

PECULIARITIES OF FORMATION OF ACADEMIC MOBILITY FOR FUTURE BACHELORS IN INTERNATIONAL RELATIONS

The article describes the peculiarities of professional training of future bachelors in international relations at the National Aviation University; program documents of the Bologna Process are analyzed in the context of defining the tasks of formation of academic mobility as a basic principle of creation of the European Higher Education Area; the innovations in the legal support of academic mobility realization in Ukraine as a legal basis for the formation of academic mobility of future bachelors in international relations in the process of vocational training have been determined.

Keywords: academic mobility, Bachelor of International Relations, Bologna Process, European Higher Education Area.

Formulation of the problem. The current stage of development of higher education in many countries of the world is marked by a number of trends, among which the expansion of academic mobility is one of the significant ones. The phenomenon of academic mobility is increasingly aroused by the interest of researchers in various fields of knowledge - philosophy, economics, sociology, public administration, pedagogy and more. This is due to the fact that there is an active search for scientific approaches to the analysis of this phenomenon, which will open the prospect not only of objective control over its course, but also of finding mechanisms for its effective management, in particular at the institutional level. For example, the National Aviation University's Education Cooperation Internationalization Strategy for 2018-2028 [12] stipulates that improving the academic mobility of students and teaching staff of the institution will facilitate integration into the European and global educational space. In view of this, the scientific interest for us is to study the formation of academic mobility of students of the National Aviation University (NAU), including bachelors in international relations, in the process of vocational training.

Analysis of research and publications. Studying information sources revealed that the influence of the Bologna process on the development of higher education in Ukraine, the deployment of academic mobility of students and teachers, in particular in the contours of the Bologna process, was investigated by V. Bobrytska [2; 3; 4], O. Kozievskaya [6], A. Kolot [7] and others. However, no work has been done on the academic mobility of bachelors in international relations in the context of the Bologna reforms, which has actualized the implementation of this scientific exploration.

Formulation of the purpose of the article and its tasks. Since the launch of the Bologna Process in Ukraine has had a significant impact on the development of domestic and international academic mobility, the aim of the study is to substantiate the impact of Bologna reforms on the formation of academic mobility in bachelor's degrees in international relations. In our view, the achievement of the goal will be facilitated by the following tasks:

1) to characterize the peculiarities of professional training of future bachelors in international relations at NAU; 2) to analyze the programming documents of the Bologna Process in the context of defining the tasks of forming academic mobility as a basic principle for the creation of a European Higher Education Area (EHEA);

3) to find out innovations in the normative-legal support of realization of academic mobility in Ukraine as a legal basis for formation of academic mobility of future bachelors in international relations in the process of vocational training.

Outline of the material. In accordance with the defined tasks of the research, we will determine the peculiarities of the professional training of future bachelors in international relations at NAU. First of all, according to the List of branches and specialties by which higher education applicants are trained [9], at the Faculty of International Relations of NAU in 2019-2020. preparation of future bachelors in international relations is carried out according to educational and professional programs (OPP) "International Business", "International Economic Relations", "International Law", "International Information", "International Relations" [15].

The peculiarity of the professional education of NAU students studying under the OPP in the field of international relations is the orientation to a high level of fundamental and practical training as a leading factor in the formation of a future specialist of general and special competences in the field of international economic, legal, information activities.

Modern international relations professionals need to work effectively both in the domestic and international global environment, determined by the volatility, mobility, and competitive rates in the labor market. They are needed everywhere, where the foreign capital came from, foreign investments work, in particular in the insurance business, stock exchange, agrarian industry and so on.

As international relations specialists need to know the basic principles and norms of international business and law, have the skills to successfully advance into the world markets of competitive domestic products, be competent in the analysis of market conditions, and in addition to communicate effectively with foreign colleagues, students At the stage of training at the HLS, they should acquire such education that would make them successful in a particular field.

In view of this, the emphasis in the implementation of the OPP of the Faculty of International Relations of NAU is the emphasis on in-depth knowledge of the theory and practice of international relations, the study of foreign languages students, which opens the prospect of employment in branches of international companies in Ukraine, joint ventures or commercial firms specializing in foreign economic activity, investment sphere, seeking to enter foreign markets, etc.

Therefore, the faculty of the Faculty of International Relations of NAU strive to provide students of different levels of education, including the first (bachelor's), vocational training, which will become a powerful basis for solving the complex problems of ensuring the economic growth of the country, increasing international relations of Ukraine and leading countries of the world, eliminating poverty and raising the standard of living of the population.

Students and professors of the Faculty of International Relations of NAU strive for realization of the priority tasks outlined in the University Development Strategy

until 2030 [13], one of which is "Internationalization. Developing International Relations and Strategic Partnerships." NAU's ambitious plans include a number of activities, namely:

- expanding the geography of countries whose citizens are interested in exporting educational services to increase the number of foreigners and stateless persons by at least 10% of the total number of university students [13];

- developing cooperation with leading international organizations, notably aviation (globally with ICAO, IATA, ACI, IFATKA, regionally with ECAC, EASA, EUROCONTROL) [13]; - creation of at least 5 international scientific-educational consortia (International Aviation-Space Scientific-Educational Consortium, etc.) [1

- creation of an effective mechanism for exercising the right to academic mobility and participation in other grant programs of all participants of the educational process by attracting more academic mobility programs and increasing the number of employees participating in international programs - by 10% annually (HORIZON 2020, ERASMUS + , FULLBRIGHT, etc.) [13];

- an increase in the number of partner contacts with student communities in Ukraine and abroad [13]. It is important to note that the formation of academic mobility for bachelors in international relations at NAU is based on the documents of the Bologna Process [5; 15]. Let us briefly characterize them.

The deployment of academic mobility in a united Europe is associated with the Joint Declaration of Ministers of Education of Europe (Bologna, Italy, 1999) [14]. The document outlines the fundamental principles of creating a "Europe of knowledge" and describes the means of their implementation, outlining the positions on the need for closer ties between European countries in the development and strengthening of their scientific, technological, intellectual, social potential, academic and cultural enrichment [14]. .

As the processes of globalization, resulting in the convergence of national educational systems, play a significant role in shaping the global profession market, the Bruges-Copenhagen Process was organized at the Copenhagen Meeting of Ministers of Education of 31 countries of the European Community (2002). This resulted in the adoption and approval by the European Commission of the Copenhagen Declaration [5]. Let us point out the strategic goals in the field of higher education defined in the document, which should be of primary importance in ensuring academic mobility in Ukraine:

- creation of a single format of documents for competences and qualifications, such as EuroCV, Diploma Supplement, Certificate, Diploma Supplement, DS, Europass-Training, etc .;
- development of a credit transfer system for higher education and training, which is based on the ideas of the European Credit Transfer and Accumulation System (ECTS);

- defining common criteria and principles for quality assessment in higher education and training, which should form the basis for formulating recommendations (common approaches) for assessing their quality;
- development of common criteria and principles for recognition of results for recognition of non-formal education;
- providing guidance on approaches to the development of human skills throughout life (the creation of special consulting services and information materials to facilitate citizens' access to long-term education [4, p. 235]).

We believe that the real steps towards the development of student and teacher mobility were made during the adoption of the Communication of the Conference of Ministers of Higher Education of European Countries, Bergen (Norway, 2005) [1], Communication of the Conference of Ministers of European Countries responsible for Higher Education, London. (United Kingdom, 2007) [8], Communication from the Conference of European Ministers,

responsible for higher education, Leuven and Louvain-la-Neuve (Belgium, 2009) [17]. In these documents, improvement of the academic mobility of students and teachers was suggested by: enhancing the attractiveness of the EHEA; visa support, improvement of financial security, granting of grants; creation of conditions for increasing the number of joint programs and introduction of flexible training programs; increasing the responsibility of all HEs for ensuring the mobility of teaching staff and students; definition of mobility measurement and monitoring indicators, etc. [2, p. 235-236].

The adoption of the Budapest-Vienna Declaration on the establishment of the EHEA (Budapest-Vienna, March 12, 2010) ushered in a new phase in the development of academic mobility as a principle for shaping European Higher Education and Research Spaces [5], which was embodied in the Communication of the Bucharest Conference (Bucharest, Romania). 2012) [16]. The result of this phase was the determination of the national responsibility of the Bologna countries participating in higher education as a priority objective of the development of the EHEA. Therefore, the solution of the issue of academic mobility development was entrusted to each country and depended on its national policy and strategy for the development of higher education in accordance with national priorities.

It should be noted that the regulations of European countries are more supportive of academic mobility in the context of education and teaching, and therefore they are aimed at addressing the academic mobility of students studying undergraduate and masters (rarely - doctoral) programs or professional mobility and teachers for the purpose of teaching in ZVO abroad. At the same time, the attractiveness of education abroad depends on the success of solving the problems of visa policy, creating employment opportunities during the education and further on the chosen specialty.

The difficulty of attracting foreign students to study abroad is largely due to the objective requirement of language proficiency. Therefore, many countries, through regulations, encourage the introduction of the English language of instruction and,

at the same time, emphasize that teaching English does not preclude knowledge of the language of the country of education.

Thus, in achieving the goal of the Bologna reforms, the HLS has a responsibility to provide students and teachers with opportunities to improve their academic and labor market mobility. It will provide: expansion of the international academic and student community; the emergence of new prospects for human resources development; improving career chances of graduates; mastering training programs that do not offer national HEIs; harmonization of national and international education quality assurance processes; creation of an open EHEA [4, p. 272].

We would like to add that during the meetings of the Ministers of Higher Education of the Bologna countries, the main tasks of creating a single educational space in Europe were formulated, which are extremely relevant now: 1)

introduction of a three-level education (bachelor's, master's, doctoral - PhD); 2)

introduction of a credit system (European Credit Transfer and Accumulation System - ECTS);

3) creating and implementing a national qualifications framework comparable to the European meta-frameworks - the qualifications framework for the European Higher Education Area (EHEA) and the European Qualifications Framework for life; 4) quality control of education in accordance with European standards and recommendations for quality assurance in the EHEA; 5) increasing mobility as a priority of the Bologna Process; 6) introduction in the EIA of the European Diploma Supplement as an important instrument of the Bologna Process;

7) ensuring employment of graduates; 8) ensuring the attractiveness of the

European education system. Please note that the Paris Communiqué [10] states that in 2018-2020 the priorities for assessing the quality of EHEA cooperation are the following: a three-tier system compatible with the meta-framework of EHEA qualifications and first and second ECTS cycles; compliance with the Lisbon Convention on the Recognition of Qualifications; ensuring the quality of education in accordance with the EHEA standards and guidelines [10].

In the Paris Communiqué (2018) [10], a prerequisite for ensuring academic student mobility, accompanied by individualization and asynchrony

educational process, is a full implementation in the educational systems of the countries participating in the Bologna ECTS process.

An innovation in the legal support for the development of academic mobility in the national territories of higher education was the "Regulation on the exercise of the right to academic mobility", approved by the Cabinet of Ministers of Ukraine Resolution No. 579 of August 12, 2015 (hereinafter - the Resolution) [11].

Pursuant to paragraph 2 of the Decree [11], the objectives, objectives and general rules for securing and exercising the right to academic mobility are defined in accordance with the basic principles of the Joint Declaration of Ministers of Europe "European Space in Higher Education" (Bologna, 1999) [11].

In addition, the provisions of the Decree [11] stipulate that the right to academic mobility may be exercised both in Ukraine and abroad. Therefore, at the place of realization, academic mobility is internal, when it takes place in Ukrainian HEIs (scientific institutions) - partners within Ukraine, as well as international - when the right to it is exercised by domestic participants in the educational process in HEAs (scientific institutions) - partners. outside Ukraine, as well as foreign participants in the educational process in domestic HEIs (scientific institutions) [11].

It is important for students of the national university, including bachelors in international relations of NAU, to standardize the basic types of academic mobility, namely degree and credit mobility [11].

It is important for Ukraine to keep in mind that, in the context of the effectiveness of national strategies for the development of academic mobility, there should be a delimitation of its types. In particular, it is advisable to differentiate academic mobility into different programs (bachelor's, master's, doctorate's), to define goals (internships, training, etc.), to establish separate approaches to financing domestic and international mobility, to outline its geopolitical orientation, as well as instruments for achieving the goals [2; 3; 4].

Conclusions. The above creates a theoretical basis for formulating a number of generalizations.

In the process of characteristics of professional training of future bachelors in international relations at the National Aviation University identified the main priorities, namely: 1) orientation to a high level of fundamental and practical training as a leading factor in the formation of a future specialist in general and specialty economics, law, information activities;

2) providing up-to-date knowledge of the basic principles and norms of international business and law; 3) providing in-depth knowledge of the theory and practice of international relations, mastering the skills of successfully moving to the world markets of competitive domestic products, analysis of market conditions; 4) formation of foreign language competence. It is substantiated that academic mobility promotes the successful realization of the priority tasks of professional training of future bachelors in international relations of the University.

An analysis of the Bologna Process programming documents revealed the strategic orientations and logic behind academic mobility as a basic principle for the creation of the EHEA. The clarification of the legal support for the implementation of the phenomenon under study in Ukraine made it possible to analyze the innovations identified in the "Regulations on the Implementation of the Right to

Academic Mobility” (2015). Therefore, students of the national university, including the bachelor of international relations of NAU, have the right to realize in the process of professional training internal and external, as well as degree and credit academic mobility.

The prospect of further scientific exploration is to analyze the benefits and risks to the national higher education of the internationalization process as one of the manifestations of academic mobility.