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## **THE IMPACT OF ACADEMIC MOBILITY ON THE PROFESSIONAL DEVELOPMENT OF FOREIGN LANGUAGE STUDENTS: THE EXPERIENCE OF STUDYING IN EUROPE**

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*This article analyzes the impact of academic mobility on the professional development of students studying in the specialty foreign languages. In the modern international educational space, one semester or one academic year of study abroad is becoming not just a language experience, but an important factor that forms the professional vision, academic culture and intercultural competence of a future specialist. During the study, a comparative analysis of Russian and English-language scientific papers after 2023 was carried out, the results of which were combined with the experience of academic mobility at Adam Mickiewicz University in Poland. As a result, it was found that an international audience, independent reading, presentation, academic discussion and intercultural interaction directly affect the formation of a foreign language student as a professional person. At the same time, it was shown that academic mobility strengthens not only language competence, but also adaptability, independence and readiness to work in an international educational environment.*

**Keywords:** academic mobility, foreign language student, professional development, Intercultural Communication, International Education, study in Europe, language competence, academic environment, future teacher, independent study.

### **Introduction**

In the modern system of higher education, academic mobility has become not only an additional opportunity that enriches the student's educational trajectory, but also an important educational mechanism that contributes to professional formation. Especially for a student studying at the Faculty of foreign languages, the experience of studying at a university in another country is of particular importance. After all, a future foreign language teacher or linguist must not only master grammar and vocabulary, but also master various academic cultures, communication in other audiences, learning independence and ways of behaving in an international

professional environment. In Europe, the experience of studying in this sense is not a direct immersion in the language environment, but a platform for the re-recognition of the model of thinking, the culture of discussion and oneself as a professional person.

As part of this study, it was considered how academic mobility affects the professional development of a foreign language student, what specific skills it strengthens, and what contribution international experience makes to future teaching activities. As an object of research, the process of professional formation of students of the Faculty of foreign languages was taken, and as a subject, the features of the influence of educational experience in Europe on this formation were analyzed.

### **Materials and methods**

The study was organized according to the structure of IMRAD. Six scientific works published after 2023 were taken as material: three of them belong to Russian-language authors, three to English-language researchers. Comparative-expert analysis, substantive interpretation and experimental reflection were used as a methodological basis. In the theoretical part, the content of academic mobility, its professional, intercultural and personal impact were considered through the scientific literature. In the practical part, the study experience at Adam Mickiewicz University in Poznan, Poland in the fall semester 2025 is taken as a case study. This experience was characterized by reading within the disciplines of grammar, mediation and philosophy, working with an international audience, participating in academic presentations and discussions, as well as cultural observations in several European countries.

### **Results and discussion**

Among the studies in the Russian language, the article "the existence and identity of academic mobility taught in modern Russian universities", written by O. G. Maslennikova and P. A. Sharypina, describes academic mobility not only as an exchange program, but as a complex phenomenon that expands the personal and professional potential of a student. The authors emphasize that the main result of academic mobility is not spending time abroad, but the ability to create "an individual educational trajectory with orientation to the future professional activity" [1, 178]. The article also clearly states that mobility develops the student's skills "to work with language and inter-cultural prerequisites" [1, 178-179]. This conclusion is especially accurate for students of foreign languages, because overcoming language and cultural barriers for them is at the heart of professional development. In the practice of studying in Europe, this was especially noticeable in the international audience: studying in the same group with students from different countries clearly developed the ability to freely express their opinion in an academic environment, adapt and understand the educational style of others. Here it was clearly seen that professional development is measured not only by the level of language proficiency, but also by the skill of confidently behaving in a multicultural environment.

The article of E. A. Kostina and L. V. Bezdenezhnykh "development of academic mobility of the future teacher of foreign language" for 2024 is directly related to the topic of the study. The authors consider academic mobility to be a structural part of the professional and pedagogical competence of a future foreign language teacher and prove that it can be developed in a special cross-cultural digital educational environment [2, 125-126]. The article uses such tools as monitoring, surveys, expert assessments, interviews and shows the effectiveness of the developed system [2, 125]. What is important here is that mobility is valued for the future teacher not just as an international experience, but as part of pedagogical training. Even in the educational practice in Europe, this thought was clearly felt: active discussion in classes, presentation, independent search and academic debate introduce the student to methods that he can use in his lesson in the future. That is, studying abroad not only leaves the student in the position, but gradually makes him look through the eyes of the teacher. Especially mediation courses have shown that not only linguistic, but also communicative mediation competence is important for the future language teacher.

Alexander Zhuk's 2024 study on academic mobility flows is not directly pedagogical, but valuable in that it reveals what factors determine student mobility. The author points out that the absence of a language barrier and a high assessment of the quality of the University increase the flow of international mobility; the article clearly states that "the language barrier or it increases" [3, 81-82]. This conclusion is important in explaining the professional development of foreign language students, since for them participation in mobility is directly related to language training. During the educational experience in Poland, freedom in English ensured not only an understanding of the lesson material, but also finding your place in the international environment, establishing friendly and academic contacts, full participation in Group projects. At the same time, it has been observed that indirect factors such as housing, adaptation, urban infrastructure, and daily costs also affect the quality of mobility practices. Consequently, academic mobility is a complex environment that affects professional development, in which language, university quality, living conditions and social adaptation are interrelated.

Among the English-language studies written by Anne Bartel-Radic and Alain Cucchi, "how do students develop intercultural competence during international mobility? the article " the formation of intercultural competence as one of the most important results of academic mobility. Based on 499 students, this study describes personality traits, coping with mobility challenges, and learning from experience as key mechanisms for Intercultural development; the article states "perceived learning from the international experience plays a central and mediating role" [4]. This principle also coincides with real practice. When studying in Europe, the main result was not only to study at a university in another country, but also to be able to extract meaning from a new environment. Joint work in the international classroom, the

adoption of a different learning culture, the preservation of your voice in discussions and respect for a different point of view – all this has become an important component of professional development. Intercultural competence for a future foreign language specialist is not an additional advantage, but a professional basis. Because the language teacher carries cultural values along with the language.

A 2025 study by Natalya Hanley and Maia Chankseliani "Intercultural Competence Beyond International Student Mobility: Insights from a Global Study" shows that the impact of mobility is not limited to the period you are abroad. Based on interviews of 96 participants from 43 countries, the authors argue that communication, flexibility, adaptability, empathy and resilience developed during mobility will continue to function at the professional and institutional level even after returning to their homeland [5, 1-2; 15]. The article concludes that "international mobility is not simply a pathway to professional advancement ... but a process" [5, 15]. This conclusion is very important in assessing the experience of studying abroad. Even after the end of one semester in Poland, its influence continues: the student begins to compare the model of international education, looks at the educational experience in his country with new eyes, imagines his future professional environment in an international dimension. Such a change is measured not only by external success, but also by the renewal of internal professional self-consciousness.

In the voluminous work "Foreign Language Teacher Education in Europe: Advancing towards Convergence", prepared by María Amor Barros-del Río, the movement of the foreign language teacher training system in Europe, digital platforms, International Cooperation and foreign experience of student teachers are considered as a single phenomenon. The book points out that today's foreign language teacher must be prepared to work in a variety of academic and cultural environments, and digital platforms and international cooperation enhance this training [6, 10-11; 22]. At the same time, it is noted that ICT tools support cultural adaptation and International Communication, and the digital environment reduces geographical barriers [6, 22; 32-33]. This conclusion is directly related to the educational experience in Poland: digital resources used throughout the semester, submission of material through the platform, self-study, preparation of presentations and online and offline participation in academic discussions demonstrated a new model of professional standard for the future language teacher. That is, learning in Europe teaches not only content, but also the teaching technology itself.

When combining the analysis carried out and individual academic experience, it is observed that academic mobility contributes to the professional development of a student of foreign languages at several levels. First, language competence is naturally strengthened, because studying at a foreign university provides immersion in an authentic academic language environment. Secondly, the skills of intercultural communication are formed, because in the international class it is necessary not only to express your position, but also to understand other people's learning style, speech

ethics, and form of expression. Thirdly, professional self-confidence is instilled: studying at a University of another country, completing tasks and showing high results prove to the student that he can work in an international academic environment. Fourth, the pedagogical horizons of the future teacher expand, because he begins to compare teaching methods and notice the most effective ones among them. Fifth, autonomy and adaptability develop: a new city, a new learning system, new people, a new discipline teach the student responsibility.

In practice in Europe, all this was clearly visible. During his studies at Adam Mickiewicz University, classes were based on active participation, expression, presentation, self-preparation, and academic discussion. This format requires that the student be an equal participant, not just a listener. Visiting different cities in Germany, Italy, France, Spain, Portugal, Austria, Hungary and Poland made it possible to understand cultural diversity at the level of experience, not just theory. All this strengthens intercultural sensitivity for the future foreign language teacher, which later plays a huge role in his work in the classroom.

### **Conclusion**

The analysis showed that academic mobility has a significant impact on the professional development of students studying in the specialty foreign languages. While Russian studies reveal its connection with a professionally oriented personal trajectory, overcoming language and cultural barriers, the formation of the competence of a future teacher [1-3], English-language works more deeply reveal the long-term impact of intercultural competence, professional adaptation and international experience [4-6]. The experience of studying in Europe has refined these scientific conclusions: reading in an international audience, active participation, discussion, presentation, self-study and living in a diverse cultural environment clearly strengthens the professional nature of the future foreign language specialist. Therefore, it is reasonable to consider academic mobility as an educational tool that accelerates professional development, and not just an exchange program.

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## **ВЛИЯНИЕ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ НА ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ СТУДЕНТОВ ИНОСТРАННЫХ ЯЗЫКОВ: ОПЫТ ОБУЧЕНИЯ В ЕВРОПЕ.**

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*В данной статье анализируется влияние академической мобильности на профессиональное развитие студентов, обучающихся по специальности «Иностранные языки». В современном международном образовательном пространстве обучение за рубежом в течение одного семестра или одного академического года становится не просто языковым опытом, а важным фактором, формирующим профессиональное видение, академическую культуру и межкультурную компетентность будущего специалиста. В ходе исследования был проведён сравнительный анализ русскоязычных и англоязычных научных работ, опубликованных после 2023 года, результаты которого были сопоставлены с опытом академической мобильности в Университете имени Адама Мицкевича в Польше. В результате было установлено, что международная аудитория, самостоятельное чтение, презентации, академические дискуссии и межкультурное взаимодействие напрямую влияют на формирование студента-иностранника как профессиональной личности. В то же время показано, что академическая мобильность укрепляет не только языковую компетенцию, но и развивает адаптивность, самостоятельность и готовность работать в международной образовательной среде.*

**Ключевые слова:** академическая мобильность, студент-иностранник, профессиональное развитие, межкультурная коммуникация, международное образование, обучение в Европе, языковая компетенция, академическая среда, будущий преподаватель, самостоятельное обучение.

## **ШЕТЕЛ ТІЛДЕРІ СТУДЕНТТЕРІНІҢ КӘСІБИ ДАМУЫНА АКАДЕМИЯЛЫҚ ҰТҚЫРЛЫҚТЫҢ ӘСЕРІ: ЕУРОПАДА БІЛІМ АЛУ ТӘЖІРИБЕСІ.**

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*Бұл мақалада «Шетел тілдері» мамандығында білім алып жатқан студенттердің кәсіби дамуына академиялық ұтқырлықтың әсері талданады. Қазіргі халықаралық білім беру кеңістігінде бір семестр немесе бір академиялық жыл шетелде оқу тек тілдік тәжірибе ғана емес, сонымен қатар болашақ маманның кәсіби көзқарасын, академиялық мәдениетін және мәдениетаралық құзыреттілігін қалыптастыратын маңызды факторға айналуға мұмкін. Зерттеу барысында 2023 жылдан кейін жарияланған орыс және ағылшын тіліндегі ғылыми еңбектерге салыстырмалы талдау жасалып, оның нәтижелері Польшадағы Адам Мицкевич атындағы университеттегі академиялық ұтқырлық тәжірибесімен ұштастырылды. Нәтижесінде халықаралық аудитория, өз бетінше оқу, презентациялар, академиялық пікірталастар және мәдениетаралық өзара әрекеттесу шетел тілі студентінің кәсіби тұлға ретінде қалыптасуына тікелей әсер ететіні анықталды. Сонымен қатар академиялық ұтқырлық тек тілдік құзыреттілікті ғана емес, сонымен бірге бейімделгіштікті, дербестікті және халықаралық білім беру ортасында жұмыс істеуге дайындықты дамытатыны көрсетілді.*

**Кілт сөздер:** академиялық ұтқырлық, шетел тілі студенті, кәсіби даму, мәдениетаралық коммуникация, халықаралық білім беру, Еуропада оқу, тілдік құзыреттілік, академиялық орта, болашақ мұғалім, өз бетінше оқу.

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