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HISTORY OF DEVELOPING PROFESSIONAL MOBILITY AS A SCIENTIFIC CONCEPT

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The History of Developing Professional Mobility as a Scientific Concept

The author carried out a historical analysis of the scientific concept of professional mobility. The author analyzes the sociological point of view concerning the concept of "mobility" (the transition of an individual, a social object or value created or modified through human activity, from one social position to another). The viewpoint of economic science is considered (mobility is seen as the movement of labor or as the ability and readiness of the workforce to change the place of work, region or sphere of activity). The psychological point of view concerning the scientific concept of "professional mobility" (psychological aspects of vocational guidance and labor activity, internal motivational, intellectual-volitional components of the personality) is revealed. The pedagogical point of view is indicated: the ability to find adequate ways of solving the problem and performing non-standard tasks, that is, they consider that professional mobility is a criterion for professional competence. The modern scientific interpretation of the concept of "professional mobility" is proposed - a process of changing the interests of the employee and the act of making a decision to change the place of work or profession is a pain-less stable personality trait, preparedness or ability to change the type of professional activity. The main characteristics of professional mobility are described.

Further development of innovative forms, methods, means of formation of professional mobility have been acquired.

Key words: mobility, social mobility, professional mobility, social stratification.

The development of Ukraine as a democratic state implies its entering into the world's and European educational space, its modernization, the training of highly skilled and competitive specialists capable of productive professional activities. The main challenges of modern societies are the training of a professionally mobile specialist, who perfectly owns culture and pedagogical technologies, effectively utilizes existing communication facilities.

Undeniably important is the need for professional mobility to be created by future professionals, since in today's conditions it is important not only to have a profession but also to be prepared to change it throughout life.

Professional mobility of specialists of various profiles became the subject of interdisciplinary research of scientists from the 70s of the 20th century, in particular: T. Zaslavska, S. Lipset, P. Sorokin, and others; Economics: P. Blau, N. Nichkalo, O. Simonchuk, A. Filatov, D. Chernilevsky; psychology: I. Martyniuk, L. Mitina, V. Osovsky; pedagogues: N. Kovalisko, B. Likhachev, P. Novikov, L. Ponomariov, A. Bezpalko, and others.

In today's conditions of reforming higher education, actively studying the development of professional mobility V. Andrushchenko, T. Golubenko, T. Gordiev, V. Grynko, N. Hrytskova, Yu Gurov, E. Ivanchenko, B. Igoshev, O. Kipina, Yu. Klimenko, N. Kozhemyakina, N. Merzlyakova, L. Merkulova, E. Nikitina, L. Piletska, R. Prima, N. Sidorova, S. Sysoeva, L. Sushentseva, I. Khomyuk, L. Horuzha, I. Spjejenko, N. Chernukh, V. Yurchenko, O. Yanenko.

The purpose of the article is to carry out a historical analysis of the scientific concept of professional mobility.

Considering professional mobility as a scientific concept, it should be noted that it is the subject of interdisciplinary research, it is worth noting that most of this concept was considered in philosophy, sociology, economics, psychology and pedagogy.

Considering professional mobility as a scientific concept, the study of professional mobility in pedagogy, psychology, philosophy, and sociology allows us to assert the interdisciplinarity of professional mobility, which manifests itself primarily in the study of complex problems associated with the formation of professional mobility, which for their analysis and solution need to involve the methodology of numerous separate scientific disciplines. During the study of professional mobility, an interdisciplinary approach allows us to present the integrity of the analysis of this phenomenon.

We are impressed by the opinion of Zaslavsky T., professional mobility is one of the forms of labor mobility and is not economic or social, it is an interdisciplinary concepts. In her opinion, professional mobility is expressed in the professional, qualification, social, sectoral, territorial and other movements of individuals, is a kind of form of their adaptation to new technological and economic conditions of functioning. Unlike the previous point of view of the scientist, Zaslavsky T. points out the close connection between professional mobility and the adaptive factor of production [2, p. 3].

The development of a sociological point of view began in the West (Great Britain, Sweden) from the middle of the twentieth century. The foundations for the study of such a phenomenon as professional mobility were the works of E. Durkheim and M. Weber. Scientists have studied this phenomenon in terms of a functional approach, which, in turn, was aimed at analyzing professional mobility as a social phenomenon. The founder of the theory of social mobility is considered P. Sorokin. The change in the social structure of society P. Sorokin is defined as a social circulation [10]. Under social mobility, the scientist understands any transition of an individual or a social object from one social position in a social space to another [10]. Social space for Sorokin "social space" is a certain social structure of a society, which has two basic coordinate classes - horizontal (for example, social groups of Catholics, democrats, industrialists) and vertical (for example, a bishop is a parishioner, a party leader – an ordinary member of a party, a manager – the worker), which are the parameters of the social space.

In the economic literature, we find somewhat different interpretations of the definition of the mobility of workers. From the economic point of view mobility is considered as a category for studying which formed two approaches. According to the first, mobility is seen as a movement of labor, and taking into account the following, as the ability and readiness of the workforce to change the place of work, region or sphere of activity [6].

It should be noted that the problem of mobility in the economy is associated with the consideration of professional mobility as an element of the market

organization of labor, namely: the reproduction of labor resources, the change in the professional and qualification status of workers as producers and consumers of material goods [4, pp. 18 – 19]. Strengthening the differentiation and integration of social structures and functions that cover all elements of social life, including the labor sphere, where the processes of division and specialization of labor are increasing, points to the systemicity of society [11].

In the economy, "professional mobility" is a change in a group of individuals or an individual position, a place occupied in a professional structure; people pass from one professional group to another. Distinguish "vertical" professional mobility - the movement upward in the vocational qualification structure, and "horizontal" movement without a qualitative change in the profession and skills [9].

An analysis of the psychological research of the professional mobility's problem is indicated that the problem is closely related to the motives and purpose of the activity, as the main factors of the manifestation of mobility. In particular, these are the psychological aspects of career guidance and work (E. Klimov); professional self-determination of graduates, job search, adaptation in the workplace, advanced training, etc. (V. Shubkin, K. Sabiryanova, V. Yadov and others); internal-motivational, intellectual-volitional components of personality (O. Nikitina) [7, 12] .

We agree with O. Nikitin's opinion that the psychological basis of professional mobility of a person is the dynamism of its motivational, intellectual and volitional processes, which creates an individual field of readiness for professional mobility [7].

The study of "professional mobility" by the pedagogical science was started not so long ago, but despite this, E. Ivanchenko claims that "in the conditions of new socio-economic relations that are increasingly asserting 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 young professionals able to compete for jobs" [4, p. 25].

In accordance with the historical and pedagogical analysis of the definition of "professional mobility" we can state that the definition of social sociology begins with the concept of "social mobility", but in recent years "professional mobility" is

becoming more and more often the subject of research in the psychological and pedagogical sphere.

Modern scholars argue that professional mobility is not the ability to find adequate ways to solve a problem and perform non-standard tasks, that is, they believe that professional mobility is a criterion for professional competence. There is also the opinion that professional mobility is characteristic of people who lack the necessary skills and therefore feel uncertain. Therefore, they decide on further training or active job search, or the development of a new profession [3].

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.) [1]. Internal causes depend on the individual orientation of the individual. On the one hand, they are determined by the motivation for success, which causes in the individual the desire to improve professional skills and self-development, career development, and, on the other hand, late professional self-determination, which involves the transition to a profession that is significantly different in the profile from the earlier received vocational education. The current situation in society requires from the person "the ability to self-change as a way of accepting the challenge of a rapidly changing reality with an orientation towards autonomy, independence, self-reliance".

Currently, professional mobility plays an extremely important role in the modern society, because it is related to the level of human vocational education and is the most reliable channel for ascending professional mobility. It is quite right that R. Prima's opinion is that professional mobility should be considered as: "the basis for an effective response of the individual to the" challenge "of modern society, a peculiar personal resource that underlies the effective transformation of the social environment and itself into it; a systemic multi-faceted phenomenon requiring an

integrated, multidisciplinary research approach; internal (motivational, intellectual, volitional) potential of the individual, which is at the basis of flexible orientation and active response in dynamic social and professional conditions in accordance with their own life positions; provides readiness for change and implementation of this readiness in its life (readiness of the individual to modern life with its multifaceted factors of choice); determines professional activity, subjectivity, creative attitude to professional activity, personal development, which promotes effective solution of professional problems" [8, pp. 101 – 102].

It should be noted that the pedagogical component of professional mobility is ensured by the systematic factor of the formation of a modern qualified specialist, his preparation for professional development becomes. Formation of professional mobility in the process of learning involves the continuity of learning knowledge as a prerequisite for the creation of new knowledge. Professional mobility in educational knowledge is realized in the process of implementation of inter-subject and inter-cycle links on the basis of system, person-oriented, activity and competence approaches.

Taking into account the above-mentioned modern scientific interpretation of the concept of "professional mobility", we can generalize them, professional mobility is a process of changing the interests of the employee and the act of making a decision to change the place of work or profession is a pain-less stable personality trait, preparedness or ability to change the form professional activity.

It should be noted how the scientific concept of professional mobility has a combination of personality characteristics that are manifested in the situation of changing the profession. By this they understand the following qualities: the tendency to creativity, the desire for constant self-improvement and self-actualization, the ability to risk, the manifestation of initiative, entrepreneurship in social and public life, in the workplace, etc.

Summarizing different views on the interpretation of the definition of mobility, we can state that in the vast majority of cases they are based on various provisions of the neoclassical approach, which does not take into account the fact that the parties

(workers and employers), who decide to dismiss (move), although They operate in conditions of uncertainty voluntarily and autonomously, but at the same time they affect each other, which makes decisions taken by them interdependent. Thus, the mobility of professionals is the result of a not isolated, but interdependent decision-making by the participants in the labor market.

This article does not cover all aspects of the problem of formation of professional mobility, in particular, further research needs innovative forms, methods, means of forming professional mobility of specialists, effective domestic and foreign experience of the identified scientific problem, etc.

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Дячок Н. В.

Історія становлення професійної мобільності як наукового поняття

Автором здійснено історичний аналіз наукового поняття "професійна мобільність". Автором проаналізовано соціологічну точку зору стосовно поняття "мобільність" (перехід індивіда, соціального об'єкта або цінності, створеної або модифікованої завдяки людській діяльності, від однієї соціальної позиції до іншої). Розглянуто точку зору економічної науки (мобільність розглядається як рух робочої сили або як здатність і готовність робочої сили змінювати місце роботи, регіон чи сферу діяльності). Розкрито психологічну точку зору стосовно наукового поняття "професійна мобільність" (психологічні аспекти профорієнтації і трудової діяльності; внутрішньо-мотиваційний, інтелектуально-вольовий компоненти особистості). Зазначено педагогічну точку зору: уміння знаходити адекватні способи розв'язання проблеми і виконання нестандартних задач, тобто, вважають, що професійна мобільність є критерієм професійної компетентності. Запропоновано сучасне наукове

трактування поняття "професійної мобільності" – це процес зміни інтересів працівника і акт прийняття рішення про зміну місця роботи чи професії, це більш-менш стійка властивість особистості, підготовленість чи здатність її до зміни виду професійної діяльності. Описано основні характерні риси професійної мобільності.

Подальшого розвитку набули інноваційні форми, методи, засоби формування професійної мобільності.

Ключові слова: мобільність, соціальна мобільність, професійна мобільність, соціальна стратифікація.

Дячок Н. В.

История становления профессиональной мобильности как научного понятия

Автором осуществлен исторический анализ научного понятия "профессиональная мобильность". Автором проанализирована социологическая точка зрения относительно понятия "мобильность" (переход индивида, социального объекта или ценности, созданной или модифицированной благодаря человеческой деятельности, от одной социальной позиции к другой). Рассмотрена точка зрения экономической науки (мобильность рассматривается как движение рабочей силы или как способность и готовность рабочей силы менять место работы, регион или сферу деятельности). Раскрыто психологическую точку зрения относительно научного понятия "профессиональная мобильность" (психологические аспекты профориентации и трудовой деятельности; внутренне мотивационный, интеллектуально-волевой компоненты личности). Указано педагогическую точку зрения: умение находить адекватные способы решения проблемы и выполнения нестандартных задач, то есть, считают, что профессиональная мобильность является критерием профессиональной компетентности. Предложено современное научное определение понятия "профессиональной мобильности" – это процесс изменения интересов работника и акт принятия решения об изменении места работы или профессии, это более-менее устойчивое свойство личности, подготовленность или способность ее к изменению вида профессиональной деятельности. Описаны основные характерные черты профессиональной мобильности.

Дальнейшее развитие получили инновационные формы, методы, средства формирования профессиональной мобильности.

Ключевые слова: мобильность, социальная мобильность, профессиональная мобильность, социальная стратификация.

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The article was received by the Editorial Office on 28.02.2018.

The article was put into print on 30.03.2018.

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