

## Formation of Academic Mobility of Future Foreign Language Teachers by Means of Media Education Technologies

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### ABSTRACT

**The relevance of research:** Modern transformations in society and education pay special attention to the increase of the quality of teaching staff training, 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. **The purpose of the research:** The purpose of this research is to identify efficient forms and means of academic mobility of future foreign language teachers. **Research methods:** The leading research method that tests hypothesis is pedagogical experiment (ascertaining, forming and control stages of experiment) and also the method of processing of quantitative results of the research. 270 future foreign language teachers took part in the experimental research where 138 respondents belonged to an experimental group and 132 future teachers belonged to a control group. **Results of the research:** the model of formation of academic mobility of future foreign language teachers 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. **Relevance of the research:** The efficiency of the proposed model of formation of academic mobility of future foreign language teachers by means of media education technologies has been proved and confirmed by the statistics of the experiment. Materials of the article can be useful for students, teachers of educational institutions of higher education, foreign language teachers who write projects, course works, qualifying projects and other types of scientific works.

### Contribution of this paper to the literature

- A set of diagnostic tests has been created to reveal the initial levels of formation of academic mobility of future foreign language teachers; The methodology of formation of academic mobility of foreign language teachers by means of media education technologies is proposed;
- Pedagogical conditions facilitating the formation of academic mobility of future foreign language teachers have been defined. These conditions are the following: to create common information-education space which abounds in foreign information; facilitate the development of communication skills by means of intercourse and communication technologies which allow to develop creativity, ability to interact efficiently and to adapt to foreign language education space. Besides, the article attempts to introduce the systemic approach to develop professional knowledge, abilities and other skills to adjust to foreign language environment, as well as to stimulate a sustainable interest of future foreign language teachers in acquiring knowledge of country studies, history and culture of the host country they are studying;
- Content methodology section highlights the formation of academic mobility of future foreign language teachers by means of media education technology comprising teaching aids, forms, methods of formation of academic mobility of future foreign language teachers.

**Keywords:** academic mobility, future foreign language teachers, educational organization of higher education, media education, media education technologies, modeling

## INTRODUCTION

### Relevance of the Problem

Russian society has moved into the stage of international integration which influences all the life spheres, and first of all, economic viability of the state. Global transformation of manufacture and labor markets has made actual the need for competent specialists who are ready for continuous and constant professional self-perfection. Consequently, academic mobility as the quality of a person who can easily adapt to conditions of technological progress, competition at the international labor market and who shows readiness for matched cooperation with representatives of foreign companies acquire special significance (Tersek, 2017). Formation of the above mentioned quality becomes a top-priority task during the process of training of a contemporary specialist.

Modern transformations in society and education pay special attention to the increase of quality of teaching staff training, making demands for competitive specialists of the world labor market. Professional education in Russia at present is switching to new educational standards which predetermine the formation of mobile competitive specialists. The leading role in their training is assigned to formation of competencies which must ensure students the acquirement of vocationally-oriented foreign language communication skills as an efficient mean which can enhance the professional potential of future foreign language teachers and their performance. Meanwhile, organization and content details of the modern educational process restrict the formation of academic mobility which must ensure strategic involvement into multinational economic cooperation. But at present the formation of the above mentioned mobility is restrained because of poor language proficiency (Devyatova, 2012; Porshneva & Abdulmianova, 2017).

It is also obvious that in the process of training a modern specialist there is no integration of psychological-pedagogical sciences and foreign language which should be taken into account for its specific opportunities in formation of academic mobility and professional education of a person. The formation of information responsiveness, goal setting skills and collective interaction of the future foreign language teacher is never connected with subject-oriented and vocational training of foreign language acquisition in higher educational institution. Within this framework there is an urgent need for searching efficient conditions which will facilitate the formation of academic mobility of future foreign language teachers by means of media education technologies (Malach & Chmura, 2017).

One of the leading theorists of contemporary media education, British scientist and educator justified seven reasons why media education is a burning issue in the modern world (Bondarenko & Zhurin, 2002, Fateeva, 2007, Grigorova, 2006, Tsygankov, 2004, Vartanova & Zasursky, 2003). They are the following:

1. High level of media consumption and saturation of modern societies with modern means of communication.
2. Ideological importance of the media and its influence on audience consciousness.
3. Rapid growth of the amount of media information, need for enhanced monitoring of its broadcast.

4. Intensive media penetration into main democratic processes.
5. Mainstreaming of visual communication and information in all the spheres.
6. Necessity for education of students in accordance with future requirements.
7. Growth of national and international processes of privatization of information.

One more reason can be added to the above mentioned list: popularity of yellow press and degradation of mass production which in its turn creates a demand for education technologies in mass media.

### **Purposes and Objectives of the Research**

The purpose of the article was to develop a model of formation of academic mobility of future foreign language teachers by means of media education technologies. The main objectives were the following:

to identify the core of the model, to develop and apply the model of formation of academic mobility in practice which is one of the conditions of integration of future specialists into the world labor market; to determine and test pedagogical conditions which will enhance the efficiency of formation of academic mobility of future foreign language teachers; to improve competitiveness of foreign language teachers.

## **LITERATURE REVIEW**

### **Analysis of Russian Scientific and Pedagogical Literature**

Problems of the formation of academic mobility of students of higher educational institutions abroad in the context of Common European educational space (adapted from research report of the foreign experience research laboratory of professional education) are represented in works of (Tregubova et al, 2009). Author's categorical conception of formation of academic mobility is represented in the research both in a general sense and specific for specialists of social, technical and economic fields; scientific-pedagogical aspects of formation of foreign language teacher academic mobility have been examined, which were characterized by its ability to be reproduced, diversified and adapted; the model of formation of academic mobility, which allows to predict and ensure its efficiency was developed and approved; systematization and classification of conditions and factors of formation of academic mobility of students, which promote the enhance of quality of education and the reputation of higher educational institution, was carried out (Tregubova et al, 2009); general and special features in the use of foreign and domestic approaches, principles and criteria of formation of academic mobility of students have been established; principal directions and conditions of use of "portfolio" as a means of formation of academic mobility of students were determined; the algorithm of implementation of foreign experience in formation of academic mobility in domestic higher education institutions has been developed and successfully approved. Scientists mark that fundamentality of Russian education, scientific and intellectual potential of the teaching staff, high quality and price affordability, wide variety of educational services proposed is the process of integration of our country into the European educational space (Power et al, 2017; Valiulis, 2013). Academic mobility, which can be considered as a key factor of modernization and realization of systematic changes is an essential component and a mechanism of stimulation of Russian Federation higher education institutions to be included into the Bologna process.

Derzaev and Ahmadiyev (2013) in their article "The model of formation of academic mobility of students" on the basis of analysis of standard and legal, psychological and pedagogical, sociological scientific literature and participation in a number of roundtable discussions, which were conducted by the Ministry of education and science of the Republic of Tatarstan, developed a model of formation of academic mobility of students of higher educational institutions. They also described the elements of the model and showed the results of experimental work on formation of academic mobility of students.

The article of Buzukov (2015) underlines that the Bologna Declaration, which was signed by the ministers of 29 countries on the 19.06.1999, highlights the role of universities in the development of European culture, strengthening intellectual, cultural, social, scientific-research potential, the "European knowledge" acquisition. The declaration stressed the necessity of creation of the European sphere of higher education which would promote the mobility and employment of citizens and also the development of the continent in general. Fundamental foundations of the Bologna process are: 1. mobility (academic and professional); mobility of students as well as teachers; 2. competitiveness; 3. credit system - ECTS (European Credit Transfer System).

The article of Sakharova (2011) presents the pedagogical essence of the academic mobility of students of the university in the context of the foreign language competency development. Top priorities in the development of contemporary higher professional education are highlighted. The most advanced educational priorities at present are the following: multilevel education (Bachelor degree programme, Master's Degree programme, Doctoral programme); additional vocational training in the system of higher professional education; lifelong learning; cross-

disciplinary integration of higher professional education. Academic mobility of university students is a multifaceted phenomenon and can be interpreted from the positions of students' readiness to use European and domestic resource in the sphere of future professional engagement, taking into account the right of students to choose educational institution. From the point of view of personal development academic mobility presents a system of student personal qualities, oriented at achieving social and vocationally meaningful goals. It is supposed that these qualities provide and optimize the process of learning in terms of international educational programmes.

Yurasova (2014) examines the methods how to develop common cultural and professional competencies of the graduate of a non-linguistic higher education institution by means of analysis of the literary text. Analysis of the literary text is one of the major forms of work in terms of professional training of students-philologists and translators. Along with the development of specific language skills and abilities, analysis of the literary text promotes the general personal development of a young person. Work with fiction text helps to reveal additional competencies: ability for emotion analysis, emotional intellect. Emotional intellect is the basic managerial competence which allows a specialist to become a successful leader in the sphere of business, politics, state and municipal management. Thus, under current conditions philological education becomes the most universal way of development of basic and special managerial competencies.

Ryabova (2014) in her work proved the actuality of use of integrative approach as a methodological base in the system of translator training. The new essence of the translating process and a new role of the translator have been revealed.

Socio-cultural mobility of the translator is provided by integrative knowledge. Integrative processes in translator education are aimed at training of such a specialist, whose translator decision is based on self-criticism, objectivity and striving for development of professional qualities.

Examination of international education measurement is usually reduced to the comparative analysis of features of education in different countries. The situation started to change at the end of 20 – at the beginning of 21 century because of rapid development of globalization processes (formation of transparency of national borders) and integration (deepening of cooperation between countries on the basis of intergovernmental agreements). The above mentioned processes influenced the education sphere, which internationalized intensively (to get a wide international aspect). In spite of possible failures, the process of internationalization of education, general vector of development, reside in the fact that this process will enhance. The purpose of the article is to analyze what new challenges and possibilities become available due to the internationalization of education (in particular, Russian education). Materials and methods: the research was based on the principles according to which education on the one hand depends on the transformation of global political organization and on the other hand promotes this transformation. Materials for the research are based on international agreements which are in particular accepted in terms of the Bologna process and also the results of scientific works of Russian and foreign scientists. Descriptive and comparative methods of analysis are widely used. Results: analysis of internationalization processes of education in the world has shown that along with its traditional directions and aspects it was noted that university starts to play a special role in the modern world. It was shown that specificity of education in Russia formed due to big territory and historical traditions must be taken into account when forming the strategy of internationalization development of education in the country. Discussion and results: specificity of Russia poses a risk of abruptness of Russian educational space in European and Asian parts accompanied with relevant economical, social and other consequences. To avoid this it's necessary first of all, to activate cooperation of Russian higher education institutions all over the Russian Federation. Secondly, Russia can become a kind of educational "bridge" between different regions of the world. It was concluded that to determine the basic components of the new stage of integration of education, joint researches of specialists in the sphere of international relations, teachers, psychologists, sociologists are needed (Lebedeva, 2017).

The article of Muravyova and Gorileva (2016) examines the role of joint educational programmes of higher education as a tool of internationalization in a wider context of modern trends of social development. Particular attention is paid to international/transuniversal general competencies and the significance of their formation for ensuring competitiveness of graduates at the labor market. General principles of design and realization of such programmes and problems connected with their realization were emphasized. Also the examples of realization of such programmes in one of the leading Russian higher educational institutions – the Lobachevsky University are given. Materials and methods: methodological foundation of the research is formed by general scientific methods of enquiry, such as analysis, comparison, generalization. Practical experience of the Lobachevsky University in realization of different educational programmes together with European universities was analyzed, namely: bachelor and master programmes of intramural form of study in two higher educational institutions; bachelor and specialist program of NNSU along with distance education in European educational institution; programmes to get two stages of the third level of education – candidate of sciences and Ph.D. The results of the research: in the result of the analysis carried out it was identified that designing joint educational programmes is the most efficient way of creating Common European space of higher education, significant tool of realization of principles of the Bologna

process. It was approved that the most common goal of joint educational programmes is, first of all, to enhance competitiveness of the European education (here the term European education incorporates Russian education) and ensure its high quality. Discussion and conclusion: general criteria of efficiency of joint educational programmes are justified which include: modular structure of programmes and necessity to rely on achievement results in learning; provision of high level of education quality in terms of cooperative programmes; use of student-centered methods of education when realizing cooperative educational programmes.

The article of Bogatova and Guseva (2014) relies on the data of sociological survey of students of N.P. Ogarev's Mordovia State University of non-linguistic specialities, who learn English within the programmes of additional education or with tutors with the purpose to bring to light social attitudes of students of non-linguistic specialities towards English outside the principal educational programme. The article highlighted the extent of social demand for foreign language skills in the modern Russian society and on the level of the subject of the RF – in regional society of the Republic of Mordovia; the motives of foreign language learning of Russian students were analyzed; the factors forming social preferences and motives of students of the Ogarev MSU connected with foreign language learning beyond the curriculum of the basic direction of training, and social expectations connected with perspectives of foreign language use in the future career of graduates were defined; practical recommendations to improve the quality of foreign language training in the system of higher professional education were formulated.

The article "Integral text methodology in the light of linguoculture: acme-axiological approach" highlights the topical problem of linguoculture acmeology - identifies essential features and indicators of human speech activity evolution in written and oral speech. For the first time in linguoculture science the author proposes acme-axiological methodology, suggests humanistic and constructive understanding of the world text linguoculture and considers text as acmeological process, as a human's pathway to the highest sociocultural knowledge verbalization. Acme-axiological criteria of the concept "language development" are put forward. The author develops the idea of applying anthropocosmic criteria complex to the study of the text linguoculture. Anthropocosmism formulates a value paradigm of text study and refers human's language development to the spiritual self-representation of a person (Belyatskaya, 2014).

Gafiyatova (2014) examines professional language personality. The author explains the choice of the language personality as an object of the study, analyses the bicultural language personality and describes the types of language personality. A range of research procedures of abstract-theoretical, experimental-practical, organizational and methodological levels to solve the set tasks are examined and offered.

Kurbatova (2013) in her work examines the integrative character of linguoculturology, which methodology is under development at present. So far, the scientific status and main tasks of linguoculturology as a science have not been identified; the specificity of basic linguoculturological terms and concepts has not been defined; the forms of keeping and co-existing of language and culture in human consciousness, from the point of view of culturology, have not been researched sufficiently.

The article of Altunina (2011) analyzes the possibilities and possible ways of development of higher education in Russia and Kaliningrad region within a framework of Bologna process. Different aspects of cooperation between Russia and countries of the EU (joint programmes and programmes with double diplomas) are examined. The total number of competencies of a graduate, as his socially significant integrative qualities, which are needed for his future professional career and personal growth create a new image of quality of higher education. Competitiveness of the graduate of the certain level of higher professional education can be considered as the main indicator of quality of his/her professional training which ensures the readiness for efficient professional activity in society. Introduction of such an indicator into the evaluation of quality of professional training promotes the establishment of close connection between higher professional education and a labor market. Specialists at the labor market offer readiness for professional career competing against each other for places of work. That is why, competitiveness of the specialist at the labor market is determined to be more perfect if compared with others by system of knowledge, skills, abilities, professional techniques, vocationally important personal qualities, competencies, higher qualification, ability to adapt rapidly to the reality and perform one's professional functions more efficiently. Competitiveness of the higher educational institution graduate can become obvious only after the final completion and mastering professional educational programme. For this reason, there arises a need to develop the indicators of successful mastering of a programme which allow to predict the level of the forthcoming competitiveness that can evidentiate it, as potential feature in the process of educational activity.

The students' stay in the information space is significantly longer than the time spent in class. Therefore, teachers should stimulate students' interest through the application of ICT that the students themselves use without losing the educational functions that they perform in class. In other words, teachers should find as many teaching approaches to present the educational information and external information flows by means of ICT as possible. The information and educational space created in modern conditions is inextricably linked with the use of media education technologies and this in turn is significant in the professional training of students of scientific professions. Thus, one of the main advantages of using media education technologies is that they provide co-adaptation of the

information and educational spaces in the pedagogical process, and also contribute to the formation of the media competence of the student's personality (Ivanova & Maltseva, 2012).

### Analysis of Foreign Resources

The purpose of the article written by Hu (2016) is to clarify on the process of the internationalization of higher education from the point of view of human integration into urban cultural space. **Materials and Methods:** The methods applied in the article are mainly analytical and descriptive ones which show how the human integration and urban cultural space contribute to and influence the process of internationalization of higher education. **Results:** The motivation for the internationalization of higher education is closely linked to that of urbanization. In addition to economic and political incentives, modern urban culture caused by globalization also plays an important role in promoting the internationalization of higher education.

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 (Zhurin, 2001).

The study of Bećirović (2017) analyses the relationship between gender, motivation and achievements in the study of English as a foreign language. Fluent knowledge of English is of paramount importance for a person to be successful in professional, personal and educational aspects of life. The purpose of this study was to determine how gender affects motivation and personal accomplishments in learning English as a foreign language. The research comprised 185 students at the age of ten (fifth grade), fourteen (ninth grade) and eighteen (twelfth grade).

The results demonstrate a statistically significant relationship between gender and motivation. Ten-year-old students demonstrate the highest motivation for learning English as a foreign language, while eighteen-year-old students show low motivation. In addition, it turns out that female students are more successful in learning English as a foreign language than male students at each age group / class. Besides, the research outcomes display statistically significant deviations in measuring the ratio between students' accomplishments and motivation and can be very useful for teachers, parents and students in making the most effective approach to studying and teaching English as a foreign language (Popova & Beavitt, 2017).

Despite the fact that a great number of studies has been devoted to the teachers' attrition and mobility, teachers of English have attracted researchers' attention. The present authors, using the 1999-2000 Schools and Staffing Survey (SASS) and the Teacher Follow-Up Survey (TFS; National Center for Education Statistics, 2005) examined individual, academic characteristics and also mentoring and induction activities that affect beginning English teachers' attrition, mobility, and retention. The results showed that salary was a statistically significant incentive related to a great amount of hardships of beginning English teachers who were about to leave their profession. There were no factors related to decreased attrition. As regards teachers' mobility, no teacher or school characteristics were associated with migration (i.e., changing schools). While reviewing combined effects of mentoring and induction activities when controlling for teacher and school characteristics, the authors found that the results suggested none of the activities were related to attrition and migration (Hahs-Vaughn & Scherff, 2008).

The purpose of the international training programme in the case study was to provoke teachers to start rethinking potentially ethnocentric assumptions. The key issue of the research: "What outcomes can be expected if we combine OME and training in the field of service for teachers before the start of training?" The main focus of the document was on OMEs which took place in China and Malaysia. The outcomes included that joint programme contributed to the development of global thinking, training, presence, experience of the teacher in a new context and the development of the professional identity of participating students.

The Article written by Pherali (2012) entitled "Academic mobility, language and cultural capital: the experience of transnational academics in British higher academic institutions" is devoted to the experiences of transnational academics teaching and researching in British higher education institutions (HEI). Despite many studies related to the problems of foreign students and Western scholars teaching abroad, very little has been written about the recent global phenomenon in which scholars from non-English-speaking countries move to English universities. This under researched area is represented as a detailed study examining the cases of seven international academics in five different universities. The study revealed a range of their distinctive experiences which represent an exigent

“field” in their struggle to adapt to the new cultural setting. While providing opportunities for professional development is useful, the “offer of support” is a sensitive issue and can pose a threat to both their status and identity.

In the scientific work of Mitchell and Reushle (2013) “Mobile Learning and Professional Development: The Future of Academic Work in Higher Education” the findings are that educators use social media to enrich their teaching experience in the classroom. Besides, they use mobile phones for greater teaching performance across time and place. As learning becomes more mobile, social-based and informal, the divide between spaces, places and digital devices is merging.

Given the disruptive effect, learning mobility is having on the foundations of education, knowledge, learning and academic work, this paper investigates the possible relationship between mobile learning and professional development as potential enablers (or barriers) to academic motivation and engagement in transforming their professional practice (Duchovicova & Tomsik, 2017). This research holds the central tenet of ‘educators are learners’, adopts an ‘as-lived’ experiences approach which looks at the ways people experience, in this case, mobile learning in natural settings, and is fundamentally concerned with contributing to the body of knowledge on the changing nature of the higher education teacher’s academic work in the modern academy. The principal questions guiding this exploratory paper are ‘What alternatives are there to current professional development methods that support educators in ways of learning about mobile learning to transform professional practice?’ and ‘Why are some academics naturally motivated to engage, share and actively participate in alternatives?’

Hoffman (2008), in his work “Changing Academic Models of Mobility and International Migration”, asks the question “What will academic mobility mean in the 21st century?” Several scholars stressed the connection between academic mobility and international migration. This qualitative study explores a spectrum of academic mobility articulated by Teichler that empirically contributes to examine these connections. He studies e-mail excerpts from 20 migrant academics living in seven countries who have highlighted six different models of academic mobility and the main differences between regions of the world. Conceiving academic mobility in terms of traditional short-term internationalization the author finds many universities which focused on and staffed for academic mobility between countries. Other regions have long been oriented on academic mobility that occurs within countries. These patterns are the result of long-term migration. At the conceptual and practical levels, this study distinguishes between the time frame and contexts of academic mobility and the theoretical justification for this. The analysis suggests that the assumptions about the dynamics of academic mobility and their implications should be reconsidered.

In the article “Academic Mobility and Migration: What We Know and Do not Know” written by Teichler (2015), the author claims that although internationalization of the scientific world is a key issue in public attention and policy, the actual information base on migration and mobility of “teachers in higher education”, “scholars”, “academics” or “researchers” has remained weak. Most available statistics focus on “foreign” students or “foreign” scholars rather than persons mobile for academic and scientific purposes and provide information only on a single moment rather than on the life course of moving between countries. In recent years, some surveys of the “academic profession” and ‘researchers’ have been undertaken primarily in economically advanced countries or especially in European countries that provide an overview on various modes, e.g. migration prior study, short-term student mobility and mobility for the whole degree programme, mobility in the phase of doctoral education and training, professional mobility in various stages of the professional career and finally shorter visits linked to academic and research work. All available information suggests that substantial differences exist by country and that no signs of convergence are visible. Moreover, surveys confirm that international experience is a frequently valuable asset of academic research careers but often is viewed as less beneficial than conventional wisdom suggests.

Valiulis (2013) in the work “International mobility of students and teachers – an additional tool for better learning” emphasizes that for the past several years European higher education institutions (HEIs) have been increasingly facing the need to create a more diverse range of international activities. Universities are searching for new internationalization tools to implement those activities more effectively in terms of finance and time.

Learning mobility plays a great role in the process of quality assurance in higher education, expanding cross-border collaboration within the European Higher Education Area (EHEA) and beyond, and enhancing students’ employability. A clear positioning of a country and identification of its strengths should be given special consideration. The image of the country, e.g. educational system, study and living standards and migration policy, have to be emphasized to win the attention of both international partners and prospective international students. A national strategy (with major strategic directions, priority activities for HE internationalisation, national financing, etc) is needed to support national HEIs in co-operative endeavours and in competitive efforts, taking account of the new European initiatives and aiming at non-EU regions.

Higher education is one of the social fields where inequalities are produced and reproduced. Nevertheless, we still know very little about the ways in which heterogeneities and inequalities have been experienced and interpreted by those involved in international academic mobility. In this introductory editorial, we consider some

of the crucial conceptual issues involved in the study of the nexus between inequalities and international academic mobility. First, we argue that it is important to take manifold inequalities into account when examining this nexus. After all, inequalities can be detected at different levels, and the mobility process is structured around multiple heterogeneities rather than by a single one. Second, we discuss how international academic mobility and inequalities attached to it go beyond nation-state borders. Third, we confirm that it is beneficial to extend the scope of the mobility process as a whole, as inequalities in opportunities and outcomes are intrinsically connected (Başak & Christof, 2017).

Despite the growing interest of researchers in the subject knowledge of teachers, the scientific understanding of teachers' professional knowledge for teaching English as a foreign language (TEFL) is very limited. This study therefore applies standardized tests to directly assess content knowledge (CK), pedagogical content knowledge (PCK), and general pedagogical knowledge (GPK) of preservice teachers for TEFL in Germany from different programmes and stages during initial teacher education (during their master's studies at university and at the end of their induction phase). Structural analysis provides evidence that teacher knowledge with respect to TEFL is a multidimensional construct and PCK is closely related to both CK and GPK. Test scores vary across preservice teachers from different programmes and stages, which adequately reflects differences in the learning opportunities they had during teacher education (König et al, 2016).

Although the professional development of graduate students in foreign language (FL) departments is of critical importance, discussion of its significance and evolution was all but absent in the 2007 Modern Language Association report "Foreign Languages and Higher Education: New Structures for a Changed World", a document advocating curricular and structural reforms of FL departments in forthright terms. This lacuna drove the current review, which traces the forms and foci of research appearing from 1987 to 2008 on the professional development of future professors of foreign languages. Empirical studies on the relation of graduate students' beliefs and identities to their FL teaching experiences have integrated increasingly sophisticated research designs and theoretical frameworks over the past two decades; however, the primary focus of this field remained moving from a training perspective to a professional development perspective and substantiating this change with new practices that address FL graduate students' long-term needs as teachers and scholars. The authors call for a renewed focus on empirical research in this field and a more symbiotic relationship between research investigating the processes and outcomes of FL graduate student professional development and the practices called for in FL departments (Allen & Negueruela-Azarola, 2010).

The current controversial socio-political climate provides an excellent opportunity for linguistic alienation that influences the change that helps shape the national discourse associated with multilingualism and multiculturalism. Our classes are diverse sites where languages and culture converge and thus providing opportunities for rethinking how to equip students with tools that must be critical consumers of linguistic, literary and cultural content. Although many of us are already aware of this opportunity, the impact of our work is diminishing if we do not think globally and at the same time effectively interact in our local contexts. By involving all the language colleagues in efforts to protect, and by informing your efforts with scientifically based SLAs, we will go far in breaking down divides and successfully developing and disseminating the mission and the social location of language departments in the 21st century (Paesani, 2017).

New empirical studies are presented in the forefront of research in the field of English language teaching and professional development, which are in different contexts around the world, including Canada, Denmark, Israel, Japan, Korea, Qatar, Sudan, and the U.S. It is framed by the volume editors' insightful overview and analyses of previous and ongoing work in a variety of related domains and an epilogue by David Nunan. The chapter studies are organized around three themes: teacher identity in ESL/EFL teacher education and professional development programs, second language teacher education programs for diverse contexts, and professional development for diverse contexts.

All chapters focus on the applied nature of the research and include a section on implications. To provide balance and a range of views, the volume includes both chapters reporting on empirical research funded by TIRF grant recipients and several from invited authors who are senior scholars in the field. This is the third volume in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF (Crandall & Christison, 2016).

This study analyzes the online, peer-peer dialogue between two groups of nonnative English-speaking teachers who are attending graduate programs in Colombia and the United States. Framed by the theoretical concepts of critical pedagogy and global professional identity, a qualitative analysis of the data shows that their expert vs. novice roles played a significant part in shaping their positions on the four themes that they discussed: the role of English language teaching in the global world, institutional constraints on teachers, whose culture to teach, and linguistic diversity in the classroom. This study highlights the responsibility of teacher education programs to cultivate healthy nonnative English speaker teachers' professional identities given the global complexities that continue to unfold around these teachers (Guerrero & Meadows, 2015).

Based on the ideas received from communities of practice and the theory of critical discourse, this study examines how teacher identities are discursively created in the process of teachers education and under the influence of social structure. The participants were seven Hong Kong and nine Chinese pre-service teachers. Two interviews were conducted with a focus group and in-depth individual interviews were used with each of the participants. The study showed that the formation of the identity of these participants is carried out individually, is mediated by immediate contextual factors, formed by their socio-economic background and constructed taking into account social discourses about the teachers and teaching profession. This article discusses the sociocultural factors underlying the differences, and gives rise to implications for current pedagogical practices and future research (Gu & Benson, 2015; Si & Qiao, 2017).

While research data concerning study abroad experiences of tertiary level students are easily accessible, relatively little attention has been paid to the role of international programmes in pre-service foreign language (FL) teacher education. The present study involved student teachers of English from three countries and aimed to explore their intrinsic motivation to participate in a short-term teacher-training course in Germany based on cooperative and interdisciplinary teaching approaches. It was also verified whether the results were determined by the participants' country of origin. The data for the investigation were collected by means of a questionnaire developed on the basis of the Intrinsic Motivation Inventory and focused on six subscales related to intrinsic motivation: interest/enjoyment, perceived competence, value/usefulness, effort/importance, felt pressure/tension and perceived choice during task-based activities of the workshop. The quantitative data were supplemented with the participants' written comments, which were later content analyzed with regard to the above-mentioned subscales. The results suggest that irrespective of the nationality, all participants reported relatively high levels of intrinsic motivation to participate in the programme. Additionally, the findings serve as a basis for a number of practical recommendations for planning and management of future mobility programs addressed to student teachers of FLs (Pfungsthor & Czura, 2017).

Thus, the problem of the formation of academic mobility of future teachers of a foreign language by means of media education technologies is connected with the process of language adaptation, inculturation, together with the methodology of teaching a foreign language. The essential condition of the educational process is to involve media studies techniques, to develop program materials, teaching and methodological aids for effective foreign language teaching.

New Educational Media is definitely a signpost of an era of e-generation. Interactive media is indeed revolutionizing the world of communication nowadays. The new media's integration into the education sector is redesigning our perception of an educational paradigm. Online media facilitates students' inquisitiveness and interaction. As an agent of immense change, it is a great tool aimed at greater cognitive performance, self-expression and a skill enhancement enabling students to develop professionally. Having redesigned the academic process, media education is replacing traditional forms of education and makes individuals correspond to social demands of the competitive world (Shilpa, 2014).

The role and impact of information and communication technology on modern academic world is immense and cannot be left understudied. In view of this, the concept of 'educational media and technology' is inestimable in teaching and learning activities and should be applied in Federal and State educational institutions, Non-Governmental Organizations and School Administrators (Mohammed & Yarinchi, 2013).

## MATERIALS AND METHODS

### Theoretical and Empirical Methods

To prove the hypothesis a set of various interrelated methods was used:

- theoretical - analysis of psychological and pedagogical works on the research problem; study of methodological and educational literature; theoretical analysis of the main provisions of the proposed methodology on the basis of which the hypothesis of the research was put forward; theoretical justification of the systematic work on the formation of academic mobility of future teachers of a foreign language by means of media education technologies;
- empirical - summative and confirmative assessment, check pedagogical experiment, conversation polls, interviews, questionnaires, testing, teacher observation; analysis of the results of experimental work.

### Base of the Research

The research was carried out on the basis of Humanities and Pedagogics Academy (branch) of the Federal State Autonomous Educational Institution of Higher Education "Crimean V.I. Vernadsky Federal University" in Yalta. The experiment involved two hundred and seventy future teachers of a foreign language.

## Stages of Research

The study was conducted in four stages:

At the first stage, the problem of forming academic mobility of future teachers of a foreign language was studied and analyzed; criteria and indicators of formation of academic mobility of future teachers of a foreign language were determined; the methods of diagnosis were chosen to identify the criteria and indicators.

At the second stage, the theoretical concept of the research was refined and corrected, an experimental model of the formation of academic mobility of future teachers of a foreign language was developed; the corresponding didactic-methodical support of the process of formation of academic mobility of future teachers of a foreign language was performed.

At the third stage, an extensive training experiment was conducted, an experimental verification of the model of the formation of academic mobility of future teachers of a foreign language was carried out.

At the fourth stage, theoretical interpretation of the results of experimental work and their interpretation were carried out; the results of experimental work and conclusions were formulated; the analysis, generalization and systematization of the data obtained, design of the study and approbation of the research topic in the publications and the author's reports at scientific conferences were performed.

## Estimated Criteria

The author identifies the criteria and indicators of formation of the academic mobility of future teachers of a foreign language. They are operational and cognitive ones with the indicators: sufficient knowledge of special disciplines; developed oral and writing skills; communicative and action-based criterion with the indicators: formation of communicative abilities of future teachers of a foreign language; existence of practical skills for activity in the foreign-language environment; social criterion with indicators: the existence of knowledge of the academic mobility as a social phenomenon, formation of active living position; readiness for independent creative activity, readiness for foreign-language communication, aspiration to professional self-improvement in the foreign-language environment.

According to distinguished criteria and indicators, levels of formation of the academic mobility of future teachers of a foreign language are characterized. They are low, average, sufficient and creative.

Low level is characterized by the insufficient level of knowledge of special disciplines. The students' skills of interaction with the foreign language environment aren't created. They know about the existence of the academic mobility as a social phenomenon, but don't realize the importance of its formation. Besides, such students don't aspire to self-improve professionally. Future foreign language teachers have no motivation to start educational migration. Such group of students displays the lack of understanding what types of the academic mobility and technologies are applied in academic process. They don't want to go abroad with the purpose of professional exchange and improvement of their personal pedagogical excellence and skills of foreign language interaction. The students with low level got from 0 to 7 points for the overall performance.

The average level assessment evaluates certain knowledge of special disciplines and satisfactory communicative foreign-language competence. Future teachers are familiar with the specified phenomenon in society and education. Such students show willingness to go abroad for professional improvement, but don't understand how to fulfil this task. They are motivated to the academic mobility, understand the importance of the above-mentioned phenomenon, but can't figure out how it can be done. They lack theoretical knowledge of technologies of the organization of the academic mobility and its types. At the same time they aren't ready for independent creative activity and don't search for self-perfection in the foreign-language environment. Students with the average level got from 8 to 14 points for their overall performance.

The students have the sufficient level if they are familiar with the significance of the specified social phenomenon; foreign-language communicative abilities are created, they are ready for professional self-improvement, have the sufficient level of knowledge of special disciplines.

For the sufficient level the professional mastery and desire of continuous career development are inherent. Such future teachers have rather high motivation to the academic exchange with the foreign universities. Furthermore, future teachers of a foreign language of this level have advanced skills of foreign-language interaction. Students with sufficient level received from 15 to 21 points for performance of all tasks.

The creative level is noted by orientation of students on the achievement of good results in formation of the academic mobility due to deep awareness broad-mindedness and systemacity of knowledge of methods and strategies of its development, the high level of feedback, critical thinking and the careful analysis of their overall performance.

**Table 1.** The total level of a formation of the academic mobility of future teachers of a foreign language

Level%	Operational and cognitive criterion		Communicative activity criterion		Social criterion		General level	
	EG	CG	EG	CG	EG	CG	EG	CG
Creative	8.4	9.5	10	10	7	8.4	7.2	7.9
Sufficient	10.6	9.2	15.4	14.9	11.2	12.8	10.9	11.3
Average	40.8	37.8	37.3	37.3	46	41.5	40	38.2
Low	40.2	43.5	37.3	37.8	35.8	37.3	41.9	42.6

Skills of communicative interaction in the foreign-language environment are created at future teachers, they are ready to independent creative activity and professional self-improvement by means of the academic mobility. Future linguists of the specified level show talent and mature knowledge and abilities of the academic mobility, they know how, when, by means of what and why the programs of the international exchanges function. They have the high level of motivation to professional activity and career development in their sphere. Future teachers of a foreign language with the creative level of formation of the academic mobility received from 22 to 28 points for performance of all tasks.

### Process and Description of the Experiment

The research was conducted on the basis of Vernadsky Humanities and Pedagogics Academy (branch) of The Federal State Autonomous Educational Institution of Higher Education "Crimean V.I. Vernadsky Federal University" in Yalta.

Two hundred and seventy future teachers of a foreign language participated in the experiment. The analysis of a condition of the problem of the academic mobility of future teachers of a foreign language in the theory and in practice allows to say that in higher education institutions there is no accurately developed system of educational and methodical materials which would consider the specifics of formation of the academic mobility of student's youth.

## RESULTS

### The Summative Stage of the Experiment

The experimental work has involved 270 future teachers of a foreign language. Two groups of students who participated in the summative experiment were selected. In one group the diagnostic test has been taken as a basis during the planning process how to form the academic mobility of future teachers of a foreign language. Another group involved traditional approaches to teacher training. Thus, the experimental group contained 138 people and control group included 132 people. The diagnostics of level of formation of the academic mobility of future teachers of a foreign language has been carried out with the students of both groups using *operational cognitive criterion* with indicators: the knowledge of special disciplines; good speaking and writing skills; *communicative competence criterion* with indicators: formation of communicative abilities of future teachers of a foreign language; practical skills of interaction in the foreign-language environment; *social criterion* with indicators: existence of the academic mobility as a social phenomenon, an interesting world view, readiness for independent creative activity, readiness for foreign-language acquisition, aspiration to professional self-improvement in the foreign-language environment. Testing, communicative situations, conversations, role-playing games, interviewing, and development of the card of professional self-improvement were practiced with the students of both groups. More obvious results of the summative stage of the experiment are displayed in tables below (**Table 1**).

So, the creative level of formation of the academic mobility is detected in 7.2% of future teachers of experimental and 7.9% of respondents of the control groups. There were 10.9% of respondents of experimental and 11.3% of future teachers of control groups at the sufficient level. The average level of formation of the academic mobility is revealed at 40% of students of experimental and 38.2% of respondents of control groups. The low level according to the results of the summative evaluation is recorded at 41.9% of respondents of experimental and 42.6% of future teachers of control groups.

Analyzing a qualitative component of the obtained results, it should be noted that most of students weren't ready to take an active part in the foreign-language educational environment. In our point of view, first of all, it is connected with insufficiency of knowledge of English and existence of language and speech barriers, lack of motivation in general to professional and career development by means of the academic mobility. Students weren't familiar with the necessary documents for a trip to study abroad, didn't know how to make the motivational letter and the summary.

So, having analyzed the results of the summative experiment, it is possible to claim that the formation of the academic mobility of future teachers of a foreign language is close to low level. Thus, the received results confirm the need of development and deployment of a model and pedagogical conditions of formation of the academic mobility of future teachers of a foreign language by means of media education technologies.

### **The Forming Stage of the Experiment**

The work on formation of the academic mobility of future teachers of a foreign language, consisting of three stages according to the components of the designed model, was organized during the forming experiment.

Not only the academic mobility but also culturological competence were formed in future foreign language teachers for the purpose of introducing students to cultural peculiarities of the countries of the studied language. Also the formation of communicative skills of future teachers of a foreign language, their ability to foreign-language interaction and implementation of technology into the interpersonal relations were in the focus of attention.

The expansion of knowledge of future teachers of a foreign language of the academic mobility as the social phenomenon and a formation of motivation to the development of the academic mobility and a development of communicative abilities was the purpose of the first stage – motivational and cognitive. So, at the first stage the propaedeutic and information module aimed at the formation of motivation for development of the academic mobility and communicative abilities was carried out.

At this stage there was a realization of a pedagogical condition – a creation of the information and education space that is saturated to maximum with foreign language information (Internet resources, information sources) active use of communication resources, opportunities of the information and communication technologies allowing to develop creative abilities, ability to interact effectively, ability for adaptation to another educational space – by use of such forms of work as round tables, the interactive lecture “History of the Academic Mobility as the Social and Educational Phenomenon”, network projects, development of a route of the academic mobility, studying the ethical code of the academic migrant, a master class “Writing of the application for participation in the programs of student’s exchange”, “A training of personal and professional self-determination and self-improvement of the teacher”, a lecture, which teacher-linguist is expected at modern school?, individual conversations, the presentations on the subject “The Country in Which I Would Like to Study”, a round table together with Fulbright fund for the academic opportunities of the program, a briefing “Training abroad”, work of club of exchange of experience “I studied abroad”, a databank of “the program of student’s exchange”, a training “Twenty one ways how to find the necessary program of student’s exchange”.

Mastering the lexical and terminological units, didactic and methodical ensuring of the process of formation of the academic mobility of future teachers of a foreign language was the purpose of the second stage – organizational and actionable one. At the organizational and actionable stage such pedagogical condition as a systemic approach to mastering lexical and terminological units, professional knowledge, abilities, skills in the foreign-language environment; creation of didactic and methodical ensuring of the process of formation of the academic mobility of future teachers of a foreign language was realized.

The content of work at the second stage provided Skype conference, a training concerning interviewing for the program of the academic exchange, a round table “Standard legal support of the academic mobility”, teaching of the course “Bases of the Economic Theory”, psychology and pedagogical disciplines, the mini-lecture “Ways of Obtaining the International Student ID Card”, photoreports, competitions of the essay and sketches “Why do I want to study abroad?!", a mini-concert on the subject “I Am a Tolerant Student Migrant”.

Improvement of professional skills of future teachers of a foreign language, skills of communicative interaction was the purpose of the third stage – professional and communicative. At this stage such a pedagogical condition as a stimulation at future teachers of a foreign language of steady interest in mastering knowledge of the country in which they study, acquaintance with the history and the culture of this country was realized. The content of work of the third stage provided a fair of programs of student’s exchange, a culturological video excursion, the creation of Google-reflexive cards, the use of game elements (“warming-up activity”) through the creation of the problem imaginary situations, game exercises for repetition of vocabulary on subjects, a creation of situations of communication, role-playing and business games, educational and training seminars, development of the project “Teacher of the World of the 21st Century”, an electronic discussion in the Nicenet system.

At the third stage there was a fair of programs of student’s exchange to which the representatives of various companies, which are engaged in the academic transfer of students, have been invited. They have informed future teachers of a foreign language of relevant offers and rules of submission of the documents and passing of allcomers.

Analyzing the specified work form, it was noted that it has allowed to set once again knowledge of staging and peculiarities of the process of filling an application by future teachers to take part in the programme of exchange, students have studied rules of representation of appliques on programs and means of optimization of own applications. The managers of the company not only presented their programs, but also showed models of

**Table 2.** The comparative table of the condition of formation of the academic mobility of future teachers of a foreign language (in %)

Level%	Motivation criterion		Contentive criterion		Operational criterion		Total sum	
	EG	CG	EG	CG	EG	CG	EG	CG
<b>Summative experiment</b>								
Creative	8.4	9.5	10	10	7	8.4	7.2	7.9
Sufficient	10.6	9.2	15.4	14.9	11.2	12.8	10.9	11.3
Average	40.8	37.8	37.3	37.3	46	41.5	40	38.2
Low	40.2	43.5	37.3	37.8	35.8	37.3	41.9	42.6
<b>Control experiment</b>								
Creative	20.3	10	30.3	10	22	10	21.2	8.6
Sufficient	35.8	11.3	38.7	15.5	29.7	14.2	32.6	12.8
Average	36.9	37.8	27.5	38.1	44.2	45.3	40.8	40.4
Low	7	40.9	3.5	36.4	4.1	30.5	5.4	38.2

application affairs. Besides, during the answers to the questions of participants, each of the agencies has lit advantages and shortcomings of programmes that has allowed future teachers to make a right choice.

The stage is extended with a culturological video excursion around the universities of the world during which students have personally seen educational institutions from different sides – lecture halls, material resources, hostels.

### The Control Stage of the Experiment

The control stage of the experiment was performed in February, 2017. The purpose of this stage is to carry out the diagnostics of formation of level of the academic mobility of future teachers of English.

To determine the level of formation of the academic mobility of future foreign language teachers in the course of the experiment, the diagnostic assessment was carried out: summative one – the results of which have defined a condition of formation of the academic mobility of future foreign language teachers, intermediate – the dynamics of level of formation of the academic mobility of future teachers of a foreign language were defined during the forming experiment, and control one – to determine the total level of formation of the academic mobility of future teachers of the foreign speech.

The efficiency of the developed model of formation of the academic mobility of future foreign language teachers by means of media education technologies is confirmed by the positive dynamics of development of ways of understanding, introspection of own pedagogical activity in general and formation of desire to participation in programs of the academic exchange, in particular. The important confirmation of effectiveness of the specified model is a dynamics of development of abilities to communicative activity in the foreign-language environment.

At a control investigation phase students were suggested to carry out the tasks similar to the summative stage of the research. In particular, the operational and cognitive criterion was checked by methods of testing and problem-solving situations; communicative competence was assessed by tests, role-playing game; social competenc was evaluated by interviewing and a cards of professional improvement.

In control group there were also positive changes, though less essential ones. The number of students with creative (from 7.9% during the summative stage up to 8.6% during control inspection), sufficient (from 11.3% to 12.8%) and average (from 38.2% to 40.4%) levels of formation of the academic mobility has increased. The number of respondents with low level has decreased moderately: from 42,6% during the summative stage down to 38.2% at the control inspection.

We will analyse a qualitative component of the received results. During the control inspection future teachers of a foreign language appeared to know well the contents of programs of the academic exchange. They could select the appropriate programmes of the academic exchange. At the end of the experiment almost all the students could write their own motivation letter, collect documents for applying for a job, send them according to the established format and load into online system. Besides in a narrow sense of the academic mobility, future teachers have felt aspiration in own professional mastering by means of the academic exchanges and have shown willingness for constant exchange of experience with foreign colleagues.

**Table 3.** The efficiency of the developed and introduced model is confirmed with methods of mathematical statistics (criterion of independence  $\chi^2$  Pearson)

Nº	Empirical frequency	Theoretic frequency	$(f_e - f_t)$	$(f_e - f_t)^2$	$(f_e - f_t)/f_t$
1	7.2	14.2	-7	49	3.451
2	21.2	14.2	7	49	3.451
3	10.9	21.75	-10.85	117.72	5.412
4	32.6	21.75	10.85	117.72	5.412
5	40.0	40.4	-0.4	0.16	0.004
6	40.8	40.4	0.4	0.16	0.004
7	41.9	23.65	18.25	333.06	14.083
8	5.4	23.65	-18.25	333.06	14.083
Sums	200	200	-	-	45.9

Differences between two dimensions can be considered as reliable if  $\chi^2_{Emp}$  reaches or exceeds  $\chi^2_{0.05}$  and more reliable if  $\chi^2_{Emp}$  reaches or exceeds  $\chi^2_{0.01}$ .

Answer:  $\chi^2_{Emp}$  is one-critical value or exceeds it, disagreements between divisions are statistically reliable (H1 hypothesis).

So, quantitative results have confirmed efficiency of the developed model of formation of the academic mobility of future teachers of a foreign language. At the end of the experiment the number of respondents with the creative and sufficient level of formation of the designated properties has increased, all students of experimental group showed motivation for participation in programmes of the academic exchange, a desire for professional self-improvement and increase the level of pedagogical excellence at the expense of knowledge and abilities received abroad.

## DISCUSSIONS

Current trends in the development of language education at the beginning of the 21st century require updating the purposes and the content of training, learning of foreign languages in secondary and higher educational institutions in compliance with internationally-recognized standards. Europeanization of linguistic education as one of the directions of improvement of the national educational system imposes strict requirements to those both who teach and to those who study as they have orientation on training of specialists of new generation, capable to see the world from different angles in the conditions of multilingualism and a polylogue of cultures. At the present stage of development of our society, there is an urgent need to search for and develop essentially new approaches to provide future specialists with professional-oriented training. The academic mobility enriches national cultures, extends educational and professional experience of its participants, represents an essential factor of the system changes through extensive and versatile experience.

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.

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 and in Russia, 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

language proficiency; high level of knowledge of professional special disciplines; reflection and self-reflection; formation of the sphere of empathy; high common-cultural level of a person.

The criteria and indicators of formation of the academic mobility of future teachers of a foreign language were defined. They are operational and cognitive criteria with the following indicators: knowledge of special disciplines; good speaking and writing skills; communicative competence criterion with the indicators: formation of communicative competence of future foreign language teachers; practical skills for communicative competence in the foreign-language environment; social criterion with indicators: awareness about the academic mobility as a social phenomenon, formation of active living position; readiness for independent creative activity, readiness for foreign-language communication, aspiration for professional self-improvement in the foreign-language environment. On the basis of the defined criteria and indicators the levels of formation of academic mobility of future foreign language teachers have been characterized. They are: creative, sufficient, average and low.

Pedagogical conditions ensuring an efficient formation of academic mobility of future foreign language teachers have been identified. They are the following: creation of common information-education space, which is saturated to maximum with foreign language information; active use of communication resources, means of information and communication technologies, which allow to develop creativity, ability to interact efficiently, capability for adaptation for foreign language education space; introduction of systemic approach to formation of professional knowledge, abilities and activity skills in foreign language environment; stimulation of sustainable interest of future foreign language teachers for acquiring knowledge about the country where they study, studying history and culture of the country the language of which they study.

The model of formation of academic mobility of future foreign language teachers by means of media-education technologies was designed and scientifically approved. Its methodological principles were the following: systemic, competence-based, synergetic, student-oriented approach. The system of the following principles have been highlighted: humanization, viability, self-education, succession, continuity, dialogic communication.

The proposed model was implemented in three levels (motivational-cognitive, organizational-actionable, professional-communicative) and provided the progressive motivation by future teachers for academic migration and the foreign-language communicative skills.

The purpose of this model is to develop such personal qualities that would facilitate students' readiness to pursue education in a foreign educational environment. The outcomes of the model facilitate the academic mobility formation of future foreign language teachers at a creative level. The effectiveness of the model for the academic mobility formation of future foreign language teachers is convincingly confirmed by the statistical proceedings of the research.

The results of the research show a positive trend in terms of the academic mobility level of future foreign language teachers. In the experimental group, there are significant positive changes in the redistribution of academic mobility levels of future foreign language teachers. So the creative level grew from 7.2% during the summative survey to 21.2% during the control experiment. The number of students who have developed a sufficient academic mobility level has significantly increased (from 10.9% in the survey to 32.6% in the control survey).

The number of respondents who were at an average level has slightly increased: from 40% before the beginning of education to 40.8% after graduation. The number of future foreign languages teachers with a low academic mobility level has significantly decreased: from 41.9% with the summative survey to 5.4% in the control test. There were no significant positive changes in the control group.

Further detailed consideration requires to increase motivation for academic mobility and search for effective ways of forming the skills of the communicative foreign language competence of future foreign language teachers, to develop scientific and methodological support for the academic mobility formation, to encourage academic information exchange for future foreign language teachers and also develop the model and practical pedagogical support of linguists during their stay abroad by means of academic exchange.

## CONCLUSION

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.

The structure of the model is flexible and dynamic. It varies and develops in accordance with how the goals of the vocational training of future foreign language teachers are completed enabling us interpret and predict the process productivity of the forming academic mobility.

The research has developed the theoretical and methodological professional training foundations of future foreign language teachers; the peculiarities and perspectives of the professional education development of future foreign language teachers in the context of modern educational trends have been analyzed; the nature and structure of academic mobility of future foreign language teachers and the scientific and methodological approaches to its overall development have been proposed. We have determined the pedagogical conditions that provide the effective academic mobility formation of the future foreign language teachers (the creation of a single information and educational space that is as rich as possible with foreign language information; the active use of communication resources, the possibilities of information and communication technologies that allow developing creative abilities, the ability to interact effectively, the ability to adapt to a foreign educational space, the systemic approach introduction to the formation of professional knowledge, skills and activities in a foreign language environment, stimulating the steady interest of future foreign language teachers in obtaining the knowledge of the country where they study, the historical knowledge and culture of this country).

The materials of this article can be useful for teachers of higher education institutions, future foreign language teachers, future foreign language teachers who are involved in the process of academic mobility formation of future foreign language teachers.

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