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### **AN ANALYSIS OF LANGUAGE MOBILITY PROGRAMS FOR UNIVERSITY STAFF AT THE UNIVERSITY COLLEGE OF TEACHER EDUCATION VIENNA/ AUSTRIA**

In the context of increased globalization, challenges must be met [1, p. 42] and opportunities seized [3, p. 72]. The Erasmus+ program of the European Union provides an opportunity and necessary support [5, p. 12]. For university staff, the KA1 sector offers *Staff Mobility for Training – STT*, including language courses [7, p. 28f.], and *Staff Mobility for Teaching - STA*. University lecturers are primarily concerned with the further development of their own teaching and learning methods; administrative staff are particularly keen to improve the level of their services and language skills [4, p. 142f.]. Especially due to structural problems and scarcity of resources, the number of administrative staff still lags behind that of university lecturers when it comes to mobility programs [8, p.163f.].

A self-analysis of the recent language mobility programs was carried out [2, p. 135ff.] in order to promote the foreign language skills of university staff at the University College of Teacher Education in Vienna. In particular the support by the International Office (IO) and development opportunities should be pointed out. Content of research were the motives and expectations of the participants in which aspects these were fulfilled and exceeded. Special interest was shown in which areas there was need for improvement and how the transfer of the acquired knowledge was structured. The data collection using problem-centered interviews [9, p. 2f.] was carried out on 19 out of a total of 24 participants [2, p. 141]. Eight men and 11 women were interviewed, 17 persons had completed their studies, two persons had completed higher education, 16 persons were university lecturers and three persons were administrative staff. The data evaluation on the basis of qualitative content analysis [6, p. 210ff.] was supported by an external employee in order to avoid a bias of content-related thematic involvement [2, p.141].

The participants' motives for increased professionalization and knowledge gain were fulfilled, most selected languages were English and Spanish. The organization and support by the IO were very satisfactory, the host institutions were also assessed positively in all respects. In addition to language courses, joint leisure activities and cultural events are very much appreciated. This leads to numerous communication possibilities which further promote the use of the foreign language. The bureaucratic and administrative burden, which is perceived to be too high, is distressing and needs to be improved. It takes a long time before the pre-financed funds are repaid.

Respondents felt more confident in using foreign languages after their return. University lecturers use foreign-language media more frequently in their courses, and administrative staff find that they are more experienced in dealing with foreign-language people. Structural problems caused by a lack of work have still to be solved, therefore the number of participating administrative staff still remains low. As before, only a very small proportion of university staff make use of language mobility programs for further training. The reasons for this would have to be determined in the future.

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## **ПРОБЛЕМА АДАПТАЦІЇ СТУДЕНТІВ ПЕРШОГО КУРСУ, ПОВ'ЯЗАННИХ З ВІДМІННІСТЮ ТЕХНОЛОГІЙ НАВЧАННЯ У ШКОЛІ ТА ВИШАХ**

Процес адаптації студентів першого курсу пов'язують із поступовим пристосуванням до вимог і методів викладання у Вищій школі. З точки зору теорії управління, це етап підготовки об'єкту до впливу, тобто він повинен передувати. Тому, на нашу думку, навчальний процес необхідно починати з лекцій та семінарів, які пояснюють студентам відмінність масового навчання у вищих навчальних закладах від більш індивідуального навчання у школі. Традиційно, розтягнутий у часі процес адаптації призводить, особливо на першому курсі, до виникнення стресових ситуацій. Пояснимо чому.

Наприклад, загальна кількість учнів у школі не перевищує, згідно вимогам МОН, 30. Тобто є можливість і індивідуальної корекційної роботи на протязі уроку з кожним учнем, що є однією з основних вимог забезпечення якісного навчання. Кількість же студентів у лекційних аудиторіях досягає 50 – 150. Тому про індивідуальний підхід до кожного студента не може бути і мови. Суттєвим є і те, що колишні школярі приходять навчатися, маючи