СЕКЦІЯ 4. Традиції та перспективи навчання іноземних студенів у ЗВО України та світу

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STUDENT MOBILITY IN HIGHER EDUCATION

Introduction. Student mobility, which refers both to the outward flow of domestic students to engage in an education abroad experience and the inward flow of international students, is often a focus of internationalization efforts. Orientations, re-entry programs and other support structures and activities help facilitate student adjustment and maximize learning. Institutions and their staff should be aware of the discursive field of internationalisation in Higher Education, take a critical stance and analyse their own role in student mobility.

There are over 4 million globally mobile tertiary education students, and this number is set to increase. For most countries this remains the major form of internationalisation, whether focused on international student recruitment, scholarships or mobility programmes.

Purpose of the research is to carry out an analysis of student mobility and to help facilitate student adjustment and maximize learning.

Problem statement. A number of factors are steering education choices today – elements that are less vulnerable to political shifts and more grounded in fundamentals that will remain unchanged for the foreseeable future [1].

The influence of global demographics is vast and cuts across all aspects of education and industry. How will the world contend with a rapidly ageing East Asia; a population decrease that is led by the economic powerhouses of Japan and China? Or what about the explosion of youth in sub-Saharan Africa that makes the continent abundant with human capital? A growing global middle class and Millennium Development Goals set by the United Nations are making access to education a reality for people who were previously denied the

opportunity, while national internationalisation policies, comprised of recruitment targets and financial support, and the distribution of national education funding are both carving out educational pathways for certain countries by clarifying priority areas [1; 3; 4; 5].

The impact of English goes without saying, as university curriculums taught in English continue to grow and it maintains its status as a global lingua franca. As we head further into today's knowledge economy that is heavily influenced by technology, the impact of edtech and the demand for specific skills are inevitable, as is a closer alignment with corporate organisations that will result in multisector cooperation that will hopefully result in better employment outcomes for graduates across the globe.

There are less obvious factors at play, their subtlety due to the fact that they are, in many respects, unquantifiable. The first is a redefinition of brand and value. With today's informed students, the return on investment of an overseas study experience is an increasingly weighty consideration.

Certainly, an education at a "branded" university carries immeasurable benefits such as entry into a prestigious alumni network, the admiration of peers, and accolades from parents. However, will such an education result in a job offer? And from an employer's perspective, does a branded education mean a better employee? The realisation, by both graduate and employer, that the skills and abilities an individual brings to the table mean more than a fancy diploma is changing the playing field.

Finally, while international students sometimes feel that there's little to differentiate between universities offering a "quality education", a renewed focus on the student experience, on the non-academic value that a university offers, counts. This is about more than having an international student services centre – it's about the "quality" of the welcome and meeting the expectations a student has developed based on the vibrant images seen on a university website or in a brochure.

Whether this means greeting a student at the airport to ease the shock of arriving in a new culture, or making a better effort to encourage domestic students to befriend their international counterparts, such tailored approaches are necessary to attract, and more importantly retain, overseas students. How mobility fits within the field of intercultural education for incoming, outgoing and 'home' students should be highlighted and clarified in internationalisation agendas [2].

International students represent a valuable asset to universities in the form of increased revenue and more diversity, but recruiting these students is not enough. Schools and institutions need to ensure that their international recruits will succeed and graduate. Globally-oriented higher education must include strategies that prepare and support international students [6; 8; 9]. Pathway and preparatory programs are well established in many English-speaking countries, but the global shift towards international education has more countries adopting the practice in order to give overseas students more opportunities. Preparatory programs can help to align foreign students' skills and knowledge with local requirements, so that they have the tools to succeed in their chosen program. Likewise, language instruction and resources are also an important resource for colleges and institutions hoping to attract more international students.

Similarly, it is important for internationally-minded universities and schools to reassess curricula and teaching methods. Schools that want to recruit more international students should make sure that course offerings appeal to a global student market and that students can earn transferable or internationally recognized credentials [7]. It can also be beneficial to look at instruction and assessment strategies. While it is reasonable to expect students to adapt to local standards, it can still be helpful to understand and anticipate the challenges posed by independent study, group projects, academic integrity requirements, or examination structures.

Conclusions. Recruiting international students is not as straightforward as it may seem. Higher education institutions need to understand the challenges of

international recruitment and develop strategies that will attract the right students. The key to a good international recruitment plan is to identify the demographics of the students who will be both interested and successful in your institution. In some countries and regions, students wishing to study abroad go through dedicated agencies that help with everything from visa applications to course registration. In other areas, students search for schools and programs independently. Others prefer to enroll through a domestic school or university. In most cases, higher education institutions will need to employ a variety of recruitment strategies to target the right students.

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