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PEDAGOGICAL SUPPORT of FUTURE TEACHER for ACADEMIC MOBILITY at THE UNIVERSITY

Abstract

Professional training of future teachers in the twenty-first century is impossible without taking into account its global context. For professional success in a rapidly changing world, new personality traits are required: mobility, flexibility, adaptability, tolerance. In this regard, the internationalization of pedagogical education and the teaching profession is becoming a global trend today.

The purpose of this article is to analyze the current situation of academic mobility in the Republic of Kazakhstan, identify barriers that hinder the development of academic mobility of students, experimentally test the effectiveness of the orientation course on academic mobility for students. In order to provide pedagogical support and develop motivation for academic mobility of students at the L.N. Gumilyov Eurasian National University, we have developed and implemented an orientation course for 2nd year undergraduate students «Student Mobility: Opportunities and Prospects» in the first semester of 2020, which prepared and acquainted future teachers with the possibilities of international academic mobility programs and the features of credit technology of education.

According to the results of the introductory course of the second year bachelor's degree, changes were noted in the motivational component of readiness for academic mobility of students in the experimental group. In conclusion, we noted that to provide pedagogical support of future teacher for academic mobility at the university, it is necessary to use various kinds of programmes in the educational process in order to increase readiness of students for academic mobility.

It is also necessary to carry out systematic pedagogical support of students for academic mobility, to involve tutors, advisers, teachers, coordinators of the international department to eliminate linguistic, organizational, informational, resource, normative, meaningful barriers to academic mobility of future teachers.

Keywords: higher education; student academic mobility; pedagogical support; future teachers; internationalization of educational professions; globalization.

Introduction. With the development of globalization and international processes, higher education has faced the goal of training professionals capable of working effectively in the changing conditions of market relations. The globalization of higher education has various goals, including: increasing financial revenues by attracting foreign students to study for a fee; change and expansion of curricula and training of Kazakhstani students in partner foreign universities; creation of a regional network of universities for the effective use of their own educational resources; further development of

cooperation between international universities, internships for students and teachers, participation in conferences and seminars in foreign partner universities, the organization of joint research and educational projects, exchange programs.

The main goal of the international educational space is to improve the quality of Kazakhstani higher education in accordance with international standards, to adopt a system of credit-hour levels that can be easily replaced and accounted for, including employment, adaptation of foreign students and international

competitiveness of the European higher education system.

Main body. In order to increase the international attractiveness of Kazakhstan's higher education in the state program for the development of education and science of the Republic of Kazakhstan for 2020-2025, work will continue on the creation of a regional educational hub and attracting foreign teachers and foreign students to the best universities. It is also planned to develop two-degree programs, various forms of external and internal academic mobility of students and teaching staff of higher educational institutions and open campuses of leading foreign universities on the basis of Kazakh universities [1].

In accordance with these trends, academic mobility is an integral form of intellectual potential, reflecting the internal need for movement in the space of social, economic, cultural, political relations and interrelationships.

Academic mobility of students is considered as a factor and tool for increasing the competitiveness of education, is a guarantee of the quality of higher education, contributes to the formation of competent professionals.

Academic mobility of a student is a quality of personality that reflects a set of motivational and value relationships, cognitive operations, professional competence, organizational, activity and reflexive skills that the subject of Education consciously uses to determine the strategy of his intercultural and professional development. Indicators of a student's readiness to carry out international academic mobility include motivational and value, cognitive, organizational and activity, and reflexive competencies in the personal structure of subjects of Education [2].

According to the analytical data of the Center «Bologna process and academic mobility» of the Ministry of Education and science of the Republic of Kazakhstan in 2019, the total number of students who took part in the program of external academic mobility in Kazakhstan at the expense of the Ministry of Education and science of the Republic of Kazakhstan and extra-budgetary funds for 8 years was 16,834 people. For example, in 2019 – 2,694 students

took part in student mobility, which is 247 more than in 2018. Sources of funding for external international mobility of universities are the funds of students or universities, alternative exchange with partner universities, from the funds of the host university, various international grant programs [3].

International academic mobility is a financially «expensive» project for many participants of the educational process, so various sources of funding are used: students' own funds, state budget grants, extra-budgetary funds of the University, Erasmus+, agreements between universities, and other international grant programs. Universities have opened special departments for the development of academic mobility, which are limited to providing students with information messages about various programs, but there is a lack of specialists to solve individual problems and difficulties of preparing each student for academic mobility, so students face various problems when preparing documents for academic mobility.

According to statistics, in comparison with pedagogical specialties, the level of participation of undergraduate students in academic mobility in business, management and law is at a high level.

Therefore, the implementation of the model of pedagogical support for the preparation of future teachers-students for academic mobility is relevant, as it can become a tool for solving the problem of low indicators of Kazakhstan in the category of «academic mobility».

Each university has academic mobility centers that perform the following functions:

- ensuring the implementation of national (internal) academic mobility programs;
- carrying out information and explanatory work on the implementation of national academic mobility programs;
- participation in the preparation of documents of students participating in the national academic mobility program;
- preparation of reference, reporting and other documents on the main indicators of academic mobility. But as practice shows, students receive fragmented knowledge and

insufficient information in the process of preparing and implementing academic mobility.

Kazakhstan, as a country that accepts students for mobility, has a number of problems: a small number of courses taught in English, a lack of specialists in this field who speak a foreign language; methods and mechanisms for academic exchange are not sufficiently developed; the number and quality of programs do not always meet the requirements [4]; difficulties in drawing up work programs (competencies, skills, knowledge required in the labor market); high tuition fees; legislative and political factors [5].

According to the analytical report of the Bologna Process and Academic Mobility under the Ministry of Education and Science and the Republic of Kazakhstan for 2019, 61.1% of students who participated in outgoing academic mobility experienced difficulties in developing an individual study plan at a foreign partner university, problems of credit transfer at their own university. This problem arises due to the fact that departing students are not familiar with the rules of credit technology training, according to the Bologna process [6].

The relevance of educational practice is the implementation of the model of pedagogical support for students readiness for academic mobility, which can serve as a tool for solving the problem of low indicators of Kazakhstan in the category of» academic mobility.

Literature review.«Academic mobility» is considered in the framework of internationalization of higher education as a process of moving participants (students and teachers) of the higher education process from one scientific and educational institution to another in order to exchange experience and acquire additional educational opportunities for a limited period of time or for temporary training [7].

International academic mobility is one of the most effective tools of the «soft power» of the state, and internationalization is a necessary condition for adapting higher education to the transformations of the modern world order [8, P. 307].

International mobility has a long history in academia. However, in recent decades, discussion has increasingly focused on the development of intercultural competence through international mobility.

Recently, many scientists are interested in the social aspect of academic mobility. The relationship between international mobility of academic researchers and social capital is complex. On the one hand, the literature argues that social capital contributes to the international mobility of scientists, which, in turn, contributes to the accumulation of international social capital, increases the productivity of research and promotes career growth. However, mobility can also lead to the loss of national social capital, which has a negative impact, in particular in particular, at the early stages of the career of future professionals [9].

According to Dziewanowska, K., Quan, R., & Pearce, A. (2019) not all experiences of international student mobility are positive. It depends on the individual experience of the student, and in some cases it is difficult to manage his success by universities. It cannot be argued that they depend only on the previous academic performance of students, since each mobility process is associated with problems and dynamics that go beyond the usual forms of study at the home university [10].

However, some basic conditions and skills make it easier to manage these new challenges and dynamics, such as motivation mastering the English language. Improving your English skills can also be a motivation. The process of acculturation or sociocultural adaptation takes place in a cultural exchange based on dimensions such as personality, host organization culture, and national social culture, which may not be easy for an individual [11].

According to Idris et al. (2018), social exclusion of international students can have negative consequences on their academic success and can be avoided if universities provide the necessary academic support, for example in language acquisition, adjustment of credits for subjects and skills, participation in international summer courses [12].

Kabanbayeva et al. (2019) state, that

it appears that the benefits of an academic experience abroad could be expressed in a form of seven key criteria: (1) on the personal level the participants of the student exchange programs can improve their employability, (2) academic exchange programs serve as a platform for learning new and improving current foreign language skills, (3) the participants of academic exchange programs improve their self-sufficiency, (4) and train intercultural skills; further, (5) academic exchange programs enable universities to exchange best practise, (6) academic exchange programs allow to compare results and identify their strengths and weaknesses, (7) academic exchange programs make the learning process more transparent [13 P. 334].

Kristin Nilemar and Lorraine Brown in their article "Academic mobility and cultural change" using an autoethnographic approach, offers a first-person account of the changes wrought in an international student by their time spent studying abroad. The study notes a growth in cultural knowledge, an increased tolerance of cultural differences and an improved ability to communicate across cultures [14].

Terebina P.V. in her dissertation research came to the conclusion that in order to develop international academic mobility of students, it is necessary to provide pedagogical conditions through various educational courses to ensure its informational and motivational component. The implementation in practice of the developed technology of pedagogical support of students 'readiness for academic mobility proved the necessity and importance of using the ideas of student-centered, project-process approaches to education [2, P.153].

Methods. During the research, the following methods were used: theoretical (analysis, synthesis, generalization, deduction, induction); empirical (observation, questioning, essay); experimental (ascertaining, formative and final experiment); statistical (statistical analysis of data, quantitative and qualitative analysis of research results). The main sources of the research were state educational documents, Kazakhstani and foreign literature, materials of

scientific and practical conferences and articles, a questionnaire «Opportunities for student academic mobility» using Google-forms.

Results. In order to provide pedagogical support and develop motivation for academic mobility of students at the L.N. Gumilyov Eurasian National University, we have developed and implemented an introductory course for 2nd year undergraduate students «Student Mobility: Opportunities and Prospects» in the first semester of 2020, which prepared and acquainted future teachers with the possibilities of international academic mobility programs and the features of credit technology of education. The course was carried out with the help of advisers, curators of study groups, within the framework of curatorial hours and advisory consultations. Within a month, students completed an introductory course on the possibilities of student academic mobility. The program of the course was agreed with the Department of Academic Mobility of L.N.Gumilyov Eurasian National University. The need for this course is due to the fact that many undergraduate students have low motivation for academic mobility and, accordingly, have linguistic, organizational, information, resource, regulatory, content barriers [2, P.119].

So, to identify the level of motivation for academic mobility, we conducted a survey and a conversation among students about the desire to take part in academic mobility and what benefits they can name from participating in academic mobility. The questionnaire «Opportunities for student academic mobility» was conducted. The questionnaire consisted of 15 questions. The results of the input questionnaire showed that 78.3% of the respondents had a low level of formation of the motivational-evaluative criterion.

Most of these students lacked motivation, which manifested itself in a reluctance to participate in academic mobility and the statement that academic mobility was not needed at all. They could not articulate what benefits can be obtained from participating in academic mobility. 21.6% of the respondents demonstrated an average level, believing that such practice is necessary, but in the

magistracy. Since the survey was conducted among bachelors, we can conclude that these students do not see themselves as participants in academic mobility in the next 2-3 years. Only improvement in foreign language proficiency was considered as the benefits of participating in academic mobility.

We also conclude that students with an intermediate level have not yet been able to adequately assess the benefits of academic mobility programs and, accordingly, further evaluate programs for participation in academic mobility. Students who have expressed a desire to participate in academic mobility have not yet thought about how they can do it. Students of the experimental and control groups named approximately the same levels of formation

of the motivational-evaluative component of readiness for academic mobility.

As technological resources for pedagogical support academic mobility of students selected multimedia technologies (Zoom, Microsoft Teams, mentimetr.com), allowing to organize the learning process within the student-centered approach and conduct online sessions.

Since the student-centered approach is fundamental the principle of the Bologna reforms, we consider its implementation extremely important, because students going to study at another institution will inevitably face this approach.

To calculate the survey data, we have developed criteria for assessing the motivational component. The questionnaire consisted of 15 questions.

Table 1

Criteria for assessing the motivational component of students' readiness for academic mobility

Category	Levels		
	low	intermediate	high
Academic mobility	0-5	6-12	13-15

Table 2

The level of formation of the motivational-evaluative component of readiness for academic mobility of future teachers at the initial stage

Category	Levels					
	low		intermediate		high	
Academic mobility	control group	experimental group	control group	experimental group	control group	experimental group
		78,3 %	77,3 %	21,6 %	22,7 %	—

At the second stage, after analyzing the results of the questionnaire, 2 groups of 20 students were formed. In the control group (CG) there was no special course for the development of students' motivation for academic mobility. In the second group (EG), students studied the possibilities of academic mobility for building a successful teaching career.

The experimental group considered the following topics: "Academic mobility in higher education", "Benefits and drawbacks of academic mobility", "Organization of academic mobility at L.N. Gumilyov Eurasian national university", "ENU academic mobility issues", "How to

write a successful essay for academic mobility", "Exchange of experience". The teaching staff, advisers and tutors organized a meeting with foreign and local students, undergraduates, doctoral students who participated in academic mobility in different countries (USA, Japan, Germany), where our participants could gain experience of intercultural communication, as well as learn about the higher education system in these countries.

To develop students' motivation for academic mobility, we have developed a project "Academic mobility as a trend for preparing a future teachers".

To develop such indicators as identification with a participant in academic mobility, understanding all the benefits from participation in academic mobility, necessary for the formation of a motivational and evaluative component of students' readiness for academic mobility, in the introduction we presented the situation to the students on the labor market where teachers who know how to work are in demand. at the international level. They showed the experience of Kazakhstani and foreign teachers who work in various international schools around the world, increase their pedagogical potential. Many of these teachers have had undergraduate student mobility experience.

More attention was paid to the development

of evaluative indicators in the process of a formative experiment: the ability to critically analyze the processes occurring within the framework of the Bologna Agreements, the functioning of academic mobility, taking into account various factors based on highly developed critical thinking. We have included a project assignment "Programs, scholarships, grants". It was necessary to study the proposed programs for academic mobility, find and analyze grants and scholarships suitable for this group of students.

The third stage of the experiment included 2 stages of the final questionnaire survey and writing an essay «Academic mobility and pedagogical professional career».

Table 3

The level of formation of the motivational-evaluative component of readiness for academic mobility of future teachers at the final stage of the experiment

Category	Levels					
	low		intermediate		high	
Academic mobility	control group	experimental group	control group	experimental group	control group	experimental group
		78,3 %	6,1 %	21,6 %	14,3 %	–

Table 3 shows that after the repeated questioning, the indicators of the control group did not show significant changes, because there was no course for pedagogical support to academic mobility. In the experimental group, in comparison with the control group, there is a significant increase in the indicators of the level of knowledge. For example, in the EG in the category of academic mobility there is an increase in the high level up to 79.6%, on average 14.3% and in the low level 6.1%. Students showed knowledge of most basic terms, regulatory framework, basic facts of the history of the development of academic mobility, a clear understanding of the process of academic mobility in the context of the European Higher Education Area, which allowed them to confidently navigate in academic mobility programs.

According to the results of the experiment, it can be concluded that there were no significant changes in the control group, while in the

experimental group there is a significant increase in the motivational component of readiness for academic mobility. The level of formation of this component has grown due to the use of multimedia technologies and group work.

When writing essays, students clearly expressed their position, supporting it with arguments. The essay contained terms and conclusions corresponding to the topic, which logically follow from the content of the text. Based on the analysis of the reflective essay, we can state that the majority of students in the experimental group want to participate in various academic mobility programs, and motivation has increased.

Conclusion. Academic mobility is a systemic phenomenon: a mobile student is active in educational, scientific, and social activities. In addition, when inversely correlated with the indicator "obstacles to learning at another university", the answer "no obstacles" dominates, that is, mobile students

are not inclined to dramatize existing barriers to achieving the desired educational goals. Thus, one can conclude that the most significant obstacles to participation in academic mobility programs lie in the personal sphere and relate to attitudes, values and beliefs [15].

The survey revealed a low level of motivation of undergraduate students to participate in academic mobility. We believe that if this course is conducted as an elective or after school hours, the number of people wishing to gain knowledge about student mobility and participation in it will significantly increase. This course can include more topics, you can also invite guests from various embassies who will introduce students to the education system and requirements in their country. Participation in this course will be useful for the embassy as well. ties in the field of cooperation of higher education and financing will be strengthened, while our students will gain experience of studying in foreign countries.

It is also necessary to carry out systematic pedagogical support of students for academic mobility, to involve tutors, advisers, teachers, coordinators of the international department to eliminate linguistic, organizational, information, resource, regulatory, meaningful barriers to academic mobility.

Teacher training in the 21st century is impossible without taking into account its global context. For professional success in a rapidly changing world new personality traits are required: mobility, flexibility, adaptability, tolerance. In this regard, the internationalization of teacher education and the teaching profession is becoming a global trend today.

In the course of studying the materials and science of the Republic of Kazakhstan for 2020-2025 (<http://adilet.zan.kz/kaz/docs/P1900000988>) (data obrashcheniya: 6.12.2020)

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on the topic under discussion, we found a lack of research, considering aspects of the internationalization of teacher education in Kazakhstan, and the absence of statistical data on the academic mobility of future teachers. A theoretical review of scientific literature made it possible to describe the main areas of work devoted to academic mobility in the process of internationalization of pedagogical training: geopolitical, organizational and person-oriented.

At the same time, the theoretical and methodological «blind spot» testifies to the need to form a research base to study the internationalization of pedagogical and vocational education in general. The structure and content of the curriculum in pedagogical areas of training require fundamentally different foundations for their design: the training program of the future teacher should take into account the possibilities of his academic mobility and the construction of individual educational trajectories.

In conclusion, we can state that rethinking the concept of teacher training in terms of developing their mobility is a matter of success or failure in the development of future generations. The management and staff of Kazakhstani pedagogical and classical universities should consider and plan ways to form a new professional identity of a teacher, integrating the national and global contexts of professional activity, and maintain academic mobility, creating conditions for students (student teachers and their potential pupils) to acquire the ability to live and interact in the context of a variety of cultures, meanings and values.

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Университет жағдайында болашақ педагогтердің академиялық ұтқырлығын педагогикалық қолдау

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Аңдатпа

XXI ғасырда болашақ мұғалімдердің кәсіби дайындығы оның жаһандық жағдайын ескерусіз мүмкін емес. Өзгермелі әлемдегі кәсіби жетістік үшін тұлғаның жаңа қасиеттері қажет: ұтқырлық, икемділік, бейімділік және төзімділік. Осыған байланысты педагогтердің білімі мен мұғалім кәсібінің жаһандануы қазіргі кезде әлемдік тенденцияға айналууда.

Мақаланың мақсаты – ҚР академиялық ұтқырлықтың қазіргі жағдайын талдау, студенттердің академиялық ұтқырлығын дамытуға кедергі болатын кедергілерді анықтау, сонымен қатар студенттер үшін академиялық ұтқырлық бойынша бағдарлау курсының тиімділігін эксперименталды түрде тексеру. Л.Н.Гумилев атындағы ЕҰУ студенттеріне академиялық ұтқырлықты педагогикалық қолдау және студенттердің мотивациясын дамыту мақсатында 2020 жылдың бірінші семестрінде «Студенттік ұтқырлық: мүмкіндіктері мен болашағы» атты 2 курс студенттеріне арналған бағдарлау курсы әзірледік және тәжірибеге енгіздік. халықаралық академиялық ұтқырлық бағдарламаларының мүмкіндіктері және оқытудың кредиттік технологиясының ерекшеліктері бар оқытушылар.

Бағдарлау курсының нәтижелері бойынша эксперименттік топтың екінші курс студенттері академиялық ұтқырлыққа дайындықтың мотивациялық компонентіндегі өзгерістерді көрсетті. Университеттегі болашақ оқытушының академиялық ұтқырлығын педагогикалық қолдау үшін студенттердің академиялық ұтқырлыққа

дайындығын арттыру мақсатында танысу бағдарламаларын оқу процесінде қолдану және енгізу қажет екенін атап өттік.

Сонымен қатар академиялық ұтқырлық студенттеріне жүйелі педагогикалық қолдау көрсету, болашақ мұғалімдердің лингвистикалық, ұйымдастырушылық, ақпараттық, ресурстық, нормативтік, кедергілерді жою үшін тьюторларды, консультанттарды, оқытушыларды, халықаралық бөлім үйлестірушілерін тарту қажет.

Түйін сөздер: жоғары білім беру; жаһандану; студенттердің академиялық ұтқырлығы; педагогикалық қолдау; болашақ педагогтер; білім беру мамандықтарының жаһандануы.

Педагогическая поддержка будущих педагогов к академической мобильности в университете

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Аннотация

Профессиональная подготовка будущих учителей в XXI веке невозможна без учета его глобального контекста. Для профессионального успеха в быстро меняющемся мире необходимы новые качества личности: подвижность, гибкость, адаптивность, толерантность. В связи с этим интернационализация педагогического образования и профессии учителя сегодня становится глобальной тенденцией.

Целью данной статьи является анализ текущей ситуации академической мобильности в Республике Казахстан, выявление барьеров, препятствующих развитию академической мобильности студентов, а также экспериментальная проверка эффективности ориентационного курса по академической мобильности для студентов. В целях оказания педагогической поддержки и развития мотивации к академической мобильности студентов в ЕНУ имени Л.Н.Гумилева мы разработали и внедрили ориентационный курс для студентов 2 курса бакалавриата «Мобильность студентов: возможности и перспективы» в первом семестре 2020 года, который подготовил и познакомил будущих учителей с возможностями программ международной академической мобильности и особенностями кредитной технологии обучения.

По результатам ориентационного курса у студентов второго курса студентов экспериментальной группы были отмечены изменения в мотивационной составляющей готовности к академической мобильности. Мы отметили, что для педагогического сопровождения академической мобильности будущего учителя в вузе необходимо использовать и внедрять ознакомительные программы в учебный процесс с целью повышения готовности студентов к академической мобильности.

Также необходимо осуществлять системную педагогическую поддержку студентов академической мобильности, привлекать тьюторов, консультантов, преподавателей, координаторов международного отдела для устранения лингвистических, организационных, информационных, ресурсных, нормативных, значимых барьеров академической мобильности будущих педагогов.

Ключевые слова: высшее образование; глобализация; академическая мобильность студентов; педагогическая поддержка; будущие педагоги; интернационализация педагогической профессий.

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