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## **THE PROFESSIONAL MOBILITY FORMATION OF FUTURE LANGUAGES TEACHERS IN THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY**

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The Professional Mobility Formation of Future Languages Teachers in the Educational Environment of the University

The article summarizes the results of research to determine the essence of professional mobility. The results of the pedagogical experiment, the purpose of which was to identify the real level of professional mobility of future teachers of foreign languages in the educational environment of the university are presented.

The proposed criteria for the diagnosis of occupational mobility, such as: incentive, procedural and cognitive-communication. The results are analyzed at the stationary and molding stages of the experiment. Statistically, the analysis of the results of the pedagogical experiment allowed us to state that the students of the experimental group managed to significantly improve the level of knowledge about the phenomenon of “professional mobility” that we study, improve the level of communication training of future foreign language teachers, learn how to apply the principles of tolerance in their work, analyze and make corrections to their behavior, improve their skills of self-development. The generalized proposals of the respondents allowed to outline the tendency to intensify the search by students for ways to improve the educational environment through various grant proposals.

The author proved the effectiveness of the proposed pedagogical conditions at the molding stage of the experiment, which were introduced into the educational practice of institutions of higher education. The conclusion is made that the professional mobility of a teacher of a foreign language is a reflection of various areas of pedagogical activity.

*Key words:* mobility, professional mobility, pedagogical experiment.

**Relevance of research.** To raise the level of public prestige of pedagogical work, modern pedagogues need to possess the following qualities: creativity thinking and speed of decision making, the ability to frequent learning and the ability to adapt to new circumstances, the ability to track and correctly assess the state of the surrounding space. It follows that the component of the professional mobility of the

teacher is his readiness for change. Another component of professional mobility is the activity of the individual. The professional and personal formation of future specialists is carried out through his own activity. In this case, activity manifests itself as a work on their transformations, and on the transformation of the surrounding reality.

Professional mobility, as a scientific phenomenon, was studied by scientists who studied the nature of mobility (social – R. Rivkina [9], Psychological – O. Dudin, V. Dyunin [4, 5], Academic – V. Andrushchenko and others). In the works of scientists L. Amirova [1], O. Bezpalko [2] the features of formation of professional mobility were considered. The works of scholar V. Hryenko [3] highlight contradictions between social orders related to the professional training of students and practice reflecting the separation of vocational training from enterprises in all sectors the economy of Ukraine.

Professional mobility gives each teacher the opportunity to create a professional style in accordance with their views, principles and orientations; to constantly search for optimal educational forms of learning, to carry out a pedagogical experiment, to produce and generalize the original experience in educational activities, which in turn will lead to a teacher's assessment of society.

**The purpose of the research** is to present the generalized results of the professional mobility formation of future languages teachers.

To study the real level of the formation of professional mobility in future teachers of foreign languages, we conducted a pedagogical experiment. This experimental work consisted of a statement, forming and a stage of generalization of the results. At the definitive stage of the experiment, based on the analysis of the results of the anecdotal evidence on the characterization of the attitude of the students towards the need for the formation of professional mobility, it was established that the students of the institution of higher education formed a level knowledge of the content of the phenomenal investigated, had doubts about the appropriateness of mastering the skills of professional mobility in the educational medium of the universe.

It was found out that the most favorable factors for improving the process of formation of professional mobility are as follows: adequate level of possession in a foreign language, high level of communicative culture, achievement motivation, communication, competence, psychological readiness for communicating with representatives of other cultures. The synthesis of the proposals of respondents allows to determine the tendency toward activation of the search for ways to reduce the educational medium by finding ways of obtaining granular propositions for the resultant formation of their professional mobility.

By the help of a comprehensive set of criteria that are interdependent and interrelated with the component structure of professional mobility, namely: spontaneous, cognitive, communication, procedural, feasible, diagnostic "cut" of the weekend levels of the formative preparedness of the students of the universe to professional mobility in control (285 persons) and experimental groups (437 people). It has been established that the dominant level of morphology of the investigated phenomenon is low: spontaneous crytherina – 53.37% in EG and 53.36% in KG, kognitivno-communication – 51.4% in EG and 51.4% in KG, procedural – 64 , 8% in EG and 61.1% in KG. The average level of proficiency in professional mobility is determined by 26.92% of the students of the EG and 26.93% of the KG for the induction criterion; according to the cognitive-communication criterion, we have 42.2% in the EG and 51.4% in the KG; for the procedural criterion we have the following picture – 30.5% in EG and 34.2% in KG students. The high level of morphology of the phenomenon under investigation is evident in the following results: in YE – 23.8% and 19.71% in KG due to spin-off criterion; 6% in the EG and 4.9% in the CG for the cognitive-communication criterion; 6% in the EG and 4.9% in the CG for the procedural criterion.

Such results testified to the reality of the problem under investigation in the practice of the modern universe and predetermine the need to raise the level of education in higher education to professional mobility, which is possible due to the introduction of pedagogical conditions for the effective formation of professional

mobility and the methodology of their implementation for future teachers of foreign languages in the educational process.

During the formative stage of the experiment, the training of the students of the KH was carried out according to the traditional methodology, and pedagogical conditions were introduced in the educational process of the students of the EI, based on the methodical formation of the professional mobility of future teachers of foreign languages, and its experimental verification was feasible.

At the formative stage, the introduction of pedagogical conditions in education is practicing ZHO. For the successful implementation of pedagogical conditions, the author's course "Mobility as a Way to Success" was introduced into the educational process of the higher education institution, after which, during the determination experiment, it was possible to establish qualitative changes (increasing the level of formal mobility of future teachers of foreign languages). They testify to higher results: the level of interest among students in comparison with controlling ones has increased. As a result of the implementation of reasonable pedagogical conditions, we consider the increase of the level of professional mobility, namely, each of its components: the cognitive and communication components (the existence of solid theoretical and practical knowledge of students and special knowledge on the problem of professional mobility) of the formation of professional mobility. Implementation of the active component of professional mobility was due to the introduction of a pedagogical environment in the educational process of universities as an enhancement of interdisciplinary connections among professional disciplines in the educational environment of the university. Effective result of the formation of this component of the professional mobility of future foreign language teachers in the educational environment of the university students received the following skills: to systematize and classify knowledge, give an objective assessment of pedagogical views and phenomena; to master skills of effective independent work; to master the skills of an effective culture of oral speech, etc.; independently solve practical questions of information retrieval in scientific activity; organize the process of self-education.

It is emphasized that the preparation and carrying out of public defense of own ideas on solving actual problems in the activity of the teacher of a foreign language positively influenced the development of the following qualities: initiative, flexibility and responsibility, analyticality, etc.

The introduction into the educational process of the motivational component of professional mobility in our pedagogical experiment was through the involvement of students in research, creative work, writing abstracts, articles; development and implementation of social projects on the topics: "The value of my professions", "Foreign language – the path to a confident future".

It was found out that for the implementation of the incentive criterion for the formation of professional mobility, projective activity was used. Students participated in the project "Foreign Language – A Way to a Confident Future" organized by them, which envisaged the mastery of students' ability to set and achieve their goal. The project organized by them revealed their ability to plan, anticipate, develop, design future activities, develop tactics of goal setting, form an active professional position that is necessary for the formation of professional mobility of future teachers of foreign languages in the educational environment of the university.

At the control stage of the experiment, we were able to verify the effectiveness of the pedagogical conditions for the formation of the professional mobility of future teachers of foreign languages in the educational medium of the universe, carried out with the use of diagnostic procedures. This stage of the study envisaged the comparison of the results obtained in the experimental (EG) and control groups (CG), as well as the flow monitoring of qualitative changes in the formation of the investigated phenomenon and its complexes. For experimental and control groups, common requirements and evaluation criteria were developed at each stage of the experimental work to be compared during the experiment

To diagnose the students at the control stage of the experiment, we used the diagnostic tools as the same as in the final stage of the experiment: to identify the level of self-esteem of future teachers of foreign languages in the educational medium of the universe, we use the diagnosis of self-development and professional

and pedagogical activity (L. Berezhnovva); testing "Readiness for self-development"; test intellect R. Amthauenra; diagnostic methods for researching communicative and organizational tendencies, etc.

The results of the first cut to the forming experiment demonstrate almost identical markers in the experimental and control groups. From this it follows that the foreground of the students to the formation of professional mobility on the personal component is predominantly low level (EG – 53.3 7%, KG – 53.36%. High level of professional mobility of the personal component, lower in the experimental, and in control groups: YG – 23,8%, KG – 19,71%. The average level of morphology reached 26,92% of the experimental and 26,93% of the control group.

There is no significant difference in the formation of professional mobility for the activity component. The prevailing higher rates remain at a low level (EG – 64.8%, KGs – 61.1%, high level of professional mobility in the activity component, lower level in the experimental and control groups: EG – 4,6%, KG – 4,7%. The average level of formation reached 30.5% of the students in the experimental and 34.20% in the control group.

This tendency is preserved in the formation of professional mobility for cognitive and communicative components. Low level in the YE – 51,4%, KG – 51,4%. The high level of standardized professional mobility for cognitive and communicative components in the YE – 4.9%, KG – 4.9%. The average level of morphology reached 42.6% of the students in the experimental and 43.7% in the control group.

Since the main indicator, which differs significantly from the learning process in the experimental and control groups, was the introduction of pedagogical conditions substantiated in the dissertation, we can conclude that under the influence of non-experimental training in the educational medium of the universe, the professional motivation of future teachers of foreign languages is changed.

Experimental groups have increased the number of students who are aware of the meaning and meaning of future professional mobility and are aware of the intent

of self-development and self-irrigation for the success of pedagogical activities of 48.8% of YE students against 15.6% of KGs.

Numerical data of the tables confirm the growth of the level of professional mobility of future teachers of foreign languages in the case of introducing pedagogical conditions. In the control group, the quantitative growth of the rhythms is less pronounced.

The comparative data reflecting changes in the criteria of the formation of the professional mobility of future teachers of foreign languages before and after the formation of the experiment are presented in Table 3.

Calculation of the coefficient of knowledge quality K (%) at the formal stage in KG –  $((3,6 + 45,1 + 9,6 + 32,9 + 35,7 + 51,6) * 100/642 = 27,8\%$ ; in EG –  $((42,1 + 56,2 + 17,8 + 39,1 + 26,4 + 62,4) * 100/642 = 38\%$ .

Note that the coefficient of knowledge quality K (%) among students of the control group increased by 7,51% (from 20,29 to 27,8); among students of the experimental group – increased by 12,5% (from 25.5 to 38).

Table 1

**Levels of the professional mobility before and after the forming experiment**

Levels of the professional mobility	KG			EG		
	1st cut in %	2nd cut in %	increase	1st cut in %	2nd cut in %	increase
Низький	55,29	26,34	- 28,95	56,52	18,67	- 37,85
Середній	34,94	40,07	+ 5,13	33,34	44,40	+ 11,06
Високий	9,77	24,80	+ 15,03	5,30	39,1	+ 33,8

*The table is developed by the author*

Thus, the high level of the component of the upgrading of students to the formation of general education skills of young people reached 39,1% of future teachers of foreign languages in EG, 44,40% of students demonstrate the average level of formalized professional mobility, only 18,67% at the end of the experiment showed a low level. These figures give grounds for conclusions about the effectiveness of the introduced pedagogical conditions for the formation of the

professional mobility of future teachers of foreign languages in the middle medium of the universe.

At the stage of determining the effectiveness of the pedagogical conditions for the formation of the professional mobility of future teachers of foreign languages in the educational medium of the universe became a diagnostic of the levels of the formation of the phenomenon under investigation for the inductive, procedural and cognitive-communication criminals, both after and after the introduction of pedagogical conditions. We can make a conclusion about the significant influence of our pedagogical conditions on the formation of the professional mobility of future teachers of foreign languages in the educational medium of the universe.

A comparative analysis of the results of the formulated professional mobility in the future teachers of foreign languages in the experimental and control group for each of our selected criteria after the completion of the formative stage of the experiment gives reason to assert that the important factor in the formation of professional mobility is the introduction of the developed methodology.

According to the results of the repeated diagnosis, the following levels of manifestation of the formation of professional mobility in the future teachers of foreign languages were revealed: according to the inductive criterion, the high level (productive) levels were found in the YE – 42,1%, and in the KG – 36%; average (basic) level in YE – 39,1%, and in KG – 32,9%, low (reproductive) level in YE – 18,8%, and in KG – 21,02%. For the procedural criterion inwhite (productive ) levels were found in EG – 56,2%, and in KG – 45,1%; average (baseline) level in the YE – 26,4%, and in KG – 35,7%, low (reproductive) level in YE – 17,4%, and in KG – 19,2%. The cognitive-communicational level (productive) levels were detected in the EG – 17,8%, and in KG – 9,6%; the average level (basic) in the YE is 62,4%, and in the KG – 51,6%, the low (reproductive) level in the YE is 19,8%, and in the KG – 38,8%.

Thus, the high level of professional mobility of the future teachers of foreign languages reached 39% of experimental students and only 24,8% of the control group. The final indicator of professional mobility of future teachers of foreign



languages at the average level was 40% (KG) and 44,5% (EG), low-level – 26,3% (KG) and 18,7% (EG). Readiness of students EG is characterized by a high level of autonomy, objectivity, the ability to transfer the formed ability to new changes in the situation of the learning process. Future teachers of a foreign language realize the significance of the profession of mobility, its impact on the formation and development of personality.

The qualitative analysis of the results of the pedagogical experiment allowed us to make a conclusion that the students of the experimental group compared with the students of the control group significantly raised the level of each criterion of the components of the professional mobility of future teachers of foreign languages. Students of the philological specialties of the experimental group have a steady interest in the formation of professional mobility, the quest for their systemic and substantive organization, the activeness in mastery skills that allow the formation of the above mentioned skills in pedagogical activity, the need for their abolition.

The meaning of the t-criterion is statistically verified. 4.96 with a tabular meaning, which, with the number of degrees of freedom  $f$ , is  $9 - 1 = 8$  and the levels of significance  $p = 0,05$  are 2,262. Since the received meaning is more critical, we make a conclusion about the existence of statistical significance of the results of the introduction of pedagogical conditions for the formation of professional mobility in the future teachers of foreign languages in the CG and EG, but the statistic results of the pedagogical experiment we invented are valid.

During the establishment and formation stages of the pedagogical experiment, we began to focus on the transfer of emphasis on the essence of professional mobility of future teachers of foreign languages: from understanding it as a composite professional activity of the teacher and ideas for the interpretation as a personal character, a certain quality of a specialist whose high level of morality would serve as the basis of formation personal mobility. Although, individual mobility is detected in other types of mobility – professional, sociocultural, academic, etc., which, in its essence, is the rejection of various fields of activity of the teacher of a foreign language.

The data obtained by us made it possible to assert that the students of the experimental group managed to greatly improve the level of knowledge about the phenomenon of "professional mobility" that we are studying, to improve the level of communication training of future foreign language teachers, to learn to apply the principles of tolerance in their activities, to analyze and make adjustments in their own style behavior, improve self-development skills.

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Дячок Н. В.

Формування професійної мобільності майбутніх учителів іноземних мов в освітньому середовищі університету

У статті узагальнено результати наукових досліджень стосовно визначення сутності професійної мобільності. Представлено результати педагогічного експерименту, метою якого було виявлення реального рівня професійної мобільності майбутніх учителів іноземних мов в освітньому середовищі університету. Запропоновані критерії діагностики професійної мобільності, такі як: спонукальний, процесуальний та когнітивно-комунікаційний. Проаналізовано результати на констатувальному та формуальному етапах експерименту. Статистично представлений аналіз результатів педагогічного експерименту дав змогу стверджувати, що студентам експериментальної групи вдалося значною мірою покращити рівень знань про досліджуваний нами феномен «професійна мобільність», покращити рівень комунікаційної підготовки майбутніх учителів іноземних мов, навчитися застосовувати принципи толерантності у своїй діяльності, аналізувати та вносити корективи у стиль своєї поведінки, удосконалювати навички саморозвитку. Узагальнення пропозицій респондентів дало змогу окреслити тенденцію щодо активізації пошуку студентами шляхів удосконалення освітнього середовища через різноманітні грантові пропозиції. Автором було доведено ефективність запропонованих педагогічних умов на формуальному етапі експерименту, що були запроваджені у освітню практику закладів вищої освіти. Зроблено висновок, професійна мобільність вчителя іноземної мови є відображенням різних сфер педагогічної діяльності.

*Ключові слова: мобільність, професійна мобільність, педагогічний експеримент.*

Дячок Н. В.

Формирование профессиональной мобильности будущих учителей иностранных языков в образовательной среде университета

В статье обобщены результаты научных исследований по определению сущности профессиональной мобильности. Представлены результаты педагогического эксперимента, целью которого было выявление реального уровня профессиональной мобильности будущих учителей иностранных языков в образовательной среде университета. Предложенные критерии диагностики профессиональной мобильности, такие как: побудительный, процессуальный и когнитивно-коммуникационный. Проанализированы результаты на констатируальном и формирующем этапах эксперимента. Статистически представлен анализ результатов педагогического эксперимента позволил утверждать, что студентам экспериментальной группы удалось значительно улучшить уровень знаний об исследуемом нами феномен «профессиональная мобильность», улучшить уровень коммуникационной подготовки будущих учителей иностранных языков, научиться применять принципы толерантности в своей деятельности, анализировать и вносить коррективы в стиль своего поведения, совершенствовать навыки саморазвития. Обобщенные пропозиции респондентов позволили очертить тенденцию по активизации поиска студентами путей к усовершенствованию образовательной среды через различные грантовые предложения. Автором была доказана эффективность предложенных педагогических условий на формирующем этапе эксперимента, которые были введены в образовательную практику учреждений высшего образования. Сделан вывод, профессиональная мобильность учителя иностранного языка является отражением различных сфер педагогической деятельности.

*Ключевые слова: мобильность, профессиональная мобильность, педагогический эксперимент.*

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