
**СЕКЦІЯ 7.
МІЖНАРОДНЕ СПІВРОБІТНИЦТВО:
КОМУНІКАЦІЇ, ПРОЕКТИ, МОБІЛЬНІСТЬ**

Diana Kozlova

National University of Kyiv-Mohyla Academy

**INTERNATIONAL STUDENT MOBILITY AS A FACTOR OF
HUMAN CAPITAL DEVELOPMENT**

In the current condition of modernization and globalization of education, an active international cooperation in the field of education and science acquires special significance. The academic mobility is a fundamental characteristic of a single educational space, the formation of which is aimed, in particular, by the Bologna Process. Thus, the principle of mobility is considered as the mobility of knowledge implemented by an academic mobility, which provides opportunities for students and professors to move between different educational institutions inside and outside their country [1, p.289].

In the era of growing international student mobility, there is a wide range of discussions on this topic. In recent decades, some frameworks have been developed for the analysis of student mobility. One of the popular points of view is the vision of student mobility from the point of view of the general traditional economic theory of migration. Another one considers the student mobility in the context of general mobility and globalization of higher education. Anyway, the approach to investing in human capital has recently become more interesting.

This assumes that decision-making processes regarding student mobility take place in the context of acquiring skills, knowledge and experience acquired in the process of personal development, in all different types of personal and professional aspects. All in all, this can combine structural and individual context.

The student mobility needs to be studied in terms of the complex relationships between individualism and globalization: either an individual aspect (the search for a better education, personality formation, career prospects) or global trends (the growth of the middle class, the increase in exchange programs, the strengthening of the economy of higher education, the increasing importance of intercultural competences) [2, p. 86]. The mobility of highly qualified specialists can be considered from different points of view: either political issues of human resources outflow/inflow ("brain drain") or a problem of fair distribution of human resources between regions at different levels of development, as a migration policy and others [3, p. 642].

Human capital is an important element of socio-economic development, and all investments in the education and appropriate use are considered necessary for the general well-being of society and the economy [5, p. 24]. In this context, the internationalization of education and science are key components in promoting the

development of the "best workforce" – people involved in science and technology research for whom mobility is an effective means of disseminating and interpenetrating knowledge and technologies.

The positive results of an international academic mobility are:

- the possibility of obtaining a high-quality educational and scientific level;
- the enrichment with experiences;
- the possibility of further successful employment;
- the increasing competitiveness of higher education;
- the increasing possibility of sustainable development.

The mobility could improve understanding of the national culture and increase the professional experience of its participants, being a significant factor in systemic change through the direct dissemination of experience. Also, an important consequence of globalization is the increased mobility of students, entrants and university graduates – a person with a high level of mobility can:

- 1) study (to be academically mobile);
- 2) work (to be geographically and professionally mobile);
- 3) cooperate and be competitive in any country [4, p. 590].

To conclude, the academic mobility as the most developed form of internationalization of education promotes the integration of the individual into the international academic community within the global educational space.

It provides access to educational achievements of the world's leading countries, promotes the development of intercultural competencies and increases the chances for professional self-realization. All the factors that have been mentioned in this paper could have a positive impact on the human capital development.

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