

**PROGRAMMES OF ACADEMIC MOBILITY AS A FACTOR OF INCREASING
MOTIVATION TO LEARN A FOREIGN LANGUAGE**

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The article is devoted to the problem motivation of learning foreign language, the programmes of academic mobility can help to motivate students to learn foreign language.

Key words: *student, foreign language, participant, academic mobility, motivation, international cooperation.*

**ПРОГРАММЫ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ КАК ФАКТОР
ПОВЫШЕНИЯ МОТИВАЦИИ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА**

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Статья посвящена проблеме мотивации при изучении иностранного языка, программы академической мобильности могут выступать факторами повышения мотивации изучения иностранного языка.

Ключевые слова: *студент, иностранный язык, участник, академическая мобильность, мотивация, международное сотрудничество.*

In the era of globalization of all spheres of social life, the problem of motivation in learning foreign languages is becoming extremely relevant. Foreign languages are becoming one of the main factors of both socio-economic and general cultural progress of society. New political and socio-economic changes in Russia in recent decades, its desire to cooperate actively and fruitfully with western countries have significantly influenced the expansion of the function of a foreign language as a subject and led to a rethinking of the purpose, objectives and content of foreign language teaching. All of the above mentioned increases significantly the prestige of the subject "foreign language" as an educational discipline of the university. And here the concept of motivation according to Shmeleva Zh.N, Antonova N.V. becomes the most important [7, p. 178-180], [8, p. 223-229], as motivation is the main driving force in learning a foreign language.

The development and maintenance of interest in learning foreign languages, the formation of foreign language professional communicative competence can be achieved successfully through the use of new educational technologies, a skillful combination of classroom and non-classroom forms of education [10, p.224-228], [11, p. 175-177], participation in international mobility programs and different other events (like participation in the large scale sport events: Universiade 2019 in Krasnoyarsk) [9, p. 258-263]. Practice at the university shows that one of the

effective factors in increasing motivation to learn foreign languages can be considered the participation of students in the international grants.

The main requirement for person in the framework of academic mobility is fluent foreign language of the host country. Only students who have passed international language proficiency tests can participate in the mobility program.

There are several definitions of academic mobility. Some experts in the field of international education under academic mobility, which is one of the components of the Bologna process, understand the period of study of a student in a country of which he is not a citizen. This period is limited in time, that is, the student must study in a foreign university semester or academic year. After completion of study abroad implies the return of the student to his country. The term “academic mobility” does not reflect migration from one country to another. Training is conducted in the language of the host country or in English; the current and final tests in the foreign languages are passed [1-3].

According to other sources, academic mobility is an integral form of existence of intellectual potential, reflecting the realization of the internal needs of this potential in the movement in the space of social, economic, cultural, political relationships and interrelations. Academic mobility is an opportunity to shape one’s own educational trajectory. In other words, within the framework of educational standards students can choose subjects, courses, educational institutions in accordance with abilities and interests. Academic mobility is one of the most important aspects of the process of integration of Russian universities and science into the international educational space. Academic mobility in the field of international cooperation of higher education cannot be reduced to specific actions, technologies and mechanisms related only to the system of exchange of students of educational institutions of different countries. Experts note in reality there is a complex and multifaceted process of intellectual promotion, exchange of scientific and cultural potential, resources, learning technologies [1-3].

Academic mobility of students is an extremely important process for personal and professional development, as each participant is faced with the need to solve life situations and analyze simultaneously them from the perspective of their own and “foreign” culture. Certain qualities are developed automatically and subconsciously in this situation: the ability to choose the way of interaction with the surrounding world; the ability to think in a comparative perspective; capacity for intercultural communication; ability to recognize insufficiency of knowledge, i.e. knowledge of the lack of knowledge, which determines the motivation to study; the ability to change self-perception; the ability to consider their country in a cross-cultural aspect; knowledge of other cultures, studied from the inside, etc.

At the moment, academic mobility of students is realized through the following forms:

- study for a semester or a year with the condition of transfer of the studied periods and disciplines in the university;
- participation in summer schools;
- participation in conferences and seminars;
- gathering information for research.

By participating in the academic mobility program, students gain practical experience in the use of a foreign language, both in the professional sphere and for everyday communication.

The higher school is of particular importance in the process of forming the abilities of a modern specialist, whose task is not only education in the broad sense of the word, but also training for professional activities that require a high level of competence, including in the field of native and foreign languages [4, p. 220-224], [5, p. 55-73], [6, p. 271-275].

Thus, foreign language becomes an important element of international integration of national educational standards. Knowledge of a foreign language gives an opportunity for free transition from one university to another; increases academic mobility; gives the opportunity to work in an international professional team; increases the competitiveness of specialists, both in the Russian and in the world labor market.

Purposeful activities of the university to motivate students to participate in international projects, competitions and programs, informing about the positive experience, successful participation of students in international educational programs, opportunities to study at foreign universities, preparation for international exams contribute to the increase of academic mobility of students, which in turn leads to increased motivation to study a foreign language in a non-linguistic university.

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