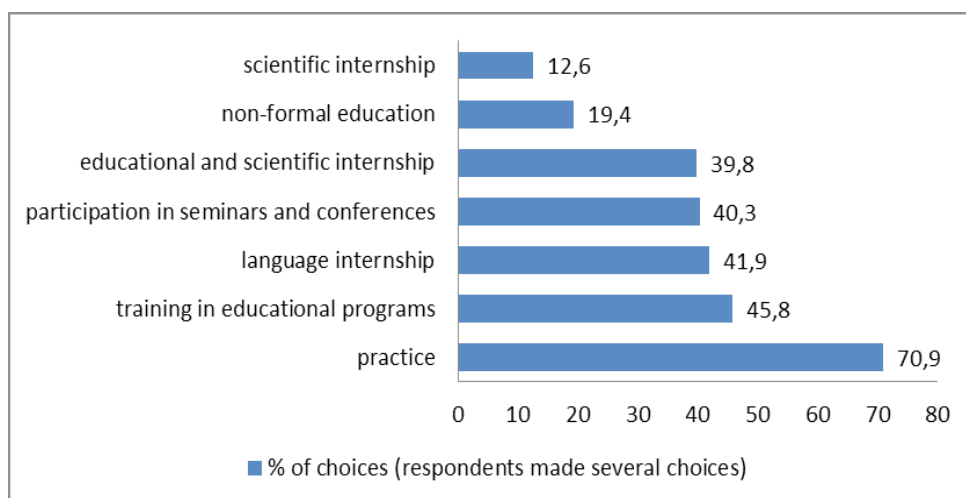


Figure 1. Forms of academic mobility preferred by students

* Respondents named several factors, so the total number of responses exceeds 100%

About 70.9% of respondents preferred such a form of mobility as practice (gaining professional experience in the field of future, existing, related specialty). The 45.8% chose to study under the educational programs of credit or degree academic mobility, 41.9% want to complete a language internship, 40.3% would like to participate in seminars, conferences, make speeches and publications within a particular specialty. 39.8% want to complete an educational and scientific internship within their specialty, 19.4% chose non-formal education, 12.6% – a scientific internship. 8.9% of respondents indicated that it was difficult for them to answer.

According to the survey results, 40.1% of students prefer internal academic mobility (in higher education institutions of Ukraine). 35.6% chose international academic mobility (in a higher education institution abroad). 24.3% were undecided (Figure 2).

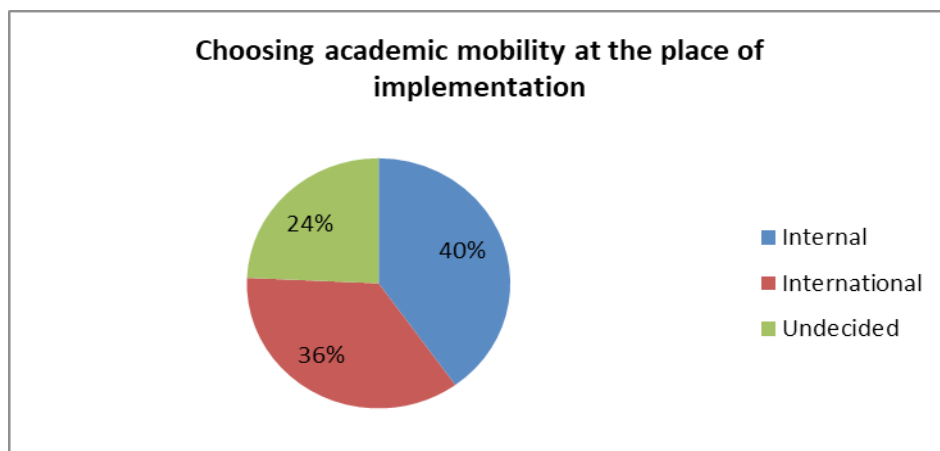


Figure 2. Students' answer to the question “What type of academic mobility at the place of its implementation would you prefer?”

Students identified possible barriers that might hinder their participation in academic mobility (Table 2). The biggest obstacle for respondents is the insufficient level of English proficiency. They also called the war a significant obstacle of our time in Ukraine.

Table 2. Barriers to academic mobility

Factor №	Responses	Quantity
1	Insufficient knowledge of English	164
2	War in the country	49
3	It is difficult to answer	38
4	No obstacles	21
5	Finance	18
6	Lack of time	18
7	Lack of knowledge about academic mobility, relevant experience	16
8	Family circumstances	15
9	Need to change your place of residence	10
10	Lack of high-quality internet, gadgets for distance learning	7
11	Self-doubt, fear, worries	6
12	Lack of motivation	5
13	Health status, age	3
14	No response	29

* Respondents named several factors, so the total number of responses exceeds 100%

The analysis of the responses received, first of all, showed the predominance of barriers associated with subjective factors, among which ignorance of a foreign language is dominant. Only 21 respondents indicated that there were no obstacles to using academic mobility opportunities. In general, the results of diagnostics based on this criterion indicate a high level of uncertainty of students, an attempt to look for external circumstances that slow down the process.

It was also important for our research to identify the factors that encourage students to participate in various academic mobility programs. Table 3 presents the factors that respondents mentioned most often.

Table 3. The factors that encourage students to participate in various academic mobility programs

Factor №	Responses	Quantity
1	Desire to gain new knowledge	129
2	It is difficult to answer	92
3	Opportunity to improve the professional competence	69
4	The desire to gain new experience (personal and professional)	65
5	Self-development, expanding your horizons	48
6	Desire to learn	40
7	New acquaintances and communication	14

* Respondents named several factors, so the total number of responses exceeds 100%

The results of the study showed a low rate of participation of higher education applicants in academic mobility programs. The 91.1% of respondents said that they did not participate in academic mobility; only 8.9% of respondents have such experience.

A third of all respondents (36.1%) want to participate in academic mobility programs; 49.8% of respondents could not decide; 14.1% of students do not want to participate in such programs.

The general conclusion shows that students understand the impact of academic mobility on the quality of professional training, but do not show sufficient readiness to participate in academic mobility.

Results of modeling the system of optimization of academic mobility of future special teachers

Any process of academic mobility should be systematic and multifunctional and include three components: preliminary training, current stage and aftereffect. According to this logic and algorithms, the system should be "prepared" for this process, on the one hand stimulating academic mobility, on the other – optimally

using its results for its innovative development, approximation to the standards of European education. Also, for the student, this process will include preliminary preparation, the actual process and practical implementation of its results.

The system of development of academic mobility of training special education specialists requires modeling the option of step-by-step actions, such as:

- ensuring that each teacher understands the objective need to switch to innovative educational technologies with maximum use of academic mobility opportunities;

- ensuring that the student understands the objective need to form an individual professional trajectory, the role of academic mobility in this process, and independently search for its resources;

- content and technological support for preparing students for the use of various forms of academic mobility in the structure of the educational program for training a special education specialist;

- development of mobile diagnostic tools that can determine the level of competence of the student, as well as self-diagnosis of readiness to participate in the academic mobility program.

Step-by-step algorithmizes the process of increasing activity and real initiatives on the part of teachers and students to use the potential of academic mobility. All of the above forms the subjectivity of the student's position and determines his quite pragmatic motivation to search for opportunities purposefully and productively, to ensure his own competitiveness, among which academic mobility is particularly productive.

Under such conditions, the student will look for opportunities to get acquainted with innovative practices of other educational institutions, foreign practices, and most importantly, maximize their use to obtain real results related to the quality of future professional activities. This defines the principles of selectivity, according to which the models, technologies and algorithms of activity seen during academic mobility are not blindly transferred to their assets, but serve as a powerful factor in rethinking their practice of educational or future professional activities, the ability to improve it on the basis of the experience gained.

Conclusions and prospects for further research

The research results allowed us to form a comprehensive idea of academic mobility and the processes of its implementation in the system of professional training of a future specialist in special education. In particular, it is established that the effectiveness of academic mobility depends both on external factors related to the system of competence education in an educational institution, and internal factors related to the subjectivity of the student's position, his attitude to academic mobility, and readiness to use its forms.

The results of the study of students' readiness for academic mobility indicate that the system of professional training of the future special teacher is

still dominated by the formula of information and reproductive education, so students do not associate the possibilities of professional development with the development of their own professional competencies. They practically do not assess the possibilities of mobility as a powerful factor of their own professional and personal self-development.

In the future, it is necessary to provide a systematic approach to the development of academic mobility of students, within which it is necessary to design the development of the student's subject position. Under such conditions, training has the potential to move to the level of non-formal and even informal education. In the context of such a system, the gradual implementation of forms of academic mobility is programmed.

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