

EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood
and CLIL-based courses, launching new courses, and developing multilingual strategies for Universities [1].

The project's goals are the development of the Curriculum of Teacher of Foreign Languages; education of in-service teachers (both school and university teachers, academic staff); internationalization of education through launching CLIL-based courses and developing multilingual education strategies for UA HEIs and National Recommendations on Multilingual Higher Education.

The project will be held from November, 2019 to November, 2023 in cooperation of 8 Ukrainian Universities, Ministry of Education of Ukraine and Teacher Association “TESOL-Ukraine”with Tartu University as a grant holder and such partners of it as Heidelberg University, Germany, Aston University (UK) and Interlink Academy (Germany).

References:

1. [<https://erasmusplus.org.ua/en/projects/ka2/2592-foreign-language-teacher-training-capacity-development-as-a-way-to-ukraine-s-multilingual-education-and-european-integration.html>].

PROBLEMS OF INTERNATIONAL COOPERATION AND IMPLEMENTATION OF ACADEMIC MOBILITY PROGRAMS: THE VIEW OF YOUNG RESEARCHERS IN ECONOMICS FIELD

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Through international education programs, talented young people are able to study at the best universities in the world, develop their talents and skills for the benefit of all humanity. However, for countries with fragile economic and social

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backgrounds that are not fully integrated into reputable international associations, the opportunity to participate in international educational and scientific programs is rather a happier opportunity than a regular action.

For example, double degree programs. In order to implement them, it is necessary to ensure a high level of comparability and synchronization of the educational programs in the partner universities and to guarantee the acceptance by the parties of general commitments on such issues as defining the goals of the program, preparation of the curriculum, organization of the educational process and so on. Thus, it is possible to identify the critical points of dual diploma programs implementation:

- the curriculum must be developed and approved by two or more universities acting as the partners;
- students from one university must compete part of the program as a full-time students in another partner university;
- students studying in the universities-participants of the mobility programs should have the same duration;
- training periods and exam results in the partner universities should be recognized on the basis of the general principles and quality standards signed by the universities-participants of the mobility programs;
- it is necessary to clearly state whether after graduation students will be awarded the degrees of each university or will receive one joint degree.

Particular attention is paid now to the problematic aspects associated with grant programs for young scientists. In particular, in order to receive funding for research, young researchers and their projects are evaluated on a number of parameters. For example, in order to be guaranteed with funding for own research, a young scientist (in Ukraine, doctors of science up to 40 years and candidates of science up to 35 years), must already have experience in project management, demonstrate the ability to write projects; be a scholarship holder of the CMU or the President of Ukraine, have a high citation index. Publications in the world's leading scientometric databases

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are desirable with the presentation of author's international experience in solving a particular problem of planetary scale and huge result in research that is of great social and national importance.

Thus, the necessary cooperation vectors for young scientists from Ukraine and other countries should be:

- the common actions towards harmonization and unification of bachelor, master and PhD programs to facilitate the implementation of academic mobility programs;
- formation of international research teams based on scientific interests, creation of databases in which young scientists will be able to find co-authors and sponsors to pay for publications;
- launching journals with bilingual or multilingual publications to promote the scientific work of researchers who are not fluent in English but who are ready to share their scientific achievements with the modern world.

LANGUAGE PORTFOLIO AS A TOOL FOR EUROPEAN INTEGRATION AND PERSONAL GROWTH

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Ukraine's aspiration for integration in the European community involves promoting self-education and self-development among learners of all levels. This task is determined by the challenges brought about by digital technologies: with information being both abundant and easily accessible, it is important to teach learners to monitor, manage and use information with reference to their current (and ever-changing) personal goals.

This broadly formulated strategic task is coherent with the recent EU policies that promote language teaching and learning as a key element for European integration and mobility. One of the tools that may help to accomplish the task is