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## PROFESSIONAL MOBILITY OF THE FUTURE TEACHER OF FOREIGN LANGUAGES IN THE PROCESS OF INDIVIDUALIZATION OF THEIR TRAINING AT HIGHER EDUCATIONAL INSTITUTIONS

**Summary.** This research was conducted to determine and outline the main characteristics of the theoretical-methodological basis of the concepts of "mobility", "professional mobility of the future teacher of foreign languages" at higher educational institutions. The author investigated and analyzed the leading components of professional mobility of future specialists in the branch of foreign languages; the activity competence has been defined as a key-competence, which includes professional, sociocultural, foreign language, communicative, educational, methodical, professionally-oriented, intercultural competences; the conditions for the formation of professional mobility in the process of individualization of the training of a future specialist in the field of foreign languages have been outlined.

**Keywords:** mobility, professional mobility, professional mobility of the future teacher of foreign languages, higher education institutions, external and internal causes, component-structural analysis, a set of defining competences.

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## ПРОФЕСІЙНА МОБІЛЬНІСТЬ МАЙБУТНЬОГО ВЧИТЕЛЯ ІНОЗЕМНИХ УМОВ У ПРОЦЕСІ ІНДИВІДУАЛІЗАЦІЇ ЇХНЬОЇ ПІДГОТОВКИ У ЗВО

**Анотація.** Це дослідження було проведено для визначення, окреслення основних характеристик теоретико-методологічної основи понять «мобільність», «професійна мобільність майбутнього вчителя іноземних мов» у закладах вищої освіти. Автором було досліджено, проаналізовано провідні компоненти професійної мобільності майбутніх спеціалістів у галузі іноземних мов; визначено діяльнісну компетентність ключовою, яка включає в себе фахову, соціокультурну, іншомовну, комунікативну, навчальну, методичну, професійно орієнтовану, міжкультурну компетентності; окреслено умови формування професійної мобільності у процесі індивідуалізації підготовки майбутнього спеціаліста в галузі іноземних мов.

**Ключові слова:** мобільність, професійна мобільність, професійна мобільність майбутнього вчителя іноземних мов, заклади вищої освіти (ЗВО), зовнішні та внутрішні причини, компонентно-структурний аналіз, набір визначальних компетентностей.

### Defining of the problem and the analysis of the last researches and publications.

In the draft Strategy for the Reform of Higher Education in Ukraine up to 2020, the mobility of students, postgraduates and lecturers has been mentioned repeatedly in very different aspects. Among the development priorities is the integration of higher education and science, in particular, by "raising the level of academic mobility" for the modernization of the higher education content on the basis of the domestic and foreign studies' results. It was emphasized that one of the tasks of the domestic educational policy is to develop a comprehensive strategy for the internationalization of higher education, including the development of scientific and educational mobility. International mobility should become an important factor in rating the assessment of domestic universities. Therefore, for the professional development of the teacher of higher education, the ability to work in the conditions of academic openness of higher education institutions, knowledge of foreign languages and orientation to professional mobility have been determined.

The question of definition of concepts "mobility" and "professional mobility" is the subject of discussions of scientists from various fields of scientific knowledge, such as sociology, economics, psychology, philosophy, pedagogy. In the works of T. Zaslavska, N. Ryvkina, V. Podmarkova the

methodology of analysis of the labor career of a specialist, the mechanisms of labor change have been worked out. In the works of teachers V. Shubkina, V. Martynyuk, V. Yadrova the professional mobility has been considered from the point of professional self-determination of graduates, adaptation in the workplace advanced training, job search. In recent years, Ukrainian scientists have a direct interest in the formation of professional mobility of future graduates of higher education: A. Vashchenko, O. Gusak, E. Ivanchenko, N. Kozhemyakina, Yu. Klymenko, L. Sushchentseva). The professional mobility is emphasized today in researches of domestic scientists as the most important component of qualification characteristic of a specialist.

**Mobility** is the individual's ability to focus actual and potential resources, reserves to quickly achieve the goal (problem and task solving) in a short period of time [7].

In pedagogy, the concept of "professional mobility" arose not so long ago. The analysis of vocabulary literature has shown that the concept of "professional mobility" is rather ambitious and ambiguous in its interpretation. At the same time, it has a complex structure. Thus, in a large psychological dictionary, *professional mobility* is defined as "ability and readiness personality quickly and successfully master new technique and technology, acquire knowledge and skills that are lacking,

which ensures the effectiveness of preparation for a new professional activity" [3, p. 24].

The notion of "professional mobility" as "the ability to quickly change the type of work, switch to other activities in connection with changes in technology and production technology" is defined in the vocabulary "Professional education". Professional mobility has been 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 technology related areas of production [5, p. 194].

Significant work on the consideration of the problem of professional mobility is found in M. Dyachenko, Yu. Kalinovskiy, L. Kandybovych, N. Kovalisko, A. Kuzminskiy, Z. Kurland, S. Krapynevsky, L. Lesokhina, A. Makarenya, R. Prima, I. Shpektorenko and others. The investigation of professional training through the analysis of pedagogical situations has been studied by O. Berezyuk, E. Bodin, B. Wul'fov, S. Godnyk, R. Dorogyh, S. Dubyaga, T. Koshmanova, Yu. Kulyutkin, I. Osadchenko, G. Petrechenko, M. Potashnyk, S. Rudenko, I. Shakirov and others.

Among contemporary researches we should name I. Shpektorenko, who considers professional mobility as: 1) the ability (that is, willingness) of a person to master the new technique and technology quickly and successfully, acquire the knowledge and skills that ensure the effectiveness of new professionally oriented activities; 2) the mobility of the individual, his ability to build up dynamically his own resources, to move quickly, to change; 3) a sign of career development of the individual; 4) the process of transition of an individual or a professional group from one professional position to another [10, pp. 467–472].

Teachers-academics: L. Amirova, A. Vashchenko, L. Goryunova, V. Dyunina, E. Ivanchenko, B. Igoshev, Yu. Kalynovsky, S. Kaplina, N. Kozhemyakina, L. Merkulova, N. Nychkalo, O. Nedyel'ko, O. Nikitina, S. Savitskiy, N. Hakimova, G. Yavorska made significant contribution to the development of theoretical foundations for the formation of professional mobility of specialists with secondary specialized and higher education.

The relationship between education, career and social mobility of a young specialist has been revealed in the works of foreign scholars H. Gun, Sh. Fitzpatrick. The works of domestic and foreign scientists A. Verbiysky, R. Dave, E. Zeier, I. Zimnya made a significant contribution to the development of theoretical foundations for the formation of professional competence as the basis for the development of future specialists' mobility in the conditions of continuity of higher education.

Analysis of scientific research on the problem of specialists' professionalization in the context of the development of their professional mobility has shown that the popularity of this issue has recently been increasing. It is worth emphasizing the scientific achievements of recent years by V. Voronkova, E. Sayfutdinova, N. Kovalisko, O. Gusak and others.

Professional mobility of specialists of different profile became the subject of A. Vashchenko's research (formation of professional mobility of future officers in the process of studying at higher military educational institutions), L. Goryunova (professional mobility of a specialist as a problem of developing Russian education), E. Ivanchenko (formation of professional mobility future economists in the process of studying at higher

educational institutions), N. Kozhemyakina (socio-pedagogical conditions for the formation of professional mobility of future managers-agrarians), S. Kugel (professional mobility in science), L. Mitina (professional mobility of the individual in the new socio-cultural conditions), O. Simonchuk (interprofessional mobility and change of social identity), I. Shpektorenko (managerial aspect of staff mobility), I. Chorna (formation of professional mobility of future economists by means of a foreign language), M. Shmyr (active competency is the basis for the formation of the professional mobility of a foreign language teacher).

"Professional mobility is the psychological readiness of a specialist to solve a wide range of studying-training tasks, the ability to be rebuilt effectively and quickly depending on the situation, since the most effective response of a person to the uncertainty and the problem of the initial situation is the flexibility of behavior, which manifests itself in its ability to timely change the strategy or mode of action in accordance with the conditions of education or training that are changing" (as defined by L. Shevchenko) [6, pp. 693–697].

**Identification of previously unsettled parts of the general problem.** The feasibility of the study is determined by the theoretical and practical significance of the tasks of forming the professional mobility of future skilled teachers of foreign languages and a number of actual contradictions between them:

- the need for introduction of innovative, professionally oriented pedagogical technologies and insufficient psychological-pedagogical and methodical training of a part of teachers;

- the need for purposeful formation of professional mobility and the lack of appropriate scientific and methodological support.

Therefore, *the main task of this study* is the disclosure of the essence of previously unresolved issues on the problem, namely:

- To analyze the main pedagogical approaches to the definition of the essence of the concept of "professional mobility", "professional mobility of the future teacher of foreign languages" in the scientific literature;

- To outline the main components and structural elements of the concept of "professional mobility of the future teacher of foreign languages at higher educational institutions (HEI);

- To determine the directions of professional training future teachers of foreign languages through the individualization of educational and professional activities for the development of their professional mobility.

**The purpose of writing the article** is to carry out methodological-literary and component-structural analysis of the pedagogical essence of the phenomenon "professional mobility of the future teacher of foreign languages in the process of individualization of professional training".

**The main material.** As the scientist E. Ivanchenko notes, "In the context of new socio-economic relations that are asserting increasingly themselves in Ukraine, pedagogical science cannot but raise issues of professional mobility of specialists, because the labor market dictates increased requirements for the quality of training of young professionals capable of competitive struggle for jobs" [2, p. 25].

In our opinion, the main meaning of higher education in the context of all globalization processes and Europeanization is the training of a professionally mobile qualified foreign language specialist who is ready to live and work fully, even in a state of uncertainty and unpreparedness, ready for self-development and self-improvement.

The term "mobility" in general explanation has the following interpretation: mobile (from lat. Mobilis – mobile) – this is mobility, the ability to move quickly, action. In the structure of professional mobility there is a separate important element of it – professional training, which is in fact academic mobility of the individual, which largely determines the formation of professional mobility. Professional mobility has been characterized as the ability of a person to self-organize quickly and efficiently, to change according to life and professional needs, to adapt to a certain professional environment and professional groups and, ultimately, to work effectively [1, pp. 25–32].

The emergence of pedagogical categories "mobility" and "professional mobility" is due to several reasons, among which scholars distinguish external and internal. *External causes*, according to B. Borisov, are determined by changes in the environment of human life (global and individual). Global changes are caused by the restructuring of the Ukrainian economy, and individual ones can be caused by changes in the profession, workplace, status in the organization as a result of various reasons (health status, change of place of residence, etc.). *Internal causes* depend on the individual orientation of the individuality. On the one hand, they are determined by the motivation for success, which causes the desire in the individuality to improve their professional skills and abilities, self-development, career growth, and, on the other, late professional self-determination, which involves the transition to a profession that is significantly different in the profile from the earlier received professional education. The current situation in a society requires from the person "the ability to self-change as a way to accept the challenge of a rapidly changing reality with an orientation toward autonomy, independence, self-reliance" [8, p. 147].

In his researches, the scientist R. Prima defines the professional mobility of the future teacher in the broad sense as a "sign of mobility of the teacher, the ability to adapt quickly, that is, adaptive activity, the ability to find the necessary forms of activity – adaptive mobility: changes in status, category, preparedness for productive self-development, readiness and ability of the teacher to acquire new professional knowledge, skills and abilities; ability to orient quickly himself in a situation, self-actualize, self-regulate, self-organize, self-control [4, pp. 25–27].

The author's component-structural analysis of the pedagogical essence of the concept of "teacher's professional mobility" provides grounds for specifying its components, which should cover different areas and spheres of its activity: *cognitive* as a system-forming, which reflects the priority of the teaching profession value, the potential of self-realization in the profession, the possibility of acquiring signs of a professional mobility; *personal* which manifests itself in such integral characteristics as: individual image (orientation, competence, flexibility (diversity and adequacy in various forms of activity)); *self-actualization* – higher level of motivation associated with

self-realization processes, with the ability to understand oneself, which directs the personality of the teacher to reflection of one's own behavior, involves constant movement forward, focus on personal and professional growth, when the most fully revealed creative abilities of the teacher, realized his potency, the individual dual style of activity, that is, the personality of a professional teacher is formed; *self-activation, adaptive activity (mobility), efficiency, critical thinking*, operational-procedural, associated with the improvement of skills and competences in the field of self-knowledge, self-identification (with a definite social, professional, cultural, educational environment), reflectivity, self-reflection, pedagogical management [4, pp. 27–32].

We share the opinion of the scientist Shmyr M., "that the basis of the formation of the professional mobility of a foreign language teacher is the *activity competence*, which involves the practical mastery of all types of speech activity and the communicative use of a foreign language in everyday life, general business situations and in professional, which, along with learning foreign language communication, involves the student's awareness of the links between his / her own and foreign cultures, the development and activation between professional thinking, the formation of skills and abilities autonomously training aimed at forming a student's personal responsibility for the learning outcomes through the organization of a learning process with a teacher.

*Activity competence* is a key competence, which includes professional, socio-cultural, foreign language, communicative, educational, methodical, professionally oriented, intercultural and other competencies that are formed on its basis.

*Foreign language communication competence* is a set of skills, abilities and knowledge that allows future teacher of foreign languages to study, work and communicate in a multinational society and achieve an equal dialogue of mutual understanding and interaction with representatives of other cultures. The development of foreign communication skills provides students with the opportunity to: improve their reading, listening skills, speaking skills and writing skills to develop the skills of working with information of different types of texts from any sources based on the knowledge already gained about the world; extract, analyze and systematize, collect and transmit information; to formulate own opinion on the basis of the information obtained, to justify it and to give the necessary explanations; to recognize the intentions of messages that correspond to certain types of texts with their grammatical structures, to understand and transfer them to adequate situations [9, p. 207].

*Socio-cultural competence* is the ability and willingness to apply a set of sociolinguistic, geographic and intercultural knowledge to reach an understanding between individuals or groups that are representatives of different societies [9, p. 208].

Formation in students of *socio-cultural competence* is accompanied by the creation of an atmosphere of openness, psychological readiness for the perception of social norms, correct behavior in another society, which increases the interest of students to get acquainted with the culture of the country, the language of which is being studied. This: contributes to the understanding of the com-



mon and distinct between cultures; helps to recognize and discourage bias, promote tolerance, create the basis for intercultural exchanges, and help to act consciously and responsibly both in their own society and in the aspect of international relations; promotes the formation of values and norms of behavior that increase the desire and ability to take responsibility for personal activity, the courage in expressing his own opinion [9, p. 209].

*Professional competence* provides the ability to solve standard tasks professionally, independently and responsibly. This competence includes: professional skills and knowledge, experience, understanding of the professional setting of the question and the subject relations, as well as the ability to purposefully and impeccably solve professional tasks and problems. This competence is formed through the development of skills and abilities: to have basic skills at the general professional level (conversation, argumentation, presentation, etc.); to disclose and reproduce the professional content by communicative techniques with a specific professional content (comparison, description, explanation, clarification, justification, proof and judgment) [9, p. 210].

*Training competence* includes the ability to learn, using the means and forms of learning available with maximum efficiency. This competence includes the abilities and skills to cooperate in the learning process with a teacher and other students, the ability to perform educational tasks of various types, the use of acquired linguistic, background and socio-cultural knowledge. Formation of educational competence is due to the development of skills and abilities: to establish different methods of performing educational tasks, depending on the training situation and type of tasks; use technical means of training; participate in interactive learning [9, p. 210].

*Methodological competence* includes skills and abilities to learn teaching technologies and strategies while solving professional tasks, as well as to transfer both new knowledge and acquired strategies to other fields of activity. In this case, the student chooses independently, applies and develops the methods of thinking and methods of work or strategy for solving issues. The formation of methodological competence is facilitated by the development of skills and abilities: to plan and organize

tasks that are close to future professional activities; choose the technique and strategy of learning, taking into account the potential complexity of the task; to carry out self-control on the development of own foreign language competence [9, p. 211].

Consequently, taking into account all of the above, we can determine ***the professional mobility of the future teacher of foreign languages in the process of individualization of professional training at HEI*** as: *complex system education, integral quality of the future specialist of foreign languages and the activity of the educator that is formed and manifested in the process of professional training, retraining, self-education and specialist's creative self-realization, that is, understood as a possible strategy for the professionalization of teaching staff; the quality of the personality that is essential for the successful life and studying of the student in a modern society, which manifests itself in work and ensures self-determination, self-realization in life and profession through the formation of key qualifications and the desire of future teachers of foreign languages to change not only themselves but also the professional field and training environment; the readiness of a skilled specialist to change professional tasks, to change the workplace, the ability to master new types of work quickly, new specialties; as a systemic phenomenon that reflects its ability to become mobile professionally due to the close interaction of the objective (environment, personnel policy, etc.) and subjective aspects (personal qualities), the degree of their effectiveness, achievement; a complex concept that includes a set of system of creating competencies (professional, sociocultural, foreign language, communicative, educational, methodical, professionally oriented, intercultural) and has a chain of professional-defining characteristics (self-actualization, self-activation, self-identification, self-improvement, self-development).*

**Conclusions and recommendations for further research.** We understand that our observation is only part of the research program we have created for this issue. Further studies we see in working out the general psychological-pedagogical-methodological conditions of the professional mobility in the process of individualization of students' training at higher educational institutions.

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