

КИБЕРПЕДАГОГИКА ЖӘНЕ ПСИХОЛОГИЯ КИБЕРПЕДАГОГИКА И ПСИХОЛОГИЯ

IRSTI 14.35.01

DOI: <https://doi.org/10.59102/pedagogical/2026/iss3pp64-76>

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IMPLEMENTING INNOVATIONS IN THE PSYCHOLOGICAL SUPPORT OF UNIVERSITY STUDENTS' ACADEMIC MOBILITY

The purpose of the study. The purpose of this study is to analyze innovative approaches to the organization of psychological support for students participating in academic mobility programs, as well as to assess their impact on the success of intercultural adaptation, psychological well-being and the development of professional competencies. In the context of the globalization of higher education, academic mobility programs create new opportunities for gaining international educational experience, expanding cultural horizons and developing competitive specialists.

The study was performed using a mixed-methods approach combining quantitative and qualitative methods of data analysis. The study involved university students enrolled in academic mobility programs (academic exchanges, international internships, joint educational programs). The quantitative stage included a questionnaire aimed at assessing stress levels, adaptation difficulties, and satisfaction with the existing psychological support system. The qualitative stage included conducting semi-structured interviews with students, teachers, and university psychologists, as well as analyzing cases of higher education institutions implementing innovative models of psychological support for participants in academic mobility.

The conducted research allows us to conclude that the introduction of innovative models of psychological support is one of the key factors for the successful implementation of academic mobility programs. Traditional forms of psychological counseling do not fully meet the modern challenges that arise in the process of teaching students in an international educational environment. In this regard, higher education institutions are recommended to use an integrated approach combining digital technologies of psychological support, mentoring and peer support systems for students, intercultural training programs and activities aimed at developing psychological resilience. The comprehensive modernization of the psychological support system helps to increase the effectiveness of academic mobility, strengthen the psychological well-being of students and strengthen the competitiveness of higher education institutions in the context of internationalization of education.

Keywords: academic mobility, psychological support, university students, intercultural adaptation, resilience, digital psychological counseling

MAIN PROVISIONS

Academic mobility is currently one of the key characteristics of modern higher education, reflecting the increasing integration of universities into the global educational space and the need to train specialists with global competencies. Students' participation in academic mobility programs provides opportunities to gain international educational experience, broaden cultural horizons, improve professional skills, and develop intercultural competence.

At the same time, academic mobility is accompanied by a number of serious psychological challenges associated with the need to adapt to a new educational environment, overcome intercultural communication barriers, emotional stress caused by a change of place of residence, as well as maintaining high academic performance in a different educational system [1].

Traditional forms of psychological support, including counseling, adaptation programs, and introductory orientation activities, remain relevant, but in modern conditions they are not able to fully meet the needs of students studying in conditions of international academic mobility. In this regard, there is an increasing need to introduce innovative models of psychological support that ensure not only successful adaptation of students, but also their full-fledged personal and professional development in a new educational environment. Among the most promising areas are digital technologies of psychological support, competence-oriented support models, peer mentoring systems, as well as programs for the development of intercultural competence [2].

INTRODUCTION

The relevance of this study is determined by the need to develop a comprehensive system of psychological support for participants in academic mobility, integrating the pedagogical, psychological, technological and organizational resources of an educational organization. The implementation of such models contributes to the development of students' psychological stability, preservation of emotional well-being and successful academic and social adaptation in an international educational environment. The study of innovative psychological support practices makes it possible to identify effective strategies for improving academic mobility programs and ensuring the sustainable development of higher education in the context of globalization.

Review of scientific literature

In modern scientific literature, academic mobility is considered as one of the most important factors of knowledge transfer, development of international cooperation and innovation processes in the higher education system. The researchers note that students' participation in international educational programs contributes to the formation of global competencies, while creating additional psychological and socio-cultural difficulties associated with the processes of adaptation and rethinking their own identity. Modern research considers academic mobility as an element of the global system of production and dissemination of knowledge, emphasizing the need to take into account not only educational, but also psychological, social and cultural factors.

Considerable attention in scientific research is paid to the problem of psychological adaptation of international students. It has been established that the success of academic mobility is largely determined by the level of adaptation of students to a new educational and socio-cultural environment. The most common difficulties are psychological stress, loneliness, cultural shock, homesickness, communication difficulties, and a high level of academic workload. The results of bibliometric research indicate a steady increase in the number of publications on psychological adaptation, the development of resilience, coping strategies, and institutional mechanisms for student support.

Modern research in the field of psychological support for foreign students emphasizes the need to form the multicultural competence of university psychological service specialists, expand the range of preventive measures and introduce proactive models of student support. It is noted that foreign students often face significant barriers when seeking psychological help, including language difficulties, existing stigmatization of psychotherapeutic care and insufficient cultural sensitivity of traditional counseling practices.

In recent years, special attention has been paid to innovative technologies of psychological support for participants in academic mobility [3]. The most effective solutions include digital psychological counseling platforms, mobile stress management applications, online psychological self-help programs, virtual student support communities, and remote guidance technologies.

A promising direction is the introduction of competence-based models of psychological support aimed at the development of intercultural communication, emotional self-regulation,

psychological stability and adaptive behavior. The formation of these competencies contributes to the successful integration of students into a new educational environment and increases the effectiveness of their professional development.

Leading foreign universities are gradually moving towards the implementation of comprehensive institutional models of support for participants in academic mobility, combining psychological assistance, academic counseling, intercultural adaptation programs and student mentoring systems. The results of empirical research confirm that graduates with international educational experience become important subjects of innovative development of universities and national educational systems in the future. This confirms the need to ensure a high level of psychological well-being of students as the most important condition for maximizing the potential of academic mobility.

Author	Year	Contribution	Relevance to Academic Mobility & Psychological Support
L.S. Vygotsky	1978	Developed the concept of the Zone of Proximal Development (ZPD) and sociocultural theory of learning.	Highlights the importance of social interaction and scaffolding in adaptation of mobile students.
J. Piaget	2001	Cognitive development theory emphasizing stages of intellectual growth.	Provides framework for understanding cognitive adaptation in new academic environments.
A. Bandura	2000	Social-cognitive theory; introduced self-efficacy as a key psychological construct.	Relevant for resilience and coping strategies of students in mobility programs.
V.V. Davydov	1986	Theory of developmental learning; focus on theoretical thinking.	Supports competency-based approaches in psychological support for academic mobility.

1-table. Literature review authors

The conducted review of the scientific literature revealed a number of important trends and patterns characterizing the development of academic mobility and the system of psychological support for students of higher educational institutions. It has been established that academic mobility is increasingly considered as one of the key components of modern higher education, contributing to the formation of global competencies, the development of intercultural interaction and the stimulation of innovation[4]. At the same time, participation in academic mobility programs is accompanied by a number of psychological difficulties, including stress, cultural shock and adaptation problems, which have a direct impact on academic performance and psychological well-being of students.

The results of numerous studies indicate that psychological adaptation is one of the determining factors for the successful participation of students in academic mobility programs. Despite the importance of traditional forms of psychological support, such as counseling and adaptation programs, their capabilities are often insufficient to meet the diverse needs of international and mobile students[5]. The effectiveness of existing psychological support systems is limited by a number of factors, including language barriers, stigmatization of seeking psychological help, as well as insufficient cultural sensitivity of the approaches used. Innovative digital psychological support technologies, including online psychological counseling platforms, mobile stress management applications, and virtual student mutual aid communities, are becoming increasingly widespread in modern higher education practice. Their use ensures accessibility,

flexibility, and responsiveness of psychological assistance to participants in academic mobility programs[6].

Special attention is paid to competence-based models of psychological support aimed at developing students' adaptive skills, including psychological resilience, intercultural communication, and emotional self-regulation.

Institutional innovations provide for the creation of comprehensive support systems combining psychological counseling, academic support, peer mentoring programs and intercultural training. An analysis of scientific publications shows that universities that integrate psychological support into their academic mobility development strategy demonstrate higher rates of student satisfaction, psychological resilience, and academic success.

At the same time, despite the growing interest of researchers in this issue, the scientific literature still lacks sufficiently developed system models that combine psychological, pedagogical and technological innovations [7]. This necessitates further empirical research aimed at assessing the long-term effectiveness of innovative psychological support practices in various cultural and institutional settings.

MATERIALS AND METHODS

The study was performed using a mixed-methods design that combines quantitative and qualitative research methods. This approach made it possible not only to quantify the level of psychological difficulties that students face in the process of academic mobility, but also to study in more depth their individual experience of adaptation to a new educational and socio-cultural environment.

The study involved 150 university students enrolled in academic mobility programs, including international academic exchanges, internships abroad, and joint educational programs. The sample was characterized by a variety of participants according to the following criteria:

- the direction of training;
- cultural and national identity;
- the country of study within the framework of the academic mobility program.

The respondents were selected using a targeted sampling method, which made it possible to include students with different length of stay abroad (short-term and long-term academic mobility programs).

Survey Instruments:

- standardized questionnaire for assessing the level of psychological stress;
- a questionnaire aimed at identifying the difficulties of academic and intercultural adaptation;
- a scale for assessing satisfaction with the psychological support system;
- a questionnaire to determine the level of psychological stability (resilience) and subjective well-being of students.

In addition to quantitative research methods, semi-structured interviews and case analysis of universities implementing innovative models of psychological support for participants in academic mobility were used. These methods allowed us to gain a deeper understanding of the factors influencing the success of students' adaptation, as well as to identify the most effective psychological support practices in the context of the internationalization of higher education.



Data collection methods

To achieve this goal, the following methods of empirical data collection were used:

The survey. The survey was conducted in an online format, which made it possible for students who were abroad to participate in academic mobility programs.

Semi-structured interviews. The interviews were conducted using videoconferencing platforms, which allowed us to obtain information about the real experience of psychological adaptation of students in the context of international academic mobility.

Case analysis. The experience of universities implementing innovative models of psychological support, including digital counseling, student mentoring programs and trainings on the development of psychological resilience, has been studied.

Content analysis. The analysis of normative documents, methodological materials and official resources of universities is carried out in order to identify innovative practices of psychological support and the features of their integration into the system of academic mobility.

Data analysis methods

Quantitative and qualitative research methods were used to process the data obtained.

The quantitative analysis included:

-descriptive statistics methods;

-correlation analysis;

-regression analysis, which allowed us to determine the relationship between the level of psychological support and the success of students' adaptation.

The qualitative analysis was carried out through thematic coding of interviews, which allowed us to identify the main topics related to innovations in psychological support, the development of psychological stability and intercultural adaptation.

The comparative analysis was conducted based on a comparison of cases from different universities in order to identify the most effective psychological support practices and determine the institutional features of their implementation.

Ethical aspects of research

The research was conducted in accordance with generally accepted principles of academic ethics. Prior to the start of the study, voluntary informed consent was obtained from all participants. During the processing and presentation of the research results, confidentiality and anonymity of the participants' personal data were ensured. The study was approved by the University's Research Ethics Committee.

The analysis of the scientific literature and the results of this study indicate both significant opportunities and existing problems associated with the implementation of academic mobility programs in the higher education system. Despite the fact that participation in international

academic mobility programs provides students with valuable educational and intercultural experience, it is simultaneously accompanied by the impact of psychological factors that can complicate the adaptation process and reduce the effectiveness of educational activities.

The results obtained confirm that academic mobility contributes to the formation of global competencies, the development of intercultural communication and the professional growth of students. However, the psychological consequences of moving, including cultural shock, homesickness, emotional stress, and high academic workload, require targeted and timely psychological support. In this regard, universities need to ensure a balance between expanding academic mobility opportunities and implementing preventive measures aimed at minimizing psychological risks.

The study showed that traditional forms of psychological counseling remain relevant, but their effectiveness is limited by insufficient accessibility and inability to fully take into account the diverse needs of international students. Innovative forms of support based on the use of digital psychological counseling platforms, mobile stress management applications, and virtual student support communities demonstrate significantly higher potential. The use of these technologies ensures the availability of psychological assistance regardless of the place of residence of students and helps to reduce existing barriers to seeking support.

Of particular importance is the introduction of competence-based models of psychological support. The development of psychological stability (resilience), emotional self-regulation and intercultural interaction skills allows students to successfully adapt to new learning conditions and forms universal competencies that are in demand not only during academic mobility, but also in further professional activities.

It should be noted that innovations in the psychological support system are not limited exclusively to digital technologies. The institutional policy of universities and modern pedagogical approaches to the organization of student support play an essential role. Universities that integrate psychological support into their academic mobility development strategy through adaptation programs, student mentoring, academic counseling, and intercultural training programs demonstrate higher rates of student satisfaction, success in their adaptation, and academic achievement.

Despite the positive dynamics of the development of innovative support models, there remains a need for their more systematic integration into the activities of educational organizations. A promising area of further research is to conduct longitudinal studies to assess the long-term effectiveness of innovative psychological support practices. In addition, the expansion of international cooperation between universities will make it possible to form unified networks of psychological support for participants in academic mobility, providing continuous, accessible and culturally sensitive support to students[8].

Thus, the results of the study confirm that the innovative development of the psychological support system should be comprehensive and combine digital technologies, competence-based support models and institutional strategies for the development of universities. The implementation of this approach will contribute to improving the psychological stability, well-being and academic success of students, ensuring the effective realization of the potential of academic mobility as one of the key mechanisms for the internationalization of modern higher education.



2-table. The benefits and challenges of mobility

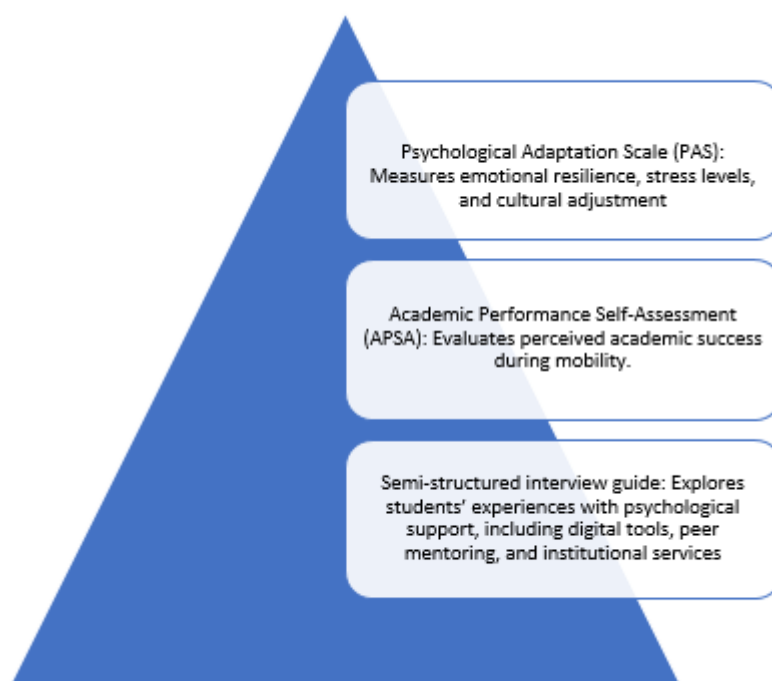
Key Theme	Findings from Literature	Implications for Practice
Academic Mobility Opportunities 	Enhances global competence, intercultural understanding and personal growth	Expand mobility programs with stronger psychological support components
	Stress, cultural shock, homesickness, adaptation difficulties	Longitudinal studies on generative and facilitative academic adaptation settings
Psychological Challenges 	Compelling for proactive psychological support services within early information access	Evaluate effectiveness of holistic support interventions in diverse cultural settings
	Focus on resilience, emotional regulation, intercultural communication	Encourage evidence-based intervention in psychological support
Traditional vs-Innovative Support 	Policies and design improvements to enhance institutional support systems and better outcomes	Foster international collaboration to share best practices and build global networks
	Lack of systematic interdisciplinary. Limits empirical validation	Conduct empirical research as a mature long-term, impact of innovative practices

3-table. Academic Mobility Opportunities

RESULTS

The experimental part The present study used a mixed research design (mixed-methods) combining quantitative methods (questionnaires) and qualitative methods (semi-structured interviews) to evaluate the effectiveness of innovative psychological support mechanisms for students participating in academic mobility programs. The main purpose of the study was to identify the most effective psychological support strategies that enhance students' emotional well-being, successful adaptation, and academic achievement. The study involved 120 university

students from Kazakhstan, Russia, and Germany who participated in academic mobility programs over the past two years. The selection of participants was carried out by the method of purposeful sampling, which made it possible to ensure the diversity of the sample by cultural origin, field of study and countries of implementation of academic mobility programs. Sample characteristics: The age of the participants is from 18 to 26 years old.; gender composition — 65 % of women and 35 % of men; types of academic mobility programs: Erasmus+ program; bilateral academic exchange programs; international research internships. Research tools The following set of research tools was used to collect empirical data: a standardized questionnaire aimed at assessing the level of psychological well-being, stress tolerance and successful adaptation of students; semi-structured interviews that allow us to identify the specifics of individual experience of participating in academic mobility programs and evaluate the effectiveness of various forms of psychological support.; diagnostic scales for determining the level of intercultural adaptation, emotional state and satisfaction with the psychological support system; analysis of the experience of universities implementing innovative models of psychological support for participants in academic mobility. This set of methods provided a comprehensive study of the impact of innovative mechanisms of psychological support on the success of adaptation and academic activity of students in the context of international educational mobility.



Procedure

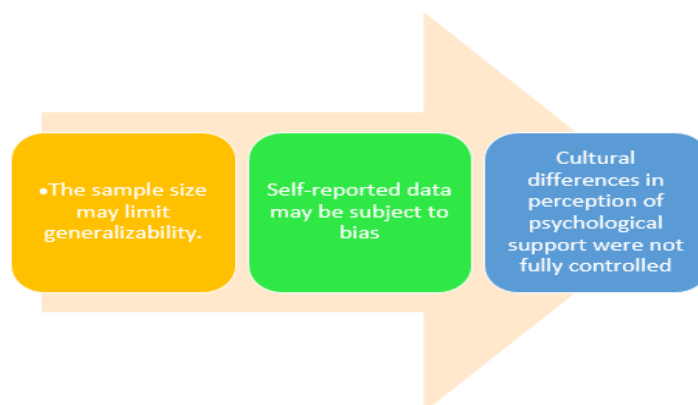
1. Participants completed the PAS and APSA questionnaires online via a secure platform.
2. A subset of 30 students was invited for in-depth interviews conducted via Zoom.
3. Data collection occurred over a 6-week period.
4. Quantitative data were analyzed using descriptive statistics and correlation analysis.
5. Qualitative data were coded thematically using NVivo software.

Ethical Considerations

- Informed consent was obtained from all participants.
- Anonymity and confidentiality were ensured.

The study was approved by the Ethics Committee of [Caspian University of technology and engineering named after sh.Yessenov].

Limitations



Research procedure

The study was conducted in several successive stages:

The study participants completed online versions of the PAS (Psychological Adaptation Scale) and APSA (Academic Psychological Support Assessment) questionnaires on a secure electronic platform. From the total sample, 30 students were selected to conduct in-depth semi-structured interviews in a remote format using the Zoom platform.

Empirical data was collected over a period of six weeks.

The quantitative data were processed using descriptive statistics and correlation analysis methods, which revealed the relationship between indicators of psychological support and the success of students' adaptation.

The qualitative data obtained during the interview was subjected to thematic analysis using Vivo software, which provided systematization and interpretation of key thematic categories. Ethical aspects of research

The research was conducted in accordance with generally accepted principles of scientific ethics. Prior to the start of the study, voluntary informed consent was obtained from all participants. During the processing and presentation of the research results, the anonymity of the participants and the confidentiality of the data obtained were ensured.

The study was approved by the Ethics Committee of the Caspian University of Technology and Engineering named after Sh. Yessenova.

Limitations of the study

The limitations of this study include:

The sample size is relatively small, which limits the possibility of extrapolating the results to the entire population of participants in academic mobility programs.;

The geographical scope of the study is limited (Kazakhstan, Russia and Germany), as a result of which the results may not fully reflect the specifics of academic mobility in other countries.;

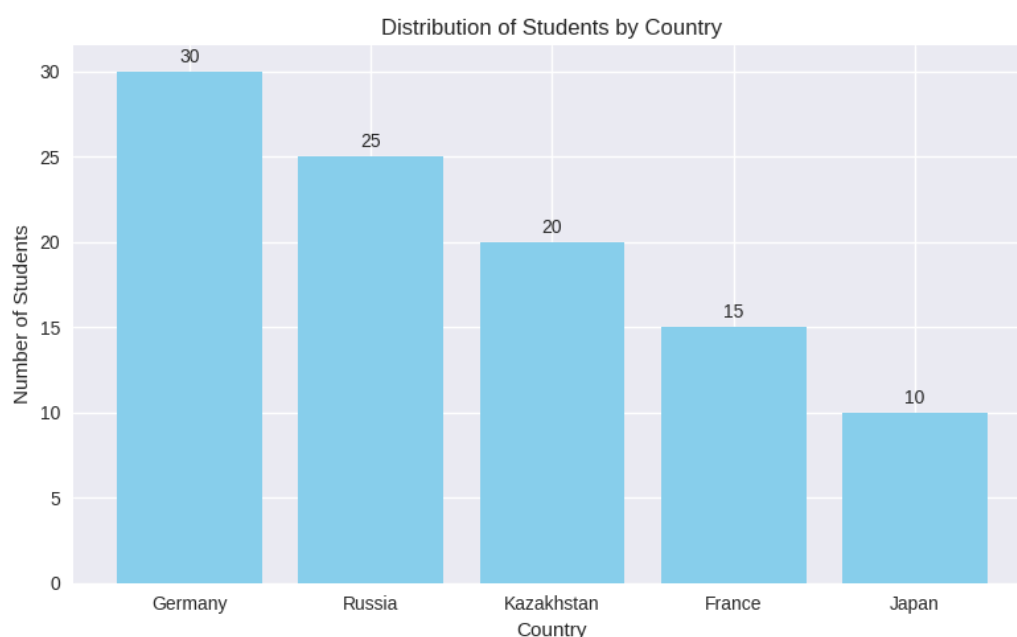
the use of self-reporting methods of data collection, which may lead to the influence of subjective assessments of participants;

The cross-sectional nature of the study does not allow us to trace the long-term impact of innovative psychological support mechanisms on the adaptation processes and academic success of students.

Despite these limitations, the results of the study provide significant information about the effectiveness of modern approaches to psychological support for participants in academic mobility and can serve as a basis for further research in this area.

Country	Number of Students
Germany	30
Russia	25
Kazakhstan	20
France	15
Japan	10

3- Table: Number of Students by Country



The conducted research of innovative approaches to the organization of psychological support for participants in academic mobility programs confirms the dual nature of this phenomenon. On the one hand, academic mobility provides students with ample opportunities for intellectual development, the formation of intercultural competence and professional development, on the other hand, it is accompanied by significant psychological difficulties associated with adaptation to new educational and socio-cultural conditions.

The results of the study indicate that academic mobility contributes to the development of global competencies, the expansion of intercultural interaction and the professional growth of students. At the same time, the process of adapting to a new educational environment is often accompanied by stress, cultural shock, emotional stress and other psychological difficulties that affect the academic success and psychological well-being of students.

An analysis of the scientific literature and empirical data has shown that traditional forms of psychological counseling, despite their importance, no longer fully meet the diverse needs of participants in academic mobility programs. The most promising areas are innovative models of psychological support, including digital counseling platforms, mobile applications, virtual student support communities, competence-based support models, as well as comprehensive institutional strategies for psychological assistance. The use of these approaches contributes to the development of psychological stability (resilience), emotional well-being and increased academic success of students.

It should be noted that innovations in the field of psychological support are not limited solely to the introduction of digital technologies. Their effectiveness is largely determined by the integration of modern pedagogical approaches, institutional support mechanisms, and programs for intercultural student training. Universities that integrate psychological support into the overall system of organizing academic mobility through adaptation programs, mentoring, academic counseling, and intercultural learning demonstrate higher rates of student satisfaction, successful

adaptation, and long-term educational outcomes.

A promising area of further research is the development of comprehensive psychological support models that combine psychological, pedagogical and digital innovations. It is particularly relevant to conduct long-term empirical studies aimed at evaluating the effectiveness of innovative psychological support practices in various institutional and cultural settings. In addition, the development of international cooperation between universities will make it possible to create effective psychological support networks for participants in academic mobility and provide culturally sensitive psychological assistance to students[9].

CONCLUSION

The creation of comprehensive innovative psychological support systems will make academic mobility a sustainable resource for students' professional and personal development, contributing not only to the expansion of educational opportunities, but also to the formation of psychological stability, a global outlook and readiness for successful work in an international educational environment.

The phenomenon of academic mobility is currently one of the key factors in the development of the global higher education space, providing students with unique opportunities for intellectual growth, intercultural exchange and professional development. At the same time, this process is accompanied by a number of psychological difficulties caused by the need to adapt to a new educational and cultural environment. The results of this study confirm that, despite the numerous advantages of academic mobility, participation in international educational programs is often accompanied by emotional stress, cultural differences and adaptive difficulties that can negatively affect the psychological state and academic performance of students[10].

In this regard, innovative psychological support systems should be considered not as an additional element of the educational process, but as its integral component. The integration of digital psychological counseling platforms, mobile applications, virtual mutual support communities and competence-based support models reflects a qualitatively new stage in the development of the psychological assistance system in the university environment. Such innovations ensure the scalability, accessibility, and cultural adaptability of psychological support, significantly expanding the capabilities of traditional counseling services.

At the same time, the results of the study show that the innovative development of the psychological support system should not be limited solely to technological solutions[11]. Pedagogical design of the educational environment, university institutional policy and interdepartmental cooperation are becoming essential. Universities that integrate psychological support into the structure of academic mobility programs through adaptation activities, mentoring programs, and intercultural training create an educational environment conducive not only to the successful adaptation of students, but also to their personal development and potential.

One of the most significant results of the study is the confirmation of the need for targeted development of psychological stability and adaptive competencies of students. A modern system of psychological support should be focused not only on overcoming emerging crisis conditions, but also on the formation of emotional self-regulation, intercultural competence, confidence in one's own capabilities and the ability to function effectively in conditions of academic and cultural uncertainty. It is these competencies that become the most important prerequisites for the successful implementation of academic mobility and the subsequent professional development of graduates[12].

Thus, innovations in the psychological support system represent not only a means of solving emerging adaptive problems, but also the basis for the formation of a modern educational environment that ensures well-being, personal development and successful integration of students into the global academic space. Investing universities in the creation of comprehensive, adaptive and scientifically based models of psychological support will make academic mobility not only an effective educational tool, but also an important factor in the formation of competitive specialists

who are able to work successfully and interact in a globalized world [13].

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Университет студенттерінің академиялық ұтқырлығын психологиялық қамтамасыз етуде инновацияларды енгізу

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Зерттеудің мақсаты. Академиялық мобильділік бағдарламалары университет студенттеріне халықаралық тәжірибе жинақтауға, мәдени көкжиегін кеңейтуге және кәсіби құзыреттіліктерін арттыруға жаңа мүмкіндіктер берді.

Зерттеу әдістемесі. Сапалық және сандық деректерді біріктіретін аралас әдіс қолданылды. Академиялық мобильділік бағдарламаларына қатысушы студенттер (алмасу, тағылымдама, қос дипломдық бағдарламалар) зерттелді. Стресстік деңгейлерді, бейімделу қиындықтарын және қолдау сезімін өлшейтін сауалнамалар жүргізілді. Студенттермен, кеңесшілермен және оқытушылармен жартылай құрылымданған сұхбаттар алынды. Инновациялық психологиялық қолдау жүйелерін енгізген университеттердің кейстік зерттеулері жасалды.

Зерттеу нәтижелері. Шетелдегі алғашқы семестрде студенттердің стресстік деңгейі жоғары болды. Мәдениетаралық коммуникацияда және академиялық талаптарда қиындықтар байқалды. Оқшаулану сезімі және құрдастар тарапынан қолдаудың

жеткіліксіздігі анықталды. Сандық кеңес беру платформалары психологиялық қызметтерге қолжетімділікті арттырды.

Зерттеу нәтижесінде психологиялық қолдаудағы инновациялар академиялық мобильділік бағдарламаларының табысты жүзеге асырылуы үшін маңызды фактор екендігі анықталды. Дәстүрлі кеңес беру қызметтері студенттердің күрделі мәселелерін толық шеше алмайды. Университеттер сандық құралдарды, құрдастар желісін, мәдениетаралық тренингтерді біріктіретін кешенді үлгіні қабылдауы тиіс. Психологиялық қолдау жүйелерінің трансформациясы академиялық мобильділік бастамаларының тұрақтылығына ықпал етіп, жоғары білім беру мекемелерінің жаһандық бәсекеге қабілеттілігін күшейтеді.

Кілтті сөздер: академиялық мобильділік, психологиялық қолдау, университет студенттері, мәдениетаралық бейімделу, төзімділік, сандық кеңес беру

Внедрение инноваций в психологическое сопровождение академической мобильности студентов университета

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Цель исследования. Академические программы мобильности предоставили студентам новые возможности для получения международного опыта, расширения культурных горизонтов и повышения профессиональных компетенций.

Методология исследования. Использован смешанный метод, объединяющий качественные и количественные данные. В исследовании участвовали студенты, принимающие участие в программах академической мобильности (обмен, стажировки, совместные образовательные программы). Проводились опросы для измерения уровня стресса, трудностей адаптации и восприятия поддержки. Проведены полуструктурированные интервью со студентами, консультантами и преподавателями. Рассмотрены кейсы университетов, внедряющих инновационные системы психологической поддержки.

Результаты исследования. В первый семестр обучения за рубежом наблюдался высокий уровень стресса. Выявлены трудности в межкультурной коммуникации и академических ожиданиях. Отмечены чувства изоляции и недостаток поддержки со стороны сверстников. Цифровые платформы консультирования повысили доступность психологических услуг.

Исследование показало, что инновации в психологической поддержке являются критическим фактором успешности программ академической мобильности. Традиционные консультационные службы недостаточны для решения сложных проблем студентов. Университетам необходимо внедрять комплексную модель, интегрирующую цифровые инструменты, сети сверстников, межкультурные тренинги. Трансформация систем психологической поддержки способствует устойчивости инициатив академической мобильности и укрепляет глобальную конкурентоспособность высших учебных заведений.

Ключевые слова: академическая мобильность, психологическая поддержка, студенты университета, межкультурная адаптация, результативность, цифровое консультирование, благополучие студентов, глобализация высшего образования.