Submission Date: January 2025 **Acceptance Date:** February 2025 **Publication Date:** March 2025

THE IMPACT OF ACADEMIC MOBILITY ON THE FORMATION OF PROFESSIONAL COMPETENCE OF SPECIALISTS

EL IMPACTO DE LA MOVILIDAD ACADÉMICA EN LA FORMACIÓN DE LA COMPETENCIA PROFESIONAL DE LOS ESPECIALISTAS

Iryna Palshkova [1*]
E-mail: palshkova.io@pdpu.edu.ua
ORCID: https://orcid.org/0000-0002-6710-5232
Nataliia Savchenko [2]
E-mail: n.s.savchenko@cuspu.edu.ua
ORCID: https://orcid.org/0000-0003-0420-3289
Mykola Dubinka [2]
E-mail: mdubinka72@gmail.com
ORCID: https://orcid.org/0000-0001-7129-3750
Volodymyr Galimskyi [3]
E-mail: volodymyrgalimskyi@gmail.com
ORCID: https://orcid.org/0000-0002-5532-9036
Olha Svyrydiuk [4]
E-mail: zov2380@gmail.com
ORCID: https://orcid.org/0000-0003-3954-397X
Antonina Chychuk [5*]
E-mail: pedagog777@yahoo.com
ORCID: https://orcid.org/0000-0002-9982-3634
[1] South Ukrainian National Pedagogical University named after K. D, Ushynsky, Ukraine.
[2] Volodymyr Vynnychenko Central Ukrainian State University, Ukraine.
[3] Donetsk State University of Internal **A**ffairs, Ukraine.
[4] Pavlo Tychyna Uman State Pedagogical University, Ukraine.
[5] Ferenc Rakoczi II Transcarpathian Hungarian Institute, Ukraine.
*Corresponding author

Suggested citation (APA, seventh ed.)
Palshkova, I., Savchenko, N., Dubinka, M., Galimskyi, V., Svyrydiuk, O., & Chychuk, A. (2025). The impact of academic mobility on the formation of professional competence of specialists. ***Revista Conrado, 20***(103), e-4295.

ABSTRACT

To prove the importance of the impact of academic mobility on the formation of professional competence of specialists, the article considers the content of academic mobility and the processes of mobility of international students; mobility programs for students and teachers to form professional competence of specialists; the types, leading goal and necessary conditions for the development of academic mobility are determined; virtual academic mobility is highlighted and its advantages are shown. The scientificization of the educational process is considered an important moment in the development of the academic mobility of students to form the professional competence of specialists. The external basic factors of the development of academic mobility and global factors that encourage a student to be mobile to form professional competence are analyzed. Pedagogical conditions have been developed and implemented in the educational process of higher education, the application of which contributed to the success of this process. The results of the formative stage of the experimental study confirmed the effectiveness of the proposed pedagogical conditions and made it possible to confirm the fact of the formation of professional competence of specialists through the influence of academic mobility on EG students who participated in the experimental study.

Keywords:

Academic mobility, Formation of professional competence of specialists, Virtual academic mobility, Scientization of the educational process, Mobility programs.

RESUMEN

Para demostrar la importancia de la influencia de la movilidad académica en la formación de la competencia profesional de los especialistas, el artículo examina el contenido de la movilidad académica y los procesos de movilidad de los estudiantes internacionales; programas de movilidad de estudiantes y profesores para desarrollar la competencia profesional de especialistas; Se identifican los tipos, objetivos principales y condiciones necesarias para el desarrollo de la movilidad académica; Se

destaca la movilidad académica virtual y se muestran sus ventajas. La cientificización del proceso educativo se considera un momento importante en el desarrollo de la movilidad académica de los estudiantes con el objetivo de formar la competencia profesional de los especialistas. Se analizan los factores externos básicos del desarrollo de la movilidad académica y los factores globales que incentivan la movilidad de los estudiantes para formar competencias profesionales. Se han desarrollado e implementado condiciones pedagógicas en el proceso educativo de la educación superior, cuya aplicación contribuyó al éxito de este proceso. Los resultados obtenidos de la etapa formativa del estudio experimental confirmaron la efectividad de las condiciones pedagógicas propuestas y permitieron confirmar el hecho de la formación de la competencia profesional de los especialistas a través de la influencia de la movilidad académica en los estudiantes del GE que participaron en el estudio experimental.

Palabras clave:

Movilidad académica, Formación de competencias profesionales de especialistas, Movilidad académica virtual, Cientificación del proceso educativo, Programas de movilidad.

RODUCTION

In the international labor market, increasing the competitiveness and competitiveness of future specialists is among the main tasks of the European Research Area. The rapid development of information technologies, the implementation of international academic mobility, and the improvement of mechanisms for the convergence of the national education system with the ideas of the European educational community led to the introduction of new approaches to the world of science in the training of future specialists. These issues are of particular importance for higher education, which is faced with the task of training future innovative specialists who would be characterized by the quality of professional activity and high professionalism.

The development of strategic partnerships, international relations, and the availability of internships within the framework of international academic mobility programs for future specialists requires them to have proficiency (at a professional advanced level) in a foreign language (Skyrda, 2020).

Within the framework of continuing education, the relevance of studying the problems of forming professional competence of specialists, and academic mobility of future specialists is determined by various factors: weak awareness of student youth about the state of scientific research in their professional field, a kind of movement within the framework of the Bologna process of national educational systems towards unified standards and criteria, which are established and developed within the framework of the European educational space, taking into account the scientific research and educational profile of specialists (Tsyhanash, 2013b).

Modern priorities for the development of the educational sector determine the need for improvement and professional development of the individual, the need to train specialists capable of innovative creative work, and the introduction and development of new educational technologies. In the context of active European integration processes in modern society, knowledge, and education are becoming a transnational and cross-border phenomenon. Due to the convergence of approaches of different countries to the organization of education, a single global educational space is being formed, which involves the recognition of educational documents from other countries. Academic mobility and its impact on the formation of professional competence of specialists is a significant condition for the formation of a common European educational space, which contributes to the growth of the teaching staff of higher education and student mobility, which is one of the basic principles of the Bologna Process (Oliinyk, 2016).

Therefore, the clarification of the influence of academic mobility on the formation of professional competence of specialists is a necessary and relevant problem that is necessary for research in the present.

LITERATURE REVIEW

From the position of modern determinants of the development of post-neoclassical science The concept of “academic mobility” is considered by A. Tsyhanash (2013a) in the context of an interdisciplinary understanding of this concept. The ability to adapt to changes in the social and scientific environment, and psychological individual conditions for the development of the personality are the main criteria for the development of this phenomenon, which determines the competitiveness of future specialists. The content of the concept of “academic mobility of future specialists” is specified, and its essence is revealed, “as an integral characteristic of the personality, which is manifested in the formed motivation for learning, the ability to creative activity, in effective communication and the ability to be in the process of active creative self-development”.

The essence of professional and academic mobility and its importance in the preparation of future doctors of philosophy at universities is determined by Frytsiuk, & Herasymova (2020). The positive impact on the development of mobility of future doctors of philosophy is

shown by the fact that a higher education institution has a specially created environment, which provides for: the practice of obtaining double diplomas, completing foreign internships, supporting and organizing international relations with other educational institutions, the possibility of postgraduate students participating in conferences, in joint publications, joint educational and scientific projects; joint research, etc.

An attempt has been made in the system of professional training to analyze the features of organizing international internships for future specialists in the social sphere by Arkhypova (2020); urgent problems regarding the full recognition of the results of international internships and student mobility have been identified; Attention has been paid to the importance of international internships for professional growth, consideration of the main tasks of international internships for future specialists, and criteria for assessing the readiness of future specialists for foreign internships, which contributes to increasing the effectiveness of the student's academic mobility.

The influence of foreign language competence on the academic mobility of specialists in international relations is considered by Skyrda (2020). During the formation of speech skills and foreign language competence, the application of innovative methods in the educational process of higher education is investigated. The features of linguistic and cultural education, approaches, and components of communicative competence, the result of which is the multilingualism of citizens of society, are considered.

Ways of forming academic mobility in future specialists of preschool education are considered by Oliinyk (2016) and various approaches are proposed to define the concepts of "mobility", "academic mobility", "personal mobility", and "professional mobility". Conditions are determined and types of academic mobility necessary for the development of mobility in preschool education and the education system as a whole are identified and characterized. Problems that slow down the participation of teachers and students in academic mobility programs are identified and the main factors that inhibit the mobility process are identified.

The ways of developing information and communication technologies and their contribution to the creation of an innovative virtual form of academic mobility for higher education applicants are shown and the definition of virtual mobility is formulated, the content is revealed, and the characteristics and structure of the innovative form are substantiated. As a professionally important quality of the personality, the ways of forming virtual mobility of specialists are shown, the model of "forming the structure of virtual mobility of specialists in the food industry (motivational, cognitive, activity and reflexive components) is presented, which is built on the principles of forming the content of education through the structure of the industry" (Bachiieva, 2024).

The analysis of scientific works allowed us to consider the concept of "academic mobility" in the context of an interdisciplinary understanding of this concept; to clarify the content of the concept of "academic mobility of future specialists", to reveal its essence and the essence of professional and academic mobility, to show the importance in the training of future specialists in universities, to see the importance of the value of international internships for professional growth, to consider the main tasks of international internships of future specialists.

RESEARCH OBJECTIVE. To prove the importance of the influence of academic mobility on the formation of professional competence of specialists.

MATERIALS AND METHODS

In achieving the research goal, the following research methods were used: the study of scientific psychological and pedagogical literature, its theoretical analysis, analysis of curricula, state standards of higher education, textbooks on disciplines, and special, professional, and general professional training; observation, questionnaires, conversations with students of higher education institutions, teachers and graduates of higher education institutions, surveys, pedagogical experiment.

During the analysis of the impact of academic mobility on the formation of professional competence of specialists, it was found that for the implementation of academic mobility of students, a combination of pedagogical conditions is necessary to ensure the formation of high-level skills, abilities, professional knowledge, high-quality professional training, and special personal characteristics.

The formation of professional competence of future specialists through the influence of academic mobility included four components: motivational, cognitive, personal-activity, and communicative.

The levels of formation of each component of the formation of professional competence of specialists through the influence of academic mobility were determined, which makes it possible to assess the qualitative changes of the object during experimental research and track the effectiveness and dynamics of their development.

We developed and implemented a system of pedagogical conditions in the educational process, the use of which contributed to the success of this process. The implementation of each of the identified conditions ensured the formation of one of the components of students' readiness for academic mobility to form the professional

competence of future specialists (motivational, cognitive, personal-activity, and communicative).

The further task of the experimental work was to identify at the stage of the formative experiment the level of formation of professional competence of specialists through the influence of academic mobility of students of the EG and CG: low, medium, and high. In the EG, students studied according to the proposed method of applying pedagogical conditions, and students of the CG studied according to the usual program.

The obtained data showed that positive dynamics were observed in the majority of students in the experimental group according to all fixed indicators. The consolidation into a single system of all the data obtained before and after the end of the experiment made it possible to compare the results of the participants of the EG and CG. Confirmation of the reliability of the experimental data was carried out using the Pearson $\chi 2$ statistical criterion.

The results of the formative stage of the experimental study confirmed the effectiveness of the proposed pedagogical conditions and made it possible to verify the fact of the formation of professional competence of specialists through the influence of academic mobility in EG students who participated in the experimental study.

RESULTS AND DISCUSSION

Content of academic mobility and mobility processes of international students. Mobility programs for students and teachers to form professional competence of specialists.

In the context of the Bologna process, the most relevant problem of modern higher education is academic mobility, for the formation of professional competence of specialists, as an external factor of territorial movement of students to improve their qualifications from one higher education institution to another. Mobility means the ability to quickly perform certain tasks, means the mobility of the educational process, a certain process of movement (Knysh et al., 2024), refers to the concepts of «movement», and «motor activity», and can be considered as physical movement, a physical phenomenon, as movement in space of an organism or object or viewed metaphorically in a figurative sense, as movement through professional, social, cognitive spheres (Bachiieva, 2024).

The transfer of a higher education student to another scientific or educational institution for a certain period is understood as academic mobility, which can be carried out abroad or in one's own country, «both individually and within the framework of joint educational and (or) research activities of educational institutions and scientific centers for training, teaching, conducting research or advanced training» (Shvydun, 2021).

It is advisable to consider academic mobility as a holistic personal quality that is formed in the learning process, as a social process of movement with educational goals (Svyrydenko, 2024).

Mobile international students, according to the definition by UNESCO, are students who have crossed territorial or national borders to study and are statistically counted outside the country of residence. This definition is confirmed in the reports of the OECD – The Organization for Economic Cooperation and Development.

Academic mobility is understood as «a personal mechanism that promotes effective activity, in the structure of which there is a focus on creating new values based on the mobilization of a person's capabilities in the educational space» (Kohler, 2003). This definition emphasizes the importance of self-improvement and self-development for the successful realization of the individual in educational activities. Depending on how much in higher education an individual realizes the opportunities for the manifestation of academic mobility, we can talk about the formation of professional competence of specialists, the degree of individual preparedness to use new methods of activity and forms, efficiency and cognition in communication, propensity for non-standard decisions and risk in emergencies, preparedness in everyday contacts for non-standard professional situations (Puhach et al., 2021).

Academic mobility can be considered in the following aspects:

- as the ability, in the process of studying in higher education, to move in achieving the set educational goals;
- -as the basis for the formation and successful manifestation of various types of personality mobility;
- as a mechanism of the personality that contributes to effective educational and professional activity.

The adoption of academic mobility and its impact on the formation of professional competence of specialists becomes relevant for the successful implementation and formation of various types of personal mobility since this aspect includes both a personal mechanism and movement towards set goals, which contributes to the effective activity of a person in the learning process.

So, academic mobility is "an integrative quality of a future specialist, which is manifested in the formed motivation for learning, the ability to creative activity, in effective communication and allows being in the process of active creative self-development" (Tsyhanash, 2013a).

The concepts of «mobile international students» and «foreign students» are clearly distinguished. Students are classified as foreign if they are not citizens of the country that collects statistical data. Foreign students are

determined by nationality, and citizenship, and mobile students are determined by place of residence or previous country of study.

More than 4.1 million students study in the world outside the country of which they are citizens – this is evidenced by OECD data. The leaders in this process are Austria, Australia, Great Britain, New Zealand, Luxembourg, and Switzerland. About 52% of all students in Asia study abroad. The largest number, 77% of such students, is made up of countries such as India, Korea, and China. These indicators have had a stable upward trend over the past ten years. In 18 countries of the world, according to student mobility statistics, the average share of students who are mobile and receive education abroad was 74% of the total number of foreign students. We see that the category «foreign students» is more significant than the category «mobile students». Thus, 31% of students are mobile among all foreign students studying in Norway, and Spain, Canada, New Zealand, Sweden. This is about 52% of all students. The growth rate of student mobility over the past 40 years has exceeded the rate of spread of higher education itself on a planetary scale. And now the growth trend remains stable.

Student mobility, according to UNESCO, has increased by 300% over the past 25 years, and in 2025 (according to expert forecasts) it will reach 4.9 million.

Student mobility is stimulated by various regional and state programs. Let us highlight the most effective and well-known programs. This is the European ERASMUS program, launched to promote the creation of a common market in Europe, and such programs as LINGUA, SOMETTE, SOMENIUS, and LEONARDO, which are its derivative mobility programs. The goal of the selected programs is to create a European model of higher education.

The TEMPUS and SOCRATES programs are well-known, the basis of the European Union's educational programs is to promote the study of foreign languages by students.

Teacher mobility is one of the components of the internationalization of education. The highest level of scientific mobility is in countries that purposefully attract scientific personnel to expand their higher education systems (in particular, Turkey). The largest exporters of scientific resources are Great Britain and the USA, and at the same time, these countries are the most attractive for foreign scientists. The growing dominance of the English language in scientific research serves as proof of this on the European continent (Suprun, 2021).

Types, leading goals, and necessary conditions for the development of academic mobility.

The main types of academic mobility are:

- **internal academic mobility** – internships, training of students of higher educational institutions in other higher educational institutions for a certain period in the country of residence of the student;
- **external academic mobility** – internships and training of students of higher educational institutions for a certain period in higher educational institutions abroad;

In the process of professional development of personnel, academic mobility can be organized through additional training, encouraging participation of employees in individual grant programs, organizing advanced training, rotation, mentoring, on-the-job training, self-education, introducing a mechanism for the exchange of specialists (Shuliak et al., 2022).

The main goal of academic mobility is to improve the quality of education, overall improvement of the competitiveness of graduates, the effectiveness of scientific research, the level of involvement of «world intellectual potential», etc. The prerogatives in the development of the European Educational Space are the following tasks, but their implementation is accompanied by overcoming objective and subjective difficulties and contradictions (Kuchai et al., 2017).

Let us highlight the necessary conditions for the development of mobility in the higher education system:

1) to obtain high-quality and high scientific and educational levels – building a system of academic mobility;

2) reforming the higher education system, which provides for:

- unambiguous approaches to the variable and normative component of the content of student training, developing uniform criteria for assessing the educational and qualification level in each direction and specialty;
- comparison of international and national classifiers of professions, functional parameters;
- adequacy in the structure of state diagnostics of students' knowledge, organization of the technology of conducting educational and qualification levels;
- identity in the nature and scope of practical training of curricula for specialists in different fields;
- deep individualization of training;
- solving the problems of tuition fees for academic mobility, creating an international regulatory framework.

3) implementing and developing a state policy on the import of educational services;

4) active mobility of members of the educational space, employment opportunities, attractiveness of educational services;

5) expansion into the foreign market of educational services to implement the tasks:

- obtaining additional sources for achievements in the scientific space;
- developing science and education as a business direction;
- expanding opportunities for maintaining and developing the country's intellectual potential (Oliinyk, 2016).

Virtual academic mobility, its advantages.

The application and development of information and communication technologies in education have contributed to the formation of a new type of academic mobility among students – virtual academic mobility, which belongs to a form of academic mobility in which a student can study using digital platforms and tools without physically traveling to another higher education institution. The European Commission defines virtual mobility as: "a set of activities supported by information and communication technologies that implements or promotes international joint experience in the context of teaching or learning" (European Commission, 2025).

The formation of virtual mobility primarily involved the organization of educational activities "at the institutional level". It was to be based on the developed virtual mobility program and official agreements on cooperation between higher education institutions.

But participation in informal online courses, including massive open online courses (MOOCs), as well as informal cooperation between higher education students and teachers of educational institutions in certain forms (virtual learning communities), based on open education, led to changes in the principles of implementing virtual mobility. The key ones are: the modernization of education and using digital technologies; elimination of access barriers or their reduction, in particular time, geographical, financial, and entrance; and combination of formal and informal education (Buchem et al., 2018). Thus, opportunities were provided for attracting applicants to the educational space of higher education through separate training courses, educational programs, separate conferences, webinars, etc. At the same time, virtual academic mobility can be considered as training in parts of a course or individual courses, and student participation in the educational process of another educational institution (Honcharenko et al., 2020).

To ensure communication, virtual academic mobility uses various technologies and promotes interaction between subjects of the higher education educational process: online platforms for learning, video conferences, which allow for seminars, virtual lectures, and interaction between higher education students; electronic platforms for document exchange: teachers and higher education students can exchange tasks, educational materials, and assessments through electronic platforms, such as: Moodle or Google Classroom; network resources, where higher education students can use databases, online libraries, and other network resources to access educational materials and research for their competitiveness; stimulators, virtual laboratories, VR technologies create conditions for experience and practice in a virtual way, using connections to remote servers and special programs; task completion, mobile programs with access to educational materials for interaction with other program participants in higher education institutions; Students can use forums and social networks to find partners for project work, to exchange experiences, communicate, ask questions, and share tasks (Pichyk et al., 2020).

Thus, virtual mobility provides unique opportunities for higher education applicants if students do not want or cannot physically move to another educational institution or another country. It allows them to expand their experience and knowledge, receive quality education, and participate in intercultural exchange (Mytnyk et al., 2024).

Let's name the advantages of virtual academic mobility:

- the opportunity to study on courses led by leading specialists in the country and the world and the best world higher education institutions;
- individualization of the educational process;
- openness and accessibility;
- building an individual learning trajectory for each student;
- absence of restrictions on time and place of study;
- the opportunity to choose courses that meet the student's professional interests;
- interactivity in organizing educational activities, etc. (Bachiieva, 2024).

Scientization of the educational process is an important moment in the development of the academic mobility of students to form the professional competence of specialists.

Academic mobility has a positive effect on the motivation of students, forms the ability to work creatively, think innovatively and independently, and awakens interest in mastering the future specialty, in the methodological problems of science.

Scientization includes a wide range of relationships: the interrelationships of science and the educational process and is not limited to the use of scientific data in teaching.

Scientization is the application of the principle of scientificity in teaching, the purpose of which is:

- mastering scientific theory – knowledge of the important principles of science and the ability to apply them to the analysis of empirical specific data;
- use of reliable, most important scientific data, a deep understanding of them – a «vision» of the connection with other facts and their inner essence;
- not using pseudoscientific dubious information, which is often published (in conditions of pluralism of opinions) with the expectation of sensation – orientation in the laws of cognitive activity;
- development of theories, scientific principles, practice of designing, and constructing programs, curricula, subjects, and textbooks.

The level of scientification of the educational process can be assessed by the amount of experience of scientific activity acquired by students. In this regard, the following levels of scientification can be proposed:

- scientific-research (systematization and generalization of experience in seeing current problems of professional activity, organization of scientific research, putting forward hypotheses, implementation of research results);
- organizational-scientific (mastering forms, methods, principles of scientific work, formation of experience in the methodology of scientific research, mastering creative projects, methods of transforming professional activity);
- orientation-scientific (familiarization with the results of data on current problems of practice and theory, with the results of the latest scientific research) (Kohler, 2003).

External basic factors of academic mobility development and global factors that encourage a student to be mobile to form professional competence.

To develop the academic mobility of future specialists, we will identify external basic factors that ensure an innovative educational process:

- taking into account the prospects for the development of science, the development of new criteria for the selection of educational, professional, and scientific material for the educational subject;
- the use of knowledge of logic, scientific activity, as well as the history of the cognitive process in higher education;
- the development of information, methods of knowledge transfer, and their assimilation by students (Tsyhanash, 2013b).

Let us define the global factors that encourage a specialist to be mobile:

- increasing competition, dynamic economic development, reduction of low-skilled and unskilled labor;
- transition to an information society;
- the need to prepare people for life in rapidly changing conditions of society due to the acceleration of the pace of development of society;
- expanding opportunities for social and political choice, and democratization of society, which necessitates the need to increase the level of readiness of citizens for modern changes in society;
- the emergence of global problems in society, which can be solved by the efforts of the international community;
- increasing the importance of human capital;
- the creation by international organizations of legal acts – leading guidelines for the world community of an international nature using the latest information technologies (Oliinyk, 2016).

The higher the level of formation of the academic mobility of the future specialist, the more successfully he finds his place in the social hierarchy, better navigates the situation and the more effectively and purposefully the political, economic, and social movement of the individual from position to position takes place. A person with a high level of academic mobility will be able to find the optimal solution to problematic moments and will be able to realize himself in a difficult situation. If academic mobility is not formed, then the manifestation of other types of personal mobility will be difficult, and the individual will wait for help from the outside and will not be able to realize himself, and will not be able to overcome difficulties.

The formation of academic mobility and professional competence of specialists is influenced by biological and social factors.

Biological factors are manifested in the development, self-preservation, in adaptation of the individual to changing environmental conditions, and social factors are manifested in the active transformation of his immediate social environment, his social essence, and himself.

In the system of continuous education, the formation of academic mobility of future specialists is facilitated by the following three groups of determining factors of academic mobility:

- **social skills** – the ability to think in a comparative aspect, to choose ways of interaction with the surrounding world, taking into account the specifics of the communication situation, to establish communicative contacts;

- **psychological skills** – skills that contribute to the analysis, assessment, and development of individual and personal characteristics such as observation in the design of one's actions and actions and changing one's life activities. The activity of future specialists in the process of studying higher education regarding self-improvement and self-development occupies a special place in this group;
- **cognitive skills** – the ability to use and find new knowledge based on the recognition of the insufficiency of existing knowledge, and interest in knowledge, resulting in lifelong motivation for self-education.

As a result, a future specialist who can understand himself possesses professional skills, can find contact with people, predict the consequences of his actions, and organize his behavior adequately to the tasks of communication, which is the key to successful activity based on academic mobility.

To possess academic mobility means to be capable of self-development, reflective, active, capable of conscious self-improvement, self-determination, review of his activities, acceptance, and understanding of the needs of the time, life priorities, direction of development, and society. The situation of free choice is associated with the assessment of the forms of his activity and reflection on self-awareness. This choice can be a choice of ways to achieve the set goals, professional position, or new social role.

The allocation for the individual of new motives of behavior and comprehension, which open up new approaches and meanings of activity, is a determining factor of academic mobility. Academic mobility is most clearly manifested in situations of free choice.

Results of an experimental study.

During the analysis of the impact of academic mobility on the formation of professional competence of specialists, it was found that for the implementation of academic mobility of students, a combination of three conditions is necessary. These are formed at a high level of skills, abilities, professional knowledge, high-quality professional training, and special personal characteristics:

- the need for self-improvement and the ability to constantly self-education;
- readiness for communication, changes in professional activity and education, cooperation with other people;
- flexibility of goals and stability of educational motivation;
- readiness to master innovative technologies and new knowledge, etc.

The formation of professional competence of future specialists through the influence of academic mobility included four components:

- motivational, which involves solving complex socio-professional situations, readiness to manifest academic mobility, and the formation of social skills and abilities in activity and behavior;
- the cognitive component helps to ensure the availability of knowledge that underlies the influence of academic mobility on the formation of professional competence of specialists;
- the personal and activity component characterizes the presence of professional characteristics of the individual necessary for successful professional activity;
- the communicative component contributes to the successful implementation of academic mobility, the identification of the ability to resolve conflicts, work, and communicate in the system of interpersonal relations.

The levels of formation of each component of the formation of professional competence of specialists through the influence of academic mobility have been determined, which makes it possible to assess during experimental research qualitative changes in the object, track the effectiveness and dynamics of their development: critical level, average level, productive level.

The theoretical analysis conducted showed the need to develop and implement pedagogical conditions for the effective formation of professional competence of future specialists through the influence of academic mobility at the productive level.

For this purpose, we developed and implemented a system of pedagogical conditions in the educational process, the application of which contributed to the success of this process:

1. formation of motivation of higher education applicants for a positive emotional attitude towards professional and educational activities, participation in the implementation of academic mobility;
2. updating professional disciplines and their focus on career development and active implementation of future professional activities;
3. ensuring, through the formation of a favorable educational environment of a personal and developmental nature in higher education, training taking into account the personal and social needs of students;
4. creating problem learning situations for the inclusion of students in academic mobility in the context of future professional activities.

The implementation of each of the identified conditions ensured the formation of one of the components of students' readiness for academic mobility to form the professional competence of future specialists (motivational, cognitive, personal activity, and communicative).

As part of the study on the formation of professional competence of future specialists through the influence of academic mobility, an experimental test of the effectiveness of the developed pedagogical conditions was conducted with students who formed two groups – EG – 29 people who studied under the experimental program and CG – 25 people who studied under the standard program.

Diagnostics of the levels of formation of the components of the formation of professional competence of future specialists through the influence of academic mobility was carried out using the methods of questionnaires, analysis of creative projects, targeted observation during classes, reports, etc.

A questionnaire was conducted for EG and CG students at the initial stage of the experiment. The main goal was to identify differences and similarities of their representatives in the nature and level of motivation for educational activities, and expectations from future professional training; determine their motives, identify the respondents' attitude to the educational process, expectations for the formation of professional competence of specialists through the influence of academic mobility, analyze the degree of awareness of students about the process of academic mobility.

When entering higher education institutions, the majority of respondents:

- 47% had an average level of motivation to obtain the profession for which the students entered – as shown by the results of the survey.
- 18% of respondents had a high level, which implied a desire to become a professional specialist in the chosen specialty and work in this specialty,
- 35% of respondents decided to enter the chosen specialty on the advice of acquaintances, friends, and parents, that is, obtaining the chosen profession was not their personal decision for the students.

Some respondents (29%) put the chosen future professional activity at the center of their interests.

37% of respondents are interested in the chosen profession but do not consider it their main occupation.

In 35% of respondents, we observe a low level of interest.

We were not pleased with the data of the experiment at the ascertaining stage, which:

- 47% of the first-year respondents reported that even before entering a higher education institution they were interested in their chosen specialty.
- 53% of the respondents knew practically nothing about the chosen profession.

However, in the first months of study, the higher education institutions' staff convinced 30% of the students and they made the right decision to choose a profession. 49% of the respondents still have doubts about the correctness of the chosen specialty, and 21% still think that the choice of their future profession was wrong.

During the students' training, we observe positive changes. Most students study professional material in-depth, and need more practical and experimental work:

- 20% of the respondents show a need for deep skills and knowledge in their chosen specialty.
- 45% of the respondents are satisfied with the learning process and would not want to change anything.

Many of the surveyed students would like more entertainment and sports activities.

Active participation in the performance of any additional tasks and studies is planned by a small percentage of students. The potential high level of involvement in the learning process is 21% of the respondents, which is insufficient for the formation of professional competence of specialists.

The majority of respondents intended to perform tasks and attend classes without showing excessive initiative. Such 47% of respondents. 33% of respondents (a fairly high percentage) planned to show passivity towards the learning process. And only 20% of respondents intended to actively work to obtain the specialty they chose.

Only 8% of students who had just entered a higher education institution were aware of academic mobility. They had heard about this process, but did not delve into its essence – 32% of the respondents. 60% of students replied that this concept was not familiar to them.

During the processing of the results of the EG and CG, it was found that the distribution of students by level of motivation in the EG and CG was uniform. The obtained indicators of these groups of respondents practically did not differ from each other.

During the analysis of the impact of academic mobility on the formation of professional competence of specialists, it was found that a combination of three conditions is necessary for the implementation of academic mobility of students. These are formed at a high level of skills, abilities, professional knowledge, high-quality professional training, and special personal characteristics:

The formation of professional competence of future specialists through the influence of academic mobility included four components:

- motivational, – cognitive component – the personal and activity component characterizes the presence of

professional characteristics of the personality necessary for successful professional activity;

- the communicative component contributes to the successful implementation of academic mobility, the identification of the ability to resolve conflicts, work, and communicate in the system of interpersonal relations.

The levels of formation of each component of the formation of professional competence of specialists through the influence of academic mobility were determined, which makes it possible to assess during the experimental study the qualitative changes of the object, to track the effectiveness and dynamics of their development: critical level, average level, productive level.

For this purpose, we developed and implemented a system of pedagogical conditions in the educational process, the application of which contributed to the success of this process.

The implementation of each of the identified conditions ensured the formation of one of the components of students' readiness for academic mobility to form the professional competence of future specialists (motivational, cognitive, personal-activity, and communicative).

The further task of the experimental work was to identify at the stage of the formative experiment the level of formation of professional competence of specialists through the influence of academic mobility of students of the EG and CG: low, average, and high. In the EG, students studied according to the proposed methodology for applying pedagogical conditions, and students of the CG studied according to the usual program.

Under the goal, the formative experiment was aimed at creating pedagogical conditions for the effective formation of professional competence of specialists through the influence of academic mobility in the process of learning.

With the support of teachers and the university administration, optional classes were organized for interested students, and in parallel, the main aspects of the pedagogical conditions developed for us were carried out.

These are: the formation of motivation of higher education applicants for a positive emotional attitude towards professional and educational activities, participation in the implementation of academic mobility; updating professional disciplines and their focus on career development and active implementation of future professional activities; ensuring, through the formation of a favorable educational environment of a personal and developmental nature in higher education, training taking into account the personal and social needs of students; creating problem learning situations for the inclusion of students in academic mobility in the context of future professional activities.

Students of the experimental group were actively involved in extracurricular research work, participated in student conferences, performed additional individual tasks, published articles based on the results of experiments, etc.

After the end of this stage of work, the levels of formation of the components of the formation of professional competence of specialists were again measured through the influence of academic mobility.

The data obtained showed that positive dynamics were observed in the majority of students in the experimental group for all fixed indicators.

The consolidation into a single system of all the data obtained before and after the end of the experiment made it possible to compare the results of the participants of the EG and CG. Confirmation of the reliability of the experimental data was carried out using the Pearson $\chi 2$ statistical criterion.

Among the EG respondents who studied under specially developed pedagogical conditions, 37% of respondents have a high level of formation of professional competence of specialists through the influence of academic mobility, 52% of respondents have an average level, which is 16% and 18% more, respectively, compared to the results that were recorded before the start of the experiment.

That is, in the experimental group, the result of 33% of respondents significantly increased.

While in the control group, the high level of formation of professional competence of specialists through the influence of academic mobility increased by only 2%, the average level increased by 5%.

The results of the work showed that each component of the formation of professional competence of specialists through the influence of academic mobility in the experimental group is significantly higher when implementing the proposed pedagogical conditions than in the control group, where the implementation of pedagogical conditions was absent.

The obtained results of the formative stage of the experimental study confirmed the effectiveness of the proposed pedagogical conditions and made it possible to confirm the fact of the formation of professional competence of specialists through the influence of academic mobility in EG students who participated in the experimental study.

CONCLUSIONS

To prove the importance of the impact of academic mobility on the formation of professional competence of specialists, the content of academic mobility and the processes of international student mobility is explained; mobility

Vol 21 | No.103 | March-April | 2025
Continuous publication
e4295

programs for students and teachers to form professional competence of specialists; the types, leading goal and necessary conditions for the development of academic mobility are determined; virtual academic mobility is highlighted and its advantages are shown. The scientificization of the educational process is considered an important point in the development of the academic mobility of students to form the professional competence of specialists. The external basic factors of the development of academic mobility and global factors that encourage a student to be mobile to form professional competence are analyzed.

During the analysis of the impact of academic mobility on the formation of professional competence of specialists, it was found that for the implementation of academic mobility of students, a combination of pedagogical conditions is necessary to ensure the formation of high-level skills, abilities, professional knowledge, high-quality professional training, and special personal characteristics.

The formation of professional competence of future specialists through the influence of academic mobility included four components: motivational, cognitive, personal-activity, and communicative.

The levels of formation of each component of the formation of professional competence of specialists through the influence of academic mobility were determined, which makes it possible to assess the qualitative changes of the object during the experimental study and track the effectiveness and dynamics of their development.

We developed and implemented a system of pedagogical conditions in the educational process, the application of which contributed to the success of this process. The implementation of each of the identified conditions ensured the formation of one of the components of students' readiness for academic mobility to form the professional competence of future specialists (motivational, cognitive, personal-activity, and communicative).

The further task of the experimental work was to identify at the stage of the formative experiment the level of formation of professional competence of specialists through the influence of academic mobility of students of the EG and CG: low, medium, and high. In the EG, students studied according to the proposed methodology for applying pedagogical conditions, and students in the CG studied according to the usual program.

The data obtained showed that positive dynamics were observed in the majority of students in the experimental group according to all fixed indicators. The consolidation of all the data obtained before and after the end of the experiment into a single system made it possible to compare the results of the EG and CG participants. Confirmation of the reliability of the experimental data was carried out using the Pearson $\chi 2$ statistical criterion.

The results obtained at the formative stage of the experimental study confirmed the effectiveness of the proposed pedagogical conditions and made it possible to verify the fact of the formation of professional competence of specialists through the influence of academic mobility in EG students who participated in the experimental study.

Further research requires consideration of opportunities for involving applicants for the higher education educational space in training courses, educational programs, separate conferences, webinars, etc.; participation in informal online courses, including massive open online courses (MOOCs), as well as informal cooperation between higher education students and teachers of educational institutions in certain forms (virtual learning communities), based on open education.

REFERENCES

Arkhypova, S. P. (2020). Foreign internship of future specialists of the social sphere in the system of their professional training. ***Bulletin of the Bohdan Khmelnytskyi National University of Cherkasy. Series: Pedagogical Sciences***, (1). https://ped-ejournal.cdu.edu.ua/article/view/213-218

Bachiieva, L. (2024). Model of formation of virtual mobility of food industry specialists. ***Youth and Market, 3***(223), 122–127. https://doi.org/10.24919/2308-4634.2024.301892

Buchem, I., Konert, J., Poce, A., Carlino, C., Tur, G., & Ubachs, G. (2018). ***Open Virtual Mobility Brochure***. https://virtualmobility.eadtu.eu/images/publications_and_outputs/OpenVM-Erasmus_brochure.pdf

European Commission. (2025). ***Corrigendum to the 2025 Erasmus+ Programme Guide***. https://erasmus-plus.ec.europa.eu/sites/default/files/2025-01/Corrigendum-1-2025-Programme-Guide-en.pdf

Frytsiuk, V., & Herasymova, I. (2020). Professional mobility in the training of future doctors of philosophy. ***Collection of Scientific Papers of the Uman State Pedagogical University***, (3), 167–172. https://doi.org/10.31499/2307-4906.3.2020.219121.

Honcharenko, I., Bogoslavska, A., & Moroz, T. (2020). Competitive advantages of implementing virtual academic mobility projects. ***Economics and Innovative Development of the National Economy, 1–2***(82), 5–8.

Knysh, I., Drobin, A., Filimonova, T., Koycheva, T., Kushnir, A., & Kuchai, O. (2024). The use of information technologies in the educational space of Ukraine (on the example of STEAM technologies). ***Revista Conrado, 20***(100), 437–448. https://conrado.ucf.edu.cu/index.php/conrado/article/view/3979

Kohler, J. (2003). Quality assurance, accreditation, and recognition of qualifications as regulatory mechanisms in the European Higher Education Area. ***Higher Education in Europe, 28***(3), 32–56.

Kuchai, O., Kuchai, T., & Pyrzyk, I. (2017). Studying the peculiarities of education development in Japan (in terms of primary education). ***Science and Education, 25***(5), 34-40. https://doi.org/10.24195/2414-4665-2017-5-7

Mytnyk, A., Uninets, I., Ivashkevych, E., Rashkovska, I., Ivashkevych, E., & Kuchai, O. (2024). Formation of professional competence in future psychologists using innovative technologies. ***Revista Conrado, 20***(100), 293–304. https://conrado.ucf.edu.cu/index.php/conrado/article/view/3963

Oliinyk, M. (2016). Formation of academic mobility in future preschool education specialists. ***Bulletin of Lviv University. Pedagogical Series, 31***, 90–100.

Pichyk, K., Humenna, O., & Chovniuk, L. (2020). Virtual mobility as an innovative approach to education. ***Economic Journal Odessa Polytechnic University, 4***(14), 42–52.

Puhach, S., Avramenko, K., Michalchenko, N., Chychuk, A., Kuchai, O., & Demchenko, I. (2021). Formation of Specialists' Legal Competence in the System of Life Long Education. ***Revista Romaneasca Pentru Educatie Multidimensionala, 13***(4), 91-112. https://doi.org/10.18662/rrem/13.4/472

Shuliak, A., Hedzyk, A., Tverezovska, N., Fenchak, L., Lalak, N., Ratsul, A., & Kuchai, O. (2022). Organization of Educational Space Using Cloud Computing in the Professional Training of Specialists. ***International Journal of Computer Science and Network Security, 22***(9), 447-454. https://doi.org/10.22937/IJCSNS.2022.22.9.58

Shvydun, L. (2021). Peculiarities of mobility in the context of modernization of the educational system of Ukraine. ***Bulletin of Lviv University. Series of Philosophical and Political Science Studies***, (37), 133-141.

Skyrda, T. S. (2020). The impact of foreign language competence on the academic mobility of future specialists in international relations. ***Higher Education of Ukraine in the Context of Integration into the European Educational Space, 2***(86). https://dspace.nau.edu.ua/handle/NAU/49632

Suprun, D. M. (2021). Perspective of academic mobility of psychologists in the field of special education in the context of professional internationalization. ***Education of Persons with Special Needs: Ways of Development, 1***(15), 297-316. https://doi.org/10.33189/epsn.v1i15.28

Svyrydenko, D. (2024). Analysis of the role of virtual academic mobility in substantiating the principles of the development of modern higher education. ***Ukrainian Studies Almanac, 17***, 163–165.

Tsyhanash, A. V. (2013 a). Theoretical and methodological foundations of the formation of academic mobility of university students. ***Pedagogical Education: Theory and Practice. Psychology. Pedagogy***, (20), 63-68. http://nbuv.gov.ua/UJRN/Potip_2013_20_17

Tsyhanash, A. V. (2013b). Academic mobility of future specialists in the context of innovative methodological approaches. ***Culture of the Black Sea Peoples, 260***, 105-107. http://dspace.nbuv.gov.ua/handle/123456789/92954