UDC 378:355 (477)

Oleksandr Didenko
Doctor of Pedagogical Sciences, Professor, Chief researcher of the Scientific and Organizational Department, Bohdan Khmelnytsky National Academy of the State Border Guard Service of Ukraine, Khmelnytsky, Ukraine
ORCID ID: 0000-0002-7900-6047
didenko.alexandr69@gmail.com

Andrii Balendr
Doctor of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Foreign Languages, Bohdan Khmelnytsky National Academy of the State Border Guard Service of Ukraine, Khmelnytsky, Ukraine
ORCID ID: 0000-0003-4610-2830
drbalen@i.ua

Vadym Ryzhykov
Doctor of Pedagogical Sciences, Professor, Chief Researcher of the Research Center of the Military Institute of Taras Shevchenko National University, Kyiv, Ukraine
ORCID ID: 0000-0001-7069-7040
vadr66@ukr.net

Tetiana Novikova
Ph. D. in Pedagogy, Associate Professor of the Department of Foreign Languages, National Academy of the State Border Guard Service of Ukraine, Khmelnytsky, Ukraine
ORCID ID: 0000-0002-9895-6152
tasya_mistress@i.ua
PROFESSIONAL MOBILITY OF A FUTURE SPECIALIST IN THE STRUCTURE OF READINESS FOR ACTIVITY IN SPECIALTY: ESSENTIAL AND CONCEPTUAL ASPECT

The article presents an analysis and generalization of approaches to the essence and content of professional mobility of future specialists. It is concluded that professional mobility is directly interrelated with readiness to work in the specialty, since these two concepts have common elements in the structure, in particular professional knowledge, abilities, skills and professionally important qualities. Taking into account the results of the analysis of research related to the problem of professional mobility, it was found out that this concept can be defined as readiness and ability to work in the context of transformation of professional (production, service) tasks, development of new specialties or changing them. Professional mobility covers the ability to successfully switch to another activity or change types of activities, effectively use the system of generalized professional techniques to perform any tasks in the professional sphere, and it is relatively easy to move from one type of activity to another. For professional mobility, it is important to have a high level of generalized professional knowledge, experience in improving them and obtaining them independently. The results of the review of publications on the research topic suggest that there are two types of mobility – horizontal and vertical. Horizontal mobility involves the transition of an individual or social object from one social position to another, which is at the same level, as well as a change of place of residence. As for vertical mobility, it involves the transition of an individual or social object from one social position to another. It was found out that mobility is an integrative property that is formed and developed during practical, educational, so-
cial, socio-cultural activities of a person and provides him or her with the opportunity to realize one’s inclinations, abilities, opportunities.

**Key words:** professional mobility; future specialists; professional activity; professional training; social mobility; professional career.

1. INTRODUCTION

**Problem statement.** One of the new characteristics of the modern dynamic globalized world is people's ability to change their place in the social structure of society. This process is influenced by the active use of information technologies in scientific and industrial activities, development of all branches of social production, intellectualization of labor, etc. All these attributes of modern society and economy require specialists with high intellectual and professional mobility, ability to quickly navigate a dynamically transforming professional environment, and make qualified decisions that are adequate to a rapidly changing situation. In general, the concept of “mobility” is used in the context of social (horizontal, vertical) movements, transitions of individuals from one social or professional strata, social and professional groups to other ones, associated with both social or professional growth, and with the deterioration of status, role or position. Modern professional requirements presuppose that the future specialist will be able to successfully adapt to the modern world of fleeting events, meet their requirements, and be guided by previous experience and values of society. At the same time, a separate key pedagogical aspect is the formation of mobility for future specialists. According to the opinions of the scientists, such organization of educational environment in an educational institution and extracurricular life is important for this, because it ensures orientation of the future specialist to self-realization, self-improvement, career growth, directs to professional development, ability to quickly adapt in accordance with new conditions, readiness to actively change adverse situations, and so on.

**Analysis of recent studies and publications** confirms that the problem of professional mobility has long been in the field of view of scientists. In particular, the essential characteristics of the problem of professional mobility are the subject of attention of N. Grytskova [1], L. Sushentseva [2], N. Bryzhak [3], V. Ternopolska and N. Chizhova [4].
Pedagogical aspects of the formation of professional mobility were studied by E. Ivanchenko [5], L. Sushentseva [6], N. Chernukha [7], L. Khoruzha [8].

At the same time, with the development of ideas about mobility, academic mobility of educational applicants and professional mobility of future specialists requires additional analysis and generalization of the essential and conceptual aspect of the problem of formation and development of professional mobility of a future specialist and its place in the structure of readiness for activity in specialty.

The purpose of the article is to generalize modern essential and conceptual ideas about professional mobility of a future specialist and its role in the structure of readiness for work in the specialty.

2. RESEARCH RESULTS

The results of a pilot study of the essential and conceptual representations of the announced problem indicate the existence of a variety of concepts that are currently used in the educational and scientific sphere, namely “mobility”, “academic mobility”, “educational mobility”, “professional mobility”, “social mobility”, “socio-cultural mobility”, “territorial mobility”, “labor mobility” etc. In addition to these types, some authors also define intellectual, cognitive, communicative, cultural, personal and educational ones.

Regarding the concept of “mobility” (from the Latin “mobilis”), in translation from Latin it means motion, variability, ability to quickly act and change states, a certain property of an individual [4]. In the educational and scientific aspect, it reflects current trends in the social and professional activity of people, in their desire to meet their actual material, educational, scientific or other spiritual needs. In view of this, the concept of “social mobility” is more common in scientific and pedagogical circulation, which reveals the possibility of a person to change his or her social status. This concept is close in meaning to the concept of a social elevator or career.

The results of the review of publications on the research topic suggest that there are two types of mobility – horizontal and vertical. Horizontal mobility involves the transition of an individual or social object from one
social position to another, which is at the same level, as well as a change of place of residence. That is, if an individual does not change his or her social status, then we are talking about horizontal mobility. It includes territorial and partly professional mobility.

As for vertical mobility, it involves transition of an individual or social object from one social position to another, for example, promotion or demotion, improvement or deterioration of well-being. That means if an individual changes his or her social status (a new position in society is rated higher or lower compared to the previous one), we are talking about vertical mobility [9].

It was found out that mobility is an integrative property that is formed and developed during practical, educational, social, socio-cultural activity of a person and provides him or her with the opportunity to realize his inclinations, abilities, opportunities. At the same time, a person develops his or her personal traits and properties, such as the ability to observe one's own actions and deeds, analyze and evaluate them, design and change their life activities [4].

One of the types of social mobility is professional mobility. This concept covers the process of choosing a profession, professional development, changing a job or profession, staff turnover, career development, etc. L. Sushentseva defines professional mobility as a readiness of a specialist to change professional tasks performed, ability to quickly master new types of work, new specialties [2].

At the same time, in the research of other authors, professional mobility of future specialists is defined as an integrated personality trait, manifested in the ability to successfully switch to another type of activity or change activities. For example, E. Ivanchenko in the context of training future specialists, believes that professional mobility should include the ability to effectively use a system of generalized professional techniques to perform any professional tasks, as well as, if necessary, easily switch from one type of activity, taking into account current socio-economic factors. Also, this property implies the possession of a high level of generalized professional knowledge, experience in updating them and obtaining them independently. Future specialists should be ready for operational selection and imple-
mentation of optimal ways to perform tasks in the professional sphere, based on advanced global trends; orientation in the labor market situation [5, p. 31].

L. Goryunova offers a slightly different approach to the components of professional mobility. The author highlights:

“qualitative characteristics of the individual that provide internal mechanism of human development through the formation of key and general professional competencies;

the content of professional activity is determined by changes in the state of the environment and self-realization of a person in life and profession;

transformation of a person by oneself, as well as the surrounding professional and living environment” [10, p. 186].

At the same time, there is an opinion that the concept of “professional mobility” characterizes not only the ability of a person to change his or her profession, place and direction of activity, but also the ability to make independent and non-standard decisions aimed at improving the level of his or her professionalism, as well as quickly master a new educational, professional, social and national environment. According to scientists [7; 8] one of the expected results of professional mobility is their effective work. Given this the main essential characteristics of professional mobility of a specialist are:

- striving for career advancement and professional development;
- ability to quickly and successfully master new means of professional activity, techniques and technologies, acquire knowledge and skills that ensure effectiveness of new professional activity;
- adaptability of the individual, ability to dynamically increase their own resource, professional self-improvement, readiness for rapid changes in the place of work, its geographical location;
- qualitative characteristics of an individual that provide the internal mechanism of human development through the formation of key and general professional competencies;
- ability to quickly change professional functions and professional competencies, transition of an individual or professional group from one professional position to another [11, p. 167].
Preliminary considerations lead to the conclusion about the relationship between professional and social mobility with education. In particular, V. Ternopolska and N. Chizhova note that “social mobility is an internal self-improvement of the individual, based on stable values and the need for self-development, the prerequisite of which is education. That is why both horizontal and vertical mobility depends on the level of education” [4].

Yu. Kalinovsky also confirms relationship of professional and social mobility with education [12]. In his opinion, mobility is formed during educational activity. At the same time, practical, social and socio-cultural activities of a person ensure his or her development, allow to realize one’s inclinations, abilities and capabilities. A person also develops his or her personal traits and properties, such as the ability to observe one’s own actions and deeds, analyze and evaluate them, design and change their life activities [4].

So, the factors for the development of social mobility are the following personality traits:

ability to analyze and evaluate;
ability to develop and improve oneself;
professional personal abilities;
professional motivation;
high level of professional competence;
ability to quickly adapt to the conditions and content of professional activity, to new circumstances,
ability to track and correctly assess the state of the professional sphere;
ability to navigate the professional world independently.

The main essential characteristic of successful professional mobility is the desire of a specialist for continuous training. The ability to improve oneself continuously allows self-improvement throughout life and consists of such components as the desire for self-knowledge, self-determination, self-development, which is evidence of the existing individual motivation and purposefulness to a certain type of activity [11, p. 169].

If there is a complex of selected properties and characteristics of a specialist’s personality aimed at his or her successful self-realization in professional activities, career promotion and building a professional career becomes possible.
A professional career is of great social importance. It is an important condition for the reproduction of professional potential of society, a means of self-affirmation and self-realization of a person, it makes it possible to see the prospect of one's own professional development, it is an element of social control that coordinates both material and non-material means. The transformation of potential career opportunities into a real career occurs under the influence of various factors (gender, age, social background, abilities, motivation, etc.), but one of the main ones is the education system, its features and level of accessibility. The influence of this factor is also mediated by the personal characteristics of the specialist.

Professional mobility is directly related to professional readiness (readiness to work in the specialty). In particular, most researchers point out that professional readiness is a complex psychological, personal education, active activity state of an individual, a certain complex property that covers a system of integrated properties – professional knowledge, skills, personality qualities, value-motivational attitudes, ability to overcome obstacles and achieve success in the career. Professional readiness, as well as professional mobility, is a natural purposeful result of professional training, education and self-education, personal and motivational formation and an attitude to effective professional activity [13]; [14]. Professional readiness, as well as professional mobility, ensures the ability of a specialist to successfully complete tasks [15].

3. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

So, professional mobility of a specialist can be defined as a readiness and ability to work in the context of transformation of professional (production, service) tasks, development of new specialties or changing them. Professional mobility covers the ability to successfully switch to another activity or change types of activities, effectively use the system of generalized professional techniques to perform any tasks in the professional sphere, and it is relatively easy to move from one type of activity to another. For professional mobility, it is important to have a high level of generalized professional knowledge, experience in improving them and obtaining them independently.
Prospects for further scientific research encompass study of formation and development of professional mobility of specialists in the security and defense sector.

References


Діденко О., Балендр А., Рижиков В., Новікова Т., Туз О. Професійна мобільність майбутнього фахівця у структурі готовності до діяльності за фахом: сутнісно-понятійний аспект

У статті подано аналіз та узагальнення підходів щодо сутності і змісту професійної мобільності майбутніх фахівців. Зроблено висновок про те, що професійна мобільність безпосередньо взаємопов’язана з готовністю до діяльності за фахом, оскільки ці два поняття мають у структурі спільні елементи, зокрема професійні знання, уміння, навички та професійно-важливі якості. З урахуванням результатів аналізу досліджень, пов’язаних з проблемою професійної мобільності, з’ясовано, що це поняття можна визначити як готовність і здатність до діяльності в умовах трансформації професійних (виробничих, службових) завдань, освоєння нових спеціальностей або змін у них. Професійна мобільність охоплює здатність успішно переключатися на іншу діяльність або змінювати види діяльності, ефективно використовувати систему узагальнених професійних
прийомів для виконання будь-яких завдань у професійній сфері, порівняно легко переходи від одного виду діяльності до іншого. Для професійної мобільності важливо володіти високим рівнем узагальнених професійних знань, досвідом їх удосконалення та самостійного здобування. Результати огляду публікацій з теми дослідження дозволяють стверджувати про наявність двох видів мобільності – горизонтальної і вертикальної. Горизонтальна мобільність передбачає перехід індивіда чи соціального об’єкта від однієї соціальної позиції до іншої, що перебуває на тому самому рівні, а також зміну місця проживання. Щодо вертикальної мобільності, то вона передбачає перехід індивіда чи соціального об’єкта від одного соціального становища до іншого. З’ясовано, що мобільність є інтегративною властивістю, що формується та розвивається під час практичної, освітньої, соціальної, соціокультурної діяльності людини та надає їй можливість реалізувати свої задатки, здібності, схильності, можливості.

Ключові слова: професійна мобільність; майбутні фахівці; професійна діяльність; професійна підготовка; соціальна мобільність; професійна кар’єра.

References


4. Ternopilska V. I. Mobilnist osobystosti yak predmet naukovoho doslidzhennia [Personality mobility as a subject of scientific research] / V. I. Ternopilska, N. V. Chizhova Teoretyko-metodychni problemy vykhovannia ditei


