

## METHODOLOGY FOR DEVELOPMENT OF PROFESSIONAL MOBILITY OF FUTURE VOCATIONAL EDUCATION TEACHER

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### ABSTRACT

The article analyzes different approaches to the phenomenon of professional mobility. An interpretation of personality development through a social movement is proposed. The methodology for the development of professional mobility of the individual is substantiated in the context of the subject-activity paradigm. The author concludes that the methodology for the development of professional mobility of a specialist presupposes the formation of his personality as a subject of professional activity. This is the process of developing a person's internal creative potential for the implementation of his self-development and self-realization in accordance with emerging new social and professional tasks of varying levels of complexity.

**Keywords:** professional mobility, social mobility, adaptation, personal development, methodology, engineer-teacher, activity.

### INTRODUCTION

The development of the socio-economic situation in the country requires a high level of professional mobility from a modern specialist. If this problem has been studied abroad for a long time, and the education system of foreign countries pays special attention to this aspect of specialist training, then in the practice of Russian education, the tasks of training professionally mobile graduates require theoretical research, study of the nature of professional mobility, analysis of the conditions influencing the formation of mobility, analysis mechanisms for its implementation, search for forms, methods and technologies for training a professional mobile specialist.

A modern person must possess certain personal qualities in order to be in demand and successful. These qualities include: mobility, readiness for any changes, the ability to quickly and effectively adapt to new conditions, that is, to be mobile.

Most modern researchers, when analyzing the essence of professional mobility, emphasize its integrative nature, since this personality quality structurally combines knowledge from different fields, numerous intellectual and activity skills, individual sociocultural and professional experience, values, personal properties and characteristics. At the same time, as interpreted by different authors, the set of components of professional mobility is quite variable.

T. B. Kotmakova, understands mobility as an integrative quality of personality, which is the basis for the effective implementation of other types of mobility. This quality is manifested in the formation of motivation for learning, the ability for creative activity, effective communication and allows a person to be in the process of active creative self-development [3]. An analysis of the literature showed that there are different types of teacher mobility: cultural, social, ethnic, pedagogical, horizontal, vertical, professional mobility. In the study we are interested in the concept of professional mobility.

E. F. Zeer considers mobility as an integrative quality of a person, characterizing his ability to quickly change his status or position in a social, cultural or professional environment. It includes different types of mobility. But the most relevant for the development of teacher resources, in our opinion, are cultural, professional, and pedagogical mobility. The cultural mobility of a teacher is, first of all, the ability to think independently and freely and evaluate current events, creatively perceive the programs of academic disciplines and the information offered, the ability to critically think, the ability to find non-standard solutions in new situations, as well as the ability to anticipate the nature and course of changes, both in the area under study and in social development [2].

Pedagogical mobility, according to researcher Yu. I. Kalinovsky, is the ability of a teacher to organize joint activities with other subjects of the educational process (students, their parents, colleagues) in accordance with the goals and objectives of the modern concept of education, the values of world and national culture, while realizing his sociocultural and socio-professional competence, including in the process of understanding and predicting the results of the subject-subject relationships he organizes [5].

Professional mobility as part of social mobility can be represented by vertical and horizontal ladders in career development. Vertical pedagogical mobility is impossible without such teacher qualities as flexibility, divergence, convergence, the ability to reflect and take an active position. It is a movement up the administrative ladder in the field of education. Professional mobility is based on pedagogical culture and professional competence. So, V.V. Nesterov believe that a modern teacher should have the following competencies [8]: cognitive (professional and pedagogical erudition); psychological (emotional culture and pedagogical vigilance); communicative (culture of communication and pedagogical tact). The mobility of a teacher, in our opinion, includes: personality traits and qualities (openness to the world, trust in people and in oneself, flexibility, efficiency, localization of control, tolerance); skills (reflection, self-regulation, self-determination, goal setting, design and management); abilities (to see and understand the essence of changes in society, to see the variability and alternativeness of the development of a pedagogical situation, to think constructively, productively, to design the necessary changes in a micro-society, a group, to solve problems and adapt to changes).

B. M. Igoshev considers the professional mobility of a teacher as an integral, dynamic quality of a person, ensuring the success of his adaptation to the changing conditions of professional activity and readiness to master innovations in education. At the same time, professional mobility as a personal and professional quality of teachers can act both as a condition for success and as a factor in the sustainable development of the sphere of scientific and methodological activity. Consequently, pedagogical mobility is an integrative characteristic that includes all types of mobility and competence necessary for the self-realization of a teacher in professional activities, in society and culture [3].

E. R. Ipatova defines socio-professional mobility as the readiness of an individual to quickly change the sphere of professional activity, which is manifested in activity and interest in professional activity, in adaptability to various types of professional activity [4].

L. I. Rybnikova considers professional mobility from two positions: on the one hand, this is a change in positions caused by external conditions, namely: lack of jobs, low wages, everyday

instability of workers, etc., which necessitates their adaptation to real life positions; on the other hand, professional mobility can be defined as the internal freedom of personal self-improvement, based on stable values and the need for self-organization, self-determination and self-development, the ability to quickly respond to changes in society thanks to education and professional competence [9].

It should be noted that professional mobility consists of various components. Describing the phenomenon of professional mobility, many authors point to the following psychological components: personality quality, which provides an internal mechanism for human development through the manifestation of general and professional competencies; human activity, determined by events that change the educational environment, the result of which is a person's self-realization in profession and life; the process of a person's transformation of himself and his professional and living environment. Thus, professional mobility can be considered as a process, as a result and as a personality quality.

In the psychological dictionary, the concept of "professional mobility" is defined as the ability and readiness of an individual to quickly and successfully master new equipment and technology, to obtain the missing knowledge and skills that ensure the effectiveness of new professional activities [2].

L.V. Goryunov understands professional mobility as a personality trait of a teacher as the ability to restructure the nature of activity and oneself depending on changing professional functions and conditions of teaching work, and the property of transformative activity [1]. According to M.I. Dyachenko and L.A. Kandybovich, professional mobility presupposes a high level of generalized professional knowledge, readiness for prompt selection and implementation of acceptable methods of performing various tasks in the field of one's profession [2].

The functional potential of professional mobility makes it possible to activate the mechanisms of personal adaptation necessary for the successful functioning of a specialist in a dynamically changing social and professional environment [11]. In this regard, the formation of professional mobility of a future specialist occurs in the process of training in an educational organization precisely through the adaptation mechanism, which allows, as N. S. Merzlyakova rightly notes, "to manage the resources of subjectivity, which include subjective activity, value orientations, value self-determination and subjective experience; value attitudes and orientations actualize the individual's professional self-determination and contribute to the formation of professional competence" [13].

That is, as noted by A. A. Verbitsky, N. S. Merzlyakova, V. A. Mishchenko, T. A. Fugelova and others, the formation of professional mobility closely correlates with the formation of professional competence [11; 12; 13; 14; 15].

At the same time, an analysis of social practice shows that, in functional terms, professional mobility affects not only personal aspects. It is obvious that a specialist with pronounced professional mobility has more potential opportunities to learn and discover his capabilities, to realize them in dynamic socio-economic conditions. This is due to less dependence on circumstances and the ability to relatively easily adapt to changing conditions of professional activity and life in general. Changes in the social and economic spheres, which inevitably affect an individual, do not serve as a cause for a catastrophic "collapse" of life plans, personal



failures and various kinds of stress. In this regard, the formation of professional mobility among students even during their studies in an educational organization has a pronounced humanistic and personality-oriented meaning. On the scale of society, it is significant that the more socially and professionally mobile people there are, the less consequences the inevitable socio-economic crises, structural adjustments, reforms and transformations have. Modernization processes are part of the modern world, but having become a familiar part of life, they continue to negatively influence the interests of individuals and organizations, inevitably affecting various spheres of human life. The ability of professionally mobile specialists to take adaptive actions corresponding to changing circumstances makes it possible to stabilize social processes and contribute to maintaining a fluid balance of social processes. Professional mobility - the ability and ability to successfully switch to another activity or change the type of work - presupposes mastery of a system of generalized professional techniques, the ability to effectively apply them to perform tasks in related industries and relatively easily move from one activity to another. Professional mobility implies a high level of generalized professional knowledge, readiness for prompt selection and implementation of optimal ways to perform various tasks in the field of one's profession. In the context of rapid changes in technology and production technology, professional mobility is an important component of the qualification structure of a specialist. Being social in nature, it can only exist in social systems; its success depends on the social and educational environment in which the personality of a professional specialist is formed [21].

The mobility of a specialist is based on the activity of a conscious personality. On the one hand, the professional mobility of a specialist acts as a result of the education received, and on the other hand, as a factor determining education. We can talk about social and professional foresight of the formation and development of a specialist, about the formation of a professionally mobile personality type. The formation of an active personality type is one of the conditions for the mobility of a specialist and his inclusion in professional activities [2].

Considering the development of students' readiness for professional mobility from the standpoint of humanistic, anthropological, synergetic, acmeological and competency-based approaches, it is possible to determine the patterns of internal and external conditionality, organizational and pedagogical effectiveness and substantiate the conceptual principles for the development of students' readiness for professional mobility.

The internal patterns include the development of readiness for professional mobility as a complex psychological and pedagogical construct, covering the motivational-volitional, cognitive and communicative aspects of the individual, which occurs along an individual trajectory in a non-linear dependence on pedagogical influences. These patterns presuppose the principles of humanization, fundamentalization, conformity with nature, and the formation of ideological values. External patterns are that the development of readiness for professional mobility is effective when involved in professional activities based on the use of the potential of the external environment, and presuppose the principles of integrity and openness. The pattern of organizational and pedagogical effectiveness is associated with the problem of improving the pedagogical process - obtaining the maximum possible result at minimal cost [1].

It must be taken into account that the primary mechanism of professional mobility of a specialist is the adaptation of his personality to new socio-professional conditions. Based on this, professional mobility can also be structured in two stages – the adaptation stage and the subsequent stage of creative self-realization of the specialist's personality in the new professional reality.

Let us now turn to the problem of personality development. This issue, being the subject of pedagogical development, determines the trajectories of research in various areas of pedagogical science and educational practice. In general, social "movement" is the main characteristic of personality, its basic basis, which determines individual human development. In turn, the personal development of a person in society is always determined by the processes of his self-determination, as well as the types and methods of resolving contradictions that he encounters in social and professional reality, in his own life, and in relationships with other people. Thus, development, in its essence, is the main way of social and professional existence of an individual. At the same time, the human ability to extrapolate oneself into the future and, conversely, project ideas about one's own distant future onto one's current social and professional realities is of great importance in the development of personality. Thus, the future is integrated into the psychological organization of the specialist's personality as the leading direction of his professional development. The future is experienced by a specialist as a desire to achieve vital professional goals and ideals, as a desire to express oneself in various types of activities (including professional ones), as well as the need to master the sociocultural world in order to improve the value "space" of one's social and professional life, formation of value attitudes and individual views on the world around us. Therefore, it can be stated that the aspiration of a specialist's personality towards his distant future, his vision of his life prospects is the desire for his development [16].

The methodology for the development of professional mobility of an individual is determined by considering him (the individual) as a subject of activity. So, E.A. Nikitina, characterizing the phenomenon of professional mobility, states that a person, as a subject of professional activity, interacting with the objective world, not only adapts to it, changing his own meanings, but also actively changes this objective world [18]. According to Yu.Yu. Butler, professional mobility as a mechanism of personality adaptation is always associated with the process of human development as a subject of activity, manifesting itself in different levels of expression, in a certain way correlating with the personal activity of a specialist, his ability for self-determination, self-regulation, self-development, self-improvement. According to the researcher, professional mobility of an individual is represented by an adaptation mechanism that allows a specialist to manage the potential of his subjectivity and his professional behavior in diverse professional situations [19].

The presence of a connection between the concepts of professional mobility and individual subjectivity is noted by many domestic scientists. For example, S.E. Kaplina states the following: professional mobility and subjectivity are complex integrative characteristics of a specialist's personality, reflecting his active, purposeful, proactive, responsible attitude towards himself, towards his professional activities, towards other people, towards the socio-cultural world, and towards the process of life in general [16]. Mobility and subjectivity not only determine the positive development of a specialist's personality, but as phenomena

themselves are characterized by the ability for continuous dynamics, and, consequently, the ability to develop and form.” The issue of personality as a subject of activity in Russian psychological science was updated by S.L. Rubinstein. At the same time, human consciousness, according to S.L. Rubinstein, acts as an internal, subjective condition of a specific activity, the initiative author of which is a person as a subject [20]. The category of subject in its conceptual meaning does not simply characterize a person who is acting, aware, interacting, etc. It initially explains the personal in a person, determines the chosen and tested ways of implementing professional actions, the specialist’s awareness of the social and professional world depending on his social position, from the nature of their value orientations. Based on this, through the semantic meaning of the subject category, both the measure of a person’s professional activity and the social characteristics of his consciousness, actions and social relations are determined [20]. All this determines the specialist’s ability to regulate his activities and change his own labor positions in the course of its implementation.

In general, the current level of development of psychology and pedagogy allows us to formulate the following conclusion: the methodology for the development of professional mobility of a specialist presupposes the formation of his personality as a subject of professional activity. This is the process of developing a person’s internal creative potential for the implementation of his self-development and self-realization in accordance with emerging new social and professional tasks of varying levels of complexity.

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