

ACADEMIC MOBILITY AND ITS ROLE IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article presents the views of scholars on the concept of academic mobility, its application in the process of pedagogical education, the component of personal mobility and the application of academic mobility in the educational process.

Keywords: mobility, integration, competence, student, membership, need, development.

INTRODUCTION

The concept of academic mobility is one of the most important concepts in today's pedagogy.

The concept of "mobility" is understood as the ability to move quickly, adapt quickly, and created the concept of "social mobility".

The concept of social mobility was used by the Russian pedagogue P.A. Sorokin in 1927. The scientist studied "Social pedagogy" theoretically in depth.

P.A. Sorokin defined social mobility as "the transfer of everything created or changed as a result of human activity of an individual or a social object from one social position to another".

Later, this definition was changed by him to "the phenomenon of the movement of an individual in the social space".

This understanding of mobility has a strong place in sociology. P.A. Sorokin identifies several types of social mobility. [1].

1. Vertical and horizontal.

Horizontal mobility is understood as "the transfer of an individual or a social object from one social group to another at the same level".

It is an act related to change of religious belief, citizenship, nationality, profession, marital status.

Vertical mobility is understood as "the relationship that occurs when an individual or a social object moves from one social stratum to another.

Vertical mobility can work in both upstream and downstream directions.

2. Individual and group.

A change in status or a decrease in stratification in this direction can occur both individually and in the group as a whole.

3. Optional

Optional and caused by structural changes in society

In sociology, social mobility is an indicator of the level of openness and mobility of society.

P.A. Sorokin concludes that democratic societies strive for the "open" type, because "in democratic structures, the social position of a person is not determined by his origin, at least theoretically. All of these are open to anyone who wants to own them. [1].

For vertical mobility to occur in any society, he says, there must be "membranes", "holes", "ladders", "elevators" or "roads" along which people can move up or down and from one stratum to another.

For a long time in the field of pedagogy, mobility has been considered within the framework of vocational education.

LITERATURE REVIEW AND METHODOLOGY

Socio-professional mobility means orientation to meeting the growing material and spiritual needs of people (E.A. Morilev [12]), an activity with two sides: a change in status due to external conditions and how a person improves his inner self.

The author calls literacy, education and professional competence the basis of this social mobility.

The basis of any human mobility is personal mobility expressed through individual psychological characteristics (abilities) and readiness for action.

Describing the mobility of the person, T.V. Kotmakov said: we understand it as "the inherent quality of a person, which is the basis for the effective implementation of other types of mobility and is manifested in the motivation formed for action", it is the ability to learn, creative activity, effective communication and the active creative self of a person allows it to be in the process of development [4].

There are three main components of personal mobility: personal characteristics expressed in the desire for change, self-development; the ability to be active as an owner of ways of self-development; activities that lead to self-development.

According to L.A. Amirov, the formal dynamic features of the individual's psyche are a biological component of the content of personal mobility and determine the dynamics, at the same time, the content of self-development (ability, mastery, activity) - these are the components of personal mobility, their correction, formation and can be developed [2].

Therefore, the mobility of a person is presented as his ability to change himself in changing conditions, that is, if the mobility of a person can be corrected through education, then education is a necessary component for the academic mobility of a person.

In modern pedagogy, academic mobility is considered from different points of view: a characteristic feature of modern education is its globalization factor, which allows the implementation of the principles and rules of the Bologna Declaration in the field of education in Europe.

G.A. Lukichev considers academic mobility to be the basis of European education, and mechanisms of international academic recognition are elements of ensuring mobility [6].

According to A.V. Kuzmin, academic mobility is the most important factor of the country's integration into the world education space. [7].

L.V. Goryunov defines academic mobility as a necessary component of integration processes and international cooperation in the field of education, and the term as spatial mobility, which

ensures the student's free choice of educational direction and the realization of the internal need for intellectual potential. [3].

Academic mobility is the movement of a student related to education for a certain period to another educational or scientific institution (in his country or abroad), both individually and within the framework of joint educational and research activities of the educational institution. After education, teaching, research, student, teacher, researcher returns to their main educational institution .

According to S.N. Ryagin, academic mobility is one of the most important aspects of the process of integration of science into the international educational space. The author considers academic mobility as a complex and multifaceted process of intellectual growth, exchange of scientific and cultural potential, resources, teaching technologies [9].

O.O.Martinenko defines academic mobility as the quality of the opportunity for students, teachers and management staff of educational institutions to exchange experience, to gain opportunities that are not available in their educational institution, to move from one institution to another in order to overcome [10].

N.S. Brinev understands academic mobility as a period of study in a country where the student is not a citizen. This term is limited in time and also implies that the student will return to their home country after completing their studies abroad [11].

V. I. Bogoslovsky [8] states that the phenomenon of academic mobility is extremely diverse and can be classified according to different bases. Thus, it divides mobility on the following basis. (Table-1):

1-Table

Separation of mobility by basis

№	Basic	Content
1.	By subjects	Ўқитувчилар ва талабалар.
2.	By objects	Education, research (for students), professional development (retraining), exchange of experience (teaching), scientific research (for teachers and students)
3.	According to the implementation forms	Real, virtual (physical)
4.	According to the place of implementation	Regional, interregional, international

The researchers name certain requirements for the subjects: the student must come to a foreign educational institution for internship in mobility programs; must be fluent in English or the language of the host country.

In the process of pedagogical support of students' readiness for academic mobility, it is necessary to identify and analyze the factors that prevent students from participating in academic mobility, and to test the methods of their elimination.

RESULTS AND DISCUSSION

Pedagogical support of students' preparation for academic mobility includes six stages: targeted (goals and tasks); methodological (principles and approaches); informational (a project that includes theoretical and practical training); technological (form, educational tools, pedagogical conditions); procedural (stages); analytical and effective (criteria, levels, result).

It is important to determine the pedagogical conditions and methods necessary for successful pedagogical support of students' readiness for academic mobility in the conditions of an educational institution.

Activation of the need to form students' readiness for academic mobility as a quality of professional importance;

readiness of the teacher for the role of teacher-consultant and the use of educational technologies at all stages of the project;

student engagement and responsibility; attracting students to academic mobility; active analysis of various academic mobility programs; the variability of the formation of small groups to perform the tasks of the project; diagnosing the results of each task of the project and, accordingly, monitoring the level of formation of each component of readiness for academic mobility.

CONCLUSION

In conclusion Academic mobility is understood as a comprehensive educational result, the student's ability to organize and implement independent educational directions (choice, subjects, level of study of subjects, additional subjects and courses, elective events, forms and others. Formation of students' thinking attitudes (such as analysis, comparison, generalization, classification) in the development of students' academic mobility, their interest in cognitive activity; stimulating the student's activity, independence, diligence in achieving the goal, change teaching methods by introducing elements of independent education in classes, improvement of the form of assessment of students' knowledge, skills and qualifications; individual approach with them is the urgent task of today.

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