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Formation of Academic Mobility of Future Foreign Language Teachers in Slovakia in New Educational Strategies

Statement and substantiation of the problem relevance. Modern transformations in the world and especially European society and education pay nowadays special attention to the increase of the teaching staff training quality, what brings making new requests for competitive specialists in the world labor-market. According to the demands of educational laws and regulations, modern teacher is meant to be competent in his own sphere of work, have a number of professional skills, be flexible and mobile, be capable to work efficiently in compliance with international standards, be prepared for professional and personal growth. At the same time, an increased competition at the world labor-market requires new approaches to training future teachers with regard to increased demands for the specialists who are capable to adapt to modern world standards. This reality is especially up-to-date for future foreign language teachers which highlight neediness to be ready to be successful in new educational strategies.

Analysis of research. The model of formation of future foreign language teachers` academic mobility was designed and scientifically grounded. Formation of academic mobility is implemented by means of media-education technologies, methodological principles which include systemic, competency-based, synergetic, student-oriented approach and the following principles such as humanization, viability, self-education, succession, continuity, dialogism. The proposed model was realized in three stages (motivational-cognitive, organizational- action-based, professional communicative) and provided for gradual acquisition by future

educators the motivation for academic migration and their ability to master their foreign language communicative competence. The purpose of the above mentioned model is to develop such personal qualities which will contribute to students' readiness to get education in foreign educational environment. The result of the realization of the model is the formation of the academic mobility of foreign language teachers on a creative level [2].

Underdeveloped aspects of the problem. The internationalization of higher education has developed due to the change in the existing environment of the urban culture space against the background of urban internationalization. The human need for self-reliance in urban culture helps to stimulate the internationalization of higher education and people in their turn contribute to the development of modern cultural space and their separation in the space of urban culture accelerates the development of higher education. From the perspective of higher education internationalization, to sort out the cultural motivation for higher education and find its suitable form for the city's internationalization is crucial for adjusting the orientation and guaranteeing the efficiency of higher education internationalization. From the aspect of human beings' development, the separation between urban space and human beings caused by the city's ongoing internationalization is a burning problem that has to be solved. From the aspect of the construction of urban culture space, as an important means of retaining human beings' equilibrium, urban culture promotes the internationalization of higher education.

Purpose of research. The purpose of the research is to develop a model of formation of academic mobility of future foreign language teachers by means of media education technologies. The main objectives are the following: to identify the core of the model, to develop and apply the model of formation of academic mobility in practice. Modern educational standards emphasize the necessity of training highly qualified educators who display an appropriate professional level and capability of employing various programmes of the academic mobility of students' contingent. Having identified key features of academic mobility of

students and its formation in future foreign language teachers, the research highlights the basic concept of the research “formation of the academic mobility of future teachers of a foreign language” which is subjectively considered by the researcher as the formation of personal qualities which are displayed in the students’ readiness to get education in a foreign language environment.

From culturological point of view the ability to perceive, respect and value foreign language culture and adapt to foreign language environment is emphasized; as regards the communicative approach, the ability for foreign language communication among students in foreign higher educational establishments is stressed; from the point of view of functional approach, the ability to understand the specific nature of education abroad, their willingness to study one or more semesters in other higher education institution where specialists of philological and linguistic specialities are trained, where disciplines (credits) and periods of education are granted, and also the ability to organize his/her own studying sphere and other spheres of life is of crucial importance [1].

The specific formation of the above-mentioned phenomenon during professional training of future foreign language training on the basis of comparative analysis of tendencies and levels of the academic mobility development of students in European countries, which is from our point of view is defined by the mobility of the pedagogical profession, its continuous development and changes in accordance with national and world tendencies of reformation of higher school, professional pedagogical education, and also the demands towards the competitive specialist at the market of learning services. Specific features of formation of academic mobility of future foreign language teachers have been emphasized: introducing students to linguistic and cultural components; integration of language and information training; formation of communicative competence of future foreign language teachers; readiness for self-education, professional self-development; high level of foreign.

Conclusions and further researches perspectives. During the research on the formation of academic mobility of future foreign language teachers, a

corresponding model was developed, which consisted of three levels and assumed the progressive obtaining of motivation for academic migration and the ability of foreign-language communicative competence by future teachers. The model for the academic mobility formation of future foreign language teachers by means of media education technologies is based on understanding and using the conception and types of academic mobility, including the purpose, scientific approaches, principles, functions, pedagogical conditions, components, diagnostic criteria, work content, expected result, which creates optimal conditions for obtaining this kind of mobility for student youth.

References.

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