



Development of Academic Mobility Competencies in Future Pedagogues in the Conditions of Educational Cluster

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Abstract: Often, the term “academic mobility” means not only the movement of students and academic staff to foreign educational institutions for a relatively short period of time for study, research or internship with the obligatory return to their home educational institution, as defined in international documents, but and the movement of educational technologies, educational materials and even technological products created in educational institutions.

Keywords: cluster, education, training, academic mobility, HEI, method.

Date of Submission: 29-04-2023

Date of Acceptance: 31-05-2023

INTRODUCTION

In this article, academic mobility is defined as a triplex (Latin triplex - triple, consisting of three independent parts) [5], that is, as:

- an integrative quality of a personality, which characterizes the ability of an individual to adapt to changing conditions of educational activity, who is aware of the need for continuous self-education and is able to develop his/her educational, professional and creative potential with its help;
- the activity of the subject, determined by events that change the educational environment, the result of which is the self-realization of the individual in education and profession;
- The principle of modern vocational education based on the classical principles of fundamentality, scientific character, interdisciplinarity, professional and subject orientation.

MATERIALS AND METHODS

Academic mobility of a student determines the nature of his educational and self-educational activities and is manifested in the ability to plan and implement not only immediate, but also long-term educational goals, quickly respond to changes in the educational environment, the ability to quickly mobilize forces to accelerate the achievement of educational goals, the ability of self-design, self-education, self-development, causing a change in traditional requirements for the student's personality, the ability of effective interpersonal and intercultural communication, commitment to universal values and ethical ideals.

The scientific and pedagogical foundations for the formation of academic mobility of students of higher educational institutions in the conditions of a single educational space, taking into account foreign experience in this field, are a combination of:

- initial provisions that the formation of academic mobility of students of higher education is consistent with the leading national and world trends in the development and modernization of higher education; connected with the implementation of the necessary conditions set by the regulatory documents of the Bologna Declaration and the process of reforming higher education in Uzbekistan; the phenomenon of "academic mobility" is closely related to the concepts of competitiveness and professional competence of a specialist in terms of essential features and characteristics and is not limited only to the acquisition of international educational experience;
- theoretical and methodological approaches as a scientific basis for the formation of academic mobility of students, its procedure and pedagogical tools, namely: competence approach, systemic approach, acmeological approach, individual approach, activity approach, differentiated approach, contextual approach, search approach, optimization approach;
- conceptual ideas underlying the formation of academic mobility of students, namely: "openness of mobility", which implies openness and accessibility of information about academic mobility programs, international exchanges of students, graduate students, teachers and researchers, as well as accessibility and openness to international contacts using all modern types of communication;

"double lead" in the formation of academic mobility of subjects of the educational process, which implies not so much the promotion of "leaders" as pulling up "laggards", as well as the use of innovative technologies in maintaining "leaders"; creation of "competitive clusters", according to which, for successful competition, universities do not have to do the same thing, for example, develop academic mobility programs or educational and methodological complexes, instead of using those that are more effective, on the basis of mutual benefit, cooperation to exchange academic mobility programs, educational content, technology, teachers, etc.; creation of innovative integrated research and educational centers that fully implement academic mobility; the idea of the formation of academic mobility as an integrative quality of the personality of a competitive specialist, associated with the four main core-forming ideas of reforming education: humanization, democratization, advanced and lifelong education.

RESULTS AND DISCUSSION

The main principles of the formation of academic mobility of students are: axiological, prescribing the consideration of academic mobility as a socially and personally significant value; epistemological, assuming content focused on the knowledge of theory and praxeology in interaction with educational and professional practice; the principle of interconnection of internationality, regionality, combination (innovative and traditional); the principle of individual motivation, which determines the organization of the process of academic mobility in the context of ensuring guarantees of employment and career growth based on the development of individual educational routes and trajectories; phenomenological, causing the need to understand cultural meanings, changes taking place in education and their awareness by participants in educational processes; a spatial principle that prescribes the disclosure of the content of the professional training of a future mobile specialist in the context of the interaction of educational, educational, professional space; polyfunctionality; the principle of determining the level of readiness to participate in academic mobility and diagnostic programs at each stage.

In the course of the phased activity of the subjects of the educational process, there is a gradual transition from the mode of functioning of non-mobility to the mode of development of academic mobility, co-development of the subjects of the educational process, self-development, through the formation of internal personal prerequisites for building new alternatives for choosing an individual trajectory for obtaining higher education, aimed at co-development. - improving the professional training of competent specialists and improving the quality of the education received.

The system of criteria and indicators of the effectiveness of the academic mobility of a future specialist includes: the main criteria that characterize the holistic phenomenon of the mobility of a future specialist, and private criteria that are outwardly manifested signs by which the severity of the main criterion can be traced. The main ones are two generalized criteria that characterize mobility in its integrity and complexity: personality criterion (includes reflexive, axiological, qualitative, educational components) and activity criterion (includes special components: adaptive, design, creative).

the effectiveness of the process of formation of academic mobility is reflected in the positive dynamics of the criteria indicators of the components in the structure of mobility and the dominance (hierarchy) of the indicators of one of them in each component, for example, in the motivational-value component - setting for professional improvement, in the creative component - intellectual activity, in activity - the ability to design their own educational activities.

CONCLUSION

The conditions conducive to the development and activation of academic mobility are: organizational and activity conditions: creation of infrastructure in an educational institution for the development of international cooperation and academic mobility (Department of International Relations, International Department, Information Support Bureau), collection of a database of an educational institution in the region international programs and projects integrated with the TRACE international information network; ensuring the independence of universities in determining the directions and content of interstate information relations; staffing of the educational institution; availability of agreements on international cooperation between educational institutions of near and far abroad; development of activities of regional centers of international cooperation and academic mobility of subjects of the educational process; use of a favorable geographical position, development of transport links; providing vocational schools with diversified sources of funding and an effective fundraising system

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