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A LEGAL BASIS FOR THE FORMATION OF ACADEMIC MOBILITY FOR FUTURE BACHELORS IN INTERNATIONAL RELATIONS IN THE PROCESS OF PROFESSIONAL TRAINING

The current stage of higher education development 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. Ukraine's involvement in the Bologna Process has significantly influenced the development of national and international academic mobility.

The Internalization Education Cooperation Strategy in the National Aviation University 2018-2020 states that the academic mobility of students and staff members will facilitate integration into the European and global education space. In view of this, our scientific interest is to observe the formation of academic mobility of students in the National aviation university (NAU), in particular bachelors in international relations, in the context of Bologna reforms.

It is theoretically significant for our research to define the concept of «mobility», which is given in the National higher education glossary: «Mobility: one of the key principles of the European higher education and research areas, which provides various opportunities for free movement of students, tutors, researchers, administrators in these spaces for the purpose of academic and general cultural enrichment, serves to ensure the integrity of these European spaces» [2, p. 35]. In our scientific exploration, we will use the term "academic mobility", which is interpreted in accordance with the Law of Ukraine «About Higher Education» [3] as an opportunity for participants in the educational process to study, train, intern or conduct scientific activities in another institution of higher education (academic institution) inside or outside Ukraine [3].

An innovation in the legal support for the development of academic mobility in the national territories of higher education was the «Regulation of the right to

academic mobility», approved by the Cabinet of Ministers of Ukraine Resolution No. 579 of August 12, 2015 (hereinafter – the Resolution) [3]. Due to the paragraph 2 of the Decree [4], the objectives, tasks 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) [4]. In addition, the provisions of the Decree [4] stipulate that the right to academic mobility may be implemented both in Ukraine and abroad. Therefore, at the place of realization, academic mobility is internal, when it takes place in Ukrainian HEPs (scientific institutions) - partners within Ukraine, as well as international – when the right to it is exercised by domestic participants in the educational process in HEPs (scientific institutions) – partners outside Ukraine, as well as foreign participants in the educational process in domestic HEPs (scientific institutions) [4].

It is important for students in HEP, including bachelors in international relations at NAU, to standardize the basic types of academic mobility, namely:

– *degree mobility*, which is defined as studying in other HEP than in the permanent place of study of a participant in the educational process, with the aim of obtaining a higher education degree, which is confirmed by a higher education document(s) or a higher education degree from two or more HEP [4];

– *credit mobility*, which is interpreted as training in other HEP than in the permanent place of study of a participant in the educational process, in order to obtain ECTS credits and / or relevant competences, learning results (without ECTS credits), that will be recognized in HEP of a permanent place of study of a domestic or foreign participant of the educational process (the total period of study for such participants under the credit mobility programs remains unchanged) [4].

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, master, doctorate PhD), 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 [1, p. 265].

Ukraine is focused on meeting the goals of expanding academic mobility of students and tutors. Formation of academic mobility of NAU bachelors in international relations is based on national legislation and implemented in the context of Bologna reforms.

References

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