

Ph. D. (Sciences) **OLEKSANDER IIEVLIEV**

Lviv Polytechnic National University,  
12, S. Bandera Str., Lviv, 79013, Ukraine,  
E-mail: oleksandr.m.iievliev@lpnu.ua

**NATALIYA MORSKA**

Lviv Polytechnic National University,  
12, S. Bandera Str., Lviv, 79013, Ukraine,  
E-mail: b-kalynyak@litech.net

## PROFESSIONAL MOBILITY AS A LEADING FORM OF MOBILITY OF PARTICIPANTS IN THE EDUCATIONAL PROCESS OF HIGHER EDUCATION IN THE XXI<sup>ST</sup> CENTURY

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*The article considers the role of professional mobility in conditions of the post-industrial (informational) society in the XXI<sup>st</sup> century. Depending on the specific type of activity of those whose professional mobility is formed, the question may be about increasing the importance of its certain components (parameters), which determines the difference in the names of this concept in modern research. It has been determined that professional mobility is a leading form of mobility of participants in the educational process of higher education, and therefore its formation is an urgent task of the education system. At the same time, since professional mobility is an integrative quality of the individual, its formation is connected with the educational aspect of the educational process. Subsequent studies include the improvement of educational and professional training programs, retraining and advanced training etc. Therefore, their next step is to consider the peculiarities of the formation of individual components of professional mobility (vocational and pedagogical mobility) etc.*

**Key words:** professional mobility, professional-pedagogical mobility, social-professional mobility, intellectual mobility, mathematical mobility, integrative quality of the person, educational process, teacher, post-industrial (informational) society.

### Introduction

The development of the post-industrial (informational) society is associated with significant dynamic changes in the labour market: some professions are on the borders of vanishing (postman), other traditional professions “go” in the Internet and are filled with a new content (cyber commentator), there are completely new professions (site optimizer). These processes take place on the backdrop of crisis phenomena in the economy, which enhances competition in the labour market. Under such conditions, traditional schemes of professionalizing, which used to foresee education with further work in the workplace throughout their life, lose their relevance – that is why the

occupation of the labour market takes on a professionally mobile specialist who is constantly working to improve his or her professional competence by training, retraining, raising qualifications and so on. That is why the purpose of professional (vocational) education is the formation and development of professional competencies of the person necessary for professional activity in a particular profession in the corresponding field, ensuring its competitiveness on the labour market and mobility, and the prospects of career growth throughout life (Profesiina (profesiino-tekhnichna) osvita, 2017).

Consequently, professional mobility is one of the leading factors determining the competitiveness of a specialist

on the labour market, and its formation is one of the important tasks of the education system of Ukraine.

The mechanisms of the impact of vocational education on the competitiveness of the workforce are already laid in the very functions of education: the growth of labour productivity and individual income of the employee, the continuous updating of knowledge, social protection of workers from unemployment, especially structural, arising under the influence of scientific and technological progress, large-scale structural transformations in the economy (Shevchenko, 2008, p. 78).

There are a number of factors that negatively affect the formation of professional competence and a specialist in educational institutions, as a consequence of professional mobility. These factors include: restrictions on professional choices (related to different levels of material provision, to the level of school knowledge of students, such as urban and rural areas), the outdated content of certain educational-professional programs and disciplines (not updated in accordance with the requirements of the labour market and the current level of the production base), the problem of employment in the chosen specialty (recognized by the students during the study), the weak involvement of a significant number of students in scientific work and work in the bodies of student self-government etc.

On the other hand, Stychkova (2016) refers to the factors contributing to the process of professional mobility as *internal*: readiness for making responsible decisions, emotional stability, leadership qualities, readiness for self-education, creative potential, high professionalism etc., and *external*: economic / political / social situation in a city / country, unemployment, insufficient financial support, working conditions, lack of prestige of positions, changes in the labour market etc. (p. 17–18).

Education is one of the leading factors in increasing the level of personal mobility through 1) the existence of a specific social order on the proposed professional training in the context of globalization; 2) the need to ensure the inheritance of positive social experience in the system of higher education, and to preserve the axiological sphere of society due to intellectually and professionally trained professionals (Klymenko, 2015, p. 92); 3) the need to solve non-standard professional situations associated with the innovative nature of the activity and a significant degree of uncertainty, dynamism, unpredictability of the market of goods and services.

That is why the study of the professional mobility of participants in the educational process of higher education in a post-industrial (informational) society is relevant.

### **The aim of the study**

The purpose of the article is to consider the professional mobility of participants in the educational process of higher education, as the leading form of mobility XXI. To do this, one should analyse the role of professional mobility in the conditions of the post-industrial (informational) society, analyse the main types of professional mobility of participants in the educational process of higher education and outline directions for further research.

### **Theoretical framework and research methods**

The dynamics and level of technological progress are largely determined by industrial revolutions. Therefore, scientists distinguish three revolutions. The first of them (the middle of the XVIII century – the first half of the XIX century) is associated with the creation of industrial machinery and steam engine, the second (the second half of the XIX century to the beginning of the XX century) is associated with the organization of mass production, the invention of the conveyor, electric energy; the third (from the end of the XX century to our time) is associated the use of information technology. Others include the beginning of the third industrial revolution to the mid-twentieth century, and the beginning of the fourth one is associated with our time.

Each of these revolutions was accompanied by significant changes in the economy, increased productivity, changes in the social structure of society and the education system as its leading part, and changes in the requirements for the components (parameters) of professional mobility of a successful specialist.

The modern post-industrial (informational) society is the next stage in the development of the economy and society, which is replaced by an industrial society in which the service sector has a priority development and prevails over the volume of industrial production and agricultural production.

Therefore, the analysis of the components (parameters) of professional mobility, which are formed in the education system, in the conditions of formation of a post-industrial (informational) society, is an important task of modern science.

## Results

The analysis of literature testifies that at different historical stages of human development the weight of different types of mobility has changed. If the beginning of the XX<sup>th</sup> century is the era of social mobility, associated with revolutions and fundamental changes in the structure of society, then XXI<sup>st</sup> century is an era of professional mobility.

The vocabulary “Vocational education” defines professional mobility as “the ability to quickly change the type of work, switch to another activity due to changes in technology and production technology. Professional mobility is manifested in the possession of a system of generalized methods of professional work and their application for the successful execution of any task in the technologically adjacent areas of production. It provides a high degree of development of generalized professional knowledge, as well as readiness for the operational selection and implementation of optimal ways to execute production and technical problems” (Profesiina osvita: slovnyk, 2000, p. 194).

In the structure of professional mobility as a component other known current types of mobility such as cultural, social, vertical, horizontal, territorial, labour, personal, educational, academic, mathematical, intellectual etc. can be considered.

So in different sciences, professional mobility is considered by the following aspects:

- *Sociological* (involves changes in the position of the individual in the professional-qualification structure of society; a position that individuals can take in the society; change by an individual or a group of individuals from one profession to another etc.) is mainly social, territorial, labour mobility. Thus, horizontal (specialization change) and vertical components (upward – the possibility of moving from the position of teacher to the position of deputy director / director, as well as more complete professional implementation etc., or downward – if the future teacher ceases to improve his educational level, self-improvement etc.) (Bryzhak, 2016, p. 69) will be distinguished in the structure of professional mobility in the education system;

- *Psychological* (determined by the need of the individual in self-development, of ability operative, quick rebuilding and responding to changes in society, mastering new technologies etc.). As a complex construct, the professional mobility is simultaneously characterized by 1) the quality of the individual, which provides the internal mechanism of human development through the formation of key general professional competencies; 2) human activity, determined by events

that change the environment, the result of which is the self-realization of a man in the profession and life; 3) the process of transforming a person into himself and surrounding his professional and living environment (Piletska, 2013, p. 200). This is mainly due to mathematical mobility and intellectual mobility (related to intelligence, memory, thinking etc.), personal mobility etc.;

- *Pedagogical* (the person quality (integrative) providing self-development, self-determination, self-realization in life and profession through the formation of key competencies and key qualifications and desiring for change etc.) is mainly academic personal mobility, educational mobility, academic mobility, in addition, mathematical mobility and intellectual mobility (linked to studies of content filling and quality of education) (Bezpalco, 2012).

By synthesizing different approaches to the concept of “professional mobility” as a psychological and pedagogical category, Khomiuk (2016) points out that “it is an integral feature of a qualified specialist, the form of his adaptation to variable environmental conditions” (p. 26).

In the education system, one can consider the peculiarities of the professional mobility of participants in the educational process in the sequence “teacher-student (specialist)”.

The professional mobility of a specialist in the education system is a form of social and professional activity in its competence and personality aspects, which manifests itself the readiness and ability to implement professional trajectories in the educational context (Horanskaia, 2015, p. 3).

Based on the scientific method of synthesis of psychological and pedagogical approaches to the concept of “professional mobility”, Kozych (2014) determines the professional mobility of a teacher at a higher educational institution as “an ability to quickly adapt in various spheres of social and pedagogical activity, based on the desire to self-actualization, self-improvement and formed key competencies” (p. 158).

Thus, the professional mobility of a teacher of a higher educational establishment can be considered as his readiness and ability to: “quickly change the tasks and types of vocational and pedagogical activities, integrate the content of related educational disciplines, his respective didactical work and skilful presentation to students; productive learning by adjacent training courses, positions of scientific and pedagogical workers and specialization within the specialty, branch of science; mastering new specialties of scientific and pedagogical

workers and changes in personal and related branches of science; creative change in the style and content of personal activities according to new approaches in the profession and related professional fields; planning and implementation of self-development, prevention of professional deformations” (Khoriev, 2009, p. 246).

According to Klymenko (2011), the professional mobility of the future teacher is the ability of the teacher for transformation, the adoption to a new, systematic thinking, understanding of interrelationships and interdependencies in social development (achieved through changes related to gaining experience in studying or teaching in another European higher educational institution) (p. 6).

According to Ievliev (2017), the professional and pedagogical mobility of specialists with higher education who have received pedagogical education on the basis of non-pedagogical education is an integrative quality of the individual, which allows combining theoretical and practical readiness for the implementation of pedagogical activities (professional pedagogical competence), to be socially active and competitive, professionally competent (have a thorough knowledge in the chosen specialty), capable of self-realization, self-development, self-education, creativity in the conditions of acquiring a pedagogical specialty and modernizing their own professional activities as a strategic goal of life.

A professional and pedagogical mobile teacher should form the social and professional mobility of students. The last, as a rule, is understood as the integrative quality of the individual, which allows:

1) to be socially active, competitive, professional, capable of self-realization, self-development and modernization of its own activities in a dynamic environment, as well as to change the type of students' activity and a role in the system “student-student-graduate – specialist in the middle level of a broad profile” (Dementeva, 2009).

2) successful livelihood of the future engineer-teacher in the conditions of the modern labour market. Professional mobility, in this approach, as Sushentseva (2017) notes, is manifested in professional activity and ensures self-determination and self-realization in life and work based on the formation of key competencies and basic professional qualifications and the desire of the individual to change not only himself but also the professional field and life environment.

3) the presence of the ability of successful future economists, according to Ivanchenko, to switch to another activity or to change the types of activities in the sphere of economy and finance with the involvement of

the legal sphere; the ability to use the system of generalized professional techniques efficiently for performing any tasks in the mentioned areas and relatively easy to switch from one activity to another, possessing a high level of generalized professional knowledge, experience in their improvement and self-procurement etc. (Ivanchenko, 2005).

4) the presence of an internal instalment of a student to change the type and/or place of professional activity, manifested in self-examination and self-rating, in the pursuit and ability for professional development and success achievement (Kerdiasheva, 2010, p. 7).

In our opinion, more specialized vocational mobility research is the consideration of intellectual mobility and mathematical mobility.

Considering the concept of “intellectual mobility of the future engineer” Mikhnenko understands it as an integrative personal quality that characterizes the readiness of a specialist engineer to quickly find, analyse and productively apply growing information flows; to produce new ideas and tolerate innovations; to choose promptly efficient ways to perform tasks of both reproductive and creative nature; to change quickly the types and forms of intellectual activity without reducing the effectiveness of the latter (Mikhnenko, 2016, p. 171).

Thus Khomiuk introduces the concept of mathematical mobility, which is defined in: the ability to update quickly and reproduce the required mathematical information, readiness for the operational selection and implementation of optimal methods for performing mathematical tasks; possessing a high level of mathematical knowledge, the ability to use efficiently the system of generalized mathematical techniques for the execution of any mathematical problems (Khomiuk, 2016).

It should be noted that, depending on the specific activity of those whose professional mobility will be formed, it might be about increasing the weight of its certain components (parameters). There is the difference in the names of this concept in modern research.

## Conclusions

Professional mobility is a leading form of mobility in the XXI century in the context of the formation of a post-industrial (informational) society and determines the competitiveness of a modern worker in the labour market. Therefore, the formation of the professional mobility of all participants in the educational process of higher education is an urgent task of the education system.

Since professional mobility is an integrative quality of the personality, its formation is connected with the educational aspect of the educational process, which involves the inclusion in the educational and professional programs of disciplines of the corresponding content while studying at different educational levels of higher education, retraining and advanced training etc. Therefore, the further perspective is consideration of the peculiarities of the formation of individual components of professional mobility (vocational and pedagogical mobility) etc.

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