

УДК 378.3

*Liliia SUSHENTSEVA, doctor of pedagogical sciences, Head of
the Department of Psychology of Dnipropetrovsk State
University of Internal Affairs*

READY FOR PROFESSIONAL MOBILITY AS A CONDITION OF A QUALIFIED PREPARATION OF THE SOCIAL PEDAGOGUE TO FUTURE PROFESSIONAL ACTIVITY

The article reveals the essence of the professional mobility of a social pedagogue. It has been established that professional mobility is of particular importance for social educators, since their professional activities involve rapid orientation in related fields of activity, as well as readiness for continuous professional improvement and growth. The importance of forming a professional readiness of a social pedagogue for professional mobility is proved. As a professionally important quality of personality, professional readiness is an integrated quality of the individual, and represents a complex psychological education, which includes: motivational, orientational, operational, volitional and evaluation components.

Key words: social pedagogue, mobility, professional mobility, readiness.

Object: show that at the present stage of development of a society the professional mobility of a specialist, in particular a social educator, becomes of great importance; to substantiate the importance of formation of preparedness for professional mobility as a condition of qualitative preparation of a social pedagogue for future professional activity.

Formulation of the problem in general. In the conditions of dynamic globalization and integration processes in a society, a person is regarded as the highest value, as a free and creative personality, which must realize itself throughout life. According to academician V. Kremen, "the new democratic educational-pedagogical ideology involves a reorientation from information to the problem-activity type of education" [2, 4]. Today, a person has to have internal flexibility, to have a

variety of interests, to understand "the value of self-perfection". In view of this, the modern specialist should be prepared to move in a social and professional space, to quickly adapt to changing conditions, and to flexibly interact with different social systems and subjects.

In today's labor market, not just "workforce" is valued, but also a worker with a high level of education, parenting, and professional training [1, 169]. Such an approach requires a new reflection, taking into account global trends and regional peculiarities, as well as prognostic approaches in the training of future specialists. After all, human development in the system of continuous education envisages, first of all, flexible professional re-orientation of Ukrainian citizens, acquisition of new knowledge, skills and abilities, mastering of new competencies and competencies. So today's modern person needs mobility, in particular professional. Formation of professional mobility of future specialists in a single European educational space opens new opportunities not only for education but also for the formation of the European labor market. The implementation of such an approach is aimed at the Copenhagen Declaration, which aims to improve the quality and efficiency of professional education and training systems in the countries of the European Union; facilitating access to professional education and training for various categories of citizens; the opening to the outside world of the experience of national systems of professional education and training of each country. Consequently, one of the most important characteristics of personality is its readiness for professional mobility.

Analysis of research and publications. If we talk about the level of study of the problem by scientists, one should mention the most significant

research, which became the basis for further development of the idea of forming the readiness for future mobility of professional pedagogue.

In the philosophy, psychology, economics and pedagogy, the process of professional formation and development of a person, its most important personal qualities is decisive. The various aspects of this process as a scientific problem were studied by philosophers and sociologists (S. Lipset, B. Barber, R. Bendix, P. Bourdieu, P. Blau, D. Goldtorp, A. Duncan, E. Durkheim, P. Sorokin, R. Erikson, T. Zaslavskaya, N. Kovalisko, O. Posuhova and others).

The problems of mobility are revealed by economists: O. Bilyk, F. Gaisyn, V. Daniuk, M. Dolyshnyi, L. Smirnykh, I. Smirnov and others. Much attention is paid to the readiness of the individual for self-realization and mobility in the studies of psychologists (K. Abulkhanova-Slavskaya, B. Ananiev, Yu. Dvoretzka, I. Zymnia, E. Zeier, E. Klimov, A. Leontiev, A. Markov, S. Rubinstein, D. Uznadze, etc.).

Significant contribution to the development of theoretical foundations for the formation of professional mobility of future specialists was made by academicians: L. Amirova, A. Vaschenko, L. Goriunova, E. Ivanchenko, B. Iloshev, S. Kaplina, N. Nychkalo, R. Prima, S. Savytskyi, L. Sushentseva, N. Khakimova and others.

Presentation of the main research material. The term "mobility" means mobility, readiness for a quick task execution. He was introduced into a scientific study by sociologists to determine the phenomena that characterize the movement of social groups and individuals in the social structure of society (social mobility). A profound study of this phenomenon from the standpoint of philosophy, sociology, economics, and demography made it possible to differentiate the

notion of mobility, finding out that it is: vertical and horizontal, individual and group, intrageneration and intergenerational; social, labor, cultural, interprofessional, professional and other types of mobility. In our opinion, such a differentiation of scientific ideas about mobility is associated with "the strengthening of the dynamism of social processes at the present stage of development of society, which inevitably leads to an increase in the mobility of people by the most varied" vectors "of their social functioning" [4]. The growing interest in the problem of forming the professional mobility of future social educators is due to the humanistic function of continuing education, which gives each person the opportunity to choose an individual educational trajectory, receive the professional training that is necessary for her career and personal growth, self-realization in one or another professional activity. Relatively independent form of professional mobility is to increase the prestige of the role of social pedagogue in society. However, the question of the formation of preparedness for the professional mobility of future social pedagogues in the new socio-economic conditions needs to be studied. The phenomenon of professional mobility is particularly important for social workers, as their professional activities involve rapid orientation in related areas of activity, as well as readiness for continuous professional improvement and growth. Only professionally mobile social pedagogue is competitive in the market of educational services. Professional mobility should be the result of mastering not one form of preparedness for activity, but historically compiled generalized forms and methods of activity. The activity is professional, if: includes intelligent operations; based on scientific knowledge and learning (self-study); used for well-defined social purposes and aimed at social development; provides for a high level of autonomy for both the person who performs it and for a group of people who represent a particular profession; a high level of responsibility for their actions and judgments within the professional autonomy is present.

The analysis of the list of competencies of the social pedagogue shows that the task of forming the ability and readiness of such specialists for professional mobility in a certain way is reflected in the general competencies:

the ability to abstract thinking, analysis and synthesis, the ability to apply knowledge in practical situations, the skills of using information and communication technologies, the ability to learn and master modern knowledge, the ability to search, process and analyze information from different sources, the ability to be critical and self-critical, the ability to adapt and act in a new situation, the ability to generate new ideas (creativity), the ability to identify, put and solve problems, the ability to motivate people and move towards a common goal.

As part of our study on "professional mobility" we will understand the ability and readiness of the person to quickly and successfully master the new technology, acquire new knowledge and skills that will ensure the effectiveness of new professional activities. At the same time, it was proved that professional mobility involves two aspects: the willingness and ability of a social pedagogue of professional training to show activity when changing the content and functions of professional activity in connection with production necessity [3].

Given the fact that professional mobility is influenced by economic, social, psychological, personal and professional factors, the following provisions are based on the formation of readiness for the professional mobility of social educators:

professional mobility is a quality necessary for the success of an individual in a modern society;

the professional mobility of a social pedagogue is considered as a tumor in the structure of the individual and manifested in motivated work, the "adoption" by the person of the profession, professional behavior, finding the personal meaning of the activity;

professional mobility is a meaningful characteristic of the development of the personality of the future social pedagogue, which is formed in the process of complex learning of knowledge and methods of practical activity, which ensure the successful further its activity in all spheres in accordance with the personal interests and interests of society and the state;

in the educational process of higher education institution readiness for professional mobility of the future social pedagogue is purposefully formed on the basis of a pedagogical model aimed

at motivating and stimulating the activity of students as subjects of educational and future professional activity, consisting of general cultural, informational, professional, social and activity, competency-reflexive blocks;

formation of readiness for the professional mobility of future social educators in the educational process of institution of higher education occurs in stages: the stage of individualization of the process of professional counseling and self-determination of the student; the stage of "entry" into a profession (identification and identification as a future social pedagogue); stage of self-actualization of a social pedagogue in future professional activities;

at the final stage of professional training the readiness for the professional mobility of the future social educator increases, acquires a more pronounced character, which manifests itself in key personal characteristics: activity, self-regulation, self-development, self-improvement.

Particular attention should be paid to professional readiness as an integrated personal quality, which is an essential prerequisite for the effective work of the future social pedagogue. As professionally important quality of the personality, professional readiness is a complex psychological formation and includes: motivational, orientational, operational, volitional and evaluation components. Sufficient manifestation and development of these components, their integral unity is an indicator of the high level of professional readiness of the social pedagogue to future professional activities.

An essential component of professional readiness is psychological readiness, which can act as stable settings for a particular behavior, motives, character traits, and also in the form of a psychological state. The mental condition of a person's readiness is his inner attitude to certain behavior while performing educational and work tasks, focusing on active and appropriate actions (in the process of learning and after its completion).

One of the indicators of professional readiness is professional mobility, which depends on the readiness of the future social pedagogue not to one kind of activity, but to different; to understand the principles of not one social community, but different; to participate in the activities of various social communities with its own rules; to

coordinate different types of activities while maintaining their "self" simultaneously in different social communities and, ultimately, the influence on the development of these communities; to create, if necessary, new social communities and design their respective activities.

In conditions where practically every able-bodied person for his work activity is forced to change the profession or specifics of professional activity more than once, "professional mobility" becomes of a new meaning. It is not limited to a vertical vector, however, even vertical movement is determined by the ability of a specialist to work in adjacent professional fields.

Ready for the professional mobility of a social pedagogue means mastering them with the competencies, knowledge and skills that he will need to quickly accomplish professional tasks through a cognitive component, that is through the use of professional skills.

Ability to professional mobility are individual properties, personal qualities of a social pedagogue, which manifest themselves through the socio-psychological component (adaptability to fast-changing working conditions, adequate self-perception and acceptance of others, readiness to assume responsibility for making their professional decisions, emotional and stress-resistant, as well as desire for leadership).

The nature of the professional activities of the social pedagogue poses certain requirements for the quality of

his training at a higher education institution. After all, professionally mobile social pedagogue must be a universal. However, professional mobility is revealed in the content of the training of social educators only tangibly. Based on the competence approach, we can distinguish the following four components of his professional mobility, namely: personal, social, professional and communicative.

Conclusions from the research and perspectives of further exploration in this direction. Thus, the orientation of the educational process to the formation of readiness for the professional mobility of a social pedagogue will contribute to improving the quality of training future specialists. Professional mobility as an integrative quality of personality is essential for its successful livelihoods and combines the readiness to mobilize its internal potential in situations related to professional activities (personal component), the ability to rapidly socialize and adapt in a professional pedagogical team (social component), the ability to organize the educational process, to update the content of training promptly, to develop and implement new pedagogical technologies in accordance with adequately changing conditions of education oho environment (professional component), and the ability to communicate at different levels (communicative component). Each of these components includes substructures, the development of which contributes to the formation of

professional mobility.

The directions of further research will be directed to substantiation of psychological and pedagogical conditions of forming the readiness of future social educators for professional mobility.

REFERENCES

1. Vdovych S. Osoblyvosti profesiinoi adaptatsii uchniv profesiinotekhnichnykh navchalnykh zakladiv / Svitlana Vdovych // Psykholohopedahohichni osnovy profesiinoi adaptatsii maibutnykh fakhivtsiv : monograph / [for ed. H. P. Vasianovych]. – Lviv : SPOLOM, 2008. – P. 168–202.
2. Kremen V. H. Osvita i nauka v Ukraini - innovatsiini aspekty : Stratehiia. Rozvytok. Rezultaty / Vasyl Hryhorovych Kremen. – K. : Hramota, 2005. – 448 p.
3. Sushentseva L.L. Formuvannia profesiinoi mobilnosti maibutnykh kvalifikovanykh robitnykiv u profesiinotekhnichnykh navchalnykh zakladakh: teoriia i praktyka : monohrafiia / L.L. Sushentseva; for ed. H.G. Nichkalo. – Kryviy Rih: Publishing house, 2011. – 439 p.
4. Sushentseva L.L. Vplyv intehratsiinykh i hlobalizatsiinykh protsesiv u suspilstvi na zmist pidhotovky profesiino mobilnoho kvalifikovanoho robitnyka / L.L. Sushentseva // Obrii [Scientific and pedagogical journal]. – №2 (39). – 2014. – P. 23–26.

The article arrived on 19.11.2018