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## **ACADEMIC FREEDOM ATTRACTIVE CHALLENGE OF MODERN UNIVERSITY**

**Abstract.** This article discusses the basic principles of academic mobility in the framework of the Bologna process. The process of implementing academic mobility has been studied: social - the free movement of students, undergraduates, PhD doctoral students, academic staff, the interchange of teaching and research technologies, and the second - the organization of joint educational programs: tools of academic mobility in order to obtain educational and professional competencies in higher education institutions of the world educational space for one to two semesters. This will increase the competitiveness of education 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, social adaptation, joint educational programs, competitiveness of education.

In the conditions of integration and globalization of Kazakhstan in the international educational space, modernization is taking place in a modern domestic higher school.

Leader of the nation N.A. Nazarbayev, in his message to the People of Kazakhstan, the “Kazakhstan-2050” Strategy, says that the held Kazakhstan has stood the test of the crisis of its statehood, economy, society, social cohesion, regional leadership and international authority. “Education spending has grown 12 times over the past 20 years. The state educational development program is at the implementation stage, and it is aimed at a total change in all levels of education - from preschool to higher. ”

Particular attention in the State Program for the Development of Education of the Republic of Kazakhstan for 2016-2020 is given to “improving competitiveness in education, developing 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. Developed education will become the basis for the future economic, political and socio-cultural prosperity of the country. ”

In modern education, the most important values of the human resource are formed and improved, as well as what is reflected in the individualized approach of the higher education process in its various manifestations, including pedagogical and psychological. The main reason in the modern system is construction, in which anyone who wishes has access to the opportunity to learn and gain the necessary competencies to realize and position themselves as a professional. Theorizing is the basis of the learning process, little attention is paid to professional activities, there is no focus on solving communication skills. The applied grammar-translation method, which has been used in recent decades, emphasizes the translation of texts and teaching the rules, but not communication.

Self-presentation of oneself as a professional, of course, implies the development, that is, academic mobility, for the possibility of obtaining the necessary baggage of knowledge and experience, and competencies. Today, the need for high-level specialists, and, consequently, for graduates of higher education, already adapted professionals, is very high. The signing of the Bologna Declaration by Kazakhstan in the light of the Bologna process sharply denotes the challenges facing the system of Kazakhstani higher education today and an important task is attractiveness, which affects the academic mobility of students, coupled with the right to choose, in order to receive a high-quality education at a

partner university. In the implementation of the Bologna process, great attention and participation is given to the academic mobility of students, which is the main factor in organizing the world educational space. Academic mobility involves internal and external student movements. External academic mobility is the movement of students outside the state, which distinguishes the usual student internship from academic choice. Students go to a partner university to study for one or two semesters, which makes this process different from short-term educational, research internships.

As part of academic mobility, students study abroad, having the same rights to the educational process as students of the host institution, while fully mastering the program of courses, when students return to their home university, these courses are fully counted as an equivalent amount of knowledge gained by them.

It is fair to say that the task in the framework of educational academic mobility and approved by the state educational standard is solved by universities, through the development of loans at a partner university.

In this connection, there is a tendency that among students of Kazakhstani universities, knowledge of foreign languages is sometimes not up to the mark. Teaching, in particular English, in Kazakhstani universities is taking into account the international program. The minimum level of IELTS certificate requirements for students traveling to a partner institution varies from 5.5 out of 9 in total and 5.5 for each of the four types of speech activity. Upon reaching the level of proficiency, according to the standard, students can be enrolled in universities in the UK, America, Europe, Asia. Because of this, first-year students are faced with the task of knowing the English language for the appropriate level, when recruiting students they are divided into groups and classes in the group range from 8 to 12 hours a week.

At the beginning of the school year, students wishing to take the exam with the IELTS British Council certificate for students conduct three-week intensive courses with a "complete immersion" in order for students to learn, in particular English, to achieve the required level. In the second year, for students, English courses are defined as maintaining skills in writing essays, motivational letters, etc. And subsequently, the level of improvement of English proficiency is improved through the training of special disciplines in English.

"Each university should - taking into account specific circumstances - ensure the protection of freedoms, its students and the creation of such conditions when they can find a culture and receive training that we ourselves would like to have" (Magna Charta Universitatum Europearum, 1988).

It is very difficult to overestimate the importance and role of students in the Bologna process. The modernization of higher education in European countries associated with the Bologna process is a locomotive in the global system of higher education.

"There is growing awareness that an important result of the Bologna process will be the transition from teacher-led training to student-centered higher education" (London Communiqué, 2007, Clause 2.1). This principle determines the strategy in choosing the concretization and implementation of many programmatic doctrines and practice-oriented leaderships of the countries that have signed the Bologna Declaration and today this fully allows us to be sure that it is students who are the main active persons involved in the Bologna process.

As follows from the Prague Communiqué (2001), "competent, active and constructive partners in the creation and formation of the European Higher Education Area should influence the organization and content of education in universities and other types of universities."

According to the Berlin Communiqué (2003), the National Council of European Students has been accepted to "participate in the development of an acceptable set of standards, procedures and methodologies for assessing quality and an adequate system of monitoring universities through special agencies or organizations. The key principle of cooperation with students is to constantly attract students to further activities at the earliest stages of work. The main goal is to find a legal basis that allows students to achieve a real increase in participation in management in ways that students and student organizations themselves consider necessary: the European Student Union (European Student's Union) and the National Student Union of Europe (ESIB). According to the Bergen Communiqué (2005), the National Student Union of Europe (ESIB) becomes an advisory member of the Bologna Process working group, along with the Council of Europe, the Pan-European Authority for International Education (IE). The European Network for the Quality Assurance of Higher Education (ENQU), the European Association of Higher

Education Institutions (EURSHEA), the European Center for Higher Education (UNESCOPEPES) and the European Union of Industrial and Enterprise Confederations (UNICE). ”

Realizing the main criteria of academic mobility, the Bologna process puts the rights and powers of students and teachers at the forefront. We can say with confidence that the dynamics of development over the past few years in the system of international educational space gives indicators of an increase in the mobility of the teacher and student by more than 40%. That is why academic mobility is so attractive for international students and causes great enthusiasm among researchers, scientists, faculty all over the world.

As mentioned earlier, the international educational programs Erasmus, TEMPUS, Leonardo are effective mechanisms for the successful implementation of academic freedom, cultural interactions, and scientific interaction in the framework of the Bologna process. For information, today more than five thousand universities and institutions from more than 40 countries of the world community participate in international educational programs.

Statistics show that more than four million students took part in academic mobility from 2014 to 2015, and in 2015-2016. this figure has doubled, and according to the forecast of the European Commission, every sixth student will be involved in academic mobility by 2020.

Academic mobility met the expectations of students and became an impressive reality by its results thanks to the model of European academic performance offset (ECTS), developed in 1989, and the accumulation of loans. Carnegie credit (credit), or Carnegie credit (accreditation) unit, is a credit given to a student for a course taken at a secondary or higher educational institution, the volume of which is 1 academic hour per week for a semester - 27 astronomical hours = 36 academic hours of 45 minutes. Accordingly, one academic year at the university corresponds to 60 ECTS - credits (1500-1800 academic hours). Thus, to obtain a bachelor's degree, you need to get from 180 to 240 ECTS credits, and to obtain a master's degree - 300 ECTS credits. Thanks to this model, the freedom of students' choices takes on its specific appearance: students who have studied at their university for at least two years, have an average mark, are above a certain university level and speak a foreign language, can continue their education at any university in Europe. It is noteworthy that students do not pay for their studies - all expenses are covered by the European Union and the "home university" (AlmaMater), including scholarships to cover living expenses abroad. " [one]

Of course, academic mobility in the signatory countries of the Bologna Declaration is completely different, since the number of students in the total total score varies no more than 6-7%, for example, in Turkey (5%), Croatia (3%), Slovenia (3.5 %), above 11% in Norway (15.6%), Denmark (14%), Finland (15%), Austria (11%) and so on.

Table 1 - The ratio of the proportion of foreign students in Kazakhstan and the OECD

1	Kazakhstan	3,9%
2	Turkey	5%
3	Lithuania	5,5%
4	Czech	8%
5	Estonia	10%
6	Denmark	14%
7	Finland	15%
8	Netherlands	15%
9	Norway	15,6%
Source: Compiled by the author.		

“The key thesis on providing students with as many freedoms, rights and powers as possible is realized thanks to a development strategy, flexible, individually-personality-oriented learning paths.” [2]

This strategy is characterized by a number of comprehensive measures, factors, and development vectors that contribute to the solution and organization of long-term mutual cooperation on all important and main points: the faculty, students, in general, StakeHolders. And also, in the strategy, the key concepts are the importance of the ongoing educational process, as an essential and adequate reactor for the constant obsolescence of the past and emerging new competitive professions, which are a reflection of society on the changes that are taking place in the whole world community. With this course of events, a

number of necessary innovations arise in relation to the formation of new competencies, such as: “lifelong learning” (LifeLongLearning – LLL), which is spelled out as the main criteria and forms in the Lisbon Memorandum (2000).

Speaking about the trajectory of educational programs and its harmonization, about the forms and types of education, about the implementation of a common agreement and the recognition of degrees and qualifications, it is possible when adopting "modularization," student-student-centered learning "and more based on an integrated approach using the ECTS system. The era of globalization has come and everything that is happening in the world is becoming global, global, and last but not least, these processes have affected the education system, and it was the exchange of students, doctoral students, faculty in the framework of the international movement that was called "international academic mobility" .

The international academic community is in a rigorous search for new ways for world cooperation, rapprochement and integration in the higher education system, to the mutual recognition of diplomas and degrees. To solve this problem, a thorough study, monitoring and analysis of higher education systems in different states is necessary, for comparison, comparison and lead to a common denominator.

All processes taking place in any state are integration, political, social, economic, all of them affect the formation, reform, transformation of higher education.

The course of the modern world order is such that society has an urgent need for new generation workers who can withstand fierce competition, be entrepreneurial and advanced, competent and highly educated, person-oriented for success, proactive and responsive to the demands of the times. All these requirements are the essence of their further adaptation to challenges and life changes, the ability to put into practice the stock of quality knowledge and skills that they have gained, the ability to build strategic plans, generate new ideas, conduct brainstorming, all that characterizes them as specialists in new world trends , operate the skills of excellent foreign language training.

Undoubtedly, the possession of such advanced, diverse and integrative skills gives a clear picture of what a highly skilled specialist of the 21st century looks like, what qualities he must have to position him as a mobile person, adequate to the realities of modern society.

Today it is impossible, as impossible, to imagine the world educational system without academic mobility, not to endow the young specialist with the best qualities, without presenting high requirements to him in terms of mobility, dynamism, competitiveness, etc.

Thus, the introduction of academic freedom is a necessary and essential factor that deserves a comprehensive, systematic study. Russian scientists, such as: Yu.V. Harutyunyan, JI.B, Goryunova, O.A. Smooth, S.N. Novikov, P.A. Sorokin, etc., the issue of academic mobility has been studied over recent years with the goal of defining it as an integrative process and an operational tool in the system of higher education. Studying all the previously proposed determinations of academic mobility, let us single out the following interpretation from the total number, which, in our opinion, are closest to the Kazakh educational society: academic mobility is all persons involved (students, faculty, undergraduates, doctoral students, all academic staff ), all those who are involved in the educational, scientific, research process, who intend through academic freedoms to exchange progressive scientific experience, their rich spiritual and cultural baggage, who is ready for promising transformations, for personal and professional self-perfection.

S.I. Ozhegov interprets the word "mobile" in this way: "1) mobile, capable of rapid movement; 2) able to act quickly, make decisions ”[3]. Therefore, this interpretation refers to movement expanded to individual psychological characteristics, exhibiting flexibility in movement, based on individual psychological consciousness. A large sociological encyclopedic dictionary, a modern dictionary of foreign words, a large English dictionary give an interpretation of the word "mobility" as "mobility and ability to quickly change behavior, reactive thinking, the desire and motivation for action, for flexible thinking."

Based on this, we can state that the reference resource offers an interpretation of the concept of “mobility” in the following, mainly psychological way: reactivity, shift, movement, combinatoriality, mobility, plasticity, flexibility, quick response, swiftness and determination to actions and acts.

In science, psychology, mobility, considered as behavior and a motivation for action, gives personality traits through the prism of the ability to concentrate, be prepared, and respond responsibly to the choice of the right decision. Indeed, if we consider abilities as psychological and personality characteristics of an individual, we can conclude that this is an important aspect in a positive result for

successful activity. Psychologists have proved that the success of any human abilities lies in reactivity, a deep and persistent ability to operate tools of activity. "Ability cannot arise outside the corresponding, specific activity" [4] and, therefore, success is the activity that is determined by the combination and development of various kinds of abilities.

Hence, readiness is a condition for mobilizing the individual's psychological, physical, and emotional forces for action. In the Big Dictionary of the Russian language, readiness is defined as decision, consent, desire, preparedness, determination to act. In the glossary of terms, E. Ilyina readiness - "this is the attitude and mobilization for the upcoming activities. The readiness of an individual to perform an action actualizes a number of mental processes necessary for an effective result: attention, memory, thinking, imagination, speech"[5].

This means that the mobility of the individual is a characteristic feature of how quickly and adequately the individual adapts to changing realities.

It is obvious that the concept of academic mobility, being the object of research in many sciences: pedagogy, psychology, philosophy, imageology, sociology, etc., comes down to what it can practically mean "physical movement of a stimulus, object or organism, or perhaps metaphorically, movement through areas that may be social, professional, or even cognitive. "

Having such a wide range of determinations, the concept of academic mobility is linked to such concepts as: "external mobility", "internal mobility", "social", "horizontal", "vertical", "social and professional mobility", "professional" and etc.

Higher education in Kazakhstan is of national value and wealth thanks to the invaluable efforts of a large number of faculty, scientists, outstanding professors, and skillful managers. Kazakhstan higher school is more closely related to the mentality of students and their parents, as it is aligned with the outstanding traditions of education, humanism, worthy of the entire cultural layer of the global educational space, which reflects a correlation to the highest world characteristics. For the Kazakhstani higher education system, it is essential to create a common space in the framework of education in the European and Kazakhstani educational fields. A clear definition of the vector as a bilateral educational format and not only to reduce it to the implementation of the Bologna process. The Bologna process in Kazakhstan is an internal affair, at least for the country itself.

This methodological difference in the implementation of the Bologna process is overcome through close contacts between Kazakhstan and the European Union at the entire stage. For an unambiguous understanding in the implementation of the tasks set, the transition to a thorough analytical approach is a substantive mechanism in supporting the construction of a global educational bridge between the European Union and Kazakhstan.

Worldwide recognized educational projects such as: Erasmus, TEMPUS, Socrates, etc. represent internal grants of the European Union. In recent decades, these programs have become available for third world countries and, moreover, in the near future, for formatting and increasing its productivity, they will be brought to a common denominator.

It is impossible to implement the standards of the Bologna process without taking into account the important and key factors, namely: the essence of the Bologna process includes the implementation of the unification of unit reloading, recognition of an educational document and the formation of a transnational system.

Kazakhstan, which has successfully entered the Bologna process, has become an active competitor with Russia and the CIS countries in the market of educational programs of higher education. The countries that signed the Bologna Declaration strive in every way to clearly modernize their higher education system, to equate their curricula and plans with the leaders of the European educational space, using in the learning process important developments of world science in the field of economic, social, humanitarian subjects. The academic freedom of professors and teachers of the university system is a productive form in the system of advanced training and the entire educational process as a whole.

Such mutual cooperation with the European educational community brought Kazakhstani universities to a new high-quality socio-economic level, which affected not only the quality of teaching, but also the size of the salaries of faculty, which in the near future should comply with the European standard, criteria and norms.

Moreover, in Kazakhstan's universities there was an “explosion, excitement” regarding the study of foreign languages, in particular English, French, Spanish, which is also one of the European criteria - good knowledge of several foreign languages - which brings an attractive image to the teacher of the Kazakhstan higher education system.

Students of Kazakhstani universities, studying on programs according to the standard of European norms and requirements, participate in academic mobility for one or two semesters in European, American universities to receive a document confirming training. In turn, students of foreign universities have opportunities and incentives for studying at universities of Kazakhstan according to the double diploma programs and not only for obtaining a bachelor's and master's degree. In recent decades, in connection with the implementation of academic mobility, more and more Kazakhstan universities go to foreign universities at universities.

For Kazakhstan students, job prospects are opening up more and more, both on the territory of Kazakhstan and abroad, having double diplomas (of a basic university and foreign), so Kazakhstan employers are in fair competition for the best graduates who have received education in Kazakhstan and for abroad.

As you know, in the implementation of academic mobility, such important criteria are motivation and self-motivation, self-education, flexibility, the ability to cooperate, knowledge of a foreign language at the required level, the willingness to accept new challenges, lead to the main attributes, namely to sociocultural interaction, getting knowledge flow, to the use of innovative technologies, new tools, to everything that will bring unconditional bonuses for a future career.

Thus, the main prerequisites for the implementation of academic mobility and the need for its implementation at this stage are 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 system higher education. The relevance of the principles of academic mobility in the framework of the Bologna process is due to the need to request modern society in order to comply with, be in the trend of world adaptation processes, such as: professional competence, flexibility, responsiveness, mobility, determination, self-motivation, competitiveness.

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#### АКАДЕМИЯЛЫҚ ЕРКІНДІК ҚАЗІРГІ ЖОО-НЫҢ АТТРАКЦИЯЛЫҚ ШАҚЫРУЫ

**Аннотация.** Бұл мақалада негізгі принциптерін, академиялық ұтқырлық Болон процесінің шеңберінде. Академиялық ұтқырлықты жүзеге асыру үдерісі зерттелді: студенттердің, магистранттардың, PhD докторанттарының, академиялық құрамның әлеуметтік - еркін ауысуы, оқыту және ғылыми-зерттеу технологияларымен өзара алмасу және екінші – бірлескен білім беру бағдарламаларын ұйымдастыру: бір-екі семестр бойы әлемдік білім беру кеңістігінің жоғары оқу орындарында білім алу және кәсіби құзыреттілікті алу мақсатында академиялық ұтқырлық құралдарын. 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 білім берудің бәсекеге қабілеттілігін арттыруға, адами капиталды дамытуға мүмкіндік береді.

**Түйін сөздер:** академиялық ұтқырлық, әлеуметтік бейімделу, бірлескен білім беру бағдарламалары, білім берудің бәсекеге қабілеттілігі.

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#### АКАДЕМИЧЕСКАЯ СВОБОДА. АТТРАКТИВНЫЙ ВЫЗОВ СОВРЕМЕННОГО ВУЗА

**Аннотация.** В данной статье рассмотрены основные принципы академической мобильности в рамках Болонского процесса. Изучен процесс реализации академической мобильности: социальный - свободное

перемещение студентов, магистрантов, докторантов PhD, академического состава, взаимообмен обучающими и научно-исследовательскими технологиями и второй – организация совместных образовательных программ: инструментов академической мобильности с целью получения образовательных и профессиональных компетенций в высших учебных заведениях мирового образовательного пространства в течение одного-двух семестров. Что позволит повысить конкурентоспособность образования, развитие человеческого капитала путём обеспечения доступного качественного образования для стабильного развития экономики, чтобы достичь наивысочайшего уровня образования в высших учебных заведениях, которые будут удовлетворять потребности современного рынка.

**Ключевые слова:** академическая мобильность, социальная адаптация, совместные образовательные программы, конкурентоспособность образования.

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