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ACADEMIC MOBILITY AND ITS ROLE IN SHAPING THE INDIVIDUAL EDUCATIONAL TRAJECTORY OF AN APPLICANT: POSITIVE PRACTICES OF INTERNATIONAL COOPERATION IN THE

KOLOMOIETS Tetiana,
Zaporizhzhia National University (Ukraine),
Doctor of Law, Professor, Honoured Lawyer of Ukraine, Corresponding-Member of the National Academy of Legal Sciences of Ukraine, Dean of the Law Faculty

SUMMARY

Academic mobility is considered as an effective tool for the formation and implementation of an individual educational trajectory of higher education students, which allows them to study and acquire practical competencies in another higher education institution both in their own country and in other countries (internal and external academic mobility). The author substantiates the importance of the role and significance of higher education institutions in creating the preconditions for the exercise of this right by applicants, and ensuring its high-quality personnel, information, methodological and other resource support. The emphasis is placed on the fact that the effectiveness of the exercise of this right is significantly increased by combining the efforts of several higher education institutions, as this allows accumulating not only their resources, but also the resources of their colleagues. The most attractive in this context is international cooperation of higher education institutions, which allows combining resources of higher education institutions from different countries of the world, and thus taking into account positive national practices of training specialists, supplementing them with a focus on meeting global problems of the personnel space, using the most advanced information, material and technical resources in the world, and ensuring the involvement of the best academic (scientific schools) and expert (industry specialists) potential in the educational process. Thus, combining a personal orientation to the needs of the applicant, as well as an emphasis on the current and future (immediate and future) global needs of society for human resources, with ensuring their ability to mobility, interdisciplinary professional implementation, resilience in the face of change and scaling innovative forms of professional performance.

***Keywords*:** academic mobility, applicant, individual educational trajectory, international cooperation, higher education institutions.

Academic mobility is the opportunity for participants in the educational process (students, teachers, researchers, etc.) to study, teach, do internships or conduct research in another higher education institution (research institution) both in the territory of the state of which they are citizens and abroad. This definition is enshrined

both in international acts that set out standards for legal regulation of relations in the educational space (e.g., the Joint Declaration of the European Ministers of Education «European Higher Education Area», Bologna, 19 June 1999, the Sorbonne Declaration of 25 May 1998, the Bologna University Charter of 1988) and in national legislation, taking into account the specifics of national rulemaking in this area of relations, the challenges of time and the needs of the state and society.

The targeted aspect of the implementation of academic mobility is actually to provide students with access to global educational opportunities, as well as to relevant services, to ensure recognition and crediting of the results of relevant studies or internships in another educational institution, while maintaining the legal status in «their» educational institution, to promote international cooperation in ensuring the quality of education in order to develop comparative criteria, methodologies, mobility schemes, integrated educational, research and educational. Therefore, the basic aspects of academic mobility should be considered: a) granting the right to participate in academic mobility programmes to all participants in the educational process without exception; b) clear regulation (at the national and local levels, while maintaining the autonomy of higher education institutions) of the types and forms of academic mobility; c) regulation and development of the practice of transferring credits obtained during mobility on the basis of the European Credit Transfer System (ECTS), including by comparing the content of educational programmes. including by comparing the content of educational programmes; d) preservation of the place of study and scholarship for state-funded students and the place of work for employees of higher education institutions directly involved in academic mobility programmes. In fact, when formulating the definition and basic aspects of academic mobility of all participants in the educational process, we should immediately distinguish between the academic mobility of students and the academic mobility of other participants in the educational process. The former is correlated with the individual educational trajectory of the applicant, the latter with the main professional development and professional realization of other participants in the educational process.

Considering (with a focus on the topic of this paper) the academic mobility of applicants, it should be noted that it is academic mobility that allows the applicant to be active and independently influence the final result of their training, the level of their competitiveness and attractiveness to the employer, in fact, playing the role of a tool

for forming a set of competencies throughout the entire period of study at a higher education institution. However, even despite this activity of the applicant, he or she cannot implement it without the participation of higher education institutions, since it is they (in the global dimension) who create opportunities for the applicant to exercise his or her right to academic mobility, to form an individual educational trajectory, taking into account his or her interests, requests, approaches to the formation of his or her professional growth, etc. And it should be clarified that an important role in this is played not only by the higher education institution of which the applicant is a student and which provides such opportunities for «movement within its higher education institution - educational components of free choice, educational programmes, etc.», but also by other higher education institutions in the case of «movement of a person outside the «basic» higher education institution» (academic mobility programmes, both degree and credit), which allows us to talk about internal and external (international) academic mobility of applicants.

The «quality» of the activities of a higher education institution, or rather the «quality» of the work of higher education institutions, the synchronisation of their activities in this area, will determine the effectiveness of the applicant's exercise of his/ her right to academic mobility. Such activities should be considered in several aspects. Firstly, the activities of the higher education institution itself to create sufficient conditions for the exercise of the relevant right by the applicant, namely: regulation of the principles (with detailed regulation of the procedure) of academic mobility and recognition of the results of such, institutional support for relevant activities (department or other unit that directly deals with this issue, provides information and advisory support), which ensures the sustainability of the practice of exercising such a right of applicants, cooperation with external stakeholders to respond to the demands of the time. Given the phenomenon of academic mobility itself, its global aspect, it is still worth focusing not so much on the activities of individual higher education institutions that create conditions and facilitate the exercise of the relevant right of the applicant, but on the cooperation of such institutions (secondly), which allows them to combine their efforts to integrate into the European and international higher education area, to form and exchange positive practices and experience in the field of education, to modernise education systems, improving its quality, and to enhance the digitalisation of the educational process.

Cooperation of higher education institutions (both within the country and abroad) creates additional opportunities to combine their efforts, pool resources and share them, synchronise their actions and determine results, increase their attractiveness in the educational space and enhance the competitiveness of students and graduates. And it is precisely the international cooperation of higher education institutions in exercising the right of students to academic mobility in the formation of an individual educational trajectory that should be given in-depth analysis in terms of the current European integration and North Atlantic vectors of development of each country, region and countries of the world as a whole, in terms of the emphasis on ensuring the existence of a global educational space, which is impossible without the institution of academic mobility.

Among the positive practices of international cooperation of higher education institutions on academic mobility are the following: a) training in educational (educational and professional) programmes of credit or degree academic mobility, with various options for financial, organisational, human and information support for their implementation, formation of their content, as well as response to the requests of applicants and employers in real time; b) language internships (improving the level of foreign language ability in a particular professional activity or field of knowledge), with the creation of sufficient opportunities for «immersion» of applicants in a professional language (native speaker) environment and ensuring their sustainability in the global professional language space; c) educational and scientific internships for applicants for the third (educational and scientific) level of higher education (as an activity aimed at acquiring practical competencies based on research within a particular specialty/field of knowledge and simultaneously gaining new knowledge and competencies in the study of new educational components), with the involvement of representatives of scientific schools and expert communities, industry experts in the implementation of such programmes, as a rule, creating additional opportunities for applicants to present their research results and discuss; d) scientific internships, with maximum «immersion» of young scientists in the scientific environment and all processes of the latter (cross-programmes of scientific exchanges) with the possibility of involving young scientists in unique sectoral scientific research within thematic programmes, research topics, experiments, etc; e) mobility programmes of purely practical orientation (gaining experience of professional activity in the field of

future, existing or related speciality by the applicant under the guidance of employees of the educational institution and practitioners in order to form professional competencies in real, including production, conditions for making independent decisions, mastering methods, forms of organisation and means of work in a particular professional activity or field of knowledge), which allows the use of the unique human resource of partners of higher education institutions both within; f) other forms (providing access to participate in webinars, seminars, conferences, other events, publication activity within a particular speciality/ field of knowledge, with access to unique databases, phase publication resources, formation of the applicant's scientific profile, etc.)

Relevant practices are formed on the basis of agreements (memoranda) on cooperation, on the exercise of the right to academic mobility by applicants, individual activities, with details of the principles of such cooperation, taking into account resource support and recognition of the results of such cooperation, as well as the impact of the results of such cooperation on applicants, research and teaching staff, higher education institutions, employers, state and society's requests for training, etc. Such influence should be taken into account both in the present and in the future, which allows creating preconditions for correlation of the terms of agreements, principles of their implementation, resource support for the exercise of the right of applicants to academic mobility, increasing their competitiveness, attractiveness to employers, increasing their value for the industry, for the professional community, and for society.

It is important to remember that the formation of relevant positive practices of international cooperation of higher education institutions on the implementation of the right of applicants to academic mobility is important not only for the applicants themselves (which is undoubtedly considered as the primary goal), but also for higher education institutions, as it allows them to modernise curricula, educational programmes, lists of educational components of free choice, respond promptly to the demands of time, society, employers, etc., thereby increasing their competitiveness and market attractiveness. We should not forget about the importance of relevant international cooperation of higher education institutions on the academic mobility of students and for research and teaching staff involved in the staffing support of such implementation, which motivates them to constantly improve their professional skills,

training, strengthening their resilience to the challenges of time, to the requests and needs of students, since interest in academic mobility programmes in all their diversity depends largely not only on their content, but also on the staffing and And it is the international cooperation of higher education institutions that ensures the formation of such staff that can ensure the high «quality» of the implementation of academic mobility programmes and the satisfaction of applicants.

Equally important is the cooperation of higher education institutions in accumulating not only their own academic human resources, but also the human resources of their partners (and in the context of international cooperation, the effectiveness of such cooperation is increased by the global pooling of human resources). The same applies to the resource support of international cooperation on academic mobility of students in general, since it is under such conditions that it is quite logical, possible and effective to accumulate the unique resources of each partner (information, logistical, methodological, etc.), which in general allows to achieve maximum effect in the implementation of academic mobility. Innovative initiatives of higher education institutions on international cooperation on academic mobility of students ensure that the needs for human resources (for the current and future prospects) of regions, countries, and the world as a whole are taken into account, their redistribution between sectors, with a strengthening of the competence aspect of training, a focus on national and global needs in addressing issues of human resources support for state-building and law-making processes, as well as continuous modernisation of human and resource support for the quality of higher education in general.

This results in personal development of students, improvement of the quality of their professional training, orientation towards career growth of social significance, motivational development of the scientific and pedagogical potential of higher education, modernisation of the material, technical and information base of the network of higher education institutions, while optimising their number and the structural design of the higher education system as a whole, harmonisation of the principles of higher education in general, which allows meeting the demand of society for human resources in the context of globalisation processes.