



ACADEMIC MOBILITY AS AN INTEGRAL COMPONENT OF UKRAINE'S INTEGRATION INTO THE MODERN EDUCATIONAL SOCIETY

MOBILIDADE ACADÊMICA COMO COMPONENTE INTEGRAL DA INTEGRAÇÃO DA UCRÂNIA NA SOCIEDADE EDUCACIONAL MODERNA

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ABSTRACT

Objective: This article explores the development of academic mobility in Ukrainian universities, emphasizing its role in integrating Ukraine into the global educational community. It aims to establish a model based on a cross-cultural approach to enhance students' readiness for academic mobility.

Methods: The research employs a cross-cultural approach to analyze the educational processes at a pedagogical university. It integrates theoretical and empirical methods, including retrospective analysis, synthesis, and a pedagogical experiment, to develop and test a model of academic mobility.

Results: The study identifies socio-historical and socio-cultural prerequisites for academic mobility in Ukraine. It proposes a comprehensive model for fostering academic mobility through cross-cultural education, aiming to enhance students' mobile competence and readiness for international educational environments.

Conclusion: The cross-cultural approach effectively prepares students for global academic challenges, promoting a deeper integration of Ukrainian higher education into the international community. The model developed not only addresses the academic aspects but also emphasizes the socio-cultural adaptation necessary for students' success in global settings.





Keywords: Academic Mobility; Students; Educational Process; University; Technological and Methodological Support.

RESUMO

Objetivo: Este artigo explora o desenvolvimento da mobilidade acadêmica nas universidades ucranianas, enfatizando seu papel na integração da Ucrânia na comunidade educacional global. O objetivo é estabelecer um modelo baseado em uma abordagem transcultural para melhorar a prontidão dos estudantes para a mobilidade acadêmica.

Métodos: A pesquisa emprega uma abordagem transcultural para analisar os processos educacionais em uma universidade pedagógica. Integra métodos teóricos e empíricos, incluindo análise retrospectiva, síntese e um experimento pedagógico, para desenvolver e testar um modelo de mobilidade acadêmica.

Resultados: O estudo identifica os pré-requisitos sócio-históricos e socioculturais para a mobilidade acadêmica na Ucrânia. Propõe um modelo abrangente para fomentar a mobilidade acadêmica através da educação transcultural, visando aprimorar a competência móvel dos estudantes e a prontidão para ambientes educacionais internacionais.

Conclusão: A abordagem transcultural prepara efetivamente os estudantes para os desafios acadêmicos globais, promovendo uma integração mais profunda do ensino superior ucraniano na comunidade internacional. O modelo desenvolvido não apenas aborda os aspectos acadêmicos, mas também enfatiza a adaptação sociocultural necessária para o sucesso dos estudantes em contextos globais.

Palavras-chave: Mobilidade Acadêmica, Estudantes, Processo Educacional, Universidade, Suporte Tecnológico e Metodológico.





1 INTRODUCTION

Education is an important value of world culture, which is due to the peculiarity of the individual as a person. To meet the human need for education, the state creates its various forms, including with an emphasis on the individualization of training. The main idea of modern education is to create a system that allows for the formation of both competencies, thanks to which it will be possible to constantly acquire and replenish knowledge, and the development, improvement and self-realization of the individual throughout life. A systems approach in education provides the ability to predict the behavior of a modeled object in certain socio-cultural conditions, modify and modernize its structural elements to achieve the most effective result. In achieving the goals of modernizing the Ukrainian education system, an important role is played by the academic mobility of students and teachers, thanks to which, according to the ideas of the Bologna Process, inter-university ties are strengthened, cooperation in the academic environment is developing, intellectual capital is exchanged, new research centers, educational programs and educational technologies are created.

But the goal of academic mobility should not be only the fact of studying at a university. The main goal of student academic mobility is the acquisition by the future graduate of mobile competence, which is an important component of the professional competence of the personality of the future specialist in the pedagogical sphere.

In the system of pedagogical education, one of the significant problems can be called the insufficient formation of the above-mentioned mobile competence, which includes, according to our model, foreign language communicative, cross-cultural, media and adaptive competences.

Speaking about the insufficient formation of mobile competence, we mean precisely cross-cultural and adaptive competences due to the complexity of their formation in universities in the absence of a controlled cross-cultural educational environment.

The above actualizes the problem of organizing academic mobility of students in Ukrainian higher education institutions.

An analysis of scientific literature on the organization of academic mobility in the university environment showed that the research is conducted in various conceptual planes, in particular: (Ambra, F., Ferraro, F. Girardi, F. Iavarone, M., 2020), (Awe, O.A. And Church, E.M., 2020), (Beauchamp, G., 2004), (Bingimlas, K., 2009), (Burkšaitienė,





N., 2018), (Charalambos, V., 2014), (Cooper, J.R., 1998), (Mtawa N., Masanche Nkhoma N., 2020).

At the same time, the issues of theoretical-methodological and methodological-technological support for a cross-cultural approach to organizing the process of developing academic mobility of students at a pedagogical university have not been sufficiently reflected in the scientific literature, which made it possible to identify the existing contradictions at the following levels:

- socio-philosophical - between the growing manifestation of cross-cultural characteristics in Ukraine and global society and, consequently, in the field of higher education and the lack of systematic socio-pedagogical activity to form a new consciousness (worldview) in students that would promote a positive perception (acceptance) of the ongoing socio-cultural changes in the world community (Crawford, J. Butler-Henderson, K. Rudolph, J. Malkawi, B. Glowatz, M. Burton, R., Magni, P., Lam, S., 2020);

- theoretical-methodological - between the need to develop a universal theory of academic mobility of students at a pedagogical university and the insufficient development of its theoretical-methodological foundations (González-Zamar, Mariana-Daniela & Abad-Segura, E. & Meneses, E. & Gómez G., 2020);

- socio-pedagogical – between the increasing demands on the personality of a bachelor of pedagogical education, the quality of his professional and pedagogical competence, including the formation of his mobile competence, and insufficient attention, both from the management of the pedagogical university and the entire teaching staff to the fulfillment of these requirements (Iqbal, T., 2020);

- scientific and pedagogical – between the need to create (develop) a cross-cultural educational environment in a pedagogical university that ensures confident social adaptation and integration of participants in the process of academic mobility in a globalizing society, and the absence of both a unified understanding of its necessity, and the lack of development of theoretical foundations for solving this problem (Škobo, M., Đerić-Dragičević, B., 2019);

- scientific and methodological – between the demand by society for highly qualified mobile personnel in the pedagogical sphere, ready for effective professional activity in the formation of cross-cultural competence, and the insufficient development of methodological and technological support for the preparation of future teachers in a cross-cultural educational environment (Marek, M. & Wu, Wen-Chi & Chew, Chiou Sheng, 2020).





2 METHODS

The object of the study is the educational process of a pedagogical university.

The subject of the study is the process of developing academic mobility of students of a pedagogical university based on a cross-cultural approach.

The purpose of the study is to develop, theoretically substantiate and experimentally test the concept of developing academic mobility of students of a pedagogical university based on a cross-cultural approach.

Conceptual idea of the study. Building a system of preparing students for participation in the process of academic mobility in a pedagogical university requires updating the cross-cultural approach to organizing a holistic educational process, which involves strengthening the cross-cultural component in the content of professional pedagogical education and theoretical and methodological support for the implementation of the educational process in the created cross-cultural educational environment. This approach is designed to ensure a cross-cultural orientation of the entire professional training of students of a pedagogical university, to create favorable conditions for the formation of the personality of a bachelor of pedagogical education with a high level of readiness for academic mobility.

The methodological basis of the study consists of: philosophical provisions on the mutual determination of the development of man, society and the world; scientific ideas, concepts and provisions of philosophical and pedagogical anthropology on man as a subject and personality; modern ideas of the dialectic of the formation and development of personality; provisions on the humanistic, cultural, subjective functions of the educational process; ideas on the axiological, subjective and individually creative determination of the components of the spiritual culture of the individual.

Theoretical: retrospective analysis and synthesis, comparison, generalization, modeling, design, forecasting, etc. Empirical: observation, conversation, interview, questionnaire, testing, expert assessment method, method of generalizing independent characteristics, pedagogical experiment, methods of mathematical statistics.

3 RESULTS AND DISCUSSIONS

Effective preparation of students for academic mobility in a pedagogical





university is largely determined by a cross-cultural approach. This ensures a cross-cultural focus on the development of the system of professional education of future teachers. Such development can be quite effective if:

- professional training of students of a pedagogical university is of a systemic cross-cultural nature, stimulating the formation of a mobile personality of a future teacher;
- the system of professional training of students is focused on the creation (development) of a special cross-cultural educational space that ensures the social and pedagogical continuity of the activities of all divisions of educational organizations that form an active personality of a bachelor with a high level of readiness for academic mobility;
- the content of professional education is aimed at stimulating the student's awareness of himself as a future teacher, capable of realizing himself in teaching and upbringing schoolchildren, taking into account the cross-cultural approach;
- the technology of developing academic mobility of students based on a cross-cultural approach is built in stages, starting from the first year, covering various areas of the university's activities (academic, scientific, educational, international, career guidance, etc.);
- the teaching staff of the pedagogical university actively participates in the process of academic mobility, which contributes to its motivation to develop academic mobility of students based on a cross-cultural approach;
- the necessary social and pedagogical conditions for the formation of students' readiness for academic mobility are created and maintained.

The results of the article are as follows:

1. The necessity of developing academic mobility is substantiated, which is caused by the following factors:
 - a) historical and pedagogical (formation of the state, Ukrainian nationality and Ukrainian language, adoption of Christianity, emergence of state policy in the field of education);
 - b) normative and legal (regulation of educational activities taking into account Ukraine's entry into the Bologna process);
 - c) educational (globalization, internationalization, export of education).

Academic mobility is a process of integration of Ukrainian higher education into the global educational space to solve the problem of understanding the features of interacting cultures represented by participants in the process of academic mobility with





the aim of promising solutions to the problems of development and existence of human civilization. One of the tasks of academic mobility is professional training of a teacher with mobile competence. 2. The significance of integrating systemic, cultural, interdisciplinary, axiological, and competence-based approaches with the leading role of the cross-cultural approach for developing the process of academic mobility in Ukrainian universities has been revealed. The product of such integration should be a cross-cultural educational environment of the university.

The creation of a cross-cultural educational environment in a pedagogical university is caused by: a) the processes of globalization and internationalization in the world, the social order of society to prepare a successful professional characterized by mobility, readiness for change, responsibility and independence in decision-making, and the ability to perform non-standard work actions; b) the demand for training future teachers to participate in the process of academic mobility; c) the need to develop the mobile competence of a teacher; d) the state task of exporting Ukrainian education.

3. The methodological foundations of the concept for developing academic mobility of students of a pedagogical university based on the cross-cultural approach have been developed. The cross-cultural approach is a set of principles that determine the strategy of training and education, taking into account the national and cultural characteristics of the participants in the educational process. Cross-culturality calls for understanding and studying one's native culture, and through the common and the different enriches interacting cultures. The following patterns of the pedagogical process are identified, aimed at forming the readiness of the personality of the future teacher to participate in the process of academic mobility: a) dependence of the level of readiness of the personality of the future teacher to participate in the process of academic mobility on the regulated involvement of the student in the educational process and on the experience of staying in another country; b) dependence of the level of development of the personality of the future teacher on value attitudes, knowledge, skills and abilities acquired in the process of professional training; c) dependence of the formation of the student's readiness for academic mobility on the focus of teachers on the conscious formation of his/her mobile competence; d) dependence of the student's readiness for academic mobility on the motivation and directed activity of the student himself/herself; d) dependence of the formation of mobile competence on real intercultural interaction in the university environment and in another culture.

The principles of development of academic mobility of students of a pedagogical university based on a cross-cultural approach are defined: the principle of





systematicity, the principle of consciousness and activity, the principle of the connection of theory with practice, the principle of accessibility, the principle of socio-cultural orientation, the principle of dialogicity, the principle of taking into account age and individual characteristics, the principle of value orientation, the principle of scientificity, the principle of tolerance.

4. A model for the development of academic mobility of students of a pedagogical university has been designed based on a cross-cultural approach, represented by the determining, procedural, resultative and receptive stages. Managerial, content-technological and methodological support for the model has been developed. A new element has been defined, structured and included in the professional pedagogical competence of a teacher - mobile competence, which refers to the basic competencies reflecting the specifics of professional (pedagogical) activity. The constructed complex composition of mobile competence reflects the requirements of modern global society for the quality of professional training of a teacher. 5. A technology for developing academic mobility of students of a pedagogical university has been designed based on a cross-cultural approach. It is distinguished by its conceptual nature (theories, patterns, principles, mechanisms), analytical nature (identification of a management problem in order to set objectives), predictive nature (development of management actions in relation to the prospects for developing academic mobility), planned nature (development of a plan of educational and upbringing events for the development of academic mobility), motivation (management of motivation of students, teachers, administration), meaningfulness (organization of the educational and upbringing process), monitoring (control over the implementation of the educational and upbringing process, diagnostics), and effectiveness (analysis of the results obtained, formulation of conclusions). The meaningful stage of the technology is characterized by a comprehensiveness of measures covering various areas of activity (educational, scientific, educational, international; competitive events, advanced training courses, interaction with educational institutions of the constituent entity of the federation) in teacher training.

Forms of academic mobility can be divided on the following grounds: by the type of organization of the educational process - real (organized and spontaneous), virtual and mixed mobility; by the period of study in a foreign educational institution - vertical and horizontal mobility; by the place of organization of the educational process - international and interuniversity mobility.

The conducted analysis of the experience of universities of Ukraine shows that





incoming and outgoing academic mobility of students allows solving a number of educational problems: internationalization of higher education and cultural integration of young people from different countries; improving proficiency in a foreign language; acquaintance with the culture of another country, the peculiarities of the mentality of another nation, acquiring experience of living in a different community; creation of conditions for cross-cultural learning and development of students.

Nevertheless, serious obstacles to the development of academic mobility are: the absence of a national structure at the state level; the unplanned nature of this process; the lack of development of the theoretical and methodological foundations of academic mobility, special mechanisms for its implementation, legal norms; insufficient funding with high travel and accommodation costs; poor knowledge of foreign languages.

Ultimately, the task of developing academic mobility is the responsibility of each individual university, where it is necessary to create conditions that intensify this process. We include the following conditions in our list:

1. Creating a cross-cultural educational environment that motivates students to study a foreign language for the purpose of actually using it in a foreign-speaking country; allowing them to learn the peculiarities of another culture and mentality in communication with foreign students; forming intercultural tolerance through training organized for students and the use by students of knowledge gained in the process of joint study with foreign students.

2. Financial support for teachers and students - participants in the processes of incoming and outgoing mobility. The forms of subsidization can be direct (payment for travel, accommodation, per diem, organizational fees for the publication of scientific papers) and indirect (providing free accommodation in university dormitories, free education for foreign students, providing medical insurance, etc.).

Summarizing the study of the state of academic mobility in domestic universities, comparing the dynamics of this process with foreign universities, it can be stated that the socio-cultural factors in the formation of student mobility in Ukraine were: a) regulatory and legal prerequisites (regulation of educational activities taking into account Ukraine's entry into the Bologna process); b) educational prerequisites (globalization, internationalization, export of education).

The scientific idea of a cross-cultural approach in professional education of students of a pedagogical university is the implementation of a targeted educational process that a) ensures an individual's understanding of cultural universals that





facilitate the study of the characteristics of different cultures, as well as possession of background knowledge and methods of cross-cultural communication inherent in the studied cultures, b) contributes to the formation of mobile competence as a complex multi-component structure necessary for a future teacher in his professional activity.

A cross-cultural educational environment created in a pedagogical university to form the readiness of a future teacher for academic mobility is defined as a set of conditions that facilitate the development of student mobility, their identification for a better understanding of the values and traditions of culture, enrichment with other cultures, as well as taking into account the national and cultural characteristics of the participants in the educational process.

The methodological foundations of the concept of developing academic mobility of students of a pedagogical university based on a cross-cultural approach include: general systems theory (includes a heterochronic analysis of the education system based on a cross-cultural approach); Pedagogical theories and education management systems (contain approaches to understanding the essence of educational system management in terms of internationalization of professional pedagogical education); theories of social change (demonstrate the connection between the processes occurring in the system of internationalization of a pedagogical university); ethnographic and ethnosociological theories (define aspects of the target and substantive components of the development of academic mobility of students of a pedagogical university), theories of the development and functioning of a multicultural society (substantiate the thesis about the value of any national culture and the conditionality of the harmonious development of the individual in the global space by understanding and respect for national cultural meanings, values and traditions); cultural approach (determines an increase in the quality of training of future teachers in the context of the cultural paradigm); competence approach (substantiates the need for the formation and development of specific competencies of future teachers, taking into account their participation in the process of academic mobility); interdisciplinary approach (defines the essence of the process of integrating sciences and scientific knowledge in the professional training of a teacher). The conceptual terminological field of the problem is supplemented and clarified by the following concepts: a) cross-cultural educational environment, as part of the educational environment of the university, represented by spatial, cognitive, social and valuation components; b) mobile competence, determining the readiness of an individual to carry out professional activities in the context of academic mobility; c) adaptive competence, considered as





possession of a sum of knowledge, skills and methods of entering another culture through mastering its norms, values and patterns of behavior. The theoretical foundations of the concept reveal the basic ideas and essence of the development of academic mobility of students of a pedagogical university based on a cross-cultural approach:

a) pedagogical patterns:

- the pattern of the dynamics of the pedagogical process (the magnitude of the student's achievements at each subsequent stage depends on his success at the previous stages): the readiness of the future teacher for academic mobility depends on the degree of regulated involvement of the student in the implementation of a systematized program of events of the educational organization to prepare the student contingent for participation in the mobility process, as well as on the student's experience of staying in another country;

- the pattern of personality development in the pedagogical process (the level of development of the student's personality depends on the student's inclusion in educational and upbringing activities, the means and methods of pedagogical influence used for this purpose): the level of development of the personality of a future teacher with mobile competence is determined by the totality of value systems acquired in the learning process, as well as knowledge, skills, and abilities that facilitate communication and interaction with other cultures;

- the pattern of management of the educational process (the effectiveness of pedagogical influence depends on the intensity of feedback between students and teachers, on the validity of the teacher's corrective influence on students): the degree of formation of the cognitive, motivational-value and activity-reflexive components of students' readiness for academic mobility depends on the faculty, their cultural awareness, and motivation in completing the task of training a specialist with mobile competence;
- the pattern of unity of external (pedagogical) and internal (cognitive) activity (the effectiveness of the pedagogical process is determined by the quality of pedagogical activity and the quality of the students' own activity): achieving the goal of the educational process to prepare a student for academic mobility is determined by the student's motivation, his cognitive activity and activity in mastering mobile competence;

- the pattern of unity of the sensory, logical and practical (the effectiveness of the pedagogical process depends on the intensity and quality of sensory perception, logical comprehension of the perceived and practical application of the meaningful): the





mobile competence of the future teacher, his readiness for mobility as a result of professional education depend on the possibility of intercultural interaction in the created cross-cultural educational environment of the university and on participation in the process of real academic mobility during the period of study at the university (immersion in another culture through internships, participation in international conferences, short-term and long-term training at a partner university, etc.). b) principles of development of academic mobility: systematicity, awareness and activity, connection of theory with practice, accessibility, socio-cultural orientation, dialogic nature, consideration of age and individual characteristics, value orientation, scientific character, tolerance;

c) mechanisms of development of academic mobility: identification (through adaptation of students to a higher educational institution, immersion in a humanitarian foreign language environment, participation in extracurricular activities to prepare authentic events) and interiorization (appropriation by students of the values of academic mobility through subject training courses, international projects, internships, etc.).

The model provides a general idea of the organization and implementation of the process of developing academic mobility of students of a pedagogical university based on a cross-cultural approach and carries the unity of interrelated and complementary components: determining, procedural, effective and receptive. The content of the model components is determined by the identified patterns (dependence of the development of academic mobility on the student's motivation, regulated inclusion of the student in educational and upbringing activities, on the use of various forms, methods, means of teaching and upbringing the student by the teaching staff) and the principles of developing student academic mobility. The model reflects the mechanisms for the formation of students' mobile competence, which include identification and interiorization of the educational process based on a cross-cultural approach. The technology of developing academic mobility of students of a pedagogical university based on a cross-cultural approach projects the theoretical provisions of the concept into the practice of professional training of a future teacher and represents the implementation of analytical, prognostic, planning, motivational, activity-based, monitoring, and result-based stages. The essence of the technology of developing academic mobility of students lies in its interdisciplinary nature, the teacher's focus on the student's mastery of mobile competence, an appeal to the interests and personality of the student through his/her awareness of his/her native culture, as well as mutual





enrichment with other cultures.

The following are typical trends in the development of academic mobility of students in higher education institutions:

- following the provisions of the Bologna Declaration in implementing academic mobility of students and teachers;
- developing and implementing the Internationalization Strategy / Strategy for the Development of Academic Mobility of the University;
- providing financial support to participants in the academic mobility process;
- studying a foreign language, primarily English, by students and teachers;
- developing and implementing educational programs in a foreign language, primarily English;
- developing cross-cultural competence of students and teachers;
- developing and implementing programs for the adaptation of foreign students to life and study in a foreign cultural environment, including through studying the language and culture of the host country.

The concept contains basic provisions that determine its essential characteristics:

1. International academic mobility is one of the mechanisms that allows us to successfully solve the problems of interaction and development of national communities (states) of world civilization in the context of globalization - a new phase of human development.

2. International academic mobility is a key factor in the creation and development of a single open world educational space, where focus on personal and professional growth of any level of specialist is one of its main principles. Individualization and increased flexibility of the educational process (student self-organization) are the main conditions for the implementation of this principle.

3. One of the defining goals of international academic mobility is aimed at ensuring the quality of the professional education received in the context of the world educational space, its compliance with modern requirements that are imposed by the world community, the state, and society.

4. One of the key characteristics of the international educational space is cross-culturality, as a new way of organizing and implementing dialogue and polylogue of national cultures, ideologies, religions.

5. In order to prepare students for academic mobility, a cross-cultural educational environment should be created at the university, by which we mean a set





of conditions that promote the development of student mobility, where, unlike a multicultural environment, not only the coexistence and interaction of cultures is assumed, but also the national and cultural characteristics of the participants in the educational process are taken into account, comparison and mutual enrichment of the contacting cultures represented by students.

6. The process of student academic mobility organized in the cross-cultural educational environment of the university will contribute to the formation and development of the mobile competence of future teaching professionals.

7. The process of international academic mobility organized on the basis of a cross-cultural approach will allow for the successful formation of an appropriate attitude of the future teacher to the diversity of national cultures, their acceptance and knowledge, to foreign languages and the motivation for their study.

8. The goal of cross-cultural education is to form a teacher with an active life position, projecting his own cultural experience onto various everyday and professional situations in a cross-cultural environment, conflict-free solving problems of interethnic interaction and communication. The tool for achieving this goal is academic mobility, immersing the future teacher in another culture.

9. The priority of the activities of pedagogical higher educational institutions (institutes and universities) is responsibility for the quality of education, which is ensured by taking into account the experience of world educational systems and the diverse experience of professional education.

4 CONCLUSIONS

1. The article presents materials that complement the theory and methods of professional pedagogical education in terms of teaching student youth with theoretically developed and experimentally proven author's concept and pedagogical model for developing academic mobility of students of a pedagogical university based on a cross-cultural approach.

2. The article reveals pedagogical conditions for implementing the concept, patterns of the pedagogical process for forming the readiness of a future teacher to participate in the process of academic mobility, as well as principles for developing academic mobility of students of a pedagogical university based on a cross-cultural approach, which open up a new perspective for didactic research in the field of professional teacher training.





3. The concept of a cross-cultural approach is substantiated and expanded by clarifying the characteristics of the concept of "cross-cultural educational environment"; the conceptual apparatus is supplemented by introduced interpretations of the concepts of "mobile competence", "adaptive competence", which enriches the theory of the competence-based approach, as well as the structure of the professional and pedagogical competence of a teacher.

4. A mechanism for implementing the technology for developing academic mobility of students of a pedagogical university based on a cross-cultural approach has been developed. The technology is a variety of methods for developing academic mobility of students of a pedagogical university and can serve as a base point for designing other technologies for use in the system of professional education.

5. Criteria, indicators and levels of readiness of a future teacher for academic mobility have been proposed, which can be used to determine the formation of basic and special competencies of graduates of a pedagogical university in the process of final certification.

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