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ERASMUS MUNDUS AS ACADEMIC MOBILITY PROGRAM FOR STUDENTS

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Internationalization of higher education is one of the consequences of globalization in today's world. Internationalization of education is commonly understood as a process in which the objectives, functions and organization of educational services acquire an international significance. The concept of internationalization in higher education in the international practice traditionally includes two aspects: the "internal" internationalization and "external" internationalization, or it can be called as the education abroad [2]. This issue has received much attention mainly because foreign universities are the most attractive for students, teachers and researchers from other countries.

In recent years there is a tendency of the international university activity around the world. It is indicated by the increase in the number of students studying abroad as well as student and teacher exchanges. In addition, the practice of attracting foreign teachers to work is greatly extended. The international activity is used by many universities to expand their research and educational opportunities and improve the quality of teaching, competitiveness, university's prestige, establish useful contacts and develop cooperation.

The student mobility, i.e. an increase in the number of students studying abroad, can be referred to one of the known forms of the internationalization of higher education [2]. It should be noted that the student studying in other country is not a new and unknown phenomenon. The process of student mobility in a number of countries has been ongoing for a long time. However, according to UNESCO the level of international student mobility has increased over the last 25 years by 300%. The phenomenon of mobility is rather young but not new to our country. It has quite firmly consolidated its position among the students due to the wide prospects [1]. The student mobility is stimulated by various state and regional programs (such as "Erasmus", "Komet", "Lingua"). Many countries enter into bilateral and multilateral agreements in this field. National differences in the education access, quantitative restrictions in the recruitment of students to certain specialties make students look for opportunities to study abroad. Language and cultural concerns attract students to educational programs of Great Britain, France, and the USA. The dominance of the English language as the main language of modern science, and as the most frequently studied second language, led to the fact that, along with the US and Britain, hosting the largest number of international students, Canada and Australia entered into the list of countries hosting foreign students [4].

Gradually foreign students' flows have been perceived by the majority of host countries more as trade rather than aid, since in many cases foreign students pay full tuition fees. In many educational institutions hosting students, especially in English-speaking countries, the income received from foreign students' full payment is a significant increase to the annual declining university budget. Without this additional income, many universities could not simply exist [3].

One of the most famous academic mobility programs is Erasmus Mundus. This program was established by the European Union in 2004 as the extension of Erasmus program existed previously. The Erasmus program has been intended to support the inner European students' exchange, and also aims to support the development of economic, political and university cooperation between the EU and Russia. In the framework of program the scholarship is allocated to Russian postgraduate and PhD students to participate in six-month internship, research and academic programs in European universities.

The Erasmus program provides for students, teachers and other university staff new mobility opportunities that are implemented in an appropriate direction. The mobility of students and teachers is important not only in terms of the development and improvement of employment opportunities of individuals, but also in terms of the development of universities, where the mobility becomes a stimulus for comparison and refresh of teaching programs, improvement of the teaching quality and international and student service activities. The mobility is useful not only for students but also for the quality of higher education in general as well. This contributes to the development of the internationalization strategy and has a positive impact on the education system.

The program is implemented in three ways:

- collaborative Master and PhD programs, providing scholarship support;
- partnership of universities,
- increase of the attractiveness of European higher education.

Academic programs are intended for Master level students who have studied at the Russian university and have already had a bachelor's or specialist's degrees. An applicant must either already have this diploma by the time of documents submission or get it before the program starts.

Students can choose the most appropriate program in the list of Master's degree programs. Maximum 2 students from each country are accepted for each Master's program. Applicants have the right to apply for three Master's programs to have a greater chance of success.

Master Erasmus programs are implemented by a consortium of educational institutions and are characterized by:

- General criteria for admission and examinations: there are common rules and admission procedure for all applicants. Examinations, taken at one of the universities of the consortium, are automatically recognized by all the others.

- Integration courses: the curriculum, developed in collaboration with the consortium members, is realized in the framework of the training program.

- Mobility: the education takes place in different educational institutions - members of the consortium. The sequence of educational periods and mobility options are indicated in each program.

- Guaranteed awarding of diplomas – general, double or multiple, recognized in member countries of consortia [3].

Besides the Masters courses Erasmus Mundus offers courses in PhD degree programs. PhD degree in the framework of Erasmus Mundus provides:

- participation in one of PhD programs in accordance with the conditions, defined by the consortium implementing this program,

- training/ researching work in at least 2 countries – members of the consortium,

- studying/ researching work most of the period in EU country – a member of the consortium or in another country which is among the associated partners.

Procedures and criteria for awarding the individual scholarships by PhD candidates are determined by a consortium of universities implementing the relevant program. All scholarship Erasmus Mundus programs aim:

- to promote the European higher education,

- to prepare qualified specialists who have received the qualification and experience in the European Union around the world,

- to establish good relations between the institutions in Europe and other countries,

- to distribute the European education throughout the world.

Erasmus Mundus Scholarships for different programs and categories of applicants may cover no more than 75% of tuition fees or cover flights, accommodation and insurance.

In order to get a scholarship of Erasmus Mundus, a good knowledge of the foreign language, as well as the educational level, can be required. In most cases, it is the English language, and an application for the grant is done in it.

It should be noted that the system of values, accompanied a man all his life, is formed to a large extent during the study at young ages. Subsequently this can facilitate to the beneficial cooperation between organizations and countries as a whole.

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TIME MANAGEMENT AS ESSENTIAL SKILL FOR SUCCESSFUL CAREER IN COMPETITIVE ENVIRONMENT

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Globalization processes which take place in our society, extension of economical, political, cultural and human relation contacts, implementation of modern technologies, and integration of national educational system into international educational environment lead to increase in competition on the labour market and determine the demand for employees who are capable of professional development and are flexible in changing conditions of international collaboration.

The modern community requires the graduate of an educational institution to be successful in his professional activity and could make a career independently, work in competitive environment at national and international levels, thereby, contributing to prosperous wellbeing of the society.

The society expectations in the area of education are to give a comprehensive training to a graduate and bring up a person who is willing to actively participate in intercultural professional communication. This long-term goal demands that an undergraduate (a future expert) will take part in a variety of skill-forming activities. However, success in professional activity is, to a greater degree, dependent on mastering skills of using time effectively.

Most people do not have skills to organize their activities during a day in an efficient way. This results in reduction of productivity and, consequently, causes emotional tension, panic, physical discomfort. On the work place the employee can look depressed and uninterested. Negative emotions in the professional communication can be the reason