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ACADEMIC MOBILITY: EUROPEAN AND ORIENTAL VECTORS OF COOPERATION

The article deals with the issues related to the international academic mobility. Some key notions within the academic sphere have been specified (academic mobility, academic integration, academic normative documents). The author outlines the European and Oriental vectors of academic cooperation (involvement of the academic staff and students into the programmes of international advanced training and / or internship; joint participation in scientific grant programmes; international co-supervision of Bachelor, Master, PhD research).

Keywords: *academic integration, internship programs, academic mobility, co-supervision.*

Introduction.

Currently, despite the military actions in Ukraine and post-COVID-19 consequences, Ukrainian scholars and students actively participate in international academic mobility programmes in institutions of both European and Oriental countries, which proves Ukraine’s faster integration into the world academic space and better adaptation to modern frameworks in economic, scientific, educational and cultural spheres. Educational and scientific cooperation between Ukraine and the designated

countries has certain positive results, which explains the interest of our partner countries in joint projects with Ukrainian scholars, educators and students.

It is well known that the academic sphere is regulated by official documents and is oriented towards the implementation of effective outcomes into the educational process. It should be noted that recently, there has been an extension of the cooperation directions in the fields of education and science between Ukraine and the countries of the European Union, the USA alongside the countries of the East, in particular, the People's Republic of China. This situation stipulates an increase in the number of participants in academic mobility programs, scientific and technical grants.

The **relevance** of the research is determined, first of all, by scientific, technical and educational progress, the regulation conditions of modern financial and legal bases between Ukraine and the countries of the West and East (bilingual agreements / contracts, grant programs, etc.). The academic mobility programs, educational projects and grants such as *Erasmus +*, *Tempus (Tempus Mundus)* are popular with Ukrainian teachers, high school students and scientists / scholars. European working groups on higher education support reforms in EU countries and contribute to the synergistic parallel development of the education system, the research sector and the innovative missions of higher education institutions in order to actualise the common European educational and scientific space. Academic cooperation of Ukrainian academic staff with representatives of Chinese educational and scientific sectors involves the implementation of unified programs into the context of the projects initiated by the Chinese Government *The “Belt and Road Initiative”* and *The “New Silk Road”*.

Therefore, we consider the knowledge of English and Chinese to be a key to a successful understanding of the content of the documentation, correct navigation in the financial and legal conditions of academic mobility and grant programs.

Thus, **the purpose** of the research is to analyse the issues related to the international academic mobility. It presupposes the solution of the **tasks** as follows:

- 1) to specify some key notions within the academic sphere;
- 2) to outline the European and Oriental vectors of productive academic cooperation.

These **methods** were used: *theoretical analysis* of the literature related to the issue under study to specify its essence; *systematisation method* of perspective vectors of productive academic cooperation between Ukraine and European countries alongside Oriental countries to depict how they could work and contribute to the applicants' academic success and professional self-development.

Results and Discussion.

The new academic scope covers three keynote phenomena enabling successful cooperation: • academic mobility; • academic integration, • academic normative documents.

Academic mobility is regulated by *normative documents* which determine standardised background for its realisation. They are made up at the state level. *The Law on Higher Education* (The Law on Higher Education, 2019) is one of them. It associates *academic mobility* with the opportunity for participants of the teaching / learning process to study, teach, train or perform research activities in some other institution of higher education (scientific institution) in Ukraine or abroad. Academic mobility is closely connected with academic activity which is correlated with scientific (scientific and technical) activity. According to the Law of Ukraine “*On Scientific and Scientific-Technical Activities*” (2016), scientific activity is “intellectual creative activity aimed at obtaining new knowledge and (or) finding ways to apply it, the main type of which is fundamental and applied scientific research”; it can be realised on condition that academic staff and students should keep to academic (scientific) culture and virtue.

Another document – The joint declaration of the European Ministers of Education “*European space in the field of higher education*” (1999) – defined the primary importance of education and educational cooperation for the development and strengthening of stable, peaceful and democratic societies. A special place in ensuring the strengthening of intellectual, cultural, social, scientific and technological potential is given to academic mobility.

Academic mobility facilitates international cooperation recognised by The European Commission (European Commission, 2020) as a strategic priority in

research and innovation since it enables: ▶ access to the latest knowledge and the best talent worldwide; ▶ business opportunities in new and emerging markets; ▶ science diplomacy (to influence and enhance external policy).

The Subcommittee on Education Cooperation between Ukraine and the People’s Republic of China, established in 2011 within the framework of the Commission on Cooperation between the Government of Ukraine and the Government of the People’s Republic of China, regulates the main mechanisms aimed at implementing cooperation between Ukraine and China. In 2021, there was established the Ukrainian-Chinese Universities Alliance which integrated 49 Ukrainian and 92 Chinese higher education institutions. The priority areas of its activity are as follows: development of academic mobility for academic staff; creation of teaching and research teams; opening of joint laboratories and educational centres; implementation of modern online teaching / learning technologies, etc. (Embassy of Ukraine, 2022).

On the basis of the above documents, it is possible to designate guidelines for *academic integration* (see Figure 1).

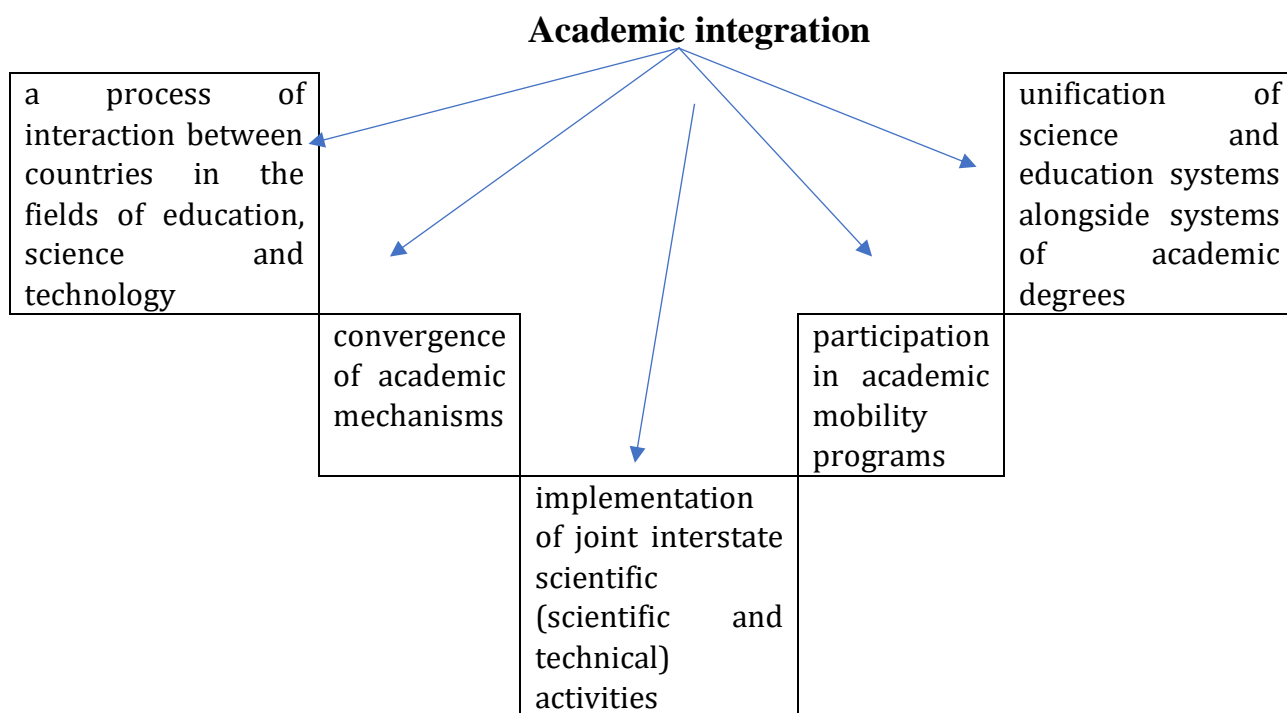


Figure 1. Academic integration

It correlates with as a process of interaction between countries in the fields of education, science and technology. It is regulated by interstate agreements and interstate bodies. Academic integration leads to the convergence of academic mechanisms. It is

actualized through the implementation of joint interstate scientific (scientific and technical) activities; participation in academic mobility programs; unification of science and education systems alongside systems of academic degrees

Thus, academic international integration-cooperation makes it possible to adapt Ukrainian educational profession-related programmes, syllabi and curricula to the standards of the leading Western and Oriental countries, which facilitates the provision for unification of the science and education systems.

The European and Oriental vectors of strengthening academic cooperation are seen in: a) involvement of the academic staff and students into the programmes of international advanced training and / or internship; b) joint participation in scientific grant programmes; c) international co-supervision of Bachelor, Master, PhD research. Let us consider them.

A. Involvement of the academic staff and students into the programmes of international advanced training and / or internship

“Professional development of scientific and pedagogical staff of higher education institutions involves a continuous process of acquiring new and improving previously acquired professional and general competences necessary for professional activity; constant self-education and other types and forms of professional growth (Muzhychenko & Chernenko, 2021: 6). Internships and advanced training are the types of professional development. They help to create conditions for academic staff to perform new or more complex professional duties, which enables scientific and pedagogical staff to sustain and / or improve the level of their professional qualification. It is obligatory for Ukrainian academic staff to undertake an internship once every five years but a person can choose his / her own trajectory for professional growth (including additional research fields, frequency of doing internships, internship venues, etc.). Activities aimed at professional development of academic staff can be carried out both in Ukraine and abroad. Academic mobility programmes are a powerful platform for undergoing internships / advanced training.

As for bachelor and master degree students, postgraduates (PhD students) and other doctoral students, they can master these academic mobility programs: one-

semester and year-long studies in English (in the USA, Great Britain and other European countries) and in Chinese (in the PRC). At the “bachelor” educational level, “2 + 2” double degree and dual degree programs are popular. The benefits are as follows: graduates of “2 + 2” double degree programmes get two diplomas in one field of study issued by different universities (where an applicant studied); graduates of dual degree programmes receive two separate degrees (one per discipline) in different fields.

Thus, international advanced training and / or internship and academic mobility provide for interstate cooperation development no matter which form is exercised – full-time (day-time, evening-time), part-time, distant, dual, workplace practice, etc.

B. Joint participation in scientific grant programmes

The main condition for participating in international scientific grant programmes is the knowledge of English. Joint scientific grant programmes that can be offered by Oriental partner countries might require the knowledge of an Oriental language (Chinese, Korean, Japanese, etc.), besides English, depending on who the initiator is. Hence, language proficiency is the fundamental for successive joint research.

Due to the situation in Ukraine, funds for students, junior and senior academic staff cover their research in these fields:

- Ukrainian Studies;
- International Relations;
- Sociocultural Studies;
- Political Science;
- Physics and Nanotechnology;
- Computer Engineering, etc.

The mission of scientific grant programme initiators is to support academic research. Scientific grant programmes aim at providing up-and-coming and senior researchers with the funding they need to complete valuable studies that could contribute to the advancement of society.

Another significant factor to be taken into account is an excellent opportunity to work in an international team and develop social competences gaining professional experience. Among social competences, these ones are of great importance: tolerance

to other cultures, the ability to interact in heterogeneous social groups in a conflict-free way, the ability to plan research-related activities, the ability to take an initiative, responsibility for outcomes, readiness to continue research individually and in team after a grant programme is over. Grant programme participants, while working together on their joint research, get acquainted with each other's sociocultural identities and share their scientific experience at the international level.

So, participation in joint scientific grant programmes stimulates further research and contributes to applicants' professional and social self-improvement.

C. International co-supervision of Bachelor, Master, PhD research

A scientific component of any educational programme occupies an essential place in the process of their mastering. That is why applicants for education (of higher education, in particular) are to undertake research in the forms of reports, synopses, abstracts, scientific articles, term papers, master and PhD theses. Starting from the Bachelor level, they acquire and improve their scientific competences, both general and specific. Let us consider some of them. See *Table 1*.

Table 1.

Scientific competences at different education levels

<i>Education level</i>	<i>General competences</i>
Bachelor level	<ul style="list-style-type: none"> • the ability to be critical and self-critical; • the ability to study and acquire new knowledge; • the ability to search, process and analyse information from different sources; • the ability to find out, set and solve problems; • the ability to think abstractly, analyse and synthesise; • the ability to do research at a proper level, etc.
Master level	<ul style="list-style-type: none"> • the ability to use information and communication technologies; • the ability to adapt and act in a new situation; • the ability to communicate with representatives of other professional groups (with experts of other scientific fields); • the ability to generate new ideas, etc.
PhD level	<ul style="list-style-type: none"> • the ability to act basing on ethical considerations (motives); • the ability to communicate with representatives of other professional groups (with experts of other scientific fields) orally and in written form by means of native tongue and foreign language(s);

- | | |
|--|---|
| | <ul style="list-style-type: none"> • the ability to ground, plan and perform research / project; • the ability to undertake original research, to achieve scientific results which contribute to acquisition of new knowledge; • the ability to use modern information technology, data bases and other electronic resources, specialised software in scientific activity; • the ability to present and discuss the results of research and / or other innovative developments orally and in written form by means of native tongue and foreign language(s), etc. |
|--|---|

As it is seen from *Table 1*, basic scientific competences get widened and become more complicated at the Master and PhD levels.

The above-mentioned scientific background in the system of education can be intensified through international co-supervision of Bachelor, Master, PhD research. It is better to organise research co-supervision within the programmes of academic mobility. Double supervision enables applicants for education to see the chosen research topic more deeply, on the one hand; and to master a foreign language (both everyday and scientific vocabulary) with native speakers, on the other hand.

It is expedient to “activate” this form of collaborative supervision not only in doctoral education but in undergraduate education practice as well. In the era of globalisation and internationalisation of the education system, the role of a supervisor is significant, it influences the quality of the educational process and research results. We support the ideas of foreign scholars (Cornér et al., 2017) that frequent involvement of a supervisor, a constructive supervision relationship, relaxed ambience in the meetings and a supervisor’s caring attitude contribute to the quality of education.

Thus, to improve co-supervision we would suggest that supervisors should undergo special joint (international) internship courses or advanced training to be able to effectively interact with their supervisees, which could strengthen academic cooperation.

Conclusion.

The conducted research allowed us to come to these conclusions:

- Academic mobility is a constructive tool for international academic cooperation which is regulated by interstate normative documents determining standardised background for its realisation.

- Academic mobility is associated with the opportunity for participants of the teaching / learning process to study, teach, train or perform research activities in some other institution of higher education (scientific institution) in Ukraine or abroad.

- Academic integration correlates to five guidelines: - a process of interaction between countries in the fields of education, science and technology; - unification of science and education systems alongside systems of academic degrees; - convergence of academic mechanisms; - participation in academic mobility programs; - implementation of joint interstate scientific (scientific and technical) activities.

- The author has outlined the European and Oriental vectors of academic cooperation which could improve its quality:

- involvement of the academic staff and students into the programmes of international advanced training and / or internship; - joint participation in scientific grant programmes; - international co-supervision of Bachelor, Master, PhD research.

The perspectives of further research are seen in the study of the means and ways which could contribute to activation of academic mobility and co-supervision.

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学术流动性：欧洲和东方的合作载体

本文论述了国际学术流动性的相关问题，明确了学术领域内的一些关键概念，如学术流动性、学术整合、学术规范性文件。笔者概述了欧洲和东方的

学术合作载体，包括学术人员和学生参与国际高级培训和/或实习计划，共同参与科学资助计划，学士、硕士和博士研究的国际共同监督。

关键词：学术整合；实习计划；学术流动性；共同监督