Recombination of the academic mobility format of higher schoolteachers in the context of digitalization of education

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Abstract. The paper addresses the need to revise the importance of academic mobility of the professorial and teaching staff in the conditions of digitalization processes in the educational sphere. Information technologies are placed at the top in the current economic and social conditions. In the age of the digital economy, innovative projects are being developed and implemented providing for the emergence of completely new specialities. Universities are shifting the directions of education towards the development of unique programs. The labor market shows the demand for highly competent specialists. For these reasons, the authors have set the goal of finding out the necessary degree of recombining the format of academic mobility of higher school teachers in the conditions of changed competence requirements for a university graduate. The digital economy strategy offers new approaches to the training; respectively, the qualification requirements for teachers are raising to a new level. The implementation of the academic mobility opens up a prospect for solving this problem. Academic mobility is aimed at conducting research or exchanging experience with scientists and teachers at the sites of other universities within the framework of professional development and obtaining new knowledge. The research method was the analysis of scientific papers and information platforms of universities, as well as the study of statistical data of analytical agencies in the field of education. The purpose of the study is implemented through joint educational projects with foreign colleagues The issue of academic mobility has recently been in the focus as a key aspect of the development of the scientific and professional community. In the course of the study, we found out that the teaching staff faced the problem of a lack of digital competencies in the training process. Many teachers may not have access (or may not be able to afford) to exchange methods and technologies.
Keywords: recombination, academic mobility, digitalization of education, information society, digital competencies

1   Introduction

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In today's world, the educational process is gradually transforming from an analogue form of providing information to an electronic (digital) environment. The digital information component is much faster and more efficiently integrated into the social and economic spheres of society. An increased focus on the intensive transformation of education into a digital form makes us think about the need for the formation of academic mobility of higher schoolteachers as an integral factor of the educational process.

Academic mobility refers to students, teachers, and scientists in higher education inside or outside of their own country to study or conduct research [1].

Academic mobility is an incentive for the development of domestic and international academic relations among universities. The student and teaching community have always been considered avant-garde in terms of innovation, latest technologies and their introduction into the socio-economic environment.

In the field of university education, according to statistics from 2020, the level of media activity of participants remains consistently high (60%) compared to those involved in secondary education (52%) [2].

The authors try to identify the need to recombine the directions of academic mobility of higher schoolteachers through increasing the possibilities of using digital technologies based on the importance of integrating the information space in education.

The problem of the research is the revision of the directions and forms of academic mobility by university teachers.

The key materials of our research were information resources of educational organizations, scientific works and materials of analytical organizations. The method of our research is considered the analysis of information content and drawing conclusions about the need to shift the forms of academic mobility of higher schoolteachers, in the context of digitalization of the educational process.

Perspective for dealing with the issue opens up the aspect of digitalization of the educational process.

2   Materials and methods

2.1   Information society as a space for academic exchanges

The information society is stated as a society, all aspects of which are interconnected using information and the availability of its application [3].

New realities require new approaches in the training of future competent experts in the field of economics, engineering, medicine, information technology, and pedagogy. In this regard, the European International Commission has adopted the interpretation of "digital literacy" and "digital competence", which teachers should have as well as future graduates of universities.

We are going to consider these terms in detail. "Digital literacy" implies being adept at personal computers and software in all spheres of life. The commission interprets "digital competence" as the use of information technology knowledge in a qualified sense [4].

In our case, such narrow tasks are educational content. Digital competencies were defined in six blocks, including six competencies:
1. Professional duty;
2. Digital resources;
3. Teaching and learning;
4. Student assessment;

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5.　　Empowerment, opportunities and independence of students in the educational process;

6.　　Development of digital competence of students;

The "teaching and learning" block is interesting most of all because it contains the competencies necessary for a teacher, namely:

1.　　Teaching;
2.　　Educational process management;
3.　　Collaboration and group work;
4.　　Organization of self-control of students;

Based on the foregoing, it can be concluded that the professional development of teachers has become a necessity of today's realities. Academic mobility comes to the fore in the process of retraining of teaching staff.

In the Russian educational sphere, digital technologies are considered as an integral part of the learning process. According to the study conducted by the Analytical Agency NAFI, 90% of teachers of higher educational institutions actively use Internet resources in their work and research.

As part of the study, the level of information literacy of higher school teachers was evaluated. The index of digital literacy of teachers was derived based on the survey data. It was 88 points out of a total possible 100 points [5].

This confirms the fact that the teaching community is ready to implement the process of academic mobility in the digital field.

2.2　　Rethinking the format of academic mobility in the Information society

It is important for our research to consider the types and forms of academic mobility of teachers.

Academic exchanges may be realized both inside the country (internal academic mobility) and abroad (international academic mobility). The experience of international academic exchange has become an integral part of the career of researchers and teachers [6]. Academic exchange can be carried out in physical form based on the host university [7].

Consequently, in the process of international academic mobility, there is not only an exchange of unique scientific theories and methodologies but also a rethinking of previous knowledge. All this has a beneficial effect on the development of science and the introduction of innovations in general.

Researchers do not consider the process of internal academic mobility of teaching staff as widely as the international aspect because it is mainly individual in nature.

Today's society needs quality education inside the country more than ever. As a result of the statistical analysis by National Priorities Independent Non-Profit Organisation, it turned out that 80% of parents see the future of their children in research activities [8].

Many heads of universities and leading researchers agree that universities should "work on scientific and technological guidelines". The educational process should be based on scientific research and collaboration of universities" [9].

One of the goals of the digital economic environment will be creating a space of knowledge and applying it in practice and it has great importance in the context of our research. Digitalization of national education requires new approaches in pedagogy. Universities should be evaluated not by their scientometric indicators, but by the innovative projects that they introduce into public and economic life.

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Accordingly, universities are faced with a serious task that requires significant financial and intellectual resources, which will have to be directed to the development of programs aimed at improving the qualifications of teachers.

3   Results

All of the above highlights the special importance of the digital sphere in the processes of training and professional development. Digital content allows academic exchanges between teachers of various universities without leaving their place of residence and with much lower financial costs. Innovative platforms enable women to carry out research plans in education and economics using online technologies [10]. University consortia provide online platforms for conferences and research [11][15]. The essence of the above judgments comes down to the fact that there is an urgent need for a thorough consideration of the academic mobility of teachers as an integral part of the educational process in the context of digital content.

4   Discussion

The specifics of academic mobility of the teaching staff have an individual nature. Teachers as a subject of academic exchange less mobile than students are.

The lack of complete freedom of professional movement in order to master the newly emerged requirements for competencies is explained, firstly, by the degree of occupation. Here we can also touch upon the issue of gender priority in the implementation of academic mobility. Initially, more women than men were involved in the educational sphere [14]. However, in the areas of financing scientific research in the field of pedagogy, even at the international level, preference has always been given to the male part of applicants. Since the beginning of the 21st century, thanks to new approaches in international gender policy, the number of women applicants for grants has increased significantly from 30% to 40% [12].

Secondly, it is much more difficult for female scientists to devote enough time to writing scientific papers and promoting research results because there are public priorities such as family. Women, as a rule, experience a lack of time to a greater extent than men. However, the situation has been changing recently. Nowadays men are also trying to reconcile their domestic duties with paid work while women spend more time at work [13]. According to a study conducted by the United Nations Economic Commission for Europe, 52% of women believe that they reconcile their career and family responsibilities well enough.

5   Conclusion

It is possible to outline the main ways of developing academic mobility not only from the point of view of a teacher or student.

The main message of academic mobility is to develop yourself and help everyone to develop. It is quite problematic to achieve equal opportunities in academic mobility under the influence of factors such as gender, geographical location, etc. However, nowadays, the state, as well as the citizens themselves, have a vested interest in this. In addition, the state also begins to support educational institutions with grants, technical support and other things. Despite all efforts, it is necessary to continue to develop academic mobility throughout the existence of education as a social institution.

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