

8. Volodin A.A, Bondarenko N.G. Analiz sodержaniya ponyatiya «Organizacionno-pedagogicheskie usloviya» // Izvestiya TulGU. Gumanitarny`e nauki. – 2014. – №2.
9. Kupriyanov B.V. Sovremenny`e podxody` k opredeleniyu sushhnosti kategorii «pedagogicheskie usloviya» // Vestnik Kostromskogo gosudarstvennogo universiteta im. N.A. Nekrasova. – 2001. – № 2. – S. 101-104.
10. Vasiliki I., Konstantinos D. Malafantis Inclusive Education and Pedagogy: A Practice for all Students // European Journal of Education Studies. – 2022. – Vol. 9. Issue 10. – P. 1-1310.
11. Booth, T., Ainscow M. The Index for Inclusion: A Guide to School Development .- Inclusive Values: CSIE, – 2011.

IRSTI 14.35.07

<https://doi.org/10.51889/2959-5762.2024.84.4.015>

Kadirsizova Sh.,^{1*} Adilzhanova K.,² Oryngalieva Sh.³

¹Semey Medical University, Semey, Kazakhstan
²Shakarim University of Semey, Semey Kazakhstan
³Alikhan Bokeikhan University, Semey Kazakhstan

FORMATION OF FUTURE TEACHERS' READINESS FOR ACADEMIC MOBILITY

Abstract

This paper demonstrates the results of the research work on the formation of future teachers' readiness for academic mobility. Academic mobility has gained recognition as one of the useful strategies for raising the caliber of human capital in recent years. The pace of scientific and educational interchange between countries is accelerating due to the growth of globalization. This increases the competitiveness of national education systems and fosters the growth and reinforcement of interethnic cooperation in this field. The main aim of this study is to find the ways of forming future teachers' readiness for academic mobility. Generalization, comparative analysis and experiment were used as research methods in the study. The findings of the research demonstrate that having project experience, practicing self-education, taking part in professional activities, being motivated, having knowledge and good communication skills can be prerequisites to be prepared for academic mobility.

Keywords: academic mobility, formation, readiness, communication, future teachers.

Ш.Б.Кадирсизова,^{1*} К.Адильжанова,² Ш.О.Орынғалиева³

¹Семей медицина университеті, Семей қ., Қазақстан
²Шәкәрім атындағы университет, Семей қ., Қазақстан
³Алихан Бөкейхан университеті, Семей қ., Қазақстан

БОЛАШАҚ МҰҒАЛІМДЕРДІҢ АКАДЕМИЯЛЫҚ ҰТҚЫРЛЫҚҚА ДАЙЫНДЫҒЫН ҚАЛЫПТАСТЫРУ

Аңдатпа

Бұл мақалада болашақ мұғалімдердің академиялық ұтқырлыққа дайындығын қалыптастыру бойынша жүргізілген зерттеу жұмыстарының нәтижелері туралы жазылған. Қазіргі жағдайда академиялық ұтқырлық адами капиталдың сапасын арттырудың негізгі стратегияларының бірі ретінде танылды. Осы тұрғыда жаһандану түрлі мемлекеттер арасындағы алмасуды, әсіресе ғылым мен білім сияқты негізгі салаларды жақсартуда шешуші рөл атқарады. Бұл үдеріс ұлттық білім беру жүйелері арасындағы бәсекеге қабілеттілікті арттыруға айтарлықтай әсер етеді, сондай-ақ білім беру саласындағы этносаралық ынтымақтастықты нығайту үшін қолайлы жағдайлар жасайды. Зерттеудің негізгі мақсаты болашақ мұғалімдердің академиялық ұтқырлыққа дайындығын қалыптастыру жолдарын іздеу болып табылады. Бұл ғылыми жұмыста зерттеу әдістері ретінде келесі әдістер қолданылды, олар: жалпылау, салыстырмалы талдау және эксперимент. Бұл зерттеудің нәтижелері түрлі факторлердің, яғни жобалық тәжірибенің болуы, өзін-өзі тәрбиелеу тәжірибесі, кәсіби қызметке қатысу, мотивация, білімнің және жақсы қарым-қатынас дағдыларының болуы академиялық ұтқырлыққа дайындалу үшін қажетті жағдайлар болуы мүмкін екенін көрсетеді.

Түйін сөздер: академиялық ұтқырлық, қалыптастыру, дайындық, коммуникация, болашақ мұғалімдер.

Кадирсизова Ш.Б. ^{*1}, Адильжанова К.С. ², Орынғалиева Ш.О. ³

¹Семейский медицинский университет, г. Семей, Казахстан

²Университет имени Шакарим, г. Семей, Казахстан

³Университет Алихан Бокейхана, г. Семей, Казахстан

ФОРМИРОВАНИЕ ГОТОВНОСТИ К АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ БУДУЩИХ УЧИТЕЛЕЙ

Аннотация

В данной статье представлены результаты исследовательской работы по формированию готовности будущих учителей к академической мобильности. В современных условиях академическая мобильность признана одной из ключевых стратегий для повышения качества человеческого капитала. Глобализация играет ключевую роль в усилении обмена между странами, особенно в таких сферах, как наука и образование. Этот процесс значительно влияет на повышение конкурентоспособности между национальными системами образования, а также создает благоприятные условия для укрепления межэтнического сотрудничества в образовательной сфере. Основной целью данного исследования является поиск путей формирования готовности будущих учителей к академической мобильности. В качестве методов исследования в данной работе были использованы следующие методы: обобщение, сравнительный анализ и эксперимент. Результаты данного исследования демонстрируют, что наличие проектного опыта, практика самообразования, участие в профессиональной деятельности, мотивация, наличие знаний и хороших коммуникативных навыков могут быть необходимыми условиями для подготовки к академической мобильности.

Ключевые слова: академическая мобильность, формирование, готовность, мотивация, будущие учителя.

Introduction. The value of education is regarded as the most significant aspect of world culture. An essential component of society's sociocultural and economic development is the human element. In this sense, the primary goal of contemporary education is to establish a framework that allows everyone to learn, grow, enhance, and become aware of who they are.

This topic is highlighted in the plan for the development of science and higher education for 2023–2029 in the Republic of Kazakhstan that the extent of continuing education is regarded as both an educational paradigm and a gauge of the nation's economic progress [1].

Competitive, innovative specialists who can swiftly make responsible decisions, respond flexibly to changes, quickly adapt to dynamic living situations, and modify the environment in accordance with societal and production requirements are needed by society. This is mainly spoken in reference to an individual who possesses self-awareness, freedom, and creative ability.

As a person develops, his activities should be concentrated on finding novel, unconventional answers. According to the lifelong learning method, mobility is essential for human growth as it involves movement.

According to the principles of Bologna processes, phenomena like internationalization and globalization are characteristics of mobility. It is obvious that the enhancement of academic mobility for teachers, researchers, and students is a key component of putting the ideas and requirements of the Bologna reforms into practice. The Republic of Kazakhstan's accession to the Bologna Declaration outlines the specific difficulties that the country's higher education sector is currently confronting. Specifically, making sure that pupils are appealing for education and academic mobility.

Being a crucial instrument of the Bologna Process, it is known that academic mobility gives universities additional chances to fulfill the demands of a single technological environment and a global labor market in addition to providing education. Higher education can now be viewed as both a form of public service and a significant indication of international relations thanks to transnational or cross-border education and the expansion of international academic mobility.

The scope of academic mobility extends beyond the ability to study and work overseas; regardless of the political boundaries of education, it provides access to the acceptance of Kazakh

diplomas by other nations. Currently, a specialist's professional competency determines such access, irrespective of geographic, political, or educational boundaries.

The significance of market analysis and consciousness in education, which fulfills a person's need for greater knowledge and higher degree of education, the one hand, and the labor market's persistent need for qualified specialists, on the other, are at odds. This results in an inefficient use of labor resources, which raises the possibility of societal repercussions such as external migration. Thus, social and personal needs are necessary for the various stages of the educational system.

Within this framework, forming students' preparedness for academic mobility is synchronized with global and national trends in the evolution and modernization of the Bologna Process. Simultaneously, preparing students for academic mobility enables them to become competitive and movable in the job market in addition to gaining professional knowledge in line with the most recent national and international trends.

A graduate of modern pedagogical universities should not only acquire the knowledge necessary for their professional activities in accordance with national and world trends, but also be able to prepare students for the model of modern requirements in pedagogical activity. Guided by such public demand, the lack of full coverage of the conducted research, the formation of the readiness of future teachers for mobility, was not included in educational practice, and this problem determined the novelty of our research. According to this, the main aim of our research is to seek the ways to form the readiness of future teachers for academic mobility.

The issue of academic mobility has been considered widely in the modern scientific world. We have been able to draw the conclusion that many authors have diverse interpretations of this notion based on our research of several papers on academic mobility difficulties. For example, a researcher H.V.Gafurova claims that despite many questions in realizing the principles of Bologna process, the academic mobility has to be considered as the most important issue [2]. Another researcher O.O.Martynenko emphasized that academic mobility is an excellent possibility for university staff and learners to exchange their valuable experience, benefit from the variety of opportunities that are not accessible in their home universities, meet their colleagues and form understanding of Europe [3].

In addition to this, R.A.Chuyanov focused on the period of the academic mobility, that it is connected with the time students spend in another country. There are limitations in the terms of the time, and students are aware of that they have to come back to home country when they finish their studies through academic mobility program [4]. From the evidence of different researchers provided above, we can conclude that there is one common characteristic of academic mobility. This is the impermanence of the studies at another university.

V.A.Galichin considered the academic mobility advantages in his research as well. He said that academic mobility impacts on implementing other activities. For example, the academic mobility influences greatly in gaining new knowledge, developing professionalism and providing different environment for studying and working. According to the researcher the academic mobility gives possibilities to get the newest skills, to check, one's ideas or develop the ideas and to evaluate one's abilities. The academic mobility support language learning. Learning foreign languages is significant for developing the citizenship, as well as for the effective functioning of educational services.

Santiago Ruiz and et.al. found out that students believe that student mobility enables them to evaluate the knowledge they have learned and identify the advantages and disadvantages of their instruction. Moreover, this is an excellent opportunity for students to compare their knowledge, enhance the skills that they have not had before, learn to appreciate the interculturality of the professors and the worldview they acquire from them [6].

It is true, as T.A.Fugelova notes, that not all educational environments support the growth of students who are prepared to enter the workforce. Thus, the question of whether university settings are required to assist youth in developing their social skills, life skills, and professional careers arises [7].

Nevertheless, problems of academic mobility have been considered by researchers as well. The wishes of learners' about the participation in the academic mobility are possible to read in scientific studies by V.Slipchuk and other scholars. They emphasized the place of academic mobility in succeeding professional career. Moreover, the researchers concluded based on their research that insufficient information, lack of language skills that is not enough for studying academic materials are the main problems of academic mobility participants.

These scholars suggest that in order to participate in academic mobility programs students should know a lot about the programs and improve their language skills [8]. In addition, According to research by Liliana Todorescu and other academics, even if higher education has made great strides, certain colleges still need to perform a complete investigation into the topic of mobility in order to make it more fruitful and advantageous [9].

A.Juskeviciene and others present an evaluation of higher education students' international academic mobility within the context of the scientific literature, stressing the challenges facing academic mobility's expansion as well as its more beneficial management techniques and research applications.

The authors conclude that even if taking part in academic mobility programs fosters autonomous skills development, professional foreign language growth, and experience in communication and working with people from different cultures, however, there are many difficulties such as fear, lack of confidence stemming from inadequate professional knowledge and abilities, ignorance of foreign languages, intimidating selection processes and interviews, concerns about potential challenges in adjusting to a new country, hesitancy to end relationships with close friends or family, and inadequate financial support [10].

The educational aspects of the information and communication environment at universities were studied by T. Vezirov and others in order to support the academic mobility of aspiring master's and bachelor's degree students in pedagogy. These scholars specifically highlight the principles and components of academic mobility for students of bachelor's and master's degrees, which enable them to find relevant training alternatives in the information and communication environment of a university [11]. According to A.Rustemova and her colleagues' research, one of the challenges in fostering academic mobility is the absence of a legislative framework that would promote the expansion of international collaboration in higher education. [12].

There are some publications related to students' academic mobility readiness. For instance, F.T.Shageeva et.al. considered students' pedagogical conditions of readiness for academic mobility. They emphasized that psychological readiness plays a significant role in order to achieve success in academic mobility [13]. V.Borisenkov et.al maintained the idea that one should think of methods to overcome all the problems (competence-based, administrative, organizing and others) [14].

As can be seen from the analysis of the results of research on academic mobility, we observed that most of the studies were devoted to the difficulties of academic mobility. Our research study is aimed at seeking the ways to solve those difficulties related to students' academic mobility. We suppose that in order to benefit from academic mobility, universities should form students' readiness for academic mobility. In order to form students' readiness for academic mobility one should define the components of formation of students' readiness for academic mobility.

Having considered different issues related to the academic mobility the authors of this research defined the following components:

- Motivational
- Cognitive
- Communicative

Motivational means the ability to assess his/her motivation to mobility and to analyze to critically the trends taking place within the framework of knowledge, to take into account various factors on the basis of critical thinking.

Cognitive component provides a clear understanding of many basic concepts, regulatory foundations, development history, and basic facts of academic mobility in the context of European education.

Communicative component refers to the ability to communicate clearly in micro, macro groups.

“Motivational component” refers to the capacity of students to evaluate thier drive for mobility, critically evaluate emerging patterns in the field, and weigh a variety of variables using critical thinking.

“Cognitive component” offers a clear understanding of numerous fundamental ideas, regulatory underpinnings, development history, and fundamental facts of academic mobility.

“Communicative component” demonstrates the capacity for clear communication in groups.

Basic provisions. Formation of future teachers’ academic mobility readiness plays a significant role in navigating and contributing them to an increasingly globalized and linked society. Academic mobility enhances future teachers’ skills, broadens their perspectives, and fosters intercultural competence. Future educators should possess professional knowledge in line with the most recent national and international trends in education reform in order to be prepared for the workforce. They should also be competitive and mobile within the system of ongoing pedagogical training. Developing motivation, self-education skills, knowledge and good communication abilities can better prepare students for successful academic mobility experiences.

Materials and Methods. A combination of theoretical and empirical research methodologies were employed in this study. Generalisation and comparative analysis have been employed as theoretical research methods. An experiment was conducted during the research. 69 students participated in our experiment as a focus group. The average age of students was 17-19. They were majoring in various specialties such as English, Geography, History and Kazakh Language and Literature.

The experiment was aimed at checking the effectiveness of components forming students’ readiness for academic mobility and consisted of three parts.

The set of components allowed us to define the level of formation of students’ readiness for academic mobility. The scale for evaluating academic mobility was developed based on the indicators assigned, and each indication has three formation levels: low, medium, and high. (Table 1).

Table 1 – Criteria-level attributes that contribute to students’ readiness for academic mobility

Com- ponents	Levels of formation of students’ readiness for academic mobility		
	<i>low</i>	<i>medium</i>	<i>high</i>
Motiva- tional	Lack of self-identification as a participant in academic mobility, ignoring of the benefits of involvement, and inability to critically assessing the processes taking place inside the bounds of the Bologna agreements.	Balance in participation-related intellectual mobility. The capacity to fully recognize the advantages of participating in academic mobility and the critical evaluation of procedures falling under the purview of the Bologna accords.	Recognizing every advantage of engaging in academic excellence: the capacity to evaluate the procedures occurring inside the parameters of the Bologna agreements critically, operate using improved critical thinking, and take into consideration different facet grids
Cogn- itive	The capacity to create a stand-alone educational program; the disposition and persistence of the personality toward knowledge; adaptability and dynamism in establishing objectives and completing assignments.	Assessment of the degree of readiness for professional self-development; examination of the capacity for self-management in communication; and examination of the procedures and outcomes of activities to determine readiness for mobility.	

Communi- cative	Inability of communication	establishing	Ability to communicate with foreign organizations lack of self- expression in a foreign language only after long training with colleagues and using prepared materials	Fluency in a foreign language; Clear communication in a group setting and with foreign colleagues;
--------------------	-------------------------------	--------------	---	---

To identify the level of motivation to professional activity of students we conducted the research methodology of K.Zamfir and A.Rean. The students were characterized by the following motivational complex: internal motivation (IM), external positive motivation (EPM) and external negative motivation (ENM).

The main indicator of cognitive activity was future teachers' compliance with the need to be ready for creative work. They were thought to be the main markers of this aspect of mobility in educational and cognitive works, courses, and educational research projects during further academic education. They were also thought to be crucial for comprehending the effectiveness of a variety of individual competitions as well as instructional innovations, the success of which is shown by their activity and practical implementation.

The communicative component was assessed by defining the flexibility in different situations of communication. The profession of a teacher presupposes the presence of developed communicative skills, mobility of communication in a professional and educational environment. All test subjects were differentiated according to three relationship patterns:

- stable relationship pattern;
- the need for self-communication, orientation towards partnership depending on the situation, showing a tendency to partnership;
- mobility in communication, flexibility in the behavior of a partner, willingness to dialogue, the ability to change the style of communication depending on the situation.

Results. On the second part of our experiment we introduced the content of the course "Designing mobility in pedagogical activity". Students specializing in pedagogy in their second year were the target audience for this course. It should be mentioned that the design of a student's unique educational path is given consideration in the process of preparing future instructors for academic mobility in the elective course program. The significance of this is evident. The aim of the course was to create future teachers' educational paths based on their experiences and design mobility in professional activities as a result of their training, to assist in the self-activation enhancement, the identification of future specialists' needs in the selected field of work, and the planning of mobility toward individualized education.

The peculiarities of the course is in its interdisciplinary focus, the future teacher's capacity to apply knowledge and experience gained in further training at a pedagogical university and in his/her professional life, regardless of the particulars of the specialty he/she chooses, and his/her mastery of the formula for creating a teacher's professional activity and path toward self-education. The content of the course coincide with Bologna Declaration requirements such as fostering critical thinking, establishing readiness for academic mobility, attending to professional and personal requirements, actively utilizing project-based learning technology and adopting an active stance.

Diagnostic measures were used in order to test prospective teachers' readiness for academic mobility based on the primary assessment markers. Following repeated diagnostic investigations in the expert group, students who participated in the formative test were compared with the indicators of the two stages of diagnostics (after the determining and formative experiment). The outcomes of this comparison are shown in the table below.

The used research methodology by K.Zamfir and A.Rean revealed that following the execution of the experimental activity, there was an increase in the high and medium level motivation indicators and a decrease in the low level indicator. These findings suggest that future teachers have

reached a specific stage of preparation for academic mobility. When it comes to designing their educational and professional activities, students were prepared to make flexible changes in order to achieve success in this domain. These data are given on the following table.

Table – 2. The level of future teachers' motivation for their professional engagement both before and after the experiment

Group	Period	IM			EPM			ENM		
		low	medium	high	low	medium	high	low	medium	high
EG (36)	Before the experiment	13	16	7	14	15	7	10	21	5
EG (36)	After the experiment	5	17	14	6	13	17	6	20	10

From the table we can see that the results of students motivation level altered after the experiment. The external negative motivation plays a significant role for the students of this group. In addition to this, the levels of both external and internal motivation of future teachers' to pursue a career in education have grown.

The following notion was developed in view of the previously mentioned:

The motivation and professional activity of prospective teachers will increase in the result of:

- contrasting their own designs of professional and educational activities with the realities of pedagogical engagement in various places;
- forecasting that their own academic and professional endeavors will flourish;
- establishing the conditions that must be met in order to develop the modifications in professional and educational activities that are essential for success.

The second component that shows the formation of academic mobility readiness is cognitive component. The cognitive component encompassed the value abilities of the future specialist, their understanding of academic mobility, a system of activities focused on promoting academic mobility, as well as familiarity with the topics covered in official activities inside a university that address academic mobility, in addition to knowledge focused on the workplace.

Future teachers engaged in decision-making, leadership, pursuing further education, and actively exhibiting the degree of activity skill formation through the planning of their educational path.

Work was done in the direction of a model that was established to help prospective instructors become prepared for academic mobility. This model encompassed methodological scientific knowledge as well as a review of regulatory texts within the domestic education system and the fundamentals of the Bologna reforms in education. Some work done during the special course “Designing mobility in pedagogical activity” was crucial in the establishment of the cognitive-cognitive orientation. The following were the pre- and post-experiment outcomes.

The lower level of cognitive-cognitive abilities in the formation of readiness for academic mobility of future teachers increased from 23% to 7%, the average level remained unchanged, and the high level increased from 14% to 30%, according to the refinement experiment's indicators. If the initial criteria showed that the indicators are generally at an average level of competitive development of future specialists, and as a result of conducting a system of actions aimed at special academic mobility, these indicators gave Growth Dynamics. Thus, the results of the research show that future teachers' academic mobility will be formed within the professional profession, through a system of extracurricular activities (Table 3).

Table 3 The level of future teachers' cognitive abilities both before and after the experiment

Period	Number	Levels		
		low	medium	high
Before the experiment	36	23	63	14
After the experiment	36	7	63	30

Discussions. The system of work that was developed for the formation experiment demonstrated that, by broadening the circle of orientation in education, future teachers' preparation for academic mobility increased not only their oriented knowledge but also their capacity to create their own educational direction, mobility, orientation to knowledge, and personal dynamism. As a result, if the initial determining stage's conclusion that “Future teachers do not have enough knowledge about the place of academic mobility in pedagogical activity, about the ways of formation and development” is reached, the direction of the experiment is reversed.

Communicative skill is the next measure acquired as part of academic mobility (Table 3). The results before and after the experiment were compared using the methodology for evaluating the applied professional-activity communication's orientation style. To confirm the results of the diagnostic of interaction patterns in the student's educational and professional settings, an orientation style rediagnosis in professional activity communications was carried out during the formative experiment phase.

Table 4 – The level of communicative component in the formation of readiness for academic mobility

Period	Numbers	Levels		
		low	medium	high
Before the experiment	36	30	51	19
After the experiment	36	6	47	47

The aim of the diagnostic methodology is to detect adaptability in various communication contexts. Being a teacher requires having strong communication skills and being able to communicate in both a professional and educational setting. Three relationship patterns were used to categorize all test subjects:

- stable relationship patterns
- self-communication needs, orientation toward partnership depending on the circumstance, tendency toward partnership;
- mobility in communication, flexibility in partner behavior, dialogue willingness, and ability to change communication style depending on circumstance. The findings were shown in the following manner.

Based on the results of the preliminary diagnostics carried out using this methodology, the majority of the students under investigation stated that they are action, people, and future-oriented in their professional activity communication.

This fact is crucial for the advancement of their professional mobility in the academic field and in their subsequent pedagogical specialties. According to the findings of a follow-up diagnostic study conducted in this field, students who have experience creating professional and educational activities are able to forecast and select the type of professional activity they would engage in in the future.

Repeated diagnostic data demonstrate that the experimental work undertaken has a positive impact on student and teacher activation, as well as on the desire for self-realization and development, self-evaluation of one's own personal and professional attributes, and the enhancement of already-existing traits.

Conclusion. Future teachers should be prepared for the workforce by being competitive and mobile in the system of ongoing pedagogical training, in addition to possessing professional knowledge in line with the most recent national and international trends in education reform. The lack of complete coverage of the research done and the exclusion of future teachers' preparedness for migration from educational practice, driven by public demand, defined the necessity of this kind of study.

According to the study results we can conclude that in order to form the readiness for academic mobility, it is necessary to create the following conditions: future teachers must have project experience in the teaching profession; they must also improve themselves professionally; they must engage in self-education; and they must participate in future professional activities aimed at further development. All of these things help to form the readiness for academic mobility.

During the experimental work, several concepts that would aid in the design of a person's educational path and future professional activities had the chance to be developed.

The following suggestions can be made in light of the outcome:

1. Maintaining the growth of academic mobility and pursuing methods to enhance the quality of teachers' professional and pedagogical preparation.

2. The material of the customized course must be modified to align with master's level curriculum requirements and included into the broader educational process.

References:

1. Қазақстан Республикасында жоғары білімді және ғылымды дамытудың 2023-2029 жылдарға арналған тұжырымдамасын бекіту туралы Қазақстан Республикасы үкіметінің 2-2023 жылғы 28 наурыздағы № 248 қаулысы.

2. Гафурова Н.В. Возможности реализации Болонского процесса./ Н.В., Гафурова, Т.В. Твердохлебова // Сибирский педагогический журнал. -2010. – № 8. – С. 25–32

3. Мартыненко О.О., Жукова Н.В. Проблемы развития академической мобильности и задачи вузов. URL: http://www.vvsu.ru/UserFiles/File/bp/publication/upravl_mobil.doc

4. Бринев Н.С., Р.А.Чуянов. Академическая мобильность студентов как фактор развития процесса интернационализации образования. URL: <http://www.prof.msu.ru/publ/omsk2/o60/html>

5. Галичин В.А. Академическая мобильность в условиях образования. / В.А.Галичин. – М.: Университетская книга. 2009. – 460 с.

6. Santiago Ruiz, Amada de los Angeles; García Rodríguez, José Félix; Santiago, Pedro Ramón Student Mobility... new academic experiences, other meanings! Atenas, 2019, vol. 1, núm. 45, January-March.

7. Фугелова Т.А. Мобильный студент – субъект воспитательно-развивающей среды вуза/ Т.А. Фугелова // Сибирский педагогический журнал. – 2010. – № 5. – С. 106–116.

8. Slipchuk V., Yuzkiv H., Batechko N., Pisotska M., & Klymenko L. The development of academic mobility among the students of universities. *Linguistics and Culture Review*, -2021. 5(S3), 224-236. <https://doi.org/10.37028/lingcure.v5nS3.1514>

9. Liliana- a Todorescu, Anca Greculescu, Gabriel Mugurel Dragomir. The Bologna Process. Academic Mobility in Romanian Technical Higher Education. *Procedia - Social and Behavioral Sciences* 47 -2012. P.2229 – 2233

10. Juskeviciene A, Samasonok, K. Raksnyas A.V, Zirnele L. Geguziene V. Development trends and challenges of students' academic mobility in higher education. *Entrepreneurship and sustainability centerm.2022. Volume 9. Issue. 4. Pp. 304-319*

11. Vezirov T., Kulibekov N., Bakmaev A., Baigusheva I., Kostina E. Academic mobility of intending bachelors and masters of pedagogical education in University information and communication environment *Psychology and psychiatry, sociology and healthcare, education conference proceedings. 2017. pp.513-519* <https://www.webofscience.com/wos/woscc/full-record/>

12. Rustemova A., Meirmanov S., Okada A., Ashinova Zh., Rustem K. The Academic Mobility of Students from Kazakhstan to Japan: Problems and Prospects *Social Sciences. 2020, V.9, p.143 -150; doi:10.3390/socsci908014*

13. Shageeva F.T., Erova D.R., Kraysman N.V. Social-Psychological Readiness of Engineering University Students for Academic Mobility to European Countries. *Impact of the 4th industrial revolution on engineering education. Vol 2. P. 19-724* <https://www.webofscience.com/wos/woscc/full-record/>

14. Borisenkov V., Gukalenko O.O., Kazarenkov V., Kazarenkova T., Karnialovich M. Development of future teachers readiness for academic mobility. *E3S Web of Conferences* 210, 18063. -2020. ITSE-2020 <https://doi.org/10.1051/e3sconf/202021018063>

References:

1. Kazakstan Respublikasynda zhogary bilimdi zhane gylymды damyudyng 2023 – 2029 zhyldarga arналган tuzhyrymdamasyn bekitu turaly Kazakstan Respublikasy Ukimetining 2023 zhylygy 28 nauryzdagy № 248 kaulysy
2. Gafurova N.V. Vozmozhnosti realizacii Bolonskogo processa / N.V. Gafurova, T.V. Tverdohlebova // Sibirskij pedagogicheskij zhurnal. – 2010. – № 8. – S. 25–32
3. Martynenko O.O., Zhukova, N.V. Problemy razvitiya akademicheskoy mobilnosti i zadachi vuzov. URL: http://www.vvsu.ru/UserFiles/File/bp/publication/upravl_mobil.doc
4. Brinyov N.S., Chuyanov R.A. Akademicheskaya mobilnost studentov kak faktor razvitiya processa internacionalizacii obrazovaniya. URL: <http://www.prof.msu.ru/publ/omsk2/o60/html>
5. Galichin V.A. Akademicheskaya mobilnost v usloviyah internacionalizacii obrazovaniya / V. A. Galichin. – M.: Universitetskaya kniga, 2009. – 460 s.
6. Santiago Ruiz, Amada de los Angeles; García Rodríguez, José Félix; Santiago, Pedro Ramón Student Mobility... new academic experiences, other meanings! Atenas, 2019, vol. 1, núm. 45, January-March.
7. Fugelova T.A. Mobilnyj student – subekt vospitatelno-razvivayushchej sredy vuzov. URL: http://www.sibspu.ru/zhurnal/pedagogicheskij_zhurnal. – 2010. – № 5. – S. 106–116.
8. Slipchuk V., Yuzkiv H., Batechko N., Pisotska M., & Klymenko L. The development of academic mobility among the students of universities. *Linguistics and Culture Review*, -2021. 5(S3), 224-236. <https://doi.org/10.37028/lingcure.v5nS3.1514>
9. Liliana- a Todorescu, Anca Greculescu, Gabriel Mugurel Dragomir. The Bologna Process. Academic Mobility in Romanian Technical Higher Education. *Procedia - Social and Behavioral Sciences* 47 -2012. P.2229 – 2233
10. Juskeviciene A, Samasonok, K. Raksnys A.V, Zirnele L. Geguziene V. Development trends and challenges of students' academic mobility in higher education. *Entrepreneurship and sustainability centerm.2022. Volume 9. Issue. 4. Pp. 304-319*
11. Vezirov T., Kulibekov N., Bakmaev A., Baigusheva I., Kostina E. Academic mobility of intending bachelors and masters of pedagogical education in University information and communication environment *Psychology and psychiatry, sociology and healthcare, education conference proceedings. 2017. pp.513-519* <https://www.webofscience.com/wos/woscc/full-record/>
12. Rustemova A., Meirmanov S., Okada A., Ashinova Zh., Rustem K. The Academic Mobility of Students from Kazakhstan to Japan: Problems and Prospects *Social Sciences. 2020, V.9, p.143 -150; doi:10.3390/socsci908014*
13. Shageeva F.T., Erova D.R., Kraysman N.V. Social-Psychological Readiness of Engineering University Students for Academic Mobility to European Countries. *Impact of the 4th industrial revolution on engineering education. Vol 2. P. 19-724* <https://www.webofscience.com/wos/woscc/full-record/>
14. Borisenkov V., Gukalenko O.O., Kazarenkov V., Kazarenkova T., Karnialovich M. Development of future teachers readiness for academic mobility. *E3S Web of Conferences* 210, 18063. -2020. ITSE-2020 <https://doi.org/10.1051/e3sconf/202021018063>

МРНТИ 14.35.05

<https://doi.org/10.51889/2959-5762.2024.84.4.016>

Г.С.Ерсултанова,^{1*}  П.К.Толубекова² 

¹Л. Гумилев атындағы Еуразия ұлттық университеті, Астана қ., Қазақстан

²Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы қ., Қазақстан

ӘЛЕУМЕТТІК ПЕДАГОГТИҢ ПЕДАГОГИКАЛЫҚ ҚЫЗМЕТКЕ ДАЙЫНДЫҒЫНА ӘСЕР ЕТЕТІН ФАКТОРЛАР

Аңдатпа

Қазіргі Қазақстанда қоғамның әртүрлі әлеуметтік салаларында тиімді қолдау мен көмек көрсету үшін қажетті құзыреттерге ие жоғары білікті әлеуметтік педагогтарға қажеттіліктің өсуі байқалады. Бұл қажеттілік әлеуметтік қолдауды қажет ететін отбасылар санының артуы, білім беру сапасын жақсарту және білім беру мекемелеріне инклюзивті тәжірибелерді енгізу, сондай-ақ ерекше білім беру қажеттіліктері бар балалар мен жастардың мәселелерін шешу сияқты қоғам алдында тұрған бірқатар мәселелерге байланысты. Осыған сәйкес әлеуметтік жұмыс пен педагогика саласында терең білімі, кәсіби дағдылары мен құзыреттілігі қалыптасқан, әртүрлі әлеуметтік сын-қатерлерге тиімді жауап бере алатын және халықтың әртүрлі топтарының әлеуметтік интеграциясы мен әл-ауқатына ықпал ете алатын мамандардың болуы қажеттілігі артып келеді.