

## FOREIGN LANGUAGE COMPONENT OF INTERNATIONAL ACADEMIC MOBILITY

The realization of the right to academic mobility in current Ukrainian education has been getting more common and planned outlines. Within the globalization of education, the relationship between the human-centred approach and academic mobility demonstrates the European and the world's tendency of internalization of the higher education based on the English medium instruction [5; 6; 7]. It is reflected in the teaching of the Foreign Languages for Specific Purposes in the medical university aiming, in particular, at improving the level of participation in international educational practice.

The higher education in Ukraine, being reformed, aims to create a competitive national system integrated into the European space, which involves the development of certain areas, including ways of internationalization. As stated both in the basic strategy documents and methodology advances [2; 1], international academic mobility, in particular, provides an opportunity for participants of the educational process to study, teach, train or conduct research in another higher education institution (scientific institution) outside Ukraine. In this case, the requirement is knowledge of a foreign language (mainly English or German) at a level that is sufficient for academic and professional communication. The components of the Bologna Process, ECTS, the Qualifications Framework for the European Higher Education Area, etc. provide conditions for international academic mobility [2].

It is clear that the foreign language component related to knowledge of a foreign language, mainly English, is an important element and is a part of the requirements of many international exchange programs, scholarships, apprenticeships, etc.

According to the program documents of the Bologna Process, students, teachers and graduate students are subject to direct mobility (students, teachers, graduate

students moving from their country abroad and vice versa). Within the Bologna Process, a horizontal type is one of the dimensions of academic mobility, i.e., study at 149 another university or internship during a certain period (semester, academic year), after which the participant returns to the university and continues his/her studies or teaching or research [1; 4; 5; 8].

Considering the possibilities of the main forms of academic mobility (in particular, training in academic mobility programs; language training; research programs), the University is concerned with providing a base for the implementation of international academic mobility. The University, in addition to encouraging individual searches for and adopting such participation in relevant exchange programs (the effectiveness of which often depends on the candidate's level of understanding of foreign language information), enters into agreements for cooperation in the field of education and science with foreign institutions, participates in international programs and projects, coordinates, manages, supports and controls international programs of academic cooperation, as well.

The University constantly informs students and teaching staff about certain exchange programs, internships and scholarships, professional development programs depending on the role of these subjects in education, professional field, etc., thus stimulating interest for relevant topics in the subject connected with foreign language (English for Specific Purposes). For example, for a field such as medical biochemistry, an opportunity that has appeared recently is to participate in the Global exchange program, which allows joining "a charitable organization supporting research and education in molecular life sciences through its journals, fellowships, courses, congress and other activities" [3] aiding the participation of early-career scientists at events, various types of pre-and post-doctoral fellowships. Meanwhile, the syllabus of the discipline Professional Foreign Language for University PhD postgraduates covers topics related to international scientific activity as well (searching for international programs and grants, searching in the international databases, submitting international

publications, participating in international events, joining international research and monitoring projects, etc.). Thus, the developed ESP programs are based on the real needs of students, and the ESP course is designed according to the provided needs analysis of definite learners (PhD degree seekers). 150

The selection of participants in international academic mobility programs is usually based on a competition according to the results of their studies or professional activities, scientific achievements, knowledge of a foreign language (either General English or ESP), etc.

Of course, a relevant level of performance and English proficiency is required to become eligible for such international exchange programs. The suggested participants are enrolled on a competition basis, being interviewed and passing level tests in English. These competitions are provided regularly in the University considering those international exchange programs offered. Such definite experience of regular cases of academic mobility, feedback of the participants in the chats, on the website, etc. describing training and mobility conditions facilitates motivating the university education seekers to improve their English level concerning communication in international education, research and profession.

The University provides an English language course to train the different level teaching staff (foreign language training of adults) of the university departments who are going to be involved in English-medium instruction (foreign students), as well as to prepare them for international exams, etc. The foreign languages department of the University persistently develops and implements various syllabuses for elective courses offered for the students of different years and of various specialties. Such diversity is based on various needs of different groups of education seekers (Bachelor's, Master's, PhD degrees; Specialties: Medicine, Dentistry, Physiotherapy and Ergotherapy, etc.), thus providing them with adequate ESP skills.

The Students' Conference is held for the 1st/2nd-year students which simulates all the process of applying for participation, submitting and presenting abstracts and

posters at an international conference.

The more potential ways of widening implementation of mobility and internationalization strategies are the options of virtual exchange in the university. They include attraction of foreign experts to teaching activity in the university, video meetings in Zoom, joining the series of lectures of the leading experts in Medicine from Europe and Asia (Germany, Austria, Australia, Turkey, Iran, etc.), virtual online participation in International conferences, online training courses within International professional development, etc. 151

So, we can conclude that motivating learners with routine education practice of international academic mobility can reduce the problem the improper foreign language proficiency which interferes with the improvement of the efficiency of international projects, and help to increase the level of foreign language competence among the University students and teaching staff. The department of foreign languages of the University plays an important role in supporting the model of student-centred learning that increases the share of education seekers who participate in international academic mobility, in particular due to the improved level of English proficiency. Thus, knowledge of foreign languages serves as an important component of international academic mobility and development of students' personality, their readiness to study in a foreign educational environment.

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