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## **REALIZATION OF ACADEMIC MOBILITY BY STUDENTS IN THE CONDITIONS OF A PANDEMIC**

The development of modern higher education is marked by an active course of deep transformations, the essential dimension of which is the phenomena of internationalization and globalization. Thus, in higher education there are processes of formation of global spaces of higher education and research, where social and economic and academic barriers are destroyed, the idea of international cooperation and partnership is recognized. The Bologna reforms required the implementation of a number of tasks related to the training of the mobile workforce, expanding the prospects for its employment, forming a sense of social and cultural partnership in the modern academic and student community. The National Education Glossary of Higher Education (2014) defines the concept of "mobility" as one of the key principles of the European Higher Education Area and the European Research Area and states that mobility provides a variety of opportunities for free movement of students, teachers, researchers, administrators in these areas for academic and cultural enrichment, ensuring the integrity of these European spaces.

According to the National Higher Education Glossary (2014), academic mobility is defined as the ability of participants in the educational process to study, teach, train or conduct research in another educational institution (scientific institution) in Ukraine or abroad, but academic mobility is holistic and diverse phenomenon. In the process of realization of academic mobility there is a complex and multifaceted process of intellectual exchange, partnership in scientific and educational activities,

acquaintance with resources and technologies of study and education in another free economic zone of one's own or foreign country.

Academic mobility should be seen as a phenomenon that improves the quality of cooperation programs, the effectiveness of research, gives potential to the processes of academic and cultural internationalization of European higher education, promoting personal development and employability, respect for differences, development of linguistic pluralism and cooperation, against the background of their academic competition. Note that it is the development of personality that is the goal of academic mobility, not the fact of physical movement of a student or scientist from one country to another. Academic mobility provides an opportunity to gain some experience of education in another academic environment, to develop general and professional competencies in a particular field of knowledge, to join the achievements of academic systems of other free educational institutions in Ukraine and in other countries, and, essentially, to form new personal qualities, motivation for self-education and self-improvement.

An alternative to physical academic mobility is virtual academic mobility. It is caused not only by the crisis in the financial situation of many families, but also by the situation related to the need to implement measures related to the spread of the pandemic. Examples of such measures are the long-term cessation of transport, closure of borders, the decision of the world to quarantine or restrict entry and exit of citizens in connection with COVID-19, which undoubtedly affected the course of academic exchanges, implementation of academic mobility programs. In this context, the extreme importance of the development of virtual academic mobility in the activities of modern free economic zones is justified.

It is important that in the pandemic, the emphasis in the formation of academic mobility is not on the orientation of student youth to study abroad, but on the need to overcome the outflow of youth abroad, finding their place and role in building Ukraine as a democratic and competitive state.

It is virtual academic mobility that realizes the possibility of virtual movement in the educational space from one educational institution to another in order to acquire knowledge, transfer it, exchange experience, overcome national isolation, etc. in contrast to physical academic mobility, which involves personal presence in the institution.

The possibility of implementing virtual academic mobility is provided by the use of various modern information and communication technologies, e-learning, distance education, which allows to create an accessible, unified, open information and educational environment for consumers of educational services.

Thus, nowadays virtual academic mobility replaces the physical one in order to implement academic mobility in the conditions of a pandemic. It 1) implies various modern information and communication technologies, e-learning, distance education, 2) needs further profound research for the optimization of its realization by students.