

Professional and pedagogical mobility of the future teacher: expert assessment of components and features of formation

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Abstract: The problem of improving the quality of professional activity of a teacher in the conditions of formation of information society is relevant for modern society. One of the ways to solve this problem is the formation (development) of professional and pedagogical mobility of the teacher. The paper describes the results of a study to assess the importance of the components of professional and pedagogical mobility of the reference (successful) teacher, analyzes the results of a formative experiment on the formation of this type of mobility in the future teacher studying for a master's degree. It is recommended to introduce the obtained results of the research into the educational process of higher education institutions.

1. Introduction

The integration of the education system of Ukraine into the world educational space, which takes place in the conditions of formation of the information society and crisis phenomena in the country's economy, puts forward new requirements for the professional activity of a teacher. One of the ways to improve the quality of a teacher's work is the development of professional and pedagogical mobility, which affects the success of his professional activity. Professionally and pedagogically mobile teacher is a professional in his field, he is characterized by motivation to work, creativity, rapid adaptation to work with students. At the same time, the consequence of the crisis in the economy is a decrease in the level of wages and, as a consequence, the prestige of the teacher's work. Due to this, the outflow of highly qualified personnel from the education system of Ukraine takes place, including abroad. Under these circumstances, the leading form of training (retraining) of future teachers is their master's degree in pedagogical specialties or those specialties in which the educational program provides for the assignment of professional qualifications «teacher». The short terms of training future teachers in the master's degree (1.5 -2 years) and the

relatively small number of disciplines studied (up to 6 per semester), makes it relevant to study their professional and pedagogical mobility.

2. The current state of research of professional and pedagogical mobility in the education system

Mobility throughout history has been the driving force of humanity. If the revolutions of the early twentieth century gave impetus to the realization of social mobility, the twenty-first century is a century of professional mobility, and for the education system - professional and pedagogical mobility. In scientific terms, issues related to professional and pedagogical (professional) mobility of the teacher were considered in sufficient detail in the works of the following scientists: O. Bezpalko, I. Herasymova, L. Horiunova, O. Didenko, O. Kipina, N. Korobko, R. Prima, N. Kozhemiakivna, O. Malyshevskyi, L. Merkulova, O. Nedelko, I. Nikulsna, L. Sushentseva, H. Yavorska and others who studied its construct and features of formation depending on the specifics of the future professional activity of the teacher; the level of higher education at which the student studies, and so on.

It should be noted that the Working Party Report «BFUG of mobility and internationalization for 2015 - 2015 years» (2015), stressed the importance of solving the problem of teacher mobility in the European educational space. Priority should be given to «teachers as multipliers and motivators for their students», as it is important to recognize the benefits of intercultural competences acquired through personal interaction [2, p. 13].

The expediency of studying the professional and pedagogical mobility of the future teacher and the peculiarities of its formation is determined by the theoretical and practical significance of this task and a number of contradictions between: 1) decline in staffing in the education system and in accordance with current legislation may hold these positions; 2) the emergence of new requirements for the formation of professional and pedagogical mobility of future teachers, in their training in a short time in terms of master's degree, and the inconsistency of the content of their education.

According to modern current approaches to education, which are implemented in the current Ukrainian legislation, the purpose of higher education is to obtain a person with a high level of scientific and / or creative artistic, professional and general competencies required for activities in a particular specialty or field of knowledge. [1]. Therefore, the study of professional and pedagogical mobility should be conducted within the competence approach.

According to our concept, professional and pedagogical mobility of the future teacher contains the following components (components): 1) activity component (AC): *pedagogical* (ability to organize their own professional activities and educational activities of students); *professional* (a set of special knowledge and skills that depend mainly on basic education, the ability to use them in professional activities); *projected* (ability to design their own professional and pedagogical activities, educational and cognitive activities of students); *psychological* (knowledge of the laws of mental processes and states of personality, the ability to use this knowledge in the educational process); 2) personal component (PC): *motivational* (attitude to professional development, the ability to know their own motivation for professional activity); *reflexive* (ability to comprehend one's own professional and personal capabilities); *adaptive* (ability to adapt to the conditions of professional activity); creative (creative attitude to professional activity, ability to master the ways of creativity) [3].

The aim of the study was to establish the importance of the components of professional and pedagogical mobility with further analysis of the peculiarities of its formation using the organizational and pedagogical conditions defined by us.

3. Research of professional and pedagogical mobility of the future teacher studying in the conditions of a magistracy

3.1. Research of the importance of the components of professional and pedagogical mobility and interpretation of its results

To establish the importance of the components of professional and pedagogical mobility of the «reference (successful)» teacher, we conducted an expert survey of teachers (29 people with more than 10 scientific and pedagogical experience, scientific titles) and students (229 fourth-year students at the university). However, we use a modified scale [0÷9], according to which the conversion of quantitative indicators into qualitative ones was carried out. For example, [5÷4] scores on this scale mean that the quality is at a level 50%, a [9÷8] points are almost always.

The analysis of the evaluation results showed almost unanimity of opinions of teachers and students are shown in table. 1, 2.

Table 1. Assessment of the importance of the components of professional and pedagogical mobility (PPM) of the reference (successful) teacher by teachers-experts

Components PPM	\bar{x}	σ	Appear
Pedagogical (AC)	7,90	1,13	very often
Professional (AC)	8,14	1,19	almost always
Projected (AC)	7,57	1,13	very often
Psychological (AC)	7,17	1,52	very often
Motivational (PC)	7,86	1,02	very often
Reflexive (PC)	7,81	1,08	very often
Adaptive (PC)	7,93	1,14	very often
Creative (PC)	7,69	1,45	very often

Table 2. Assessment of the importance of the components of professional and pedagogical mobility (PPM) of the reference (successful) teacher by student-experts

Components PPM	\bar{x}	σ	Appear
Pedagogical (AC)	7,87	0,71	very often
Professional (AC)	8,07	0,88	almost always
Projected (AC)	7,65	0,93	very often
Psychological (AC)	7,43	1,19	very often
Motivational (PC)	7,72	0,94	very often
Reflexive (PC)	7,57	1,17	very often
Adaptive (PC)	7,97	1,01	very often
Creative (PC)	7,30	1,49	very often

Therefore, the teacher, first of all, must have a high level of professional knowledge, skills, abilities (competencies). The high level of evaluation of other components indicates the importance of professional and pedagogical mobility in the professional activity of the teacher. At the same time, the greatest difference in the opinions of expert teachers arose in the assessment of the psychological component (strong variability, $c_v = 21.2\%$), and student experts - the creative component (strong variability, $c_v = 20.4\%$) of professional and pedagogical mobility.

It should be noted that the high level of the creative component of professional and pedagogical mobility determines the innovative activity of the teacher [4].

At the same time, teachers' assessment of their own professional and pedagogical mobility (table 3) shows that they evaluate project, psychological and creative components lower than in the previous study.

Table 3. Assessment of the importance of own components of professional and pedagogical mobility by teachers-experts.

Components PPM	\bar{x}	σ	Appear
Pedagogical (AC)	7,00	1,31	very often
Professional (AC)	7,52	0,87	very often
Projected (AC)	6,85	1,13	often
Psychological (AC)	6,71	1,64	often
Motivational (PC)	7,46	1,11	very often
Reflexive (PC)	7,25	0,98	very often
Adaptive (PC)	7,06	1,37	very often
Creative (PC)	6,84	1,52	often

The biggest discrepancy in the opinions of teachers in this survey arose in the assessment of psychological (strong variability, $c_v = 24.4\%$) and creative components (strong variability, $c_v = 22.2\%$) components of professional and pedagogical mobility.

3.2. Research of formation of professional and pedagogical mobility of future teachers and interpretation of its results

The study involved 261 students (experimental group - 130 people, control group - 131 people) 8 institutions of higher education in Ukraine specialties «Educational Pedagogical Sciences»: educational programs (EP) (specialization): «General pedagogy», «Inclusive, correctional education», «Pedagogy of high school»; Management, EP (specialization): «Educational institution management», «Educational management»; secondary education EP (specialization): «Mathematics», «Physics», «Informatics»; «Marketing», «International Economic Relations»; «Accounting and Auditing».

In order to establish the initial level of components in the experimental and control groups: the *personal component* was tested using psychodiagnostic methods test «Diagnosis of creative potential», test «Diagnosis of the level of reflection» (method of A. Karpova), test «Assessment of emotional adaptability», «Methods for measuring the level of motivation to succeed in business» (developed by Yu. Orlov); *activity component* - used students' grades (average values) in professional and pedagogical disciplines.

During the formative experiment, in particular, the following organizational and pedagogical conditions were used: integration of basic and psychological and pedagogical knowledge in the training of future teachers in the master's program; formation of participants in the educational process the ability to use methods of manipulative influence in subject-subject interaction, organization of methodical work with the teaching staff on the formation of psychological and pedagogical readiness of teachers, introduction of innovative (interactive) pedagogical technologies in the educational process (methodical work system) institution of higher education. In addition, the information and educational environment of the institution of higher education and teaching materials of the author's special course «Professional and pedagogical mobility of the teacher» were used.

Verification of the results of differences in the results of the experimental and control groups after the molding experiment was carried out using a non-parametric criterion χ^2 . It was

discovered: 1) positive statistically significant difference in the criteria by which the psychological was assessed (AC), motivational (PC), reflexive (PC), adaptive (PC) and creative (PC) components of professional and pedagogical mobility ($p \leq 0.05$); 2) positive statistical trend according to the criteria by which the pedagogical was evaluated (AC), professional (AC) and design (AC) components of professional and pedagogical mobility ($p \leq 0.11$).

3.3 Conclusion about the results of the study

According to the results of the study of the importance of the components of professional and pedagogical mobility, they are important in the professional activity of the teacher. The teacher, first of all, must be a specialist in the field (specialty) in which students are trained. The greatest difference of opinion (strong variability of results) arose when assessing the psychological and creative components of professional and pedagogical mobility. This indicates, in our opinion, the lack of awareness of teachers in the use of psychological knowledge and creativity in their own professional activities.

The analysis of the results of the formative experiment shows that the chosen organizational and pedagogical conditions, the use of information and educational environment of the institution of higher education and teaching materials of the author's special course «Professional and pedagogical mobility of the teacher» allow to form professional and pedagogical mobility of the teacher studying in the conditions of a magistracy. At the same time, solving the problem of raising the pedagogical level (AC), professional (AC) and design (AC) components of professional and pedagogical mobility (related to improving the quality of knowledge, skills and competences) requires, in our opinion, further research related to the improvement of diagnostic methods for their levels and mechanisms of formation.

4. Conclusions

Professional and pedagogical mobility of a teacher is an important factor in the success of his professional activity. The teacher must be a specialist in the field (specialty) in which students are trained. The results of the formative experiment showed that the proposed approach to the formation of professional and pedagogical mobility of the future teacher is effective. Thus increase of level of mobility occurs, first of all, at the expense of its personal component.

The obtained results open opportunities for the organization of a system for the formation of professional and pedagogical mobility in higher education institutions and the creation of a comprehensive system for studying practical and theoretical issues on this issue for students studying at all levels of higher education.

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