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Abstract

The category of professional mobility in the sociological, psychological and pedagogical science has been defined in the article.

Key words: mobility, professional mobility, social mobility, future professionals.

Introduction

The category of professional mobility in the sociological, psychological and pedagogical science has been defined in the article. The features of the pedagogical interpretation of the category of professional mobility as the ability and readiness of the future specialist to effective acquisition of new equipment and technology, rapid acquisition of new knowledge and skills in different areas of their professional activity, which is manifested in the developed intellectual, socio-psychological and competence characteristics have been considered. The conclusion of the scientific research in the field of sociology, psychology and pedagogy as the basis for the definition of professional mobility in the theory and methodology of professional education has been formulated.

The urgency of the research problem in general

In the condition of the system of higher education reforming in Ukraine with a new force, the challenge is to ensure the mobility of students, starting with the first year of study at the universities. Mobility as a cross-cutting category is used normative documents on education, adopted by the international community, including the Bologna Declaration, which Ukraine had signed.

The problem of mobility of the future specialists compounded by the fact that in addition to ensuring academic mobility in the environment of the universities there are many other “mobile” processes of social, cultural, linguistic, professional mobility, etc. Therefore, the analysis of the concept of mobility is becoming important due to its interdisciplinary and relevance for the development of theory and methods of professional education.

The analysis of the latest researches and publications

The problem of professional training of specialists is currently one of the most important in pedagogical science and presents the development of the overall framework methodology training (V. Andrushchenko, G. Artemchuk, V. Budanov, T. Zhyzhko, V. Kremen, N. Nychkalo and others); personal-active fundamentals of professional training (B. Anan’ev, I. Bech, L. Vygotsky, A. Yakymanka, S. Yatsenko and others); the conceptual provisions of the competence approach in the creation of the modern image specialist (A. Bugerko, A. Diomin, I. Zymnia, A. Khutorskyi, N. Kuzmina, V. Lutay, and others); development of the humanistic potential of the modern universities, (G. Voronka, O. Gluzman, A. Meshchaninov, N. Sydorchuk, and others); the implementation of the guiding principles of research training students (N. Anisimova, N. Zhuravskaya, P. Zapaska, V. Kazakov, I. Katasynska, O. Mykytiuk and others) etc.

The development of mobility in the University environment was the subject of discussion mainly in scientific works of teachers, psychologists and representatives of sociological science. However, outside the field of view of scientists remained on the relations between scientific categories of mobility with the specifics of professional mobility of students in learning environments at the universities.

The purpose of this article is to reveal the meaning of the concept of mobility in its connection with the process of professional preparation of specialists at the University.

Basic material research

The concept of mobility is multivalued variables, and partly categorical is not clearly defined, because it depends on the conceptual apparatus of science, which is expressed by the notion of uses. The most common definition of mobility is presented in the “Psychology dictionary” as “the ability to move quickly, to move, to navigate in the environment, ready to perform tasks quickly.

The greatest contribution in expanding the concept of mobility sociology has contributed, starting with the seminal works of P. Sorokin “People. The civilization. Society” and “Social mobility”. American scholar of Russian descent, P. Sorokin has developed his own theory of social mobility in the combination of these two components – vertical and horizontal. According to P. Sorokin,

mobility can be defined as a transition, moving from one social position to another. Thus objects in the theory of P. Sorokin are not only people and social groups, but also the objects of the material world, as well as ideas, doctrines, regulations, values and so on. All types of social mobility, by P. Sorokin, are the basis of social dynamics in society, and the latter is the basis for the very existence and development of social systems.

Place the profession in the professional hierarchy, according to sociological assessment of stratification processes, is provided on the importance of the profession functions performs in society – both social and cultural. Continuing studies professional mobility, British scientists under the direction D. Glass in the middle of the last century has developed seven-speed classification of occupations:

- 1) the Supreme administrative and professional staff;
- 2) executives and managers;
- 3) higher layer inspectors and representatives of regulatory agencies;
- 4) of the lower layer inspectors and representatives of regulatory agencies;
- 5) skilled workers and representatives of intellectual labor, which perform manual work;
- 6) unskilled representatives of intellectual labor;
- 7) unskilled representatives of manual labor.

The history of mankind knows many examples when the possibility of moving in the highest social strata were not determined only by generic characteristics, based on the origin and largely depended on the person, his activity, traits, values, creativity, religion, physical strength, strong-willed qualities, attractiveness, charisma, ability to manipulate, adapt, constantly enhance their knowledge, abilities and skills to perform a professional activity, etc. Scientists believe that young people and men are more mobile; typical young professional, middle-aged people – economic, and old age – political mobility. But education as a force for positive social mobility implements its resources in the form of a “social elevator”; this phenomenon explains the dynamics of movement of an individual from one social-status position to another through the growth of its educational resource and additional qualifications through self-education. In addition, education is a “social filter”, filter, through which the applicants for the development of a successful career and eliminated those that can’t qualify for a high social status as a result of education. In our opinion, education as a social institution performs primarily structural and exchange of social mobility. Thus, the exchange of social mobility involves changing the social status of individuals as a result of structural changes in society (for example, due to growing demand for specialists of a certain type changes the status of the some universities).

In the vast majority of scientific papers professional mobility is considered as a change in employment position or performance of the role of the specialist,

due to various factors (change of place of work, profession, status within the profession and so on). In the framework of the analysis of the concept of professional mobility there are several key aspects – objective, subjective, characterological. When this objective aspect of the scholars of the scientific-technical and socio-economic prerequisites for the changes in professional status, subjective – effect of change of employment or occupation on the General status the position of a person (which is where terminates needs, interests, values), to characterological – the ability of a person to change the subject (labor mobility).

L. Rybnikova defines two leading aspects of a categorical analysis of the concept of professional mobility:

1) as a change in professional positions under the influence of external conditions – lack of jobs, low wages, the inability to adapt to the conditions of professional activity, etc.;

2) as a manifestation of inner freedom, which implies a solid system of values and the need for constant self-development.

Important works of contemporary scientists-psychologists, where the definition of professional mobility are served in different ways, for example:

- the ability and willingness of the individual to effective acquisition of new equipment and technology, rapid acquisition of new knowledge and skills;
- willingness of a specialist to solve a wide range of production tasks, the ability to quickly rebuild the content and methods of their activity depending on the professional situation;
- means of adaptation of workers and the level of their psychological readiness to work in the conditions of a competition;
- totality: personal qualities (adaptability, sociability, autonomy, adaptability, professional values, the level of critical thinking, the development of self-knowledge, self-education, level of social mobility); activity (reflection, creativity, objectivity, the predictability, the ability of goal setting, mental flexibility); the ability to self-development and self-transformation.

Professional mobility also implies a high level of generalized professional knowledge, readiness for rapid selection and implementation of the optimal ways to perform different tasks in the field of their profession. In the context of rapid changes in technology and production technology professional mobility is an important component of structures specialist qualification.

A particular problem in the definition of professional mobility in pedagogical science believe that scientists focus on the professional mobility of the teacher and not actually engaged in the definition of this concept in relation to other professional groups, including the future. So, A. Bezpalko examines the development of professional mobility, social pedagogues and proposes to define this term as “the ability to adapt quickly in different spheres of socio-pedagogical work, which is based on the pursuit of self-realization, self-improvement and

formed key competencies”. O. Dementieva defines professional mobility as an integrative quality of personality that allows her to be socially active, competitive, professionally competent, capable of self-development and modernization of its own activities and changes in activities. A specific exception from the general studies of professional mobility of the future specialists in pedagogical science can be considered work, where attention is paid to the development of this phenomenon in representatives of non-teaching professions. Thus, according to L. Sushentseva professional mobility is a quality of personality that are necessary for success in modern society, manifested in the activity and provides self-determination, self-realization in life and profession through the readiness of key competencies and key qualifications and the desire of the individual to change not only themselves but also their professional field and living environment”. N. Kozhemiakina examines the development of professional mobility of students in agriculture and concludes that it is “the ability and willingness of the individual to work in a fast dynamic (horizontal and vertical) changes in the profession, but also in terms of certain social transformations (status, role, profession, etc)”.

Thus, research in sociology, psychology and pedagogy are the basis for the definition of professional mobility in the theory and methodology of professional education. Based on the fact that this concept is interdisciplinary, ambiguously defined and not enough thoroughly updated to modern pedagogical science can come to the conclusion about the need for a deep study of the problem of occupational mobility, especially in the case of non-pedagogical professions students.

Conclusion

Based on the theoretical analysis of the mobility concept, social mobility and professional mobility, we define the latter as the ability and willingness of the individual to effective acquisition of new equipment and technology, rapid acquisition of new knowledge and skills in different areas of their professional activity, which is manifested in the developed intellectual, socio-psychological and competence characteristics of the specialist. The prospect of further research associates us with the need for separate components in the structure of occupational mobility of the future farmers and the disclosure of the contents of each component.

Literature

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