

The problem of professional mobility as one of the characteristics of functioning of the future teacher

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Abstract

The article reveals the essence of professional mobility as one of the characteristics of the successful functioning of the future teacher in professional activity. A description of the concepts «mobility», «professional mobility» is provided. The need to organize such a system of professional training of future teachers is emphasized, which can ensure a purposeful process of forming their readiness for continuing professional self-development, desire and ability to constantly raise the level of professional skills, which would ensure their efficiency and competitiveness in future professional activities. It has been found that the professional mobility of future teachers testifies to their internal readiness for qualitative changes, is manifested in the ability to quickly acquire and generalize new professional competencies; willingness to make decisions and the ability to adapt in the event of a change in the tasks of professional activity, which will ensure their efficiency and competitiveness in future professional activity. It has been determined that a significant amount of theoretical research on the problem of the formation of professional mobility of teachers has been accumulated in the pedagogical literature. The results of the research aimed at identifying the needs and opportunities of modern teachers for continuing professional improvement and changes in professional activity are appropriate. It has been revealed that the future specialist should be open to innovation, be included in teamwork, which will characterize him as a socially competent specialist capable of displaying creativity in professional activity. It has been emphasized that professional mobility is a value-meaningful, dynamic, integrative and integral quality of an individual, which is manifested in his or her specific activity through readiness, reaction and ability to innovate, improve, develop and realize himself in professional activity, ensuring the effectiveness of specific tasks solution within the limits of his or her profession, mastering new techniques and technologies, determining social activity and effective adaptability to transformation processes.

Keywords: mobility, professional mobility, future teachers, professional competence, personal qualities of the future specialist, higher education institution

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Проблема професійної мобільності як одна з характеристик функціонування майбутнього педагога

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Анотація

У статті розкрито сутність професійної мобільності як однієї з характеристик успішного функціонування майбутнього педагога у професійній діяльності. Подано характеристику понять «мобільність», «професійна мобільність». Наголошено на необхідності організації такої системи фахової підготовки майбутніх педагогів, яка б забезпечувала цілеспрямований процес формування їхньої готовності до безперервного професійного саморозвитку, бажання та спроможності постійно підвищувати рівень професійної майстерності, що забезпечить їхню ефективність і конкурентоспроможність у майбутній професійній діяльності. З'ясовано, що професійна мобільність майбутніх учителів засвідчує їхню внутрішню готовність до якісних змін, виявляється у здатності до швидкого набуття й узагальнення нових професійних компетентностей; готовності до прийняття рішень й здатності адаптуватися у разі зміни завдань професійної діяльності, що забезпечить їхню ефективність і конкурентоспроможність у майбутній професійній діяльності. Визначено, що у педагогічній літературі накопичена значна кількість теоретичних досліджень з проблеми формування професійної мобільності педагогів. Доцільними є результати проведених досліджень з метою виявлення потреб та можливостей сучасних викладачів до постійного професійного вдосконалення та зміни професійної діяльності. Виявлено, що майбутній фахівець повинен бути відкритим до інновацій, включатися в командну роботу, що буде характеризувати його як соціально компетентного фахівця, здатного до прояву креативності у професійній діяльності. Наголошено, що професійна мобільність є ціннісно-сміслова, динамічна, інтегративна та інтегральна якість особистості, яка проявляється в її конкретній діяльності через готовність, реакцію та здатність до інновацій, удосконалення, розвитку та реалізації себе у професійній діяльності, забезпечуючи у межах своєї професії результативність вирішення конкретних завдань, освоєння нових технік та технологій, детермінуючи соціальну активність та ефективну адаптивність до процесів перетворень.

Ключові слова: мобільність, професійна мобільність, майбутні педагоги, професійна компетентність, особистісні якості майбутнього фахівця, заклад вищої освіти

Statement of the problem. In contemporary conditions, important qualities of the personal and professional training of modern teachers include their ability to act quickly, make decisions, swiftly accomplish tasks, and successfully adapt to changing conditions in professional activities. These changing conditions include digitization of education, reflected in the expansion of the range of modern technical teaching tools; transition to educational standards of the new generation, involving significant changes in the scientific-research, methodological and technological components of a

teacher's work; the implementation of innovative teaching technologies (distance learning, project-based learning), and so on. Professional mobility is a crucial characteristic of the future specialist. The presence of professional mobility allows individuals to quickly adapt to various changes in the professional sphere, think and act unconventionally, effectively solve professional tasks of different levels, and be ready for professional self-development and self-improvement (Wójcik et al., 2023).

The Analysis of Sources and Recent Research. The issue of professional mobility has been studied

by both foreign and domestic scholars. Pedagogical aspects of forming professional mobility have been explored by N. Vasylenko, O. Horanska, T. Gordееva; the pedagogical conditions of this process have been studied by Ye. Ivanchenko, N. Kozhemyakina, N. Latusha, L. Sushentseva, O. Yanenko; the impact of external and internal factors has been considered by T. Kuzmich, I. Khomyuk, and others. Social and psychological aspects of professional mobility have been investigated by G. Bulgakova, A. Vashchenko, L. Voronovska, N. Dyachok, R. Prima, and others.

The purpose of the article is to clarify the essence of professional mobility as one of the characteristics for the successful functioning of future educators in their professional activities.

The Results of the Research. In recent years, there has been a rapid growth in scientific interest in the issue of mobility as one of the characteristics of social and professional functioning of individuals in the modern world. From the perspective of pedagogy, mobility is understood as the internal self-improvement of an individual based on stable values and the need for self-development, representing a sign of their internal freedom (Shamanska, & Burlaka, 2021). In today's extremely mobile and dynamic world, an individual with high psychological flexibility can make choices and creatively transform the surrounding space in a given situation. Researcher N. Dyachok (2019) considers mobility as an integrative quality of educators, characterizing their ability to quickly change their status or position in the social, cultural, or professional environment under the influence of changing situations and circumstances of interaction.

The rapid development of science and technology, the emergence of new professions combining diverse knowledge, has led to frequent changes in the types of professional activities throughout a person's life, which is considered a natural phenomenon. Professional mobility has shifted from being exclusively sociological to being perceived more often as a personal characteristic that is not rigidly dependent on a person's initial belonging to a specific social group. From this perspective, most researchers, revealing the psychological aspect of the concept, define professional mobility as a personal integrative ability. In these terms, Y. Klymenko presents the phenomenon under study as a dynamic, systemic, multi-level personal problem characterized by a set of socially significant professional qualities, which in a generalized form

reflect the teacher's ability and readiness to change the nature of their professional activity (Klymenko, 2011). A similar viewpoint is held by K. Aymedov, who argues that the essence of professional mobility is an integrative and integral quality of personality that determines the ability to adopt innovations in education, readiness for self-improvement, self-development, and self-realization in professional activities. The scientist's addition to the generalized definition includes emphasizing the successful adaptation of a professionally mobile individual to changing conditions in professional activities (Aymedov, 2014).

From the perspective of competitiveness, N. Latusha studies pedagogical professional mobility, emphasizing the special role of a teacher's ability to effectively perform specific tasks and demonstrate social activity (Latusha, p. 16). N. Latusha presents professional mobility as a set of professional competencies that are formed, actualized, and activated in the activities of specialists as problems arise, thereby ensuring their professional status and the level of professional demand (Latusha, p. 16).

In several pedagogical studies, professional mobility is considered as a value-meaning system manifested in a teacher's response to professional situations in constantly changing conditions of life and work (Frytsiuk, & Herasymova, 2019; Shamanska, & Burlaka, 2021; Wójcik et al., 2023; Gorbatiuk, et al., 2020; Kovtoniuk et al., 2022). Looking at it from the perspective of the fundamental pedagogical value that contributes to organizing actions to address challenging pedagogical situations, this system is studied by L. Sushentseva. In her research, professional mobility is presented as a value-based cognitive construct that aligns with professional competence and the personal qualities of a teacher (Sushentseva, 2011, p. 130).

The comprehensive direction reflecting various aspects of professional mobility is evident in the research of T. Prokhorenko. She believes that the precision of defining the concept lies in the triad of the following components: the quality of personality, ensuring the internal mechanism of human development through the formation of key, general professional competencies; the activities of an individual determined by changing events, the result of which is reflected in self-realization of people in their profession and life; the process of transforming oneself and the surrounding professional and life environment by the individual (Prokhorenko, 2017).

In the context of the presented trends in defining the concept of "professional mobility," it is logical to turn to the types of professional mobility outlined by N. Bryzhak. The researcher identifies four similar "types" of professional mobility: 1) changing specialization within one profession; 2) moving to a higher position within the same profession, which may involve managerial activities to a greater or lesser extent; 3) switching to a "related" profession, i.e., one that is close in type of activity and does not require the acquisition of fundamentally new knowledge and skills; 4) a radical change of profession, "which involves the ability to start life from scratch" (Bryzhak, 2016, p. 68).

Being a value-meaning construct for the realization of basic and specialized competencies, professional mobility influences not only the nature and dynamics of professional activity but also the outcomes in improving qualities such as activity, adaptability, readiness, and creativity (Hubina, & Kotov, 2018).

In the conditions of reforming the education system, teachers are supposed to mobilize all their internal resources, be ready for innovation, have a desire for self-improvement, expand the boundaries of their competence, and reconstruct their usual activity structure. At the same time, as many experts point out, education is a huge inertial system where the development and implementation of new methodologies take years and decades (Haluziak, & Boiko, 2023).

Illustrating the real situation in higher education institutions are research results aimed at identifying the needs and opportunities of modern educators for continuing professional development and changing professional activities. Approximately 58% of educators do not know what they would like to achieve professionally in the next three years, meaning that more than half of the respondents have not determined their direction and do not have a specific goal for their short-term professional development. 30% of those surveyed have never changed their professional activities, and 48% reluctantly adopt new types of their professional activities. Therefore, it is evident that about half of the educators lack experience in implementing internal professional mobility.

The problem of identifying the psychological determinants of a teacher's professional mobility

becomes acute, aiming to enable higher education institutions to meet the modern demands placed on educators. There is an opinion that only a mobile individual can raise a mobile person. We believe that the professional mobility of a teacher is a crucial quality of a competent professional. The pedagogical activity of a teacher will be productive only when they are ready to change roles, completely abandon familiar clichés, and communication stereotypes. Teachers employ various techniques and strategies in their professional activities. An authoritarian or leadership approach does not always guarantee success in pedagogical leadership with students; requests, irony, compromise can also be effective. In other words, teachers succeed when they can be flexible and rational in changing their individual teaching style according to the current circumstances of communication.

However, the multitude of requirements placed on a teacher's instructional and educational work can lead to emotional burnout. This occurs when a teacher becomes stuck in a certain role, unable to change it, resulting in strained relationships and a decrease in the effectiveness of their work.

Conclusions and Prospects for Further Research.

In pedagogical literature, a considerable amount of theoretical research has accumulated on the issue of fostering professional mobility among educators. Future professionals should be open to innovations, engage in teamwork, which will characterize them as socially competent professionals capable of demonstrating creativity in their professional activities. Professional mobility is a valuable, meaningful, dynamic, integrative, and integral quality of an individual, manifested in concrete activities through readiness, reaction, and the ability to embrace innovations, improvement, development, and self-realization in professional activities. It ensures effectiveness in solving specific tasks within their profession, mastering new techniques and technologies, determining social activity, and effective adaptability to transformation processes. The question of developing, justifying, and experimentally testing a model for preparing educators for professional mobility in the process of practical training requires further investigation.

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