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РЕСПУБЛИКИ КАЗАХСТАН

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**THE ROLE OF ACADEMIC MOBILITY IN STUDENTS' CORE
COMPETENCES DEVELOPMENT IN KAZAKHSTANI UNIVERSITY**

Abstract. This article seeks to contribute towards an understanding of the impact of international academic mobility on students' core competence development in kazakhstani higher education institutions. The purpose of the empirical research is: (i) to determine the importance of the competences for academic and non-academic mobility students; (ii) to investigate the level of students' core competencies comparing opinion of academic mobility students who have spent abroad not less than 3 months and others; (iii) to identify the difference in competences proficiency between academic mobility and non-academic mobility students. Method of research includes the analysis of academic literature, construction and validation of questionnaire, analysis of data in R programme. The empirical study revealed that international academic mobility programs play important role in core competences development. The results will be important to academics, administrators and practitioners who work in international education by contributing to improved strategic planning and implementation of exchange and study abroad programs.

Key words: academic mobility, internationalization, core competencies, higher education institutions, study abroad.

Introduction and literature review

Internationalization in higher education has gained increasing attention by researchers, practioners and policy makers. This growing interest has translated into the active development of policies, programs, and infrastructure at institutional, local, national, and global levels (J.Knight, 2004). In most countries, internationalization has become an increasingly important aspect of higher education and moved from the margins to the center of the academic enterprise (de Wit, 2010). More than 7,000 scholarly articles on internationalization in higher education published in peer-reviewed journals between 1980 and 2016.

The current processes show that there are many possibilities for developing cooperation between universities, such as joint research teams, double degree programmes, students and faculty academic mobility, indicating that the internationalization process involves a broad set of policies, strategies, actions and players. Mobility programs have grown stronger over the last few decades and stand out as being the most fertile fields for international academic cooperation (Knight, 2014; Lauer mann, 2012, Altbach, 2010). Academic mobility is promoted as one of the most prominent means of internationalisation alongside other processes such as 'internationalisation at home' and 'internationalisation of curriculum' (de Wit, 2010). Universities in industrialized and economically emerging countries are making significant efforts to increase involvement of students and faculty in study abroad programs.

According to researchers (Altbach and Teichler, 2001; Brooks and Waters, 2010), worldwide mobility in the field of higher education is a fast growing phenomenon that influences resource and student management of institutions and nations around the globe. Bhandari (2011) states that after 2000 the number of students traveling to another country for higher education increased by 65%.

Mobility comprises a key value within internationalisation processes, although mobility-based internationalisation has been widely criticized. More comprehensive assessment of study abroad programs are required to ensure they achieve educational goals that enhance the skills essential for operating effectively in an increasingly complex global environment (Earnest, 2003). Guruz (2008) finds that international academic mobility has greatly contributed to the formation of both the worldwide education and labour markets. Altbach and Teichler (2001) point out the fact that methods of exchange, university

connections, mobility patterns, and international as well as regional arrangements between universities are changing.

According to Knight (2004), the existing forms of international mobility are international students' mobility, international mobility of pedagogic staff and researchers, international programme mobility and international mobility of higher education institutions. International students' mobility can be further divided into long-term mobility and mobility to gain ECTS points.

In their research on student mobility, Kumpikaite and Duoba (2010) concluded that the most valuable advantages students gain abroad are cultural experience, individual growth and academic knowledge. Students and their parents believe studying abroad enhances career prospects in terms of securing interviews, receiving job offers, and accelerating career progression (Stroud, 2010).

The analysis of scientific literature revealed that inter-linkage of students' academic mobility and core competence development was researched by Bracht and Engel (2006), Doerfel and Arasaratnam (2005), Freiburger and Steinmayr (2012), Kumpikaite and Duoba (2011). Research conducted in the field of internationalization shows that students who took more courses with international content, interacted with international students or studied abroad, demonstrated better foreign language skills and more knowledge of specific regions and countries, attitudes, perceptions, and behaviors (Parsons, 2010, Soria & Troisi, 2014, Bennett, 2013).

There is wide variation in the literature regarding the interpretation and definition of the term competence. The interpretation ranges from a description in terms of performance and skills acquired by training to a broad view that combine knowledge, understanding, skills, abilities and attitudes. In this study the definition presented by "Tuning Educational Structures in Europe" project is adopted where competence is defined as follows: "Competences represent a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes" (Tuning, 2000). The Tuning Project is focused on issues related to the degree programme structures and the transparency of the educational system. Three types of generic competencies identified in the project:

1. Instrumental competences: cognitive abilities, methodological abilities, technological abilities and linguistic abilities

- Capacity for analysis and synthesis
- Basic general knowledge in the field of study
- Grounding in basic knowledge of the profession in practice
- Oral and written communication in your native language
- Knowledge of a second language
- Elementary computing skills
- Problem solving
- Decision making
- Planning and time management
- Information management skills (ability to retrieve and analyze information from different sources)

2. Interpersonal competences: individual abilities like social skills (social interaction and cooperation)

- Critical and self-critical abilities
- Team work
- Interpersonal skills
- Ability to work in an interdisciplinary team
- Ability to work in an international context
- Ability to communicate with experts in other fields
- Appreciation of diversity and multiculturalism
- Ethical commitment

3. Systemic competences: abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge)

- Research skills
- Capacity to learn
- Capacity to adapt to new situations

- Capacity for applying knowledge in practice
- Capacity for generating new ideas (creativity)
- Understanding of cultures and customs of other countries
- Leadership
- Ability to work autonomously
- Project design and management
- Initiative and entrepreneurial spirit
- Concern for quality
- Will to succeed

This article seeks to contribute towards an understanding of the impact of international academic mobility on students' core competence development in kazakhstani higher education institutions. This issue is neglected in the research on internationalization in Kazakhstan. The results will be important to academics, administrators and practitioners who work in international education by contributing to improved strategic planning and implementation of exchange and study abroad programs. Empirical assessment can help educators achieve a better understanding of students global competences, track their development and identify areas for improvement.

Research design and results

The purpose of the empirical research is: (i) to determine the importance of the competences for academic and non-academic mobility students; (ii) to investigate the level of students' competencies comparing opinion of academic mobility students who have spent abroad not less than 3 months and others.

In the attempt to address the purpose of the study, this study asks two research questions:

- 1: What competences are recognized as important in both groups: academic and non-academic mobility students?
- 2: What is the level of proficiency on those competences which are recognized as important in both groups: academic and non-academic mobility students?
- 3: In which competences the academic mobility students have better development level than non-academic students?

Method of research includes the analysis of academic literature, construction and validation of questionnaire, analysis of data based on R programme. Questionnaire is focused on students' attitude towards importance of the competence as well as their personal evaluation of competence development. Students were asked to rate the level of agreement on each item. The survey also asked participants for demographic information such as age, gender, level of study, etc. 114 students participated in survey: 55-academic mobility students (AMS) and 59 –non-academic mobility students (NMS).

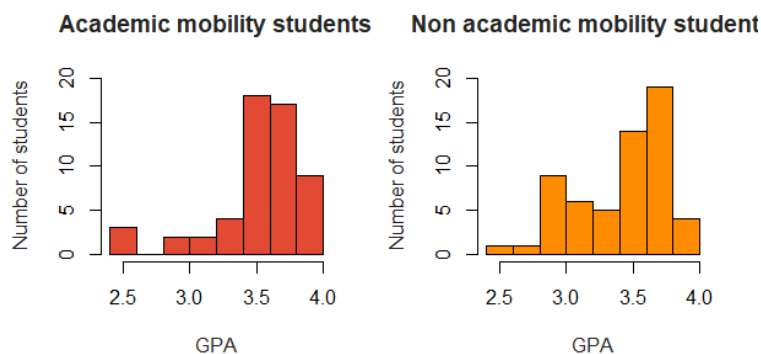
Table 1 - General information

		%
Gender:	Male	24.6
	Female	75.4
Age:	18-19	35.4
	20-21	59.29
	22+	5.31
Level of education:	Bachelor	96.49
	Master	3.51
Participation in academic mobility programmes :	Yes	48.24
	No	51.76

Out of 114 respondents, 85 were filled by females and remaining by 29 by males. Considering the age group, the majority of respondents were 20-21years old (almost 60%). Analysis of the respondents' educational level revealed that the majority is bachelor students (96, 49 %), which is the target audience for the research.

The distribution of GPA for students who participated in academic mobility varies more widely from 3.5 to 4.0, while those who did not participate - in the range from 2.5 to 3.5. Counting the exact number of respondents with a GPA lower than 3.5 showed that 47% of NMS and 25% of AMS students are in this range of academic achievement.

Table 2 - Distribution of GPA in two groups



The questionnaire was divided in three parts: (1) General information; (2) Assessment of the importance of competences; (3) Assessment of the level to which each competence developed. The set of competences for parts 2 and 3 is identical. The variables were encoded and presented in Table 3.

Table 3 - The composition of the questionnaire

Level of importance	Competence	Level to which developed
v1	Capacity for analysis and synthesis	c1
v2	Capacity for applying knowledge in practice	c2
v3	Planning and time management	c3
v4	Basic general knowledge in the field of study	c4
v5	Grounding in basic knowledge of the profession in practice	c5
v6	Oral and written communication in your native language	c6
v7	Knowledge of a second language	c7
v8	Elementary computing skills	c8
v9	Research skills	c9
v10	Capacity to learn	c10
v11	Information management skills (ability to retrieve and analyze information from different sources)	c11
v12	Critical and self-critical abilities	c12
v13	Capacity to adapt to new situations	c13
v14	Capacity for generating new ideas (creativity)	c14
v15	Problem solving	c15
v16	Decision-making	c16
v17	Teamwork	c17
v18	Interpersonal skills	c18
v19	Leadership	c19
v20	Ability to work in an interdisciplinary team	c20
v21	Ability to communicate with experts in other fields	c21
v22	Appreciation of diversity and multiculturality	c22
v23	Ability to work in an international context	c23
v24	Understanding of cultures and customs of other countries	c24
v25	Ability to work autonomously	c25
v26	Project design and management	c26
v27	Initiative and entrepreneurial spirit	c27
v28	Ethical commitment	c28
v29	Concern for quality	c29
v30	Will to succeed	c30

In the questionnaire, respondents were asked to assess the importance and level of proficiency on a scale of 1 = none; 2 = weak; 3 = significant; 4 = strong.

For the initial evaluation of the responses received, the average values for two groups were found based on methodology of the statistical data summary and grouping. The top 5 competences having the highest average score by means of importance for each group - those who participated in academic mobility (AMS) and those who did not participate (NMS) - is presented in table 4.

Table 4 - Top competences/importance

Academic mobility students			Non-academic mobility students		
Competence	Mean	Stdev	Competence	Mean	Stdev
v16	3.65	0.67	v10	3.38	1.05
v15	3.64	0.62	v7	3.32	1.18
v25	3.63	0.62	v15	3.31	1.14
v7	3.60	0.76	v13	3.28	1.07
v13	3.58	0.69	v25	3.24	1.16

v7 – Knowledge of a second language, v10 - Capacity to learn, v13 - Capacity to adapt to new situations, v15 - Problem solving, v16 - Decision-making, v25 - Ability to work autonomously

According to the results obtained, 4 out of 5 competences considered by both groups as important: Knowledge of a second language (instrumental), Capacity to adapt to new situations (systemic), Problem solving (instrumental), Ability to work autonomously (systemic). The academic mobility students assessed higher decision-making (instrumental, mean=3.65), while non-academic mobility students stressed on capacity to learn (systemic, mean=3.38). The respondents of two groups have not chosen the skills classified in interpersonal group as important, it means they find individual abilities like social interaction and cooperation less necessary for their future career. The skills from two groups:(i) instrumental competences including cognitive abilities, methodological abilities, technological abilities and linguistic abilities and (ii) systemic competences including combination of understanding, sensibility and knowledge have been mentioned by academic mobility and non-academic mobility students as important.

Table 5 - Level of proficiency in top 5 important competences

Competence	Academic mobility students		Non-academic mobility students	
	Mean	Stdev	Mean	Stdev
c15	3.22	0.78	3.15	0.74
c25	3.53	0.66	3.42	0.83
c7	3.38	0.78	3.31	0.79
c13	3.22	0.73	3.33	0.86

v7 – Knowledge of a second language, v13 - Capacity to adapt to new situations, v15 - Problem solving, v25 - Ability to work autonomously

Table 5 gives differences between students groups comparing the mean values. Respondents' group, which spent abroad 3 months, assessed the level of proficiency in selected four important competences higher than other group, except one – capacity to adapt new situation. Problem solving (mean=3,22), ability to work autonomously (mean=3.53), knowledge of a second language (mean=3,38) academic mobility students reported higher proficiency than non-academic mobility students. Both groups reported highest the ability to work autonomously (AMS mean= 3,53; NMS mean=3,42).

To investigate the additional differences between AMS and NMS, the Mann-Whitney and U-test statistical analysis was performed. Table 6 shows the factors that have a statistically significant difference ($p < .05$).

Table 6 - Statistically significant factors in the level of proficiency (Mann-Whitney U test)

Competence	Mann-Whitney U test	AMS median scores	NMS median scores	Z- value	P-value
c1	1597.5	63.43	51.97	2.128	0.03435 *
c9	1919.5	64.18	51.27	2.1994	0.02878 *
c22	1990	62.9	52.47	2.0349	0.04272 *
c23	1578	67.2	48.45	3.2083	0.001119 **

*** $p < .001$, ** $p < .01$, * $p < .05$.
c1 - Capacity for analysis and synthesis; c9 – Research skills; c22 - Appreciation of diversity and multiculturalism; c23 - Ability to work in an international context

In the third part of the questionnaire, all respondents were asked to assess the level of their proficiency in all competences. According to the results obtained, academic mobility students have better development level than non-academic mobility students in the following competences: capacity for analysis and synthesis (instrumental, 63.43 vs. 51.97), research skills (systemic, 64.18 vs 51.27), appreciation of diversity and multiculturalism (interpersonal, 62.9 vs 52.47), ability to work in the international context (interpersonal, 67.2 vs 48.45). The academic mobility students have higher proficiency level in interpersonal competences category meaning individual abilities like social interaction according to self-reported assessment.

Conclusion

Academic mobility is promoted as one of the most prominent means of internationalisation alongside other processes such as ‘internationalisation at home’ and ‘internationalisation of curriculum’. The findings of the survey illustrate some key themes noteworthy of mention.

First, the majority of students from both academic mobility and non-academic mobility groups reported the importance of four key competences relevant for their future career: knowledge of a second language (instrumental), capacity to adapt to new situations (systemic), problem solving (instrumental), ability to work autonomously (systemic).

Second, there is a difference between AMS and NMS groups in terms of self-reports level of proficiency in selected four important competences. The academic mobility students demonstrated higher results in problem solving, ability to work autonomously and knowledge of a second language while non-academic mobility students showed better development in capacity to adapt new situation. Both groups reported highest the ability to work autonomously.

Third, students being abroad more than 3 months develop better their interpersonal competences namely appreciation of diversity and multiculturalism ability to work in the international context. The results demonstrated that compared to students who have never been abroad the academic mobility students successfully develop their competences related to individual abilities like social skills, social interaction and cooperation. This corresponds with previous results of study by Bracht (2006) and discussions by Stebleton, Soria and Cherney (2012) that study abroad experience translates into the global awareness and intercultural competence valued by students, employers, and educators.

Forth, additional research is needed in the field of study abroad, internationalization at home and curriculum internationalization to examine how participating in on-campus international activities may benefit students’ development in core competencies at the same level as participating in study abroad.

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ҚАЗАҚСТАНДЫҚ ЖОҒАРЫ ОҚУ ОРЫНДАРЫНДАҒЫ БІЛІМ АЛУШЫЛАРДЫҢ БОЙЫНА НЕГІЗГІ ДАҒДЫ-ШЕБЕРЛІКТЕРДІ ДАМУДА АКАДЕМИЯЛЫҚ ҰТҚЫРЛЫҚТЫҢ РӨЛІ

Аннотация. Аталмыш мақала қазақстандық жоғары оқу орындарындағы студенттердің бойында негізгі біліктіліктерді дамытуда халықаралық ұтқырлықтың әсерін зерттеп, түсінуге бағытталған. Эмпирикалық зерттеудің негізгі мақсаттары: 1. Ұсынылған біліктіліктердің академиялық ұтқырлық бойынша білім алған және алмаған студенттер үшін маңыздылығын анықтау; 2. Академиялық ұтқырлық бойынша білім алған және алмаған студенттердің негізгі біліктіліктерді игеруін бағалау; 3. Академиялық ұтқырлық бойынша білім алған және алмаған студенттердің негізгі біліктіліктерді игерудегі айырмашылықтарын анықтау. Зерттеу амалдары академиялық әдебиеттің талдауынан, студенттермен жүргізілген сауалнамалардан сондай-ақ жинақталған ақпаратты R бағдарламасында өңдеуден тұрады. Аталмыш эмпирикалық зерттеу студенттердің бойында негізгі біліктіліктердің қалыптастырылуындағы академиялық ұтқырлық бағдарламаларының ықпалын көрсетеді. Зерттеу нәтижелері әкімшілік пен практиктерге стратегиялық жоспар жасауда және шет елдік жоғары оқу орындарымен академиялық ұтқырлық бағдарламаларын іске асыруда пайдалы.

Түйін сөздер: академиялық ұтқырлық, интернационализация, негізгі біліктіліктер, жоғары оқу орындары, шет елде білім алу.

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РОЛЬ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ В РАЗВИТИИ КЛЮЧЕВЫХ НАВЫКОВ СТУДЕНТОВ В КАЗАХСТАНСКОМ ВУЗЕ

Аннотация. Данная статья призвана внести вклад в понимание и изучение влияния международной академической мобильности на развитие ключевых компетенций студентов в казахстанских высших учебных заведениях. Цели эмпирического исследования: (i) определить уровень важности предложенных компетенций для студентов, обучающихся и не обучающихся по программам академической мобильности; (ii) оценить уровень владения ключевыми компетенциями у студентов, обучающихся и не обучающихся по программам академической мобильности; (iii) определить разницу в уровне владения ключевыми компетенциями у студентов, обучающихся и не обучающихся по программам академической мобильности. Методы исследования включают в себя анализ академической литературы, анкетирование студентов и обработку полученных данных в программе R. Данное эмпирическое исследование показывает, что программы академической мобильности оказывают влияние на формирование и развитие ключевых навыков у студентов. Результаты исследования полезны для администраторов и практиков, при разработке стратегического планирования и реализации обменных программ обучения в зарубежных вузах.

Ключевые слова: академическая мобильность, интернационализация, ключевые компетенции, высшие учебные заведения, обучение за рубежом.

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