

had a lot of English grammar exercises; they had to do them as a machine, so they did not have a sufficient opportunity and time to communicate in English. Therefore, teachers need to create conditions for students to improve their skills of communication in English. Too many grammar exercises during classes are not useful. What students really need is the ability to use all language skills rather than only to write the reports.

The next group of questions is about the relationships between students and their group mates, and the relationships between students and teachers. There are several reasons of difficulties. 20% of students said: "Teachers do not teach well", 30% of students said: "Our friends do not like when we speak English", 70% of students said: "Teachers communicate only with someone, who is good at English". It can be observed that the relationship between people in university is also very important for learning English. Students need to have a friendly environment, and to be open-minded. Teachers need to understand the psychology and the ability of the students and create more conditions for them to communicate. In addition, creating excitement for learning is also necessary. Students are shy and difficult to ask for help from others: 82% of students said that the request for help from teachers was difficult, 25% of them said they had some difficulties of working with friends in the group. According to our research, "Speaking" is the most important part in English for students. 62% of students surveyed agreed with this idea. Next, 28% of students said that "Listening" was the most important part, 6% of students said that it was "Writing" and only 4% of them selected "Reading". As to English, students want to improve as follows: 91% of students want to improve their speaking skills, 80% of them want to improve listening skills. We have found that students are particularly interested in listening and speaking. Teachers need to pay more attention to these parts in order to help their learners.

c. Survey on some desires of students in learning English.

The first group of questions is "Who can teach you English best?" 8% of the students selected "Relatives", 15% of students chose "Friends", 23% of students chose "Teachers not from England or country speaking English", and 54% of them chose "Native teachers". So, we can see that in teaching English teachers are always better than others. In particular, students look forward to working with foreigners to have more opportunities to improve English skills.

The next group of questions relates to assessment of English clubs activities. As many as 71% of the students said that English clubs were extremely necessary. Most students want to get friends in order to communicate in English and exchange knowledge. The more important thing is "Learning by practicing". The last group of question is the ideas of students about a good English teacher. 86% of students said: "A good teacher needs to pronounce correctly", 91% of them said: "A good teacher needs to understand the psychology of students", 79% of them said: "A good teacher needs to offer interesting exercises", 18% of them said: "A good teacher needs to have a high education", and 25% of them said: "A good teacher has to have a good reputation".

From the results above, we can see the problems in learning and teaching English to Vietnamese students. Teaching English today becomes more demanding, especially, for the students of technical universities, who have fewer opportunities to communicate in English. Teachers need not only to be qualified, but also they must have good teaching skills. Teachers need to capture the thinking and psychology of the students to use the best teaching methods. Also, the application of technical equipment in teaching English is very important, this is a very good support for teachers and students in teaching and learning English.

References

1. Megatrends 2000, Patricia Aburdene & John Naisbitt. English as a Universal Language.
2. Dan Van Dao Some Vietnamese Students' Problems with English Grammar: A Preliminary Study http://www.hpu.edu/CHSS/English/TESOL/ProfessionalDevelopment/200880TWPFall08/6_2_05Dao.pdf
3. Anh Le (2014). Vietnamese international student repatriates: an exploratory study. <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1185&context=cehsedaddress>.
4. Nguyen Ho Hoang (2009). Teaching EFL writing in Vietnam: Problems and solutions - a discussion from the outlook of applied linguistics, *Thuy VNU Journal of Science, Foreign Languages* 25, 61-66.
5. Crystal, David (1997). *English as a Global Language*. Cambridge: Cambridge University Press. ISBN 0-521-53032-6.
6. Randy Scott Miller, B. A., Div, M. (2012). Understanding the motivation international Vietnam students and their higher educational experiences in the United States. <http://digital.library.unt.edu/ark:/67531/metadc115122/>.
7. Đỗ Thị Xuân Dung (2012). *Day và học tiếng anh chuyên ngành theo nhu cầu của xã hội*. <http://donga.edu.vn/ngoainqu/TinNganh/tabid/2154/cat/1682/ArticleDetailId/12385/ArticleId/12383/Default.aspx>.

ACADEMIC MOBILITY AND ITS ROLE IN GLOBALIZATION PROCESS

M.V. Vinidiktova

Scientific advisor associate professor Yu.V. Kolbysheva

National Research Tomsk Polytechnic University, Tomsk, Russia

Nowadays it is a well-known fact that the labor market is very competitive and even the higher education can't ensure successful employment to the applicant. Therefore, if you are looking for a job, you should satisfy some additional qualifications, which must help to get the position. Usually employers are looking for someone who knows at least one foreign language and has developed communicative skills and flexibility. In the current context of globalization, the phenomenon of academic mobility gets a special urgency and can be one of the guaranteed ways to gain all these qualities and skills while studying at university.

A potential employee that has studied abroad for a certain period of time is a priority able to speak foreign languages enough to understand international colleagues. He has a broader view of life gained after a long stay in a foreign environment. Developing his own as a specialist, he is ready to help in developing his employer's business. That

is why more and more students every year choose participation in the programs of academic exchanges as a good investment of money, time and effort; because they know that everything will pay off handsomely.

However, after choosing this way of education, students still can face lots of problems. The academic mobility program and its preparation at various levels is a very laborious process that requires a close cooperation between the various representatives of universities who are organizing them. This article will examine the foundation history of students' academic mobility as a global process, along with its main problems and development prospects.

The academic mobility is the movement of students and teachers of higher educational institutions for a certain period of time to another educational or scientific institution within or outside their country for the purpose of studying or teaching [1]. The International Academic Mobility is one of the most effective ways of developing opportunities at an individual level. Students who take part in mobility programs open the way to improve educational and research courses and programs, especially if their host university does not have so many opportunities to develop research work. They return home not only with new knowledge, but also with invaluable experience. It is important to note that the term does not imply the emigration or long-term training (work) abroad. It is necessary to notice that physical mobility cannot be replaced by a virtual one: learning courses in foreign university while living in your country can't be understood as the academic exchange [2].

The objectives of higher education mobility can be different [3]. They can be not only educational, research, or teaching related goals, but also personal, cultural, social, immigration, language, or other ambitions for the acquisition of high-quality education. As a way of globalization, the academic mobility should act as the catalyst in the formation of a global educational space, which is realized by means of programs aimed at promoting the development of higher education systems in country-partners. The integration of the overall educational environment is achieved through the expansion of cooperation in the field of higher education.

Mobility has a positive effect for the quality of higher education and higher education institutions development and growth of the cultural level of a society as a whole [6]. However, the academic mobility is not an exception in facing some serious problems that can be solved only in friendly and open-minded global world.

Another important issue is the language of academic mobility programs. For every host country the preservation of its own language and culture is a very important problem, but the need for a common language of global education brings the English language to this role. Most often the education is carried out in English, but it is constantly emphasized that the student is encouraged to study the language of the host country, and the host university has to organize intensive language courses for foreign students. In the case of a one-year internship, universities are recommended to teach foreign students in English during the first semester and in the language of the host country during the second. In general, the student must arrive at a foreign university with fluent English or the host country's language. This raises the question of an in-depth study of the English language courses' organization in all universities taking part in academic exchange process.

Governments and global institutions realize the benefits that the mobility development brings for increasing the competitiveness of universities, countries and the entire worldwide education, the development of the single market and competitiveness of the world economy as a whole [4]. Therefore, they have started to support the development of the academic mobility and The Action Plan for the mobility development in universities has been developed.

The plan starts with recognition of the fact that the creation of a united global knowledge area is one of the main priorities for the world development. Free, unhindered mobility of all participants of the educational process - students, teachers, researchers and administrators should be the base of it as one of the main condition for improving the competitiveness and attractiveness of the education at universities worldwide.

The imbalance between different regions in the students' interchange is obvious: flows of "mobile" students from Northern and Eastern Europe to Western Europe are dominating, while there is an almost complete absence of reverse flows. However, we should pay attention to the countries of the eastern region, which have occupied a leading position in the global education market for many years. Changes in higher education systems of these countries are in line with the trends of globalization and internationalization. At the same time, experts point out the need of higher Asian education development.

Asian universities in the basic aspects of functioning have to adapt to the Anglo-Saxon model in order to achieve a competitive position in the global education market [5]. The researchers consider that the internationalization should not be understood only as a following to American or Anglo-Saxon standards.

Asian universities are paying close attention to the international benchmarking – the studying and the borrowing of foreign (primarily European countries) positive experience in the field of education. Their desires to take a leading place in the world rankings of universities, raise their prestige in the eyes of world public opinion, attract foreign students and others make them do this policy. At the same time the criteria for entering the rankings are determined by the Anglo-Saxon tradition and practice.

The qualitative development of the higher education in Asian countries is usually associated with its internationalization. The intensity of measures for the higher education internationalization in Asia depends on the educational policies of individual countries. Among the Asian countries, the most revealing are changes in the Chinese system of higher education. The researchers of higher education in Asia view China as a collective image of the changes that occur in the formation of all Asian countries.

Increasing students' mobility in the study abroad form is a well-known form of the education internationalization [7]. International student exchanges are now becoming the main characteristic of a global system of higher education. In quantitative terms, the dynamics of these processes looks impressive. Over the past 40 years the growth rate of international students even exceeded the overall growth rate of the number of university students.

According to UNESCO statistics, in 1994-1995 in 50 host countries were about 1.5 million foreign students. Over the past 25 years, international student mobility has increased by more than 300%.

The economic side of this issue is attractive. As it is known, the championship in imports of foreign students belongs to the United States. According to WTO information, in 2005/2006 one-third of the sum of all revenues from providing educational services to international students in higher education accounted for the United States (13.5 billion dollars). Providing educational services to foreigners is the fifth largest contribution to the national economy by export items of the USA.

Besides the US, the countries that host the largest number of foreign students to study are the United Kingdom, Canada, and Australia, where the dominant language of communication is English. It is clear that the largest flows of student mobility come from countries with developing economies of the Asia-Pacific region (Japan, Korea, Malaysia, Singapore, China, and Hong Kong).

The ability to live and study in another country gives people a new cultural, social and academic experience, and creates opportunities for the personal development. This increases the competitiveness in the international labor market and employment opportunities. Mobility plays an important role in developing and maintaining a democratic culture. Mobile students also contribute to the education internationalization. With the help of mobile students, a university gains new perspectives that call for the consideration of established traditions and practices. Thus, mobility provides opportunities for academic excellence through the development of new contacts and views, as well as the comparison and development of education systems. In this open environment, it will strengthen international cooperation and linkages, as well as improve the quality of higher education and scientific research.

The experience of mobile people is embedded into society and contributes to its development. People with experience of living in other countries contribute to the reducing of prejudice, cultural and language barriers between people, countries and cultures. Transnational exchange provides mutual and competitive benefits for society, as well as changes and improves it.

References

1. Academic mobility [Electronic resource] // wikipedia.org: [website]. – 2015. –URL: https://en.wikipedia.org/wiki/Academic_mobility – Title from the screen (reference date: 19.05.2015).
2. Akademicheskaja mobil'nost' [Electronic resource] // <http://www.mai.ru>: [website]. – 2015. –URL: <http://www.mai.ru/unit/ums/mobility/> – Title from the screen (reference date: 19.05.2015).
3. Akademicheskaja mobil'nost' studentov [Electronic resource] // <http://tpu.ru>: website]. – 2015. –URL: <http://tpu.ru/today/facts-numbers/best/a1/9> – Title from the screen (reference date: 19.05.2015).
4. Chistohvalov V.N., Filippov V.M. Sostojanie, tendencii i problemy akademicheskoy mobil'nosti v Evropejskom prostranstve vysshego obrazovaniya: Ucheb. posobie. – M.: RUDN, 2008. – 162 s.
5. Prokhorov A. V. Higher education internationalization in Asian countries // Social'no-jekonomicheskie javlenija i processy. 2012. №7-8. URL: <http://cyberleninka.ru/article/n/internatsionalizatsiya-vysshego-obrazovaniya-v-stranah-azii> (reference date: 19.05.2015).
6. Shirobokov S.N. Modern trends in the development of academic mobility of actors involved in educational process // Vestnik IGLU. 2012. №4 (21). URL: <http://cyberleninka.ru/article/n/sovremennye-tendentsii-razvitiya-akademicheskoy-mobilnosti-subektov-obrazovatel'nogo-protsessa> (reference date: 19.05.2015).
7. Tokmovceva M.V. Problemy akademicheskoy mobil'nosti v svete prinjatija novogo Federal'nogo zakona «Ob obrazovanii v Rossijskoj Federacii» [Elektronnyj resurs] // Social'no-jekonomicheskie i psihologicheskie problemy upravlenija // Sbornik nauchnyh statej po materialam I (IV) Mezhdunarodnoj nauchno-prakticheskoy konferencii, prohodivšej v Moskovskom gorodskom psihologo-pedagogicheskom universitete s 23 po 25 aprelja 2013 goda / Pod obshhej red. M.G. Kovtunovich. Chast' 1. – M.: MGPPU, 2013