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SOME ASPECTS OF THE DEVELOPMENT OF PROFESSIONAL MOBILITY OF A FUTURE TEACHER

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Abstract

Higher education remains the key to the success of an individual in society, however, the orientation toward the training of a professional specialist is clearly insufficient today. In this regard, such personal qualities as mobility, constructiveness, enterprise, dynamism, combined with a sense of the highest responsibility in the process of implementing professional functions, acquire particular importance. That is why in a modern higher pedagogical school, concepts in which the ideas of the holistic formation and development of the personality of a future specialist, the development of his/her willingness to be mobile when performing the entire range of labor activities are becoming increasingly important. The article gives theoretical justification of the problem of mobility development as a quality of self-expression of a person and readiness to change in difficult situations of dissatisfaction with professional activity, emphasizes the special importance of the principle of co-evolution in the training of a future specialist. The results obtained indicate that understanding, comprehension, assimilation of the essence of such integrative quality as mobility, and then gaining personal experience of self-manifestation in a position of choice, allows students to develop sustainable self-confidence, which, in turn, is the basis for success in profession. This confidence is based on the belief that only professional and internal mental activity, constant work on oneself, quick reaction to all changes in the requirements for a specialty, a high level of the development of spiritual and moral qualities, knowledge, is a basis self-actualization is the key to preventing professional disappointment and emotional burnout.

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1. Introduction

The processes of transforming world space in the context of economic and social integration have significantly changed the situation on the labor market. The requirements of a modern employer for a professional with higher education and the expectations of the specialist himself often do not coincide. At the same time, unemployment among graduates of higher educational institutions in some areas is not always compensated by a lack of others, which is the evidence of the unwillingness of university graduates to reorient themselves to other professions, to determine their own professional niche and to quickly adapt to changing conditions.

Higher education remains the key to the success of an individual in society, however, the orientation toward the training of a professional specialist is clearly insufficient today. It is essential to pay attention to the development of a person with the ability to respond flexibly to constantly changing conditions. In this regard, such personal qualities as mobility, constructiveness, enterprise, dynamism, combined with a sense of the highest responsibility in the process of implementing professional functions, acquire particular importance.

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2. Problem Statement

The success of solving strategic and tactical tasks posed to the higher education system is largely determined by the willingness of the future specialist to change in a constantly changing world, the ability of the teacher to analyze and restructure the situations that arise in real professional activity. That is why the process of professional formation of the future teacher in the context of his/her involvement in active self-knowledge and self-improvement is very relevant and necessary to ensure systemic changes in the field of education. Among the central problems of developing a specialist's mobility, one can single out the lack of proper attention to the development of such skills as: assessing one's own abilities and predicting personal development, the ability to search and argue one's own decision in a situation of choice, upholding one's personality, building growth prospects in the profession. This results in stereotyping of professional thinking and behavioral cliches, self-doubt, which end up in professional doom, pessimism, a crisis of competence. Such an unpreparedness of a professional for free thought, underdevelopment of responsibility for oneself and for the results of one's work, inability to self-critically evaluate his/her usefulness in the profession leads to dissatisfaction with oneself, and, as a result, to mental deformation of the person. Analysis of the functioning of the education system in modern society reveals a number of existing objective contradictions:

- between the social demand for the training of a mobile specialist and the real possibilities of its full implementation in the current system of higher education;
- between the need of modern educational institutions for universally trained, mobile teachers and the lack of developed technology for the process of forming their pedagogical mobility.

The contradictions identified suggest that today a conceptually new understanding of the problem of developing professional mobility of students is necessary. The research problem, which consists in finding ways to develop professional mobility of a future teacher, is relevant.

3. Research Questions

Theoretical analysis demonstrated that, revealing the essence of the concept of “social mobility”, some researchers (for example, Krapinevskii, 1996) define mobility as a social category that denotes such movements of individuals or entire social groups that lead to a change of their places in the social structure of society. This understanding cannot be ruled out, because mobility provides movement both within society and within professional groups. Others (in particular, Karpova, 1998), approach the concept more broadly and point to the relationship between the mobility of the modern world and the social mobility of a person who demonstrates readiness for a frequent change of specialties. Such a specialist is not only able to move from one industry into another, but also organically enter into different interethnic communities, while changing value orientations, positions, points of view, etc. We believe that it is impossible to agree with the author, because speaking about mobility as the changeability of the surrounding world, we expand the boundaries of the concept to such limits when the original meaning is already lost.

There are also such studies (Kalinovskii, 2000), in which social mobility is viewed "as a process of shifting (movement), carried out due to the development of certain properties of the individuals that make up this society." In this definition, attention is drawn to the personality traits that facilitate movement within society. The reasons for social mobility may be different (personal, material, environmental, political, national motives, etc.), but the meaningfulness of the situation and the choice of position and the presence of such personality traits that will lead to movement are especially important. Consequently, mobility is not just a “desire for a change of place,” it is associated with the subjective activity of a person, his/her ability to assess the situation and willingness to make a choice in the face of uncertainty.

Frolov (2015) also believes that all social movements of an individual or a social group in the social space are associated with the ability of the individual to assess the situation, identify life prospects and show decisiveness in changing existing circumstances.

Lesokhina (1998) made an attempt to generalize different points of view. The author believes that social mobility, on the one hand, “is a change of position due to external circumstances, for example, the lack of jobs in the region, low salaries, domestic disruption, etc. On the other hand, mobility is understood as an internal self-improvement of a person, based on stable values and the need for self-development. Personality mobility is a symptom of its inner freedom and emancipation. But this internal state is determined by the level of culture of society as a whole, as well as the level of education and competence of the individual.

Kalinovskii (2000), defining mobility as an integrative quality of personality, emphasizes that in this process the ability to observe one’s deeds and actions, to analyze and evaluate them, to design and change one’s life activity is manifested.

Makarenia (2000) views mobility as a personality trait that characterizes its ability to quickly change status in a professional environment under the influence of situations and circumstances of the activities of subjects (objects) of joint activity changing in nature, culture or society.

Thus, both Yu.I. Kalinovskii, and A.A. Makarenia believe that mobility is actualized both by external situations (changes within social strata, the demand for certain professions, urban and rural personnel policy, economic situation, etc.), and by internal personal factors (motivation, personal aspirations, level of self-awareness, value orientations, etc.). We, in turn, do not deny the interpretations of the concept of “mobility” that the authors propose, but only integrate the points of view, which makes it possible for us to view mobility not only as a process of transition, of an individual's change of social positions, due to his/her abilities, personal qualities and professionalism, but also as a unique human response to the challenges of a rapidly changing world. Existing in an extremely dynamic social situation, a person with high psychological flexibility is able to make informed choices and creatively transform the surrounding space. Only in this case can one realize his/her mission, including in professional activities. Gessen (2010) defined this state as follows: to find a stable place in this vast ocean of life, i.e. to gain one's vocation, one's individuality, a position in the world irreplaceable by nobody else. Based on the above definitions, we can state that mobility is an integrative property of a person, which provides a conscious desire to change the world in accordance with one's own goals, value orientations and aspirations.

Note that these creative processes depend on the internal properties of self-movement, variability, development inherent in man, which we associate with mobility. A significant characteristic of a person's mobility is its rational and productive nature, based on strong value foundations, and a conductor of personality's value orientations.

4. Purpose of the Study

Purpose of the study: to theoretically substantiate and experimentally verify the possibilities of developing professional mobility of the future teacher's personality within the framework of a professionally-oriented educational process.

5. Research Methods

To solve the tasks, a set of methods that mutually enrich each other was used:

- theoretical methods – analysis of philosophical, sociological, psychological and pedagogical literature related to the problem being studied;
- empirical methods – pedagogical observation, interviewing, testing, questioning, conversation, analysis of the activities of teachers and university students, introspection, modeling, interpersonal dialogue, experimental activities for organizing special work on the development of professional mobility at a pedagogical university, qualitative analysis of research results and method of statistical processing of experimental data.

6. Findings

To achieve the goal of the study, it was necessary to change the approach to the organization of the future teacher training process, making it personality-oriented. Reliance on the principle of co-evolution of normative (federal state educational standards and the quality of training) and the simultaneous expansion of the subjective experience of the student made it possible to organize training so that it retains the status of a professionally oriented and at the same time is aimed at creating the declared qualities of a mobile specialist.

The analysis of the content of main and elective courses made it possible to actualize the possibilities of “immersing” students in the conditions of a university atmosphere. So, for example, the orientation of training at the beginning of the first year (as a necessary stage of adaptation to the profession) is aimed at developing a conscious attitude to one’s personality, ability to self-evaluation and self-regulation. To achieve this goal, we developed and conducted lectures for 1st year students: “Who am I and what am I?”, “How to study on my own”, “How to listen and take notes of lectures”, “What you need to know about yourself to become a professional”.

At the second stage - the stage of acquaintance with the profession (first-third year), the programs of the courses “Introduction to pedagogical activity”, “Theoretical pedagogy”, “Workshop on solving professional problems” and the elective courses “Fundamentals of pedagogical diagnostics”, “I and the profession”, “The individuality of the teacher” and others not only expand the primary idea of the teaching profession, the teacher’s self-diagnosis, the role of the profession in human life, but also include creative tasks (self-diagnosis, writing an autobiography, introspection, graphic images "My real and ideal Selves," creating a situation of success, etc.), and a system of trainings.

We associate the third stage with the period of entering the profession: all types of pedagogical practice are implemented, as well as research activities, where professional mobility finds its real manifestation in communicating with children during the lesson, with teachers and educators, the school administration, in choosing the teacher’s professional position etc. At this stage, an important place is occupied by pedagogical support in a situation of professional difficulty. The object of pedagogical support is the process of overcoming the obstacles faced by a student in the process of teaching practice. Students often show uncertainty about the correctness of their own actions, experience difficulties in arguing their own point of view, refuse to make independent decisions in pedagogical situations. Targeted and consultative work is designed to help the student understand the causes of difficulty and overcome one or another difficulty caused by professional unpreparedness or insufficient formation of the necessary personal qualities.

A systematic expansion of the horizons of students' professional vision took place in the context of the formation of a practice-oriented interest in pedagogical literature through the analysis of scientific and methodological recommendations, scientific and pedagogical journals, a generalization of the experience of teachers of the past and contemporary teachers-experimenters.

Thus, the logic of conducting experimental work was determined by the system of sequential inclusion (throughout all years of study) of students in the activity of mastering fundamental knowledge, the basics of professional excellence: from understanding the essence of professional mobility, reflection on the ideals of professional growth and identifying the level of professional preparation to

comprehension of ways and means of developing a professional position; and further, from the formation of the foundations of productive interaction in given situations of the educational process to overcoming difficulties in professional activities and manifestation of mobility as a significant quality of a contemporary teacher.

To change the essence and ways of preparing a mobile professional, we used such forms of organization of the educational process in which the methods of active learning dominated, namely: a problem lecture, a lecture-dialogue, creative seminars with the substantiation of scientific positions; work in a microgroup (reaction to the task and the role in the group (leader, active participant, passive implementer) was taken into account:); training seminars with justifications of opinions; seminars-discussions about the content of videos, philosophical-psychological-pedagogical interpretation of the Russian folk tales and fables, seminars-symposia, games, round tables, discussions, etc. In doing this, students initially were first co-participants in conducting classes, and then assumed the role of organizers: they thought over the forms of creating a psychological attitude, led the discussion, conducted theoretical trainings in the form of games, organized a survey, knowledge assessment and self-and mutual assessment.

The experiment demonstrated that active learning methods determine the effectiveness of solving many training problems, including the development of professional mobility of a future teacher. In the process of their implementation, it becomes possible to expand the general and professional horizons, intensify the application of knowledge and skills in practical activities; development or elaboration of techniques for regrouping, reorganizing and systematizing pedagogical facts; the formation of students' ability to formulate and argue their own point of view as the basis for the development of a professional position.

7. Conclusion

Constant changes in the requirements for a specialist in the field of education determine the need for training such a teacher who would be able to adequately assess the current situation, to analyze his capabilities from the perspective of meeting modern requirements of the profession, to change and undergo changes, existing in a constant mode of development. The formation of such a quality as professional mobility for a future teacher is one of the ways to preserve the psychological comfort of a person in difficult, often changing conditions of professional activity.

The article gives theoretical justification of the problem of mobility development as a quality of self-expression of a person and readiness to change in difficult situations of dissatisfaction with professional activity, emphasizes the special importance of the principle of co-evolution in the training of a future specialist. The results obtained indicate that understanding, comprehension and mastering of the essence of such integrative quality as mobility, and then gaining personal experience of self-manifestation in a position of choice by students allows them to develop sustainable self-confidence, which, in turn, is the basis for success in the profession.

This confidence is based on the belief that only professional and internal mental activity, constant work on oneself, quick reaction to all changes in the requirements for a specialty, a high level of development of spiritual and moral qualities, knowledge, understanding and conscious use of their

individual characteristics as a basis for self-actualization is the key to preventing professional disappointment and emotional burnout.

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