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**MODERN TRENDS IN IMPLEMENTATION
ACADEMIC FREEDOM**

Abstract. This article discusses modern trends in the implementation of academic freedom, presents factors for increasing the level of academic mobility. The distinguishing criteria of a number of joint educational programs are considered: accreditation, franchising, validity, joint and double diplomas. The main prerequisites for the introduction of academic mobility and the need for its implementation have become globalized and integrated processes that have a significant impact on the course of the modern world order, which entail significant and effective changes and challenges for all aspects of the social structure, including the higher education system. This will increase competitiveness and the development of human capital by providing affordable quality education for the stable development of the economy in order to achieve the highest level of education in higher education institutions that will satisfy the needs of the modern market.

Key words: academic mobility, educational programs, mobility, innovative technologies, competitiveness of education.

The modern space of higher education is transformed under the influence of globalization, integration processes, modernization of the world education system.

The academic mobility of students and teachers is a complex and complex process designed to solve the problems of introducing international integration into the higher education system and raising the level of higher education institutions.

The leading world countries annually host a large number of students under academic programs, for example, the United States of America - 35%, Germany - 21%, Great Britain - 17%, France - 11, Australia - 10%, Japan - 9%.

Consequently, academic programs are the main drivers and motivation among university graduates for their further employment.

It should be noted that the main factors in the importance of increasing the level of academic mobility are, first of all:

- quality assurance of training programs: academic programs provide an opportunity to increase educational competence, choose a learning path according to an individual plan, and gain new knowledge in the field of innovative technologies;

- An adequate psychological and pedagogical state of students traveling by external academic mobility;

- intercultural communication: academic mobility allows you to strengthen knowledge in the field of intercultural and cross-cultural space, the signatory countries of the Bologna Declaration contribute to the development and strengthening of cultural relations of participants in academic programs;

- Academic exchange helps to improve the quality of education and the desire of universities to be ranked in the international educational space. It is important to note that university rankings are aimed not only at the audience of applicants, but also at the parent, including employers, sponsors, professional communities, investors, etc.

It is obvious that the increase and strengthening of academic mobility contributes to the further attractiveness of European education, which is indicative of the modern integration process of the higher education system.

The presence of students, undergraduates, doctoral students in universities participating in academic programs contributes to attractiveness and higher university ratings, which, of course, has an effect, in general, on improving the level of education.

One of the most important areas of training reform in the framework of the Bologna process is the development and use of qualifications frameworks. At the 2003 Ministerial Conference in Berlin, the ministers of the Bologna process agreed to develop a European qualifications framework.

When introducing academic mobility, one of the integral psychological and pedagogical integrative factors, in the learning process, it is necessary to identify and analyze the complex of psychological and pedagogical conditions, so to solve this issue, it should be determined which psychological paradigm is a priority at the present stage of development of society in higher education system.

In the international educational space over the past decades, in particular, in European countries, new features of world cooperation in the university system have gained special popularity. We are talking about constantly implemented and developing joint programs of the higher educational system, in which partner universities adapt their own common standards and criteria with regard to the implementation of targeted educational programs, curricula, curricula and assignment of degrees. Such educational programs are new levels of the international university community, in the process of which interpenetration, integration and interaction occur in both the scientific and educational systems. Such innovations are a certain synergy in the educational, cultural spheres that contribute to the quality, attractiveness and competitiveness of the entire system of higher education.

Consider a number of joint educational programs, which are distinguished by such criteria as: accreditation, franchising, validity, joint and double diplomas. [1]

So, we will analyze the criteria:

1. Accreditation is one of the forms of cooperation that is implemented on a commercial basis, consists of commercial profits, in which the university confirms the quality of the educational program of the partner institution through its requirements for the quality of education. Accreditation consists of the recognition, confirmation procedure, is accompanied by the issuance of an educational document, to a graduate of a partner university, through the recognition of educational documents. Such experience of international recognition contributes to the financial flow from one university to another, but at the same time there are risks of devaluation of educational standards, which is the reason why universities do not risk introducing validation and accreditation.

2. Franchising is a requirement for the quality of academic programs, is a form of educational cooperation and consists in transferring one university to another the right to implement its educational program, while retaining its right to control: admission of documents, passing entrance exams, issuing an educational document.

3. The program of double and joint diplomas is the most significant high form of academic cooperation, widespread in Europe and in the world. The prerequisites for the implementation of double and joint diploma programs is a fairly high level of correlation of the quality of training programs, comparability to international education standards, which is essential for the formulation and implementation of such tasks:

organization of educational programs, including: the criteria for training and assessment, the curriculum, the standards of educational courses;

- recognition of educational results obtained at a partner university, guaranteeing the implementation of academic mobility as a necessary educational regulation;
- organization of a single administrative management;
- obtaining a joint educational document (diploma) at the end of the learning process.

In general, the importance and invalidity of joint educational programs, in its European context, is governed by a number of challenges that participants in these programs receive in the form of offset bonuses:

- participants in joint programs have a number of extra opportunities for obtaining a future profession, developing a new worldview, gaining international educational experience in social, academic forms,

which gives them opportunities to expand their professional and career growth, profitable demand for participation in the labor market, and even , and not long-term, but qualitatively new, for itself correlation to the concept of “European citizenship”;

- faculty within the framework of joint educational programs have prospects in terms of improving their qualifications, establishing professional long-term mutually beneficial contacts, long-term cooperation with colleagues in the research plan to realize their long-term scientific educational research prospects;

- universities, in turn, have the opportunity to receive added value in the form of attractive, better education programs, increased academic prestige through perceptual ways of cooperating with foreign universities in completely different fields, and ultimately, universities will be able to increase their reputation and be competitive - capable in the national and world educational space.

The initiators of joint educational programs, as you know, are universities that independently decide on an agreement on the implementation of programs in subject areas, such as: international law, business education, economics, engineering, management and so on. With regard to such educational areas as: architecture, medicine, nano-technology, biotechnology, the university needs coordination and regulation by state bodies.

As practice shows, joint educational programs are most often carried out on PhD and Master programs, at the undergraduate level they are offered and implemented in smaller volumes.

It is worth noting that multilateral educational programs, as a rule, were an example of the organization of bilateral cooperation between universities.

The organization of joint educational programs, in recent years, has been undergoing significant acceleration thanks to all kinds of support from international educational foundations and foundations, which, according to long-distance experts, helps peripheral universities to meet higher education institutions in the capital. At the same time, the activities of these universities are associated with a number of not only organizational problems, which are a consequence of the uneven requirements of international educational structures, but also psychological and pedagogical ones, in particular, such as:

- tuition fees;
- recognition of degrees;
- quality control and its provision;
- the effectiveness of the administrative resource;
- the effectiveness of total management;
- tracking students at universities in different countries;
- adequate psychological and pedagogical state of students.

The obvious and significant problem of implementing joint educational programs and double diplomas is the importance of expanding the university base and financial costs, they are much financially costly in comparison with conventional educational programs, this is, first of all, international economic mobility and administration. Practice shows that those financial costs that are covered by students lead to a deepening of inequality among student participants to whom such programs may be available, to one degree or another.

To overcome this critical situation, it is possible to offer solutions such as:

- expansion of the partnership base, search for financial resources;
- interaction in the search for financial resources, not only government agencies, but also the private sector;
- opportunities for a list of financial sources, through relaxation, recognition of joint educational programs and equalization of degrees;
- fixing a financial resource for the implementation of joint educational programs, to support general academic mobility.

Of course, the success of the implementation of joint educational programs depends, as a rule, on solutions to the recognition of joint diplomas at the state and international level.

The signed agreements and agreements within the framework of joint programs are governed by issues related not only to international academic mobility, but also in general, to the organization of the educational process. As you know, the procedure for awarding degrees is regulated by university

agreements, but not by legislative bodies, this phenomenon borders on the lack of national policy and legislative documents.

As a result, difficulties associated with legal, legislative recognition and agreements in terms of cooperation entail a number of problems in issuing diplomas at the end of educational programs. In order to avoid such critical situations, it is important to make significant changes to legislative documents at the national level, which was proposed by the educational community bodies of the European educational space.

Today, the trends in the implementation and implementation of joint programs are such that they are trying to build solutions in certain scales and formats. Kazakhstani joint educational programs in Kazakhstani universities with foreign partner universities have not yet become fully instruments of long-term state educational agreements, since they are initiated only by universities that independently establish cooperation with their chosen foreign universities.

It is worth noting that the main problems in monitoring educational programs were not enough presence of complex and systematic information about the administrative resource, and sometimes the sites of these universities were the reason. The following critical situation is connected with a number of terminologies and determinants of programs, when the curriculum, characteristics of these programs, documents on academic mobility are not clearly worded and are still in the development stage, which leads to the fact that for the most part joint educational programs are understood as international agreements in the form of agreements and contracts between universities.

Currently, in Kazakhstan, joint and double diploma programs are presented in the form of close cooperation between universities for future integration into the global educational space. One of the main tasks to achieve an international level in cooperation with leading universities in Europe and America, namely, the comparability of their own educational programs, curricula, curricula, training courses, teaching and accreditation technology, is the creation of joint and double diplomas in such specialties, as: a block of socio-economic disciplines, business education, management, and so on, which is a criterion for their world competitiveness and international recognition. It is safe to say that all these programs have become important aspects in the implementation of the basic principles of the Bologna process, and in this regard, it can be argued that assessing the effectiveness and attractiveness of educational joint programs comes from solving common problems posed to its participants and are cornerstone characteristics .

The academic mobility of the faculty and students, which is key in the European understanding, includes all the elements of a joint educational program, which leads to a joint educational document, determines the directions of exits, regulations and volume for students who have taken the opportunity to obtain a second diploma, and teachers have the opportunity to receive retraining and advanced training. The reality in Kazakhstan is such that the reverse academic mobility of teachers and students from foreign universities in Kazakhstan is not carried out in such a large volume, and in connection with this, the term that characterizes this particular mobility as “asymmetric mobility” has recently been applied.

Consider the academic mobility of the faculty in more detail. In our opinion, the asymmetry of teachers' mobility, being a reflection of the transitional stage of the exit of joint educational programs of Kazakhstani universities with foreign ones, should achieve such interaction with foreign universities that there is an adequate comparability to the quality and technology of the educational process. This process will serve as a closer contact in the framework of joint programs of Kazakhstani universities of students from Europe in the future, which will lead to the creation of a special intellectual flow. In practice, Kazakhstani universities set themselves the solution of issues by the recognition procedure, by the enormous expenditure of forces, time, resources. In order to radically improve this situation with a minimum loss of all costs, it is necessary to use educational loans in accordance with international educational standards.

For the higher education system, in order to expand Kazakhstan's higher education, the key is to enter new markets, attract worthy, promising students, strengthen their positions, recognize and validate diplomas in the labor market in Kazakhstan, create an enabling field for scientists, researchers, faculty . In the Kazakh system of higher education, together with foreign universities, the primary task is to organize the recognition of diplomas and educational documents in the international De-Facto format. To strengthen academic recognition, interaction and consolidation with foreign universities, increase the competitiveness and quality of educational programs, it is necessary to create new perspectives. With

regard to improving the quality of academic staff and the quality of teaching, strengthening its position in the markets of educational services on a global scale, all the necessary prerequisites have been created in terms of exporting educational opportunities.

As experience shows, the productivity of organizing and introducing contact points and centers of the accreditation system in universities, the role of which is played by joint educational programs and double diplomas, international educational cooperation is formed by involving a large number of students, faculty, managers, administrators.

All this contributes to the fact that students have the opportunity to additionally master the necessary prospects in their future profession, have vast experience in the socio-cultural layer, as well as guarantees for possible professional demand on a national, European, and global scale.

For the Kazakh system of higher education in the development of academic programs, it is necessary to focus on the use of such measures as:

- improvement and implementation of educational programs for the study of foreign languages before the start of academic mobility, passing tests IELTS, TOEFL, GMAT, CAE, etc.,
- expanding the information field on academic mobility, academic exchange programs for students and faculty, in general, information about the Bologna process and participating countries;
- Organization and management of a system for financial support of academic mobility through the participation of students in international, national grant programs, with the involvement of sponsors, employers, foundations, public and private partners, etc.
- creating conditions for students to travel to partner universities, increasing the number of students in the framework of the academic program, developing and strengthening scientific, educational, research, cross-cultural ties with universities participating in academic mobility;
- development and promotion of the status of not only the faculty, but also of all services, including the entire academic staff of the university, is necessary.

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ІСКЕ АСЫРУДАҒЫ ЗАМАНАУИ ТРЕНДТЕР АКАДЕМИЯЛЫҚ ЕРКІНДІК

Аннотация. Бұл мақалада заманауи трендтер іске асыру академиялық еркіндік берілген факторлар деңгейін арттыру, академиялық ұтқырлық. Бірқатар бірлескен білім беру бағдарламаларының ерекше белгілері қарастырылды: аккредиттеу, франчайзинг, валидность, бірлескен және қос диплом. Академиялық ұтқырлықты енгізу және оны іске асыру қажеттілігі үшін негізгі алғышарттар қазіргі заманғы әлемдік тәртіптің барысына елеулі әсер ететін жаһанданған және интеграцияланған процестер болды, бұл қоғамдық тәртіптің барлық аспектілері үшін, оның ішінде жоғары білім беру жүйесіне маңызды және пәрменді өзгерістер мен сын-қатерлерге әкеп соғады. Бұл қазіргі заманғы нарықтың қажеттіліктерін қанағаттандыратын жоғары оқу орындарында білім берудің ең жоғары деңгейіне қол жеткізу үшін экономиканың тұрақты дамуы үшін қолжетімді сапалы білім беруді қамтамасыз ету жолымен бәсекеге қабілеттілікті арттыруға, адами капиталды дамытуға мүмкіндік береді.

Түйін сөздер: академиялық ұтқырлық, білім беру бағдарламалары, ұтқырлық, инновациялық технологиялар, білім берудің бәсекеге қабілеттілігі.

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СОВРЕМЕННЫЕ ТРЕНДЫ В РЕАЛИЗАЦИИ АКАДЕМИЧЕСКОЙ СВОБОДЫ

Аннотация: В данной статье рассмотрены современные тренды в реализации академической свободы, представлены факторы повышения уровня академической мобильности. Рассмотрены отличительные критерии ряда совместных образовательных программ: аккредитация, франчайзинг, валидность, совместные

и двойные дипломы. Основными предпосылками для внедрения академической мобильности и необходимости её реализации стали глобализированные и интегрированные процессы, оказывающие существенное влияние на ход современного миропорядка, что влекут значимые и действенные изменения и вызовы для всех аспектов общественного уклада, в том числе и на систему высшего образования. Что позволит повысить конкурентоспособность, развитие человеческого капитала путём обеспечения доступного качественного образования для стабильного развития экономики, чтобы достичь наивысчайшего уровня образования в высших учебных заведениях, которые будут удовлетворять потребности современного рынка.

Ключевые слова: академическая мобильность, образовательные программы, мобильность, инновационные технологии, конкурентоспособность образования.

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