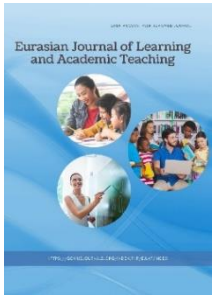

Factors Affecting the Formation of Professional Mobility of Future Specialists

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ABSTRACT

Theoretical and technological aspects of the formation of professional mobility of graduates of technical universities are considered. The main characteristics and content of professional mobility have been identified. The factors influencing the formation of professional mobility are considered

Keywords: Professional Mobility, Intellectual Competencies, Intellectualization Of Professional Education, Continuous Professional Education

An important result of modern professional education is professional mobility, which ensures efficiency and flexibility in adapting to changes in professional activity, readiness to master innovative technologies, continuous education, and self-development. In the conditions of the information society, the processes of obsolescence of knowledge are accelerating, which contribute to the accumulation of negative stereotypes of thinking; Problems associated with information overload, cognitive and communication barriers are becoming more acute. A knowledge-based economy requires extensive and inclusive education and training systems that promote the growth of highly skilled workers and create favorable conditions for lifelong learning. The emphasis is on developing specialists' creative thinking, as well as the ability to successfully adapt to the changing demands of social development and a knowledge-based economy. The growth of scientific interest in the problem of the development of professional mobility of specialists is associated with the strengthening of the processes of mobility of specialists and social groups in a dynamically developing, rapidly changing, globalized modern world and the increase in their importance as a characteristic of social development processes. The globalization of education is manifested in the priority of international research, joint scientific and educational projects, and the exchange of scientific and pedagogical experience.

The problems of globalism for education are manifested in the fact that modern society is becoming more and more interactive and interconnected: new providers of the global market of educational services are emerging, and international competition in the field of educational programs is intensifying. Currently, a single global educational space is being formed, which is expressed primarily in the harmonization of educational standards, approaches, curricula, and specialties in different countries of the world. The open educational space implies an increase in the academic mobility of teachers and students; necessitates the exchange of experience and cooperation between university teachers from different countries, which is expected to contribute to achieving success in their chosen profession and improving the higher education system in different countries of the world.

However, academic mobility in the field of international cooperation of higher education cannot be reduced to specific actions, technologies and mechanisms associated only with the student exchange system of educational institutions in different countries. In reality, there is a complex and multifaceted process of intellectual advancement, exchange of scientific and cultural potential, resources, and teaching technologies.

Academic mobility of specialists is one of the most important forms of development of intellectual potential, reflecting the realization of a person's internal need for constant change, movement and improvement in the space of social, economic, cultural, political relationships and interconnections. It provides enormous opportunities to independently choose educational programs in accordance with your needs, inclinations and aspirations, i.e. create an individual educational trajectory. The expansion of the scope of international contacts between Russian and foreign educational institutions and companies, which requires academic and professional mobility of specialists, places new demands on the basic key competencies of future engineers. The problem of the formation of professional mobility has become especially significant as a result of the social conditions of life that have changed over the past decades: the state-guaranteed assignment to work after graduating from a specialized secondary or higher educational institution has disappeared; the conditions of remuneration and living conditions of people of various professions have changed dramatically; There was a decline in industrial production, which led to serious transformations in the labor market [1]. Such changes have a significant impact on the system of domestic higher technical vocational education. It is necessary to study, take into account and quickly adapt to changes in the labor market; not only to develop in theory, but also to implement in practice the principles of advanced education, which contribute to the formation of graduates' abilities to adapt to a wide range of requirements from professional activities. The competency models of future engineers should include the following most important "end-to-end" transversal competencies: the ability to "transfer" technologies from one area to another; computer skills, using databases and data banks; knowledge in the field of marketing, sales, economics, business, finance, patent and licensing; legal knowledge, skills in protecting intellectual property, skills in presenting technologies and products, knowledge of foreign languages; research and team management skills [10].

A.M. Novikov also adds to the list of key competencies presented above an understanding of the characteristics of life in conditions of competition and possible unemployment, as well as psychological readiness not only to change professions, but also areas of activity. Professional flexibility and intellectual mobility are increasingly in demand as a necessary condition for the successful social and professional functioning of a modern specialist [1]. Many yesterday's graduates, entering the labor market, place inflated demands on the level of wages and organization of the workplace, as a result of which they find themselves unemployed.

Employers name the following as the most important key competencies of graduates of technical universities: the readiness of young specialists to continue their education and continuously update their existing knowledge and skills; ability to work in a team, ability to communicate effectively, creative qualities, initiative and independence in decision making. These requirements assume that the basis of professional training will be teaching methods that promote the development of self-educational skills, teamwork skills, and the acquisition of experience in the field of research, allowing one to independently master new areas of activity. However, the requirements made by employers for the knowledge, skills and abilities of graduates do not always correspond to their real level. As a result, young specialists "scare" employers with their low level of communication and work skills, insufficient skills in conducting business negotiations, writing business correspondence, etc. They often do not show high activity and flexibility in their job search, do not consider

free internships as an opportunity to gain initial work experience, and are dissatisfied with career prospects directly related to obtaining new competencies and qualifications [1,3].

This problem is especially relevant for graduates of technical universities, since in the conditions of modern engineering training, new educational priorities are not sufficiently implemented: focus on developing the ability to obtain and apply acquired knowledge in various life situations; solve problems using modern information technologies, be able to work with various sources of information and critically evaluate the information received; put forward hypotheses and conduct research to confirm or refute them; justify your point of view with reason. In the context of rapid changes in the information environment and production technologies, new demands are placed on the modern engineer related to continuous education and self-education. However, research shows that engineering students demonstrate an insufficiently high level of motivational and cognitive readiness to respond promptly and effectively in the context of a variety of complex educational and professional situations. Thus, a significant portion of students lack interest in independent information search and research activities. They do not strive to creatively work on projects, to constantly deepen their knowledge and skills through self-education, to search for effective methods, techniques, and means of solving problematic problems that contribute to the successful adaptation of a young specialist to a professional environment [3]. Scientific interest in the problem of the development of professional mobility of an individual is steadily increasing, and today mobility is studied from the position of not only social philosophy and sociology, within the framework of which its research began, but also in economic, psychological, and pedagogical aspects. The term "professional mobility" was introduced into sociology to study types of social mobility, where this concept reflects the dynamics of the professional sphere.

In pedagogical research, this concept has begun to be addressed relatively recently. In the work of A.V. Korzhuev, V.A. Popkov, professional mobility is defined as the ability and readiness of a subject to successfully master new equipment and technology, to acquire the missing knowledge and skills that ensure the effectiveness of work [4]. This definition reflects the characteristics of technical professions. The works of B.M. Igoshev study the professional mobility of a teacher, which is defined as a dynamic personality quality that determines the success of its adaptation to the changing conditions of professional activity, the ability to master innovations in education, readiness for self-improvement, self-development and self-realization in teaching activities and the professional community [5]. L.A. Amirova, in her doctoral dissertation, defines mobility as an existential orientation of the individual, presented in its structure in the form of a value-semantic construct that creates, at certain moments in life, types, types, and levels of mobilization that are adequate to the requirements of the environment. In the author's research, the understanding of mobility is associated with identifying a certain type (way) of a person's response to the surrounding (past, present, future) reality, producing a specific life strategy of behavior and activity, a certain life position of the person in the sense of his relationship to the world, which at the same time constitutes the essence of personal activities [6]. According to L.V. Goryunova, the concept of "professional mobility" represents a triplex, including such components as personality quality; human activity, the result of which is a person's self-realization in profession and life; the process of transformation by a person of himself and his environment [7]. The given definition is the most general, independent of the specific areas of training of university graduates. Clarifying the definition of "professional mobility" is associated with the following considerations.

Professional mobility of a specialist is determined by the readiness for continuous self-education, the desire to master new achievements in the professional field on the basis of the education received. A special role here is played by the motivation of self-education, its focus on actively mastering the latest professional achievements and expanding

the scope of activity. Professional mobility is associated with such qualities as the ability to abandon thinking stereotypes, the desire for something new (open cognitive position), readiness for activity, for transformation (intellectual initiative and activity), the ability to be creative, and a constructive attitude towards the world (creativity).

Mobility promotes a flexible, multivariate perception of ongoing changes and actualizes intellectual potential when choosing possible options for solving life and professional problems, planning the goals of one's own intellectual activity, the means of their implementation, modifying one's actions, predicting strategies for professional self-realization, ways of self-change and self-development. It is impossible without such qualities as readiness to accept unusual information, flexibility and multivariate assessments of what is happening, willingness to use techniques for stimulating and self-tuning the work of one's own intellect, creative initiative, creative thinking, and reflexive abilities. By professional mobility of specialists we mean such an integrative intellectual quality that ensures an adequate response to ongoing changes, barriers and difficulties of various nature; actualizes all the potential capabilities and resources of a person's individual experience when choosing ways to solve educational and professional problems, for effective adaptation to new operating conditions, for successful professional self-realization and self-development [9].

Professional mobility is the ability and ability to successfully switch to another activity or change the type of work. It involves mastering a system of generalized professional techniques and the ability to effectively apply them to perform any tasks in related industries and move relatively easily from one activity to another. Professional mobility also presupposes 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 technologies, professional mobility is an important component of the qualification structure of a specialist. If previously the acquired professional knowledge was enough for a worker to last a lifetime, then under the conditions of the scientific and technological revolution the life cycle of a specialty has sharply shortened and in the vast majority of cases does not coincide with the period of the worker's working life. At the moment, the "lifespan" of a specialty does not fit into the life cycle of the technological structure, so it is important to know in advance about a possible change in the structure so that all systems of the economic sphere can react in time, first of all, of course, the education system, since it cannot react instantly to the incoming signal. The problem of mobility, therefore, comes down for workers not only to the issue of increasing their skill level (vertical mobility), but also to the need to move to a new or changed type of activity (horizontal mobility). Projecting the above onto the education system, we find that socio-professional mobility in the pedagogical sphere is a special personality quality, formed in the process of training and education and having a major impact on the professionalism of the future specialist [2].

Modernization of the educational environment is a necessary condition for the professional mobility of future graduates. When preparing a specialist, when stereotypes of educational, professional and professional activities take shape, an active search for development opportunities is carried out, the formation of a system of value orientations, modeling of one's future, and the formation of an image of a future profession. It is at this stage that it is important to form in a person an internal awareness of the multivariate possibilities of development, the ability to correlate personal value orientations with universal human values, the ability to perceive the world in motion, to adapt to rapidly changing conditions - professional mobility. Professional mobility is an important personality quality that allows one to adapt to changing socioeconomic conditions. Professional mobility is an indicator of competitiveness, defined as a category of professional development of an individual and his self-realization in the labor market.

Considering professional mobility as a property of the holistic personality of a specialist in the field of vocational education, it can be noted that it includes the following structural and content components: a set of competencies that ensure professional mobility of students; readiness for change, manifestation of adaptive qualities, identification of alternative types of employment, including self-employment in the labor market; activity as the ability to transform professional activity [11]. In order to determine the factors influencing the formation of professional mobility, a survey was conducted among students of technical universities. 115 students took part in the survey. Based on the results of the comparative analysis, it can be concluded that students in most cases (75%) consider developing a professional career through employment, 15% of students plan to open their own business, 10% experience difficulties in planning a professional career, which confirms the need to create pedagogical technologies that facilitate planning of professional activities and career building for graduates.

Based on the theoretical and methodological analysis of scientific literature on the topic under study, we identified factors that contribute to the formation of professional mobility of graduates, these include adaptability, orientation in the professional field, the ability to plan one's own career path, readiness to change types of activities, and the development of one's own competence in the profession. However, during the factor analysis, a number of factors were identified that influence the success of the formation of professional mobility: the ability to perceive new information, competitiveness, communication skills, the ability to analyze information, self-presentation skills, personnel and team management skills. The training of a professionally mobile specialist is based on a value-target orientation, as a result of which the following abilities and skills are identified as priority values and goals for the development of professional mobility of specialists: adapt, independently navigate the professional world, learn easily, build a vector for your career growth, show readiness to change types of activities, behavioral roles, be able to transform yourself in the profession and the surrounding reality, the ability to influence the environment and events occurring in it, use them for their development, develop their own competence in the profession, social life, culture, self-education, showing various types of mobility - social, cultural, academic, professional, economic. The main factors that determine the effectiveness of assistance and support for students in the process of forming their mobility are the nature of the organization of the educational process, the connection of the educational process with the subjects of the socio-economic space and its focus on the manifestation of the student's individuality. In the structure of professional mobility, the decisive role is played not by acquired qualifications, but by socio-market competencies: the ability to self-present, effectively search for work, as well as self-quotation - upholding a personal assessment of the value of one's ability to work on the basis of self-determination of the market value of one's labor potential and its self-presentation.

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