INVOLVING UKRAINIAN UNIVERSITY STUDENTS IN ENGLISH-LANGUAGE MULTICULTURAL EVENTS AND PROJECTS IN THE CONDITIONS OF GLOBAL INTERNATIONAL EDUCATIONAL COOPERATION WITHIN THE FRAMEWORK OF THE TASKS OF INTERCULTURAL PSYCHOLOGY AND FEATURES OF BRAND COMMUNICATIONS IN HIGHER SCHOOL EDUCATION

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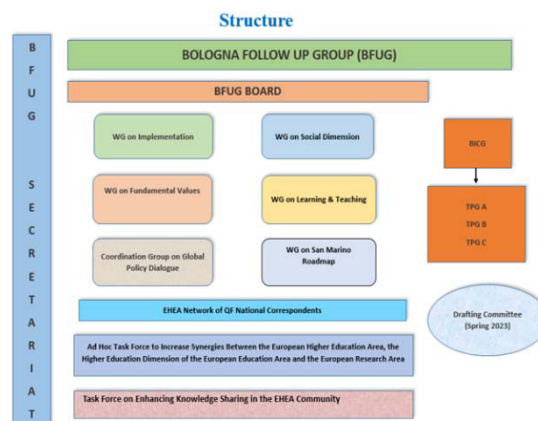[f]arnold.kupin@gmail.com, [g]t.go1inska71@gmail.com*

Abstract: The topicality of the article is supported with the concepts that education and knowledge in the conditions of active European integration processes of modern society have become a cross-border and transnational phenomenon. Moreover, the formation of a single world educational space occurs due to the convergence of approaches of different countries to the organization of education, which involves the recognition of education certificates of other countries. Joint European educational space, on the one hand, promotes the growth of mobility of students and teaching staff, and on the other hand, academic mobility is a necessary condition for the formation of the common educational space itself. Student mobility is one of the basic principles of the Bologna Process, to which Ukraine joined back in 2005. The very formation of mobility acts as a leading structural component of professional training in many educational institutions. Considering this, the purpose of the article is to determine the impact of academic mobility on provision of high-quality professional training of specialists of Ukrainian universities, in particular shaping the foreign language communicative competence. Consequently, the tasks of the study are as follows: firstly, to give the general account on the provisions of academic mobility in Ukraine as well as double-diploma projects; secondly, to exemplify the fulfillment of academic mobility in Ukraine by means provided by Kanda Centre of Foreign Languages, Japan (Tokyo) and the double-degree master program "Ukrainian-European Legal Studies" (specialty 081 Law) offered by Mykolas Romeris University Law School (Vilnius, Lithuania). The outcomes of the ongoing research have witnessed that modern undergraduates of the Ukrainian university involved into international English events are likely to obtain numerous advantages of participating in academic mobility programs and projects, as well as international exhibitions, especially: obtaining new knowledge, professional skills and new experience; cross-cultural psychology skills and brand communication skills, familiarity with the foreign educational process and teaching methodology; better career prospects; improving language skills as well as acquiring new acquaintances and contacts.

Keywords: academic mobility; international English-speaking events; on-line meetings; communication sessions, intercultural psychology, brand communication, marketing.

1 Introduction

In this research, we are making an attempt to prove its modern actuality emphasizing on the conceptual principles of academic mobility in the European scientific and educational space.

In modern society, education and knowledge are becoming a cross-border and transnational phenomenon. The formation of a single world educational space occurs due to the convergence of approaches of different countries to the organization of education, as well as through the recognition of documents on the education (educational certificates) of other countries. The European Higher Education Area and the European Research Area form the modern European knowledge society. The common European educational space, on the one hand, promotes the growth of mobility of students and teaching staff, and on the other hand, academic mobility is a necessary condition for the formation of the common educational space itself [3; 9; 24; 28] (Figure 1).

Figure 1. The European Higher Education Area and the Bologna Process

With regard to countries, a distinction is made between external and internal academic mobility. According to the method of organization, organized (carried out within the framework of economic, political, or inter-university academic partnership) and individual (on the student's own initiative) mobility are distinguished. Depending on the goal, a distinction is made between horizontal (for a certain period of time during training) and vertical mobility (for the purpose of obtaining the next academic or scientific degree) [31; 32] (Figure 2).
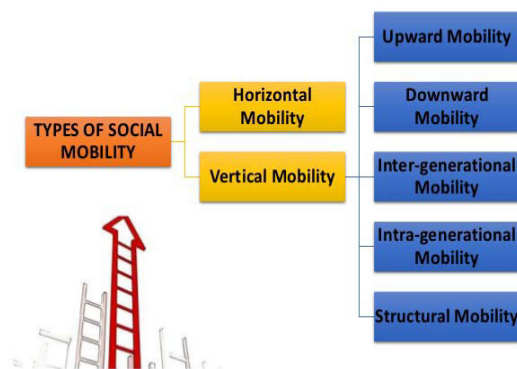

Figure 2. Types of Socio-Academic Mobility

The purpose of the article is to determine the impact of academic mobility on provision of high-quality professional training of specialists of Ukrainian universities, in particular shaping the foreign language communicative competence.

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2 Materials and Method

The methodological basis of the study is a set of principles and approaches that determine the theoretical and practical guidelines of students' academic mobility, including: the principle of unity of theory and practice; principle of certainty; the principle of specificity; the principle of cognizability; the principle of objectivity; principle of causality; the principle of general development; the principle of general communication; the principle of systematicity; the principle of unity of analysis and synthesis; the principle of going from the abstract to the concrete; objectivity.

As of today, the problem of academic mobility of the future specialists is investigated by a number of Ukrainian scientists, in particular: A. Artyushenko, S. Brynyov, V. Vertegel, N. Gulyaeva, Yu. Klymenko, N. Kovalisco, V. Kozyrenko, I. Svityashchuk, V. Tryndyuk. Searching for new ways to improve the professional training of students in the context of the requirements of the Bologna Process is observed in the works of I. Bekh, O. Bilyk, S. Goncharenko, I. Zyazyun, V. Kremen, V. Lugovoi, Zh. Talanova, N. Nychkalo, S. Sysoeva. Various aspects of mobility, academic mobility of student youth are considered in research conducted by V. Astakhova, S. Brynev, S. Verbytska, L. Gurch, N. Dmitrieva, O. Dyadchenko, L. Znovenko, D. Yerova, O. Isak, O. Kuchaya, R. Prima, L. Sushentseva [14; 20; 28].

Academic mobility increases a person's chances for professional self-realization, and also enhances the quality of labor resources of the national economy. It becomes the response of national education systems to the challenges of the global educational space, fierce competition in the market of educational services. The European Commission notes that studying abroad should become a standard element of university education [2; 10; 20; 33].

According to UNESCO, only in 2010, 3.6 million students received higher education outside their country. For comparison, in 2000, there were about 2 million students studying abroad in the world. Their projected number in 2020 reached 5.8 million. In absolute numbers, the number of students studying abroad is the biggest in Asian countries – China, India and South Korea [2; 9; 32].

Educational mobility in the European Union is provided by a number of special programs with multi-million dollar budgets. Over 20 years, more than 1.7 million EU citizens have benefited from the Erasmus program. The Erasmus-Mundus ("Erasm-World") program works within the framework of this project for academic exchanges between EU states and other countries. However, despite the professional support from the EU, it was used only by individual universities of Ukraine, which have real partnership relations with universities of the European Union countries [28; 31; 32].

3 Results and Discussion

On August 12, 2015, the Cabinet of Ministers of Ukraine approved Resolution No. 579 "On Approval of the Regulation on the Procedure for Implementing the Right to Academic Mobility". The key aspects of the new provision are: granting the right to participate in academic mobility programs to all participants of the educational process; clear definition of types and forms of academic mobility; consolidation of the principle of re-enrollment of received credits on the basis of the European Credit Transfer System (ECTS), in particular, by comparing the content of educational programs, and not the names of courses; preservation of places of study and scholarships for students and places of work for university employees participating in academic mobility programs [3; 8; 22; 23; 25].

The procedure for academic mobility of all participants in the educational process is an important step in the process of implementing the Law of Ukraine "On Higher Education" and creating an effective toolkit for the internationalization of Ukrainian higher education institutions.

Consequently, there is an order of implementation of the right to academic mobility.

This Procedure defines the goals, objectives, procedure for organizing academic mobility, conditions for returning to the place of permanent study (work), implementation of academic mobility programs, recognition and enrollment of their results for those seeking education (scientific degrees) studying in institutions of professional pre-university and higher education institutions, scientific institutions, as well as employees of the specified organizations [26; 33].

Participants of academic mobility in accordance with this Procedure can be: citizens of Ukraine, foreigners and stateless persons, persons who have been granted the status of Ukrainian abroad, persons who have been recognized as refugees, and persons who need additional protection, who are obtaining professional pre-university, higher education of a certain educational, educational-scientific/educational-creative level, a scientific degree on a full-time form of education (with a break from production) or work at the main place of work in a specific Ukrainian institution of professional pre-university, higher education (scientific) institution and who, under the conditions and in the order determined by this Order, participate in academic mobility program in a foreign or other Ukrainian educational institution (scientific institution) [24; 13; 31];

The document also mentions foreigners, stateless persons who obtain a higher education, education of a level similar to professional preliminary education, a scientific degree or work in a foreign educational institution or scientific institution and who, under the conditions and in the order determined by this Order, participate in the academic mobility program in a certain Ukrainian educational institution (scientific institution) [4; 19].

The goals of academic mobility are the following:

- Ukraine's integration into the European Higher Education Area and the European Research Area;
- Exchange of best practices and experience in the fields of education and science;
- Modernization of the education system;
- Digitization of education and education management;
- Improving the quality of education and the effectiveness of scientific research;
- Increasing the competitiveness of the educational and scientific community of Ukraine;
- Development of professional skills and personal qualities of academic mobility participants;
- Deepening cooperation with international partners in the fields of education and science;
- Support of social, economic, cultural relations and connections with other countries [20; 23].

The tasks of academic mobility participants are:

- Increasing of the level of theoretical and practical training, professional skills of the participants of academic mobility;
- Obtaining of international experience in conducting teaching, scientific, scientific and technical activities and access to European and global research infrastructure;
- Implementation of joint scientific, scientific-technical and/or educational projects;
- Increasing of the level of foreign language proficiency;
- Popularization of the Ukrainian language and culture, deepening of knowledge about the culture of other countries [18; 20; 22; 26] (Figure 3).
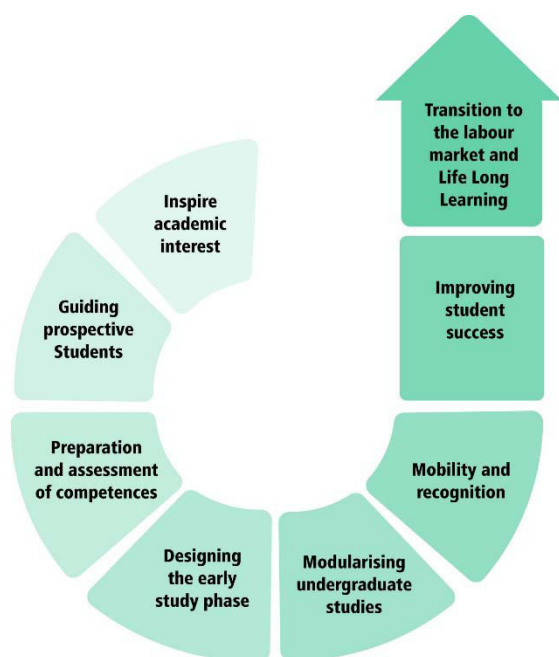
Figure 3. Core Tasks of the Academic Mobility

Among the forms of academic mobility, one should mention the following:

1) For participants of academic mobility who obtain an educational degree of a professional junior bachelor, bachelor, Master:

▪ study under educational (educational and professional) programs of credit or degree academic mobility;
▪ language internship (improving the level of practical knowledge of a foreign language in a certain professional activity or field of knowledge);
▪ educational and scientific internship (activity aimed at gaining practical experience based on research and the formation of new professional competencies in psychological-pedagogical, scientific-research, organizational-management activities within a certain specialty/field of knowledge) [23];
▪ scientific internship;
▪ practice (gaining experience of professional activity in the field of future, existing, related specialty under the guidance of employees of an educational institution (scientific institution) with the aim of forming professional competences and skills in real, including industrial, conditions for making independent decisions in practical activities, mastering methods, forms of organization and means of work in a certain professional activity or field of knowledge) [32; 26];
▪ other forms (participation in seminars, conferences, speeches and publications within a certain specialty/field of knowledge, etc.) that do not contradict the legislation and meet the requirements established by clause 10 of the Procedure;

2) For participants of academic mobility who obtain an educational-scientific degree of doctor of philosophy / doctor of arts, a scientific degree of doctor of sciences or are pedagogical, scientific-pedagogical, scientific, other employees of an educational institution (scientific institution):

▪ participation of academic mobility participants, who obtain the educational and scientific degree of doctor of philosophy / doctor of arts, in credit academic mobility programs;
▪ participation in joint educational and/or scientific projects (activities as part of a temporary project group formed for a certain period of time to implement the goal and fulfill the

tasks of a certain educational or scientific project at the expense of a grant provided to partner institutions) [13; 15; 22];
▪ teaching;
▪ internship;
▪ scientific research;
▪ scientific internship;
▪ language internship;
▪ certification training;
▪ other forms (participation in seminars, conferences, speeches and publications within a certain specialty/field of knowledge, etc.) that do not contradict the law [9; 6; 11; 23] (Figure 4).
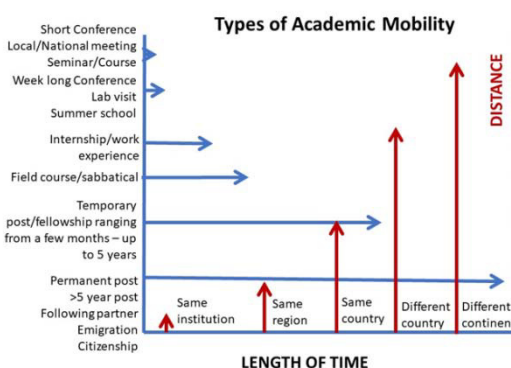

Figure 4. Types of Academic Mobility

With regard to the established norms and requirements to the academic mobility of modern students, the undergraduates of the Ukrainian universities are actively participating in the English-speaking collaborative events.

For instance, on July 11, 2023, at Ukrainian university with the support of the Kanda Center for Online Intercultural Exchange, there was held a massive international English-speaking event with students. The form of the event was the international online meeting "Final Online International Exchange Program". The international meeting was held on the basis of the Kanda educational institution, Institute of Foreign Languages, Japan (Tokyo), to which students various countries were invited, including Ukraine, Japan, Indonesia, Sri Lanka, India, Laos, Thailand and Great Britain.

It is worth noting that students of the 1st and 2nd courses of different specialties from Ukrainian university actively participated in the event - in particular, they presented English-language presentations of various areas on the topic "Cultural Diversity of Ukraine"; during three sessions, the discussions on the topics "Travel Experience", "Food and Cuisine" and "Education System" were involved.

The fact was that the event not only created a positive foreign language communicative atmosphere, but also was extremely informative and useful for students enabling them to combine the use of academic English and formation of intercultural communication techniques in order to build strong and productive professional international ties in their future professional activity can be viewed as positive outcomes of cross-cultural training (Figure 5).
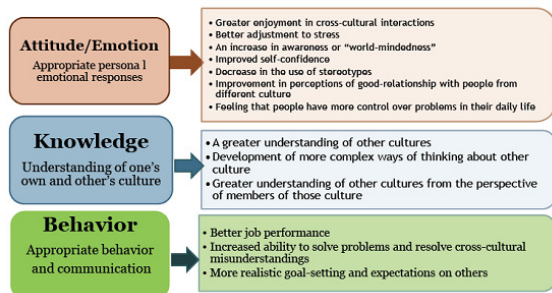
Outcomes of cross-cultural training

Figure 5. Extensive Outcomes for Learners of Cross-Cultural Trainings

Below, we are giving analysis of the event procedures and approximate structure.

First Session.

Task #1. Over the next meetings, students will not only be working together to discuss issues that affect both their countries but perhaps most importantly getting to know each other personally and better understanding each other's cultures.

Further there is a set of "getting to know you" questions to be asked the partner: What is your name and which country are you from?; What are you studying?; How would you describe your hometown or city?; What are some interesting facts about your country that you'd like to share?; What is your favorite traditional dish from your country?; Do you have any hobbies or activities that you enjoy in your free time?; Have you traveled to any other countries before? If so, which ones?; What is one thing you would like others to know about your culture?; Is there a famous landmark or tourist attraction in your country that you recommend visiting?; What motivated you to participate in this online international exchange program?; What is a typical breakfast like in your country? Do you have any favorite breakfast foods?; Are there any unique festivals or holidays celebrated in your culture that you can tell us about?; What are some popular traditional sports or games in your country? Have you ever participated in any of them?; Can you share a fun fact or interesting historical story about a famous landmark in your country?; How do you get to college?; Who are the most famous people in your country at the minute?; What is your image for my country?; What are some common misconceptions or stereotypes about your country or culture that are not really true?; What would you like to ask me about my country?; Can you recommend a popular movie or musical artist from your country that we should check out? What makes them special or noteworthy?; How many languages are commonly spoken in your country? What are they?; How many languages can you speak?; Can you say anything in my country's language?; How do I say "hello" in your language? [5; 11].

Task #2. Preparation of a short slide presentation (5 minutes maximum) about domestic country to share in the next session, including the following issues: basic info (population, flag, map, the capital city); famous places, vacation spots, landmarks; traditional culture (music, clothing); pop culture (music, fashion, entertainment; food; sports.

Second Session.

Task #1. Follow up questions to be discussed: What are some popular trends among young people in your country?; Are there any unique social media platforms or apps that are popular among young people in your country?; What are some popular places for young to hangout at in your country?; Can you recommend any popular TV shows, movies, or music artists that are loved by young people in your country?; Are there any youth-oriented festivals, events, or gatherings that young people look forward to in your country?; How do young people in your country typically spend their leisure time or weekends? [13; 15].

Task #2. Sharing with the group a favorite song from domestic country.

For example:

Step 1 - Go to YouTube and type in the name of your favorite song.
Step 2 - Share your screen with the other members of your group.
Step 3 - Tell the group the name of the band and the title of the song.
Step 4 - Play 20 to 30 seconds of the song.

Task #3. Cultural Show-and-Tell: Each participant can prepare a small presentation or share an item that represents their culture or country. It could be a traditional artifact, a piece of clothing, or even a popular food item.

Third Session.

Task #1. Ice Breaker - Discussion Questions:

What is your name? And is there a nickname you prefer to go by?; Where are you from?; What are you studying?; Do you have any siblings? If so, how many and what are their names?;What is your favorite book or movie? Why do you enjoy it?; What kind of music do you like to listen to? Do you have a favorite artist or band?; Are there any sports or physical activities you enjoy participating in?; Do you have any pets? If so, what kind and what are their names?; What are your goals or aspirations for the future? What do you hope to achieve? [19; 21; 25].

Task #2. "Two Truth and a Lie". Each event participant thinks of three statements about themselves: two of them should be true, and one should be false. When it is their turn, they share three statements with the rest of the group, but do not reveal which one is the lie. After sharing three statements, the other people in the group will have a chance to ask questions or make guesses about which statement they think is false. They listen to their questions and guesses, but do not give away any hints. Once everyone has had a chance to ask questions and make their guesses, reveal which statement was the lie. It is now the next person's turn to share his statements and for the group to guess their lie [12; 15].

Task #3. Cultural Exchange: Discussion. What are some unique cultural traditions or customs from your country that you would like to share with the group?; How does your country celebrate major holidays or festivals? Are there any specific rituals or activities associated with them?; What traditional foods or dishes are popular in your culture? Can you describe their preparation or significance?; How do people greet each other in your culture? Are there any specific gestures, phrases, or customs associated with greetings?; What are some traditional clothing styles or garments that are specific to your culture?; How does your culture perceive and celebrate milestones such as births, weddings, or funerals? Are there any unique traditions associated with these events? [11; 18; 32]

Task #4. Travel Experience: Warm up and Discussion.

4.1 Warm up. One member of the team will say a travel destination – "Tokyo", "Rome," "New York City", "Bali". Everyone else should write down 3 words associated with that place. For example, if the destination is "Paris", the associations could be "Eiffel Tower", "Croissants", and "Art". Wait 15 seconds for everyone to write down 3 words and after the time is up, ask each group to share their three associations with the rest of the class.

4.2 Discussion. What has been your best travel experience so far?; If you could choose one destination to visit where would you go and why?; Have you ever experienced a culture shock while traveling?; What do you know about famous places to visit in my country?; Where would you recommend to go in your country?; What advice would you give me when traveling in your country? [11; 15].

Task #5. Food and Cuisine.

Discussion. What is your favorite food from your culture or region?; Are there any specific cooking techniques or ingredients that are commonly used in your culture's cuisine?; What's your favorite Japanese food? What Japanese food do you dislike?; What are some examples of healthy food from your country?; Are there any food-related customs or etiquette specific to your culture?; Share a recipe or dish that you love to prepare. What are the ingredients and steps involved? What makes it special or unique?

Task #6. Education System. What is your major? Why did do you choose it?; What extracurricular activities or clubs are popular in your school or community?; How long is a typical college day in your country? Are there any breaks or recess periods?; What are some of the challenges students face in your education system?; Do you have any favorite educational apps, websites, or resources that you use for learning?; What do you think is the most important skill or subject students should learn in school, and why?; How do teachers in your country typically interact with students? Are there any cultural differences in the teacher-student relationship?; What is your plan after you graduate? [14; 28].

The effectiveness of the academic mobility within the educational process of the Ukrainian universities can be proved by the outcomes of the conducted events.

As a result, on July 25-th, 2023 with the participation and support of the Kanda Center for Online Intercultural Exchange Program, English-speaking international event took place. The form of the official event was the international online event the meeting, which was organized by Kanda Institute of Foreign Languages.

The fact that the event contributed to the implementation of teaching goals deserves a positive assessment regarding such tasks of joint cooperation of two institutions as: discussed and planned upcoming online international exchange sessions from September 2023; defined number of sessions for the next semester; the content was discussed and the possibility was studied regarding a special situation when a class of one university cooperates with a class of students educational institution Kanda Institute of Foreign Languages, and also positive foreign language communicative atmosphere was created.

It is worth noting that the international online meeting "Online International Exchange Sessions" was extraordinary informative and useful for teachers of the department of foreign languages and translation - in particular, the proposals for further organization and training of higher education applicants to further joint events in 2023 with participation and support of the Kanda Center for Online Intercultural Exchange Program were planned.

A positive result of the meeting should be considered in the fact that, with the purpose of continuation of international cooperation, students of Ukrainian university of various specialties appeared to be motivated and encouraged to participate in the further English-speaking events and meetings.

In addition, during the international online meeting, it was decided that cooperation between institutions of higher education will be facilitated by involvement of scientific and pedagogical workers of the Ukrainian university to direct active participation in future professional meetings, trainings, seminars, scientific events that will significantly expand the opportunities of Ukrainian university in the field of education and science with the participation of and support of the Kanda Center for Online Intercultural Exchange Program.

Studying under the "Double Diploma" program allows students to receive two diplomas at the same time: a Ukrainian state diploma and a European diploma from one of the proposed foreign partner higher education institutions under a joint educational program [32].

Among the advantages of the proposed "Double Diploma" programs, one should mention the following:

▪ Enrollment of received credits while studying in a selected higher education institution abroad within the framework of the current Double Diploma program;
▪ Obtaining diplomas upon graduation: European model of the indicated universities and Ukrainian state model;
▪ A two-semester study at a chosen university abroad, which involves the preparation of a master's thesis (project) and its defense and obtaining a diploma

Stages of cooperation between universities include the following:

▪ Conclusion of an international agreement (memorandum) on cooperation between university-partners;
▪ Creation of working groups of departments at the level of graduation departments, appointment of a program coordinator;
▪ Coordination of training plans (an appendix to the agreement, agreed every year) and formation of the Protocol on compliance of disciplines based on training results;
▪ Conclusion of an agreement on the implementation of a double diploma program in a certain specialty, which outlines the educational process, conditions and terms of study; method of enrollment / re-enrollment / transfer of study results; financial conditions; language of instruction;
▪ Announcement of the competition (selection conditions and criteria; deadlines, documents for submission);
▪ Dissemination of information for students about the possibility of studying under the Double Diploma Program [14; 21; 22].

According to the documents submitted by the student, the competitive selection is carried out at the departments by competitive commissions, which include a representative of the management, the guarantor of the educational program, the coordinator of the Program from the representative of the corresponding Center [19].

The entrant enrolls in a double degree program at a foreign partner, namely a student with a bachelor's degree first enters the master's program and has a year or semester (depending on the university) to consider whether to participate in the double degree program. And only then, electronic registration confirms admission to a foreign higher educational institution-partner [28].

The final stage of participation in the program looks as follows:

▪ The Ministry of Education and Culture sends students' documents to foreign higher education institutions to receive an invitation to study.
▪ Foreign higher education institutions send students invitations to study.
▪ Centre provides consultations to students under the double degree program on obtaining a type "D" study visa; filling out online questionnaires and registration forms in a foreign language; putting an apostle on education documents.
▪ The center issues an order for a student' study under a double degree program.
▪ Drawing up of a bilateral study agreement and an individual study schedule by the student at the directorate [24; 14; 32].
▪ The director of the center organizes the educational process of master's training under the double diploma program at the National University of Higher Education (Figure 6).
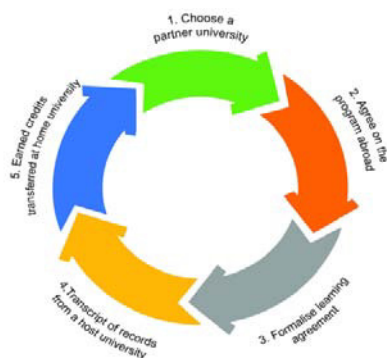
Figure 6. Stages of Involvement to the Academic Mobility Process

In particular, Mykolas Romeris University Law School (Vilnius, Lithuania) offers the double-degree master program "Ukrainian-European Legal Studies" (specialty 081 Law).

The following specializations are included in the Program:

- "Legal Regulation of Public Administration and Human Rights" aims at the preparation of master level graduates. At the end of their study, students will have deep knowledge of the EU Legislation on encouragement of implementation and protection of human rights in public administration area, good practices of the EU Member States and neighboring countries in this area [14; 33]. The specialization has been implemented since 2013, accredited by the SKVC of Lithuania and the German Agency ACQUIN. The first cohort of students was graduated in 2015, the six one – in 2020. Graduates work in public authorities, international human rights organizations, non-governmental organizations, law firms.
- "Intellectual Property Law", accredited by the SKVC of Lithuania, aims at the preparation of Intellectual Property Law professionals. At the end of their study, students will have knowledge of Intellectual Property legal protection at the international, European, and national levels. They will also have abilities to implement the acquired knowledge in the organization of national, European, and international business, as well as to assess different phenomena related to the exploitation and protection of "Intellectual Private law". It is accredited in Lithuania, aims at the preparation of specialists in Private Law [33]. At the end of their study, students will be able to efficiently participate in the activity of international, regional, and national private business organizations as well as in EU and national governmental institutions in the field of private law and dispute resolution. Students will also have deep knowledge of modern business and other private subject forms of conduct, methods and contractual, proprietary, edictal and personal remedies for protection of infringed rights, procedures for dispute resolution at international, regional, and national levels. They will be able to apply the gained knowledge and skills in Ukraine, Lithuania, and other countries.

According to requirements, documents are to be submitted to the Ukrainian University. Admission rules are as follows:

- Entrants must have the bachelor diploma in Law and the English language
- Proficiency not less than B2 according to Common European Framework of Reference for Languages [33].

Mode of studies is full-time studies, duration is 2 years. Number of ECTS credits and their distribution is as follows:

- 60 ECTS credits distributed per 2 semesters at Mykolas Romeris University,
- 60 ECTS credits distributed per 2 semesters at Taras Shevchenko National University of Kyiv.

Master thesis is written under the double supervision of the lecturers from partner universities. The defense of the master thesis is to be conducted in face of the joint examination commission that includes the representatives from both partner universities.

In specialization "Legal Regulation of Public Administration and Human Rights", semesters 1 and 4 are to be spent at University of Ukraine, while semesters 2 and 3 - at Mykolas Romeris University. Students are provided with the opportunity, if they wish, to study during the third semester at one of the partner universities of Mykolas Romeris University within Erasmus studies program, as well as to use the internship opportunities of Erasmus internship [31; 32; 33]. Students are provided with the opportunity of Erasmus internship, if they wish (Figure 7).
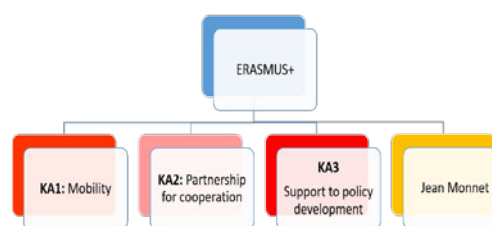

Figure 7. Structure of Erasmus+ Intership

Moreover, one of the highly promising areas is students' participation in the international exhibitions both as visitors and as members of a team [1]. In particular, students can take active part in preparation of advertising materials of their University, for presentation in the international exhibitions of both educational direction and specialized industry exhibitions and forums (according to the University' specialization, whether it is law, engineering, banking, medicine, etc.). Participation in such projects as full team members would provide students with excellent opportunity not only to improve their foreign language skills but also to form and enhance cross-cultural psychology and communication skills, will make them familiar with international brand communication concept and technology. This, in turn, will have positive effect on their overall competence and competitiveness on the labor market, since today possessing the skills of cross-cultural psychology and international brand communication, within the array of soft skills, is of high relevance – starting from personal brand management and up to working in the international business. In other words, this will shape integrative cross-cultural educational environment. For example, in August 2023, the International Conference on Language, Innovation, Culture and Education ICLICE (Shenzhen) was held in China - a prestigious event organized with the aim of providing an excellent international platform for academicians, researchers, engineers, industrial participants and aspiring students around world to share their research results with world experts.

World exhibitions allow students to come into contact with the experience of representatives of different ethnic and national groups, cultural traditions, and also with different levels of technical equipment. Moreover, communication on specific topics develops and enriches the thesaurus of student, increases his involvement in global practice in his specialty of study.

The development of international cooperation with other universities around the world makes it possible to organize joint research projects, conferences and exhibitions. Also, for example, by participating in cultural exhibitions, students can introduce the local population and other international students to their country, and perhaps even motivate them to visit or even study there. Effective mastery and application of international brand communication technologies within the framework of such events will have a positive impact on the brand of the university itself.

After analyzing theoretical aspects and practical application of academic mobility on the examples and in modern works [3; 6; 9; 11; 24; 28; 33], despite extensive number of advantages, we might notice the following problematic areas of ensuring incoming mobility:

- The normative enrollment of foreign students for any year of study according to documents confirming previous education and international diplomas is not established;
- There are difficulties with passing the procedure of recognition of education documents (certificates);
- The process of obtaining an entry visa is sometimes complicated;
- Foreign students cannot work during the period of obtaining higher education in Ukraine;
- Information about the profile, requirements, and terms of enrollment of institutions accredited in Ukraine and international programs on the websites of relevant ministries, institutions and educational service providers is often absent or irrelevant;
- A complicated procedure for applying and contacting state authorities for obtaining/extending a temporary residence permit, residence permit, life and health insurance;
- Enrollment at the selected Ukrainian higher education institution may be impossible due to the lack of the necessary infrastructure or accreditation conditions;
- Participation in student academic mobility programs is often impossible due to the lack of special courses in English;
- Excessive bureaucratization of accreditation, financing and recognition of program and institutional mobility (issues of legalization and accreditation of international programs and institutes, determination of their quality and benefits, obtaining state funding) [5; 13; 29; 31].

Nevertheless, the development of academic mobility will make it possible to accelerate the integration of the country into the European educational space, improve educational technologies, bring the quality of Ukrainian education to the world level, enable innovative development of university science and its integration with production, the receipt of significant funds to the state budget that can be invested in the development of the national education system, will improve the quality of the country's labor resources and social capital, as well as and employment opportunities for Ukrainians.

Summarizing the scientific results of the concept "academic mobility" implementation, it should be interpreted as: the opportunity of participants in the educational process under the time of implementation of pedagogical, scientific-pedagogical, scientific and/or innovative activities, which is carried out on the principles of freedom of speech and creativity, dissemination of knowledge and information, to conduct scientific research and use the results, implementing them with consideration of the restrictions established by law. The effectiveness of this concept implementation is confirmed with some statistical data (Figure 8).
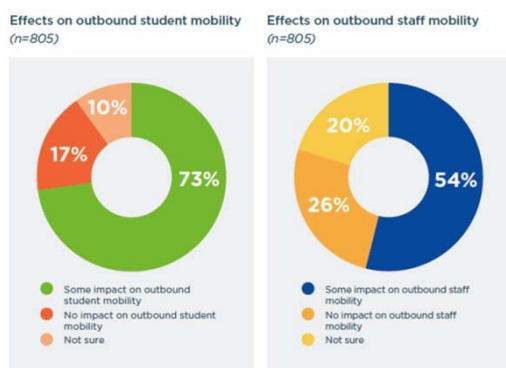

Figure 8. Profound Effect of Academic Mobility

Recommendations for the development of academic mobility as a means of integrating Ukraine into the global scientific and educational space can be formulated in the statement that the achievement of effective international academic mobility in the context of the Bologna process is real only on the condition of creating a productive system of national academic mobility, its regulatory and legal framework, organizational and economic mechanism, identification of sources of funding and readiness for partnership of the subjects of the process of academic exchanges.

To sum up, the academic mobility in Ukraine in the context of the formation of world space of education preserves the traditionally high indicators of the domestic higher school and builds up its own authority and competitiveness in accordance with the requirements of the time, but to achieve global standards it is necessary to implement a number of important measures for its improvement, to study and development of which further scientific research should be devoted.

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