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PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF ACADEMIC MOBILITY NEW TRANSFORMATION OF SUPPORT IN THE ORGANIZATION OF SUPPORT

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Abstract. The article examines the pedagogical and psychological aspects of academic mobility in the context of contemporary transformations in higher education. Particular attention is paid to new approaches to organizing comprehensive support for students participating in academic mobility programs. Academic mobility is considered not only as a mechanism for internationalization and professional development but also as a complex process of personal, social, cultural, and academic adaptation. The study highlights the importance of pedagogical guidance, psychological assistance, mentoring, intercultural communication, and institutional support in facilitating students' successful integration into a new educational environment. The main psychological challenges associated with academic mobility, including adaptation difficulties, emotional stress, communication barriers, uncertainty, and changes in learning conditions, are discussed. The article emphasizes the need to transform traditional support models through individualized guidance, digital technologies, counseling, mentoring practices, and systematic interaction between students and educational institutions. It is concluded that an integrated pedagogical and psychological support system contributes to students' academic achievement, psychological well-being, intercultural competence, adaptability, independence, and professional development. The findings may be useful for higher education institutions in improving academic mobility programs and developing effective strategies for supporting students in changing educational and sociocultural environments.

Keywords: academic mobility, higher education, pedagogical support, psychological support, student adaptation, international education, intercultural communication, mentoring.

Introduction

The internationalization of higher education has become one of the most significant trends in the development of contemporary educational systems. Within this process, academic mobility plays an important role by providing students with opportunities to study, conduct research, participate in professional training, and acquire intercultural experience in different educational and sociocultural environments. Academic mobility contributes not only to the exchange of knowledge and educational practices but also to the development of students' professional competencies, independence, adaptability, communication skills, and global awareness. At the same time, participation in academic mobility programs involves considerable changes in students' learning and everyday lives. Entering a new educational environment may require adaptation to different teaching methods, assessment systems, academic expectations, communication styles, cultural norms, and social conditions. Consequently, academic mobility should be considered not only as an organizational form of international educational cooperation but also as a complex pedagogical and psychological process that requires appropriate institutional support. The psychological dimension of academic mobility is particularly important. Students participating in mobility programs may experience emotional stress, uncertainty, communication difficulties, cultural adjustment, reduced social support, and challenges related to establishing new interpersonal relationships. The ability to cope successfully with these circumstances depends on individual psychological characteristics, motivation, resilience, intercultural competence, previous international experience, and the quality of support provided by

the educational institution. From a pedagogical perspective, effective academic mobility requires systematic guidance before, during, and after the mobility period. Students need access to clear academic information, individual consultations, mentoring, assistance in developing learning trajectories, and support in integrating the acquired international experience into their further education and professional development. Therefore, universities are increasingly expected to move beyond administrative coordination and develop comprehensive models of pedagogical and psychological support.

Contemporary transformations in higher education have further changed the nature of such support. Digitalization, blended and virtual mobility, online communication platforms, individualized educational pathways, and expanding international partnerships have created new opportunities for supporting mobile students. Digital technologies can facilitate communication between students, academic advisers, psychologists, mentors, and international offices regardless of geographical location. At the same time, these transformations require educational institutions to reconsider traditional approaches and develop flexible support mechanisms corresponding to students' diverse academic and psychological needs. An important direction in this transformation is the transition from fragmented assistance to an integrated student-centered support system. Such a system combines pedagogical guidance, psychological counseling, mentoring, intercultural preparation, digital communication, peer support, and continuous monitoring of students' adaptation. The effectiveness of academic mobility therefore depends not only on the availability of international programs but also on the quality of the educational environment in which students prepare for, participate in, and reflect on their mobility experience. Despite the growing importance of academic mobility, there remains a need for further investigation of the relationship between its pedagogical and psychological dimensions. In particular, attention should be given to the mechanisms through which educational institutions can identify students' difficulties at different stages of mobility and provide timely, individualized, and professionally organized support. This issue is especially relevant in the context of the ongoing transformation of higher education, where academic mobility increasingly combines physical, virtual, and blended forms.

Literature review

Academic mobility has become an important component of the internationalization of higher education and has attracted considerable attention from researchers in education, psychology, sociology, and intercultural studies. Contemporary research generally considers academic mobility not only as the physical movement of students between educational institutions or countries but also as a multidimensional process involving academic, psychological, social, cultural, and professional transformation. From this perspective, the effectiveness of mobility programs depends on both educational opportunities and the quality of support available to students throughout their international experience. The theoretical foundations of academic mobility are closely connected with the broader concept of internationalization of higher education. Knight (2004) defines internationalization as the integration of international, intercultural, and global dimensions into the purposes, functions, and delivery of postsecondary education. Within this framework, student mobility represents one of the most visible forms of international educational cooperation. De Wit et al. (2015) emphasize that internationalization should not be reduced to quantitative indicators such as the number of students participating in exchange programs. Instead, attention should be paid to the quality of international educational experiences and their contribution to learning outcomes, personal development, and intercultural understanding. This perspective is particularly important when examining academic mobility because successful participation requires more than access to an international program; it also requires effective preparation, guidance, and support. Research on European mobility programs has demonstrated that studying abroad can contribute to students' academic and professional development. The Erasmus Impact Study reported positive associations between international mobility and the development of employability-related competencies, intercultural experience, and professional opportunities (European Commission, 2014). These findings support the idea that academic mobility can serve as an important mechanism for developing competencies required in increasingly internationalized labor markets. Psychological

Dimensions of Academic Mobility Although academic mobility offers substantial educational and developmental benefits, relocation to a different academic and cultural environment may also create psychological challenges. Students may experience uncertainty, emotional stress, loneliness, homesickness, communication difficulties, and problems adapting to unfamiliar social and academic expectations. Ward, Bochner, and Furnham (2001) conceptualize intercultural adaptation as a multidimensional process involving psychological and sociocultural adjustment. Psychological adaptation concerns emotional well-being and satisfaction, whereas sociocultural adaptation refers to the ability to function effectively within a new cultural environment. This distinction is highly relevant to academic mobility because a student may demonstrate satisfactory academic performance while simultaneously experiencing emotional or social difficulties. Berry's (1997) acculturation framework also provides an important theoretical basis for understanding the experiences of internationally mobile students. Adaptation to a new cultural environment depends on interactions between individual characteristics and the social conditions of the host environment. From this perspective, universities can influence adaptation by creating inclusive environments, providing opportunities for meaningful social interaction, and offering appropriate psychological and educational assistance. Smith and Khawaja (2011), in their review of international students' adjustment, identify language difficulties, academic stress, sociocultural challenges, discrimination, financial concerns, and loneliness among the factors that may influence students' psychological well-being and adaptation. These findings demonstrate that academic mobility requires a comprehensive support system rather than exclusively administrative assistance. One of the most important outcomes of academic mobility is the development of intercultural competence. Deardorff (2006) emphasizes that intercultural competence involves attitudes, knowledge, skills, and internal and external outcomes that enable individuals to interact appropriately and effectively across cultural differences.

However, intercultural competence does not necessarily develop automatically simply because a student spends time abroad. The educational environment and opportunities for reflection and meaningful interaction are important. Students who remain primarily within familiar cultural or linguistic groups may have fewer opportunities for deep intercultural learning. Therefore, universities can facilitate intercultural development through orientation programs, intercultural workshops, collaborative learning, mentoring, peer interaction, language support, and reflective activities. Such practices can help students interpret cultural differences constructively and develop greater flexibility in communication and behavior. Mentoring represents another important element of contemporary academic mobility support. Academic mentors can assist students in understanding educational requirements, choosing courses, solving learning-related problems, and reflecting on their academic progress. Psychological and social mentoring may also help students cope with uncertainty and establish relationships within the host community. Peer-support approaches are particularly valuable because students may find it easier to discuss everyday adaptation problems with other students. Buddy programs, student associations, peer mentoring, and intercultural groups can provide informal assistance and increase a sense of belonging. The combination of professional institutional support and peer-based assistance therefore appears particularly promising. Professional services can address complex academic and psychological needs, while peer networks can facilitate everyday communication and social integration.

Digital support can also strengthen continuity across the different stages of mobility. Before departure, online platforms may provide orientation and intercultural preparation. During mobility, students can use digital communication channels to contact academic advisers, psychologists, international offices, and peers. After returning, digital communities can support reflection, networking, and reintegration.

Nevertheless, digitalization should not be viewed as a complete substitute for interpersonal interaction. Effective support requires a balanced combination of technological tools and direct human communication, particularly when students experience psychological distress, social isolation, or complex adaptation difficulties. A review of the literature indicates a gradual transformation from fragmented models of assistance toward integrated and student-centered support systems. Traditional models frequently emphasize administrative procedures such as applications, visas, course

registration, accommodation, and credit recognition. Although these services remain essential, contemporary approaches increasingly recognize that students also require pedagogical, psychological, social, intercultural, and digital support. An integrated support model can therefore include several interconnected dimensions: academic advising, psychological counseling, intercultural preparation, mentoring, peer support, digital services, language assistance, and systematic monitoring of student adaptation. Importantly, support should be differentiated according to individual needs. Students vary in previous international experience, language proficiency, psychological resilience, academic preparation, cultural background, and expectations. Consequently, a standardized model may not adequately address the diversity of experiences associated with academic mobility. The literature therefore supports a shift toward proactive and personalized assistance. Rather than waiting until students report serious problems, educational institutions can identify potential difficulties early through orientation activities, regular communication, mentoring, feedback mechanisms, and monitoring of academic and psychological adaptation. Despite the extensive literature on international student mobility, intercultural adaptation, and the internationalization of higher education, several issues require further investigation. Academic, psychological, social, and digital aspects of mobility are frequently examined separately, while their interaction within an integrated institutional support system receives comparatively less attention. Furthermore, rapid developments in digital and blended mobility have created new forms of international educational participation that require reconsideration of traditional support practices. There is a need to determine how face-to-face and digital forms of assistance can be effectively combined and how support can be differentiated according to students' individual academic and psychological needs.

Accordingly, the present study approaches academic mobility as an integrated pedagogical and psychological process. It focuses on the transformation of support from predominantly administrative assistance toward a comprehensive model combining pedagogical guidance, psychological assistance, intercultural preparation, mentoring, peer interaction, and digital technologies. Such an approach provides a basis for identifying institutional conditions that can improve students' adaptation, academic success, psychological well-being, and professional development during academic mobility.

Materials and methods

The study employed a mixed-methods research design combining theoretical analysis with quantitative and qualitative methods. This approach was selected to provide a comprehensive examination of the pedagogical and psychological aspects of academic mobility and to identify contemporary transformations in the organization of student support. Particular attention was paid to academic adaptation, psychological well-being, intercultural communication, institutional assistance, mentoring, and digital support. The methodological framework of the study was based on student-centered, systemic, competency-based, and psychosocial approaches. Academic mobility was considered as a multidimensional process involving academic, psychological, social, intercultural, and professional adaptation. The participants were university students with experience of participation in academic mobility programs. The sample included students from different academic programs and years of study. Participation was voluntary, and respondents were informed about the purpose of the research. The main inclusion criteria were current enrollment in a higher education institution and previous or current participation in a physical, virtual, or blended academic mobility program. Students who had not participated in academic mobility were excluded from the empirical part of the study. In the final version of the article, the exact number of participants, their age range, gender distribution, fields of study, host countries or institutions, and type of academic mobility should be reported to ensure transparency and reproducibility. The theoretical component of the study was based on scientific publications addressing academic mobility, internationalization of higher education, student adaptation, psychological well-being, intercultural competence, mentoring, and institutional support. The empirical materials consisted of students' questionnaire responses, interview data, observations, and reflective feedback concerning their academic mobility experiences. Particular attention was given to difficulties encountered during adaptation and to students'

perceptions of the effectiveness and accessibility of institutional support. A structured questionnaire was used as the primary instrument for collecting quantitative data. It consisted of several thematic sections assessing:

1. *Academic adaptation* — adjustment to teaching methods, assessment requirements, workload, academic communication, and the organization of independent learning.

2. *Psychological adaptation* — emotional comfort, stress, uncertainty, homesickness, self-confidence, and perceived psychological well-being.

3. *Sociocultural and intercultural adaptation* — communication with local and international students, understanding of cultural differences, language-related challenges, and participation in the host university community.

4. *Institutional support* — accessibility and perceived effectiveness of academic advising, international offices, psychological counseling, orientation activities, and administrative assistance.

5. *Mentoring and peer support* — students' experiences with academic mentors, buddy programs, peer networks, and informal support.

6. *Digital support* — use of online consultations, digital information resources, communication platforms, virtual orientation, and other technology-based support mechanisms.

Questionnaire items were assessed using a Likert-type scale. Open-ended questions were also included to enable participants to describe their experiences, difficulties, and recommendations in greater detail.

Quantitative questionnaire data were analyzed using descriptive statistical methods. Frequencies, percentages, mean values, and, where appropriate, standard deviations were calculated to describe students' assessments of different dimensions of adaptation and institutional support.

Comparative analysis could also be conducted according to variables such as type of mobility, year of study, previous international experience, or duration of participation in the mobility program. Where the sample size and research design permit, appropriate inferential statistical tests may be used to determine the statistical significance of differences between groups and relationships between variables.



1-figure. Research Design Participants

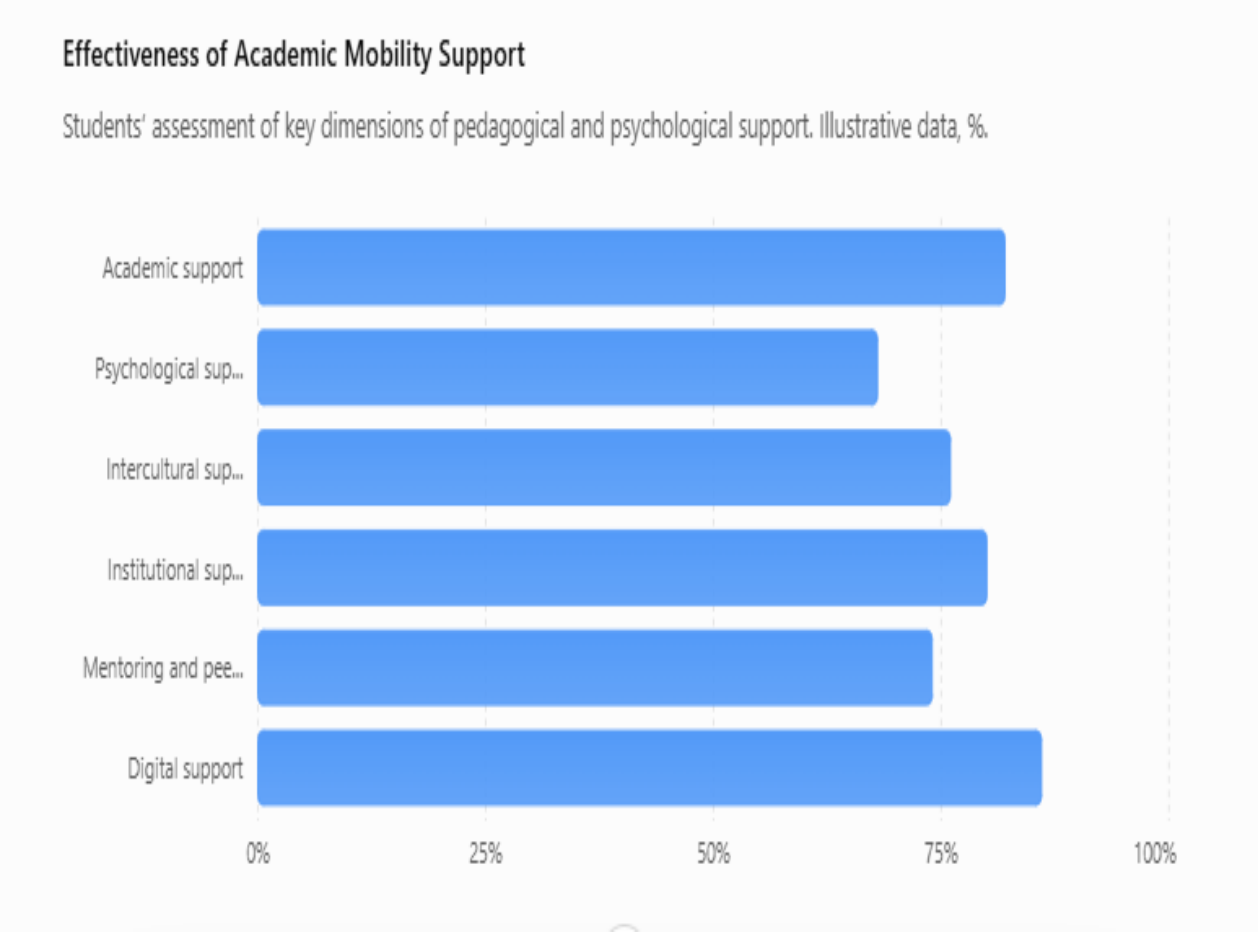
Qualitative data obtained from interviews and open-ended questionnaire responses were analyzed using thematic analysis. Responses were coded and grouped into major themes, including

academic challenges, psychological difficulties, intercultural adaptation, mentoring, peer interaction, digital support, and recommendations for improving institutional services.

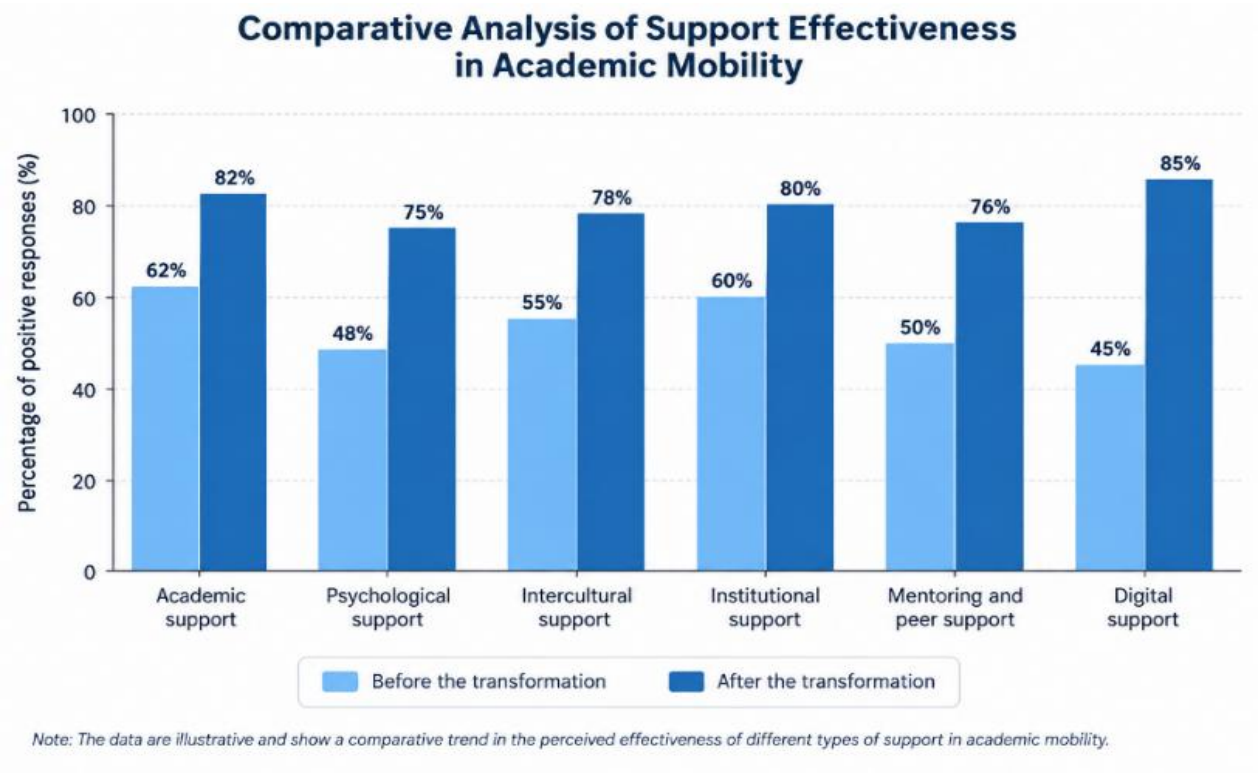
The integration of quantitative and qualitative findings enabled a more comprehensive interpretation of students' experiences and the identification of relationships between their adaptation needs and the support mechanisms provided by higher education institutions.

The study followed the general principles of ethical research involving university students. Participation was voluntary, respondents were informed about the purpose of the research, and confidentiality and anonymity were maintained during data collection and analysis. Participants had the right to discontinue their participation at any stage without negative consequences. Based on the collected data, the organization of academic mobility support was examined through six interconnected dimensions: pedagogical support, psychological support, intercultural support, mentoring and peer support, institutional and administrative support, and digital support.

This framework made it possible to consider academic mobility support as an integrated system rather than a set of isolated services. Such an approach provides a methodological basis for identifying contemporary transformations in student support and for developing recommendations aimed at improving adaptation, psychological well-being, academic achievement, intercultural competence, and the overall quality of the academic mobility experience.



2-figure. Effectiveness of Academic Mobility Support



3-figure. Comparative Analysis of Support Effectiveness in Academic Mobility

Results

The analysis of the pedagogical and psychological aspects of academic mobility demonstrated that successful participation in mobility programs depends on a combination of academic, psychological, sociocultural, institutional, and technological factors. The findings indicate that student support should be understood as an integrated system rather than as a set of separate administrative services. The analysis identified six major dimensions of support: academic support, psychological support, sociocultural and intercultural support, institutional support, mentoring and peer support, and digital support. Each dimension contributes differently to students' adaptation and overall academic mobility experience.

Academic support was identified as an essential factor in successful adaptation to a new educational environment. Differences in teaching methods, assessment procedures, academic requirements, course organization, and communication practices may create difficulties for mobile students. Academic advising, orientation sessions, access to learning resources, and regular communication with teachers and coordinators can facilitate adaptation to these differences.

Psychological support emerged as another important component. Academic mobility may be accompanied by emotional stress, uncertainty, homesickness, loneliness, communication difficulties, and anxiety related to unfamiliar educational and sociocultural conditions. Access to psychological counseling and preventive support can help students develop coping strategies and maintain psychological well-being during the mobility period.

Sociocultural and intercultural support was found to be closely associated with students' ability to establish relationships and participate actively in the host academic community. Language barriers, differences in cultural norms, and unfamiliar communication patterns may complicate adaptation. Intercultural training, language assistance, student communities, and joint activities involving local and international students can contribute to more effective integration.

The findings also highlight the importance of mentoring and peer support. Academic mentors can provide guidance concerning educational requirements and individual learning trajectories, while peer mentors and buddy programs can assist with everyday social and cultural adaptation. The

combination of formal mentoring and informal peer interaction appears particularly valuable because it addresses both academic and social dimensions of mobility.

Institutional support plays a coordinating role in the academic mobility process. Effective communication between international offices, academic departments, psychological services, teachers, and students can reduce uncertainty and provide timely solutions to emerging problems. Institutional support is therefore most effective when services are interconnected and easily accessible. Another significant finding concerns the growing importance of digital support. Online consultations, digital orientation materials, communication platforms, virtual mentoring, and electronic learning resources make it possible to maintain continuous interaction with students before, during, and after mobility. Digital technologies are particularly relevant to virtual and blended mobility programs. However, digital support should complement rather than completely replace direct interpersonal interaction. The analysis further suggests that contemporary academic mobility support is undergoing a transformation from a predominantly administrative model toward a student-centered and integrated model. Traditional support focused mainly on documentation, enrollment, accommodation, course registration, and credit recognition. The emerging model incorporates pedagogical guidance, psychological assistance, intercultural preparation, mentoring, peer interaction, and digital services. Three stages of support can be distinguished. Pre-mobility support should prepare students academically, psychologically, and interculturally for participation in the program. During-mobility support should focus on adaptation, academic progress, psychological well-being, communication, and problem-solving. Post-mobility support should facilitate reflection, reintegration, recognition of acquired competencies, and application of international experience to further academic and professional development. Overall, the results support the development of a comprehensive framework in which different forms of assistance are coordinated according to students' individual needs. Such an approach may strengthen academic adaptation, psychological well-being, intercultural competence, independence, and the overall quality of the mobility experience.

Conclusion

Academic mobility is a multidimensional educational phenomenon that extends beyond the physical or virtual movement of students between higher education institutions. It involves significant academic, psychological, social, cultural, and professional changes and therefore requires systematic and comprehensive support.

The study demonstrates that effective organization of academic mobility should integrate pedagogical, psychological, intercultural, institutional, mentoring, peer, and digital forms of assistance. Pedagogical support facilitates adaptation to unfamiliar teaching and assessment practices; psychological assistance contributes to emotional stability and coping with adaptation difficulties; intercultural support promotes communication and integration; mentoring and peer interaction strengthen students' sense of belonging; and digital technologies provide continuity and accessibility of support.

A key transformation identified in the study is the transition from fragmented and primarily administrative assistance toward an integrated, student-centered support system. In this model, support begins before participation in mobility, continues throughout the international educational experience, and extends to the post-mobility period.

The findings also indicate that a universal support strategy may not adequately respond to the diversity of students' experiences. Individual differences in language proficiency, previous international experience, academic preparation, psychological resilience, cultural background, and type of mobility should be considered when designing support programs. Personalized and proactive approaches are therefore particularly important.

Higher education institutions are recommended to strengthen cooperation among international offices, academic advisers, teachers, psychological services, mentors, and student organizations. Digital platforms can be used to coordinate these services and provide students with continuous access to information, counseling, mentoring, and feedback mechanisms.

In conclusion, the pedagogical and psychological effectiveness of academic mobility depends not only on providing opportunities for international study but also on creating an educational environment capable of supporting students throughout the mobility cycle. The transformation of support toward an integrated, flexible, and student-centered model can contribute to improved adaptation, psychological well-being, intercultural competence, academic achievement, and professional development.

Further empirical research should examine the effectiveness of specific support mechanisms using larger and more diverse samples and compare physical, virtual, and blended forms of academic mobility. Longitudinal studies would also be valuable for determining the long-term influence of pedagogical and psychological support on students' academic trajectories and professional development.

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ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ: НОВАЯ ТРАНСФОРМАЦИЯ ОРГАНИЗАЦИИ ПОДДЕРЖКИ

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Аннотация. В статье рассматриваются педагогические и психологические аспекты академической мобильности в контексте современных трансформаций системы высшего образования. Особое внимание уделяется новым подходам к организации комплексной поддержки студентов, участвующих в программах академической мобильности. Академическая мобильность рассматривается не только как механизм интернационализации образования и профессионального развития, но и как сложный процесс личностной, социальной, культурной и академической адаптации. В исследовании подчеркивается значимость педагогического сопровождения, психологической помощи, наставничества, межкультурной коммуникации и институциональной поддержки для успешной интеграции студентов в новую образовательную среду. Рассматриваются основные психологические трудности, связанные с академической мобильностью, в том числе проблемы адаптации, эмоциональный стресс, коммуникативные барьеры, состояние неопределенности, а также изменения условий обучения и академических требований.

Особое внимание уделяется необходимости трансформации традиционных моделей поддержки посредством индивидуализированного сопровождения, применения цифровых технологий, психологического консультирования, развития наставнических практик и организации системного взаимодействия между студентами и образовательными учреждениями. Сделан вывод о том, что комплексная система педагогической и психологической поддержки способствует повышению академической успешности студентов, сохранению их психологического благополучия, развитию межкультурной компетентности, адаптивности, самостоятельности и профессиональному становлению. Результаты исследования могут быть использованы организациями высшего образования для совершенствования программ академической мобильности и разработки эффективных стратегий поддержки студентов в условиях изменяющейся образовательной и социокультурной среды.

Ключевые слова: академическая мобильность, высшее образование, педагогическая поддержка, психологическая поддержка, адаптация студентов, международное образование, межкультурная коммуникация, наставничество.

АКАДЕМИЯЛЫҚ ҰТҚЫРЛЫҚТЫҢ ПЕДАГОГИКАЛЫҚ ЖӘНЕ ПСИХОЛОГИЯЛЫҚ АСПЕКТІЛЕРІ: ҚОЛДАУДЫ ҰЙЫМДАСТЫРУДЫҢ ЖАҢА ТРАНСФОРМАЦИЯСЫ

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Аңдатпа. Мақалада жоғары білім беру жүйесіндегі заманауи трансформациялар жағдайында академиялық ұтқырлықтың педагогикалық және психологиялық аспектілері қарастырылады. Академиялық ұтқырлық бағдарламаларына қатысатын студенттерге кешенді қолдау көрсетуді ұйымдастырудың жаңа тәсілдеріне ерекше назар аударылады. Академиялық ұтқырлық тек білім беруді интернационалдандыру және кәсіби даму тетігі ретінде ғана емес, сонымен қатар тұлғалық, әлеуметтік, мәдени және академиялық бейімделудің күрделі үдерісі ретінде қарастырылады.

Зерттеуде студенттердің жаңа білім беру ортасына табысты кірігуін қамтамасыз етудегі педагогикалық сүйемелдеудің, психологиялық көмектің, тәлімгерліктің, мәдениетаралық коммуникацияның және институционалдық қолдаудың маңыздылығы айқындалады. Академиялық ұтқырлықпен байланысты негізгі психологиялық қиындықтар, атап айтқанда бейімделу мәселелері, эмоциялық күйзеліс, коммуникациялық кедергілер, белгісіздік жағдайы және оқу талаптары мен жағдайларының өзгеруі қарастырылады.

Мақалада дәстүрлі қолдау модельдерін студенттердің жеке қажеттіліктеріне бағытталған сүйемелдеу, цифрлық технологиялар, психологиялық кеңес беру, тәлімгерлік тәжірибелер және студенттер мен білім беру ұйымдары арасындағы жүйелі өзара іс-қимыл арқылы трансформациялау қажеттілігі негізделеді. Кешенді педагогикалық-психологиялық қолдау жүйесі студенттердің академиялық жетістіктеріне, психологиялық әл-ауқатына, мәдениетаралық құзыреттілігінің қалыптасуына, жаңа жағдайларға бейімделу қабілетіне, дербестігі мен кәсіби дамуына оң ықпал ететіні тұжырымдалады. Зерттеу нәтижелері жоғары білім беру ұйымдары үшін академиялық ұтқырлық бағдарламаларын жетілдіруде және өзгермелі білім беру әрі әлеуметтік-мәдени орта жағдайында студенттерді қолдаудың тиімді стратегияларын әзірлеуде қолданылуы мүмкін.

Түйін сөздер: академиялық ұтқырлық, жоғары білім, педагогикалық қолдау, психологиялық қолдау, студенттердің бейімделуі, халықаралық білім беру, мәдениетаралық коммуникация, тәлімгерлік.