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idt12@mail.ru, gulya_1363@mail.ru, idt12@mail.ru, bn_rita@mail.ru, maul_yulya@mail.ru**ACADEMIC MOBILITY AS ONE OF THE FACTORS
UNIVERSITY COMPETITIVENESS**

Abstract. This article explores the current position of Kazakhstani universities in the further integration of academic freedom in the framework of the Bologna process in a globalized educational space. Guided by the principles of academic mobility, a group of authors studied the experience of foreign universities in Europe and Asia, a number of necessary internal measures adopted in the Kazakhstan system of higher education are presented: reform of the higher education system in accordance with international standards and the requirements of the international educational space; modernization in higher education and its transition to a new economic level; access to a new level of the higher education system; the formation of a new political and business elite, the education of the modern young generation in the current conditions, coupled with the cultural heritage of the country; creation of new economic, social, political institutions. Improving the norms and principles of academic freedom will increase the interest of both students and the faculty of the university to participate in internal and external academic mobility, thereby increasing their competitiveness.

Keywords: Bologna process, higher education system, academic mobility, innovative technologies, competitiveness of education.

At this stage of development of the modern educational space, the Bologna process acts as a driving mechanism in the system of higher education. The study of the principles of the Bologna process makes a certain contribution to the ongoing discussions in Kazakhstan regarding the implementation of the principles of this process.

The relevance of the discussion of the Bologna process is not limited only to the field of higher education, since the higher education system is one of the forms of the globalization process, like international politics, planetary markets, the threat of international terrorism, and the world media. It is appropriate to designate the essence of the Bologna process as a vector of development of a planetary scenario plan, in which everything is interdependent: people, the media, information, communications, economics, etc., while the essence of any national identity is education, which is the basis of a modern civilized society.

Analyzing the documents of the Bologna process, the fact that it is not so much and not only about the globalized aspect in the field of the international cooperation system of higher education, but also about the globalization of world competition in general, is absolutely obvious. Of course, the fact that, in this way, each of the states wants to establish its “dominance” in the higher education system, to become one of the elite in this matter, and this is understandable.

When it comes to the Bologna process, it becomes obvious to consider the issue of harmonization of the higher education system, because the main tools in this process are: loans, transfers, ECTS, academic mobility, etc., all that primarily ensures the quality of education. All this contributes to the achievement of the main goal in the framework of the Bologna process - obtaining a high level and quality of education, and, of course, the free movement of students within the framework of academic mobility, is one of the main tools for implementing the Bologna process, which contributes to the achievement of these

goals. Вопрос гармонизации высшего образования вбирает в себя и вопросы национальной культуры, национальных традиций, ее особенностей и национальное многообразие.

“Higher education in Europe is characterized by a variety of languages, national systems, institutional types and characteristics, as well as the focus of curricula. At the same time, his future depends on his ability to use this valuable variety to effectively obtain positive results, not difficulties, to achieve flexibility, and not blur. Higher education institutions, at their core, seek to develop on the basis of convergence, especially with regard to common cross-border denominators in the field of teaching specific subjects. They also want to see diversity as an advantage, not a reason for direction or rejection. They are committed to achieving the minimum level of cohesion that is necessary so that their efforts do not fail because of too large discrepancies in the definitions and methods of applying loans, basic degrees and quality criteria.” [1]

Therefore, “the European space of higher education should be based on the European traditions of education, as public responsibility.” [2]

At the present stage of the development of the state, which is characterized by deep integration processes in all areas of social life, foreign language preparation is a significant medium that forms the consciousness of a person, his mobility in society, and the ability to freely enter the information space. But even under good conditions, the state and social value of foreign language training should be supported by its personality-oriented significance. The latter has a connection with the stimulated and motivated attitude of a particular person to the level of his own education in general, and foreign language training in particular. [3]

The theoretical substantiation of the problem of the formation of academic mobility of students as an integrative personality quality requires consideration of issues related to the historical prerequisites for the emergence of academic mobility as a social phenomenon and measures undertaken by the international academic community to maintain and develop it.

In the context of globalization of the modern world, the unification of Europe, aimed at the integration of all spheres of life in the European community, is accompanied by changes and transformations in the economic, social and cultural fields. During the formation of the common European space, the question is raised of the civil liability of national universities to society and their contribution to the consolidation of Europe. The Bologna process, as a reaction to the changing conditions and needs of a developing society in the field of education and science, brought together representatives of the European academic community to solve problems related to the competitiveness of the European educational system. As the most democratic and open movement within the framework of the integration of modern Europe, the Bologna process is aimed at the structural reform of European higher education systems at all its levels: European, national and institutional, with the aim of creating a single pan-European educational space.

To the question: why Kazakhstan signed the Bologna Declaration, one can answer this way: Kazakhstan has the same incentives in this direction with all states that have entered the Bologna process, it is the influence of globalized global processes that determine the planetary intellectual background and its main indicator - academic mobility . In today's intellectual space, much is achieved through computer technology, the Internet, etc., but at the same time, the living, real movement of students, graduate students, faculty from university to university in search of new knowledge and opportunities is achieved through academic mobility.

Consequently, academic mobility is a resource that is designed to form standardization, exchange, forms and formats, resulting in something in the form of a “human Internet”. Moreover, today, the Bologna process is that knowledge economy, which is the important link that forms production, which provides a direct return on investment. The economy of any state always requires high returns, transparency and internality in a competitive and sustainable aspect, and therefore, infusion and investment in the field of education are the main trends for the country's potential.

Kazakhstan has become not only a participant, but also a beneficiary of an international project. In the context of a single European higher education space, it becomes possible to identify priority conditions for countries in Europe and Kazakhstan, qualifications, introduce European alliances of higher education institutions and adapt curricula to the requirements of modern society, and increase interest in learning foreign languages.

Today, the Bologna process for Kazakhstan has become an important challenge in four areas: state, social, economic, cultural.

Of course, the Bologna process can be treated differently, but you cannot accept the fact that this global inevitability is no longer possible, it cannot be boycotted, ignored, you need to adapt to it, develop your own approaches and ways, taking into account national risks, etc. .

The intention to strengthen the prestige of European, and in general international, teaching by increasing competitiveness, attribute and attractiveness is one of the main goals stated in the Bologna Declaration and a condition for future development of both Europe and the whole modern world order as a whole.

In the framework of the Bologna process, universities, as centers of culture, knowledge and research, production and multiplication of knowledge, acquire a new function - the center of European integration. Regarding what, Andris Barblan described the university as "a place where the meaning of Europe is defined, as a concept in which Europe really makes sense" [4]. One of the global trends and the main element of the implementation of the principles and provisions of the Bologna reforms is the development of academic mobility of students, teachers and researchers. In this regard, one of the priority tasks formulated in the Bologna Declaration is to promote academic mobility by overcoming obstacles and effectively exercising the freedom of movement of students of teachers and staff. The London Communiqué (Conference of European Higher Education Ministers. London, 17-18 May, 2007) of the participants in the conference on higher education indicates that the mobility of teachers, students and graduates is one of the main criteria of the Bologna process, which creates accessibility for personal progress , the formation of an alliance between universities and people at the international level, thereby increasing the quality of education and research, laying the concept of "European space" in real life.

The importance and importance of academic mobility is shared by many domestic and Russian researchers of the Bologna process. So, for example, A.Yu. Slepukhin [5] relates the concept of academic mobility to forms of educational internationalization. According to G.A. Lukicheva [6], academic mobility is an important aspect of the western area of the higher education system, while the development of mechanisms of academic offsetting is a priority factor for the implementation of academic mobility.

Despite the fact that the problem of academic mobility is widely discussed by the academic community, the concept of "academic mobility" penetrated into the field of higher education and the consideration of issues related to the development of mechanisms for academic recognition as an element of mobility began several years before the signing of the Bologna Declaration.

For example, a two-stage education system in the countries of the Anglo-Saxon tradition appeared long before the signing of the Bologna Declaration; ECTS academic mobility technology was developed by the ERASMUS program from 1988 to 1996; NARIC is a network of national centers established in 1984 to assist in the recognition of ranks and to strengthen the integration of national educational systems, CERES; The Lisbon Convention on the Recognition of Qualifications was approved in 1997.

The stages of the history of European society, as well as the formation of the Bologna reforms, are a significant awareness of academic mobility and the promotion of reforms to the so-called pre-Bologna period.

The first stage (1971-1982) is characterized as a period with continuing cultural, social, economic and ethnic tensions and at the same time with the emerging possibility of a transition to a new European consciousness, in the formation of which, the main role was given to universities.

The draft program on joint actions in the field of higher education spoke about academic mobility as the main strategy for its development. The Office of Education, Research and Science, established in 1973, structured and systematized education within the European Community, with the aim of promoting the academic mobility of students, teachers and researchers. In 1976, the European Commission published the first Joint Study Program, which was a pilot project for the development of cooperation and student mobility in 500 universities and higher education institutions of the twelve member countries of the European Community.

The second stage of pre-Bologna reforms covers the period from 1983-1991. The orientation of higher education institutions on prospects is being improved, new approaches are being introduced to the evaluation of higher education, with a shift from the evaluation of activities to the evaluation of results. A

landmark event determining the future of Bologna reforms in higher education is the Magna Charta Universitatum, adopted on September 18, 1988, which reminded Europe of its “integrating function”.

The third stage of 1992-1999 is a period of awareness and implementation of such new working methods that are applicable. Dissatisfaction with the state of national and European higher education systems is growing.

Particular attention is paid, as one of the main conditions, to the creation of a single common European space at the above stages of the Bologna process’s history for the development of both mechanisms of academic recognition and the expansion of academic mobility.

At a special conference on June 19, 1999, the Ministers of Education of 29 European countries adopted the declaration “Zone of European Higher Education” or the Bologna Declaration.

According to the Prague Communiqué (Prague, May 19, 2001) of the European Education Ministers, the goal of academic mobility is to provide access to recognized knowledge centers for a wide range of education in the chosen field of study, to expand students' knowledge in all areas of European culture, and to foster a citizen’s feelings.

The expansion of the range of goals stated in the Bologna Declaration takes place later in the Bologna process at intergovernmental meetings in Prague (2001), Berlin (2003), Bergen (2005), London (2007), Leuven (2009). At each of these meetings, the problem of mobility was considered as one of the key issues and conditions for the development of the European Higher Education Zone.

In Prague in May 2001, at a meeting of a working group that made recommendations on the Bologna process, one of the stated goals is to promote the idea of mobility by overcoming obstacles. At the Berlin meeting in September 2003, questions were discussed regarding the development of mechanisms for academic recognition: the transition to a two-cycle structure of higher education, with clear differences in results, the improvement of the system of recognition of degrees and periods of study, the transformation of the ECTS system from transferable to cumulative, issuance of the Diploma Supplement, increased efforts to develop effective quality systems.

Education ministers in London in 2007 promised to follow the development of sponsorships and scholarships, insisting that the process of issuing visas and work permits should be simplified to remove obstacles to free movement. Full recognition of the time spent abroad was highlighted among the basic conditions for free movement. In the 2009 Leuven Communiqué of the Conference of European Ministers, the preamble says that “European higher education is facing major problems and new opportunities are opening up due to globalization and the acceleration of scientific and technological development with their new education providers, new students and new forms of education. Student-centered learning and mobility will help students build the competencies they need in a changing labor market and allow them to become active and responsible citizens ”[7].

In our opinion, the important thing is that in the Leuven communiqué, academic mobility is defined as one of the conditions conducive to the formation of general educational and professional competencies, which today are considered as a component of the content of higher education. In a Paris communiqué (Paris, July 5–8, 2009) at the UNESCO headquarters in Paris, participants in a conference on higher education reiterated the need to promote the academic mobility of students.

The development of ties in education mediated by globalization leads to the fact that the education system of one country becomes a part of the global educational space. These processes give rise to the possibility of increasing the academic mobility of teachers, researchers and students, as well as the promotion of the English language as “lingua franca”. There are opinions that “globalization in its cultural aspect carries the threat of the destruction of national languages. Therefore, one of the essential principles of uniting Europe (internationalization) is the provision on the preservation of the national identity of cultures or the principle of diversity ”[8].

- There is a clear separation of the concepts of globalization and internationalization. Thus, internationalization presupposes the existence of a world consisting of nation-states. When comparing the two terms, he defines internationalization as a phenomenon manifested in the "high" world of diplomacy and culture, and globalization as a phenomenon manifested in the "low" world of mass consumption and global capitalism.

- A number of necessary internal measures adopted in the Kazakhstan system of higher education, namely:

- reform of the higher education system in accordance with international standards and the requirements of the international educational space;
- modernization in higher education and its transition to a new economic level;
- access to a new level of the higher education system;
- the formation of a new political and business elite, the education of the modern young generation in the current conditions, coupled with the cultural heritage of the country;
- Creation of new economic, social, political institutions.
- Next, we list the external interests and benefits of Kazakhstan in the annex to the Bologna process:
 - priority is given to comprehensive dialogue formats with the European Union, with which Kazakhstan has fairly close and versatile forms of commonwealth in the field of culture and art, science, and education. The cooperation between Kazakhstan and the EU is based on common humanistic values, the desire to achieve the highest standards and manifestations of ethical morality, peace and creation, and in this aspect, the Bologna process is an important tool;
 - within the framework of integration and harmonization, the Bologna process in every way contributes to this;
 - The Bologna process also solves the global interests of Kazakhstan, which is able to take part in world competitive acts, giving it an international touch.

Considering the Bologna process from the perspective of globalization, integration and unification, we can identify the contradiction that takes place in the conditions of the modern classics of the world. Kazakhstan, preserving its cultural heritage, its educational identity, retains its own interests and individuality.

Of course, in order to maintain the integrity of the Kazakh academic school, it is necessary not to violate the unity of national culture and national educational traditions with the active influence of external standards of the Bologna process, to delicately adapt its standards. The Bologna process is the issue that has affected all aspects of the existence of Kazakhstan's modern society.

Thanks to the adoption of the Bologna official statement, official structures were further developed based on 2 working groups (large and small). The first group consists of one representative of each state that has signed this statement. The second group, which is also called as - the steering committee, concludes:

1. State members of delegations who represent the European Union during meetings of ministers of such countries as: Portugal, Finland, France, Sweden, Czech Republic, Germany, Norway).
2. Members of the Commission of the European Union.
3. A delegate from the Association of European Universities (EUA) and a delegate from the Confederation of EU Rectors Conferences. Representatives of non-governmental organizations that reflect university and student interests are invited to this meeting of 2 groups.

For this period of time, individuals, both legal and physical, with an ever-expanding number of participants take part in the Bologna process. This fact provides a chance for progressive success, however, does not guarantee the solution of issues that are aimed at achieving its goal. In some cases, the Bologna process is called the consulting process for the merger of politicians and suppliers, students and employers, this tandem can be represented in the form of representatives of the higher education system and as an international dialogue platform in all its manifestations and forms. To realize the satisfaction of the needs of users of higher education, relevant and adequate knowledge is required in an ever-changing, dynamically globalized, international educational space.

The main points in the Bologna process, according to international experts, is the activation of independent educational and accreditation agencies, lawful structures, since they are the main source of transformation. An important and significant aspect is the innovative dialogue platform between state structures, representatives of the higher education system, as recognized in the Bologna Declaration "... the decisive role of the educational community in the success of the Bologna process. Intergovernmental cooperation should be carried out in collaboration with "non-governmental European" organizations competent in the field of higher education. " It goes without saying that the government's expectation of higher education contains positive feedback and a responsible and focused attention to the implementation of the goals and objectives of the Bologna process. It can be stated with confidence that universities and

institutions, possessing a permanent opportunity to realize their far-sighted future in European countries, play an important role in the development and performance of the principle of the Bologna process.

• Consequently, top-level institutions are subjects in the formation of the implementation of the Bologna process, and not objects.

- The constructive agents of the reform are:
- Association of European Universities (EUA);
- The European Association of Universities (EATJ), established in Bologna in 2002;
- National Student Union in Europe (ESIB);
- European Association for International Education (EAIE);
- Confederation of Union of Rectors of the EU;
- Unions of the rectors of Denmark, Spain;
- Austrian Student Association;
- French National Foundation for Management Education (FNEGE);
- Association of Political Institutions of Finland;
- European Community for Engineering Education (SEFI);
- European Association of Higher Education Institutions, Colleges, Polytechnic Institutes and Higher Education Institutions of Professional Education (EURASHE);
- EU Directorate General for Education and Culture;
- University in the city of Salamanca;
- European Network for Quality Control Organization (ENQA);
- Working groups of the ENIC / NARIC network following the Bologna Declaration;
- and others. [9]

European Credit Transfer System (ECTS) – a tool for the unification of credit units in the implementation of academic mobility - is one of the main problems in the system of international educational space. To implement this procedure, a long period of time will be required, since universities and institutes located in the same territorial space can confidently format similar projects in several specialties at once. This procedure requires a large financial resource, thoroughness for its implementation, and therefore, it is necessary to distribute this work into several stages with a frequency of 3-4 years to propose new projects in more than 10 specialties for testing in an experimental format at university faculties. To select a specialty, you can offer the following format: logic, philosophy, linguistics, physics, computer science, history, chemistry, etc., this format will help solve a global problem in the hope of gaining experience at leading universities to create advisory and expert committees under these universities.

It is safe to say that such a procedure should be uniform for all specialties in accordance with the requirements of the Bologna process. The Kazakhstan commission will have to accumulate them taking into account generally recognized European standards, and adapt European standards to Kazakhstan. With regard to graduation certificates with the correct design of inserts for them is not a problem for the Kazakh higher school.

During the transition of the Kazakhstan system of higher education, all the requirements of the Bologna process were observed, which reflected the geopolitical goals and objectives of the higher education system.

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АКАДЕМИЯЛЫҚ ҰТҚЫРЛЫҚ – ЖОО-НЫҢ БӘСЕКЕГЕ ҚАБІЛЕТТІЛІК ФАКТОРЛАРЫНЫҢ БІРІ

Аннотация. Бұл мақалада қазіргі позициясы зерттеледі Қазақстандық жоғары оқу орындарының одан әрі ықпалдасу академиялық еркіндік шеңберінде " Болон процесі жағдайларында глобализированного білім беру кеңістігін. Академиялық ұтқырлық қағидаттарын басшылыққа ала отырып, авторлар тобы Еуропа мен Азия елдеріндегі шетелдік жоғары оқу орындарының тәжірибесін зерделеп, жоғары мектептің қазақстандық жүйесінде қабылданған бірқатар

кажетті ішкі шаралар келтірілген: әлемдік стандарттарға және халықаралық білім беру кеңістігінің талаптарына сәйкес жоғары білім беру жүйесін реформалау; жоғары білім беруді жаңғырту және оның жаңа экономикалық деңгейге көшуі; жоғары білім беру жүйесінің жаңа деңгейіне шығуы.; жаңа саяси және бизнес элитаны қалыптастыру, қазіргі жағдайда елдің мәдени мұрасы бар купеде қазіргі жас ұрпақты тәрбиелеу; жаңа экономикалық, қоғамдық, саяси институттарды құру. Академиялық еркіндіктің нормалары мен принциптерін жақсарту ЖОО студенттерінің, сондай-ақ профессорлық-оқытушылар құрамының ішкі және сыртқы академиялық ұтқырлыққа қатысуға қызығушылығын арттыруға мүмкіндік береді, сол арқылы олардың бәсекеге қабілеттілігін арттыруға мүмкіндік береді.

Түйін сөздер: Болон үдерісі, жоғары білім беру жүйесі, академиялық ұтқырлық, инновациялық технологиялар, білім берудің бәсекеге қабілеттілігі.

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АКАДЕМИЧЕСКАЯ МОБИЛЬНОСТЬ КАК ОДИН ИЗ ФАКТОРОВ КОНКУРЕНТОСПОСОБНОСТИ ВУЗА

Аннотация: В данной статье исследуются современные позиции Казахстанских вузов в дальнейшей интеграции академической свобода в рамках Болонского процесса в условиях глобализованного образова-тельного пространства. Руководствуясь принципами академической мобильности, группа авторов изучили опыт зарубежных вузов в странах Европы и Азии, приведены ряд необходимых внутренних мер, принятых в Казахстанской системе высшей школы: реформа системы высшего образования в соответствие с мировыми стандартами и требованиями международного образовательного пространства; модернизация в высшем образовании и переход ее на новый экономический уровень; выход на новый уровень системы высшего образования; формирование новой политической и бизнес элиты, воспитание современного молодого поколения в нынешних условиях в купе с культурным наследием страны; создание новых экономических, общественных, политических институций. Улучшения норм и принципов академической свободы позволит повысить интерес, как студентов, так и профессорско-преподавательского состава вуза к участию во внутренней и внешней академической мобильности, тем самым повышая их конкурентоспособность.

Ключевые слова: Болонский процесс, система высшего образования, академическая мобильность, инновационные технологии, конкурентоспособность образования.

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