

**Інна Червінська,**

доктор педагогічних наук, професор, професор кафедри педагогіки початкової освіти,  
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Inna Chervinska,**

Doctor of Pedagogical Sciences, Professor, Professor of Department of Pedagogy of Primary Education,  
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

*inna.chervinska@pnu.edu.ua*

ORCID ID 0000-0003-0745-1413

**Оксана Притуляк,**

кандидат медичних наук, асистент кафедри внутрішньої медицини,  
Івано-Франківський національний медичний університет (м. Івано-Франківськ, Україна)

**Oksana Prytuliak,**

Candidate of of Medical Sciences (Ph D), Assistant of Department of Internal Medicine,  
Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

*dr.oprytuliak@gmail.com*

ORSID ID - 0000-0001-5159-5209

**Надія Мельник ,**

кандидат медичних наук, доцент кафедри терапевтичної стоматології,  
Івано-Франківський національний медичний університет (м. Івано-Франківськ, Україна)

**Nadiya Melnyk,**

Candidate of Medical Sciences (Ph.D.), Assistant Professor of Department of Therapeutic Dentistry,  
Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)

*melnykmns73@gmail.com*

ORCID ID 0000-0002-7593-7100

**Марина Василик,**

кандидат педагогічних наук, доцент, доцент кафедри іноземних мов  
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

**Maryna Vasylyk,**

Ph. D (Pedagogy), Associate Professor of the Department of Foreign Languages,  
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)

*maryna.vasylyk@pnu.edu.ua*

ORCID ID: 0000-0002-0515-9251

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## ПРОФЕСІЙНА МОБІЛЬНІСТЬ ПЕДАГОГА ЯК ІННОВАЦІЙНИЙ ТРЕНД ТА ВИМОГА СЬОГОДЕННЯ

**Анотація.** Стаття присвячена теоретичним та практичним аспектам проблеми професійної мобільності педагога, яка розглядається авторами як інноваційний тренд та нагальна вимога сучасної системи вищої освіти. Автори наголошують, що професійну мобільність можна розглядати як одну з найсуттєвіших фахових рис педагога, науковця, дослідника. Зазначається, що професійна мобільність педагога базується на педагогічній культурі й майстерності та професійній компетентності. Дослідниками виокремлюються такі типи мобільності: соціальна, професійна, академічна, інтелектуальна, соціокультурна, культурна, виховна та особистісна. Вказується, що рушійними силами та спонукальними чинниками професійної мобільності зазвичай виступають освітні реформи, соціальні нововведення, прийняття нової нормативно-правової бази, освітніх концепцій, революції, війни, стрімкий розвиток науково-технічного прогресу,



цифровізація освітнього процесу, структурні та інституційні зміни в системі освіти країни, регіону. Зазначається, що мобільність у педагогічній сфері – це особлива якість особистості, що формується в процесі навчання і виховання та має найважливіший вплив на професіоналізм майбутнього фахівця. Автори вказують, що під професійною мобільністю розуміють переміщення індивіда або професійної групи в соціально-професійній сфері суспільства, зі зміною чи без зміни соціального статусу. Також акцентується увага на те, що на активність проявів професійної мобільності впливає безпосередня професійна підготовка та показники її якості, рівень отриманої кваліфікації. Високий рівень професійної мобільності сприяє оптимізації освітнього процесу в умовах швидкого старіння знань, динамічного розвитку та змін на ринку професій, посилення залежності професійної кар'єри особистості від рівня та якості здобутої освіти, від умінь перебудовуватися та адаптуватися відповідно до суспільних трансформацій.

**Ключові слова:** мобільність, професійна мобільність, професіоналізм, система освіти, інновації.

## TEACHER PROFESSIONAL MOBILITY AS AN INNOVATIVE TREND AND TODAY'S REQUIREMENT

**Abstract.** The article is devoted to the theoretical and practical aspects of the problem of professional mobility of the teacher, which is considered by the authors as an innovative trend and an urgent requirement of the modern system of higher education. The authors emphasize that professional mobility can be considered as one of the most essential professional features of a teacher, scientist, and researcher. It is noted that the professional mobility of a teacher is based on pedagogical culture and skills and professional competence. Researchers distinguish the following types of mobility: social, professional, academic, intellectual, socio-cultural, cultural, educational and personal. It is pointed out that the driving forces and motivating factors of professional mobility are usually educational reforms, social innovations, the adoption of a new legal framework, educational concepts, revolutions, wars, rapid development of scientific and technical progress, digitalization of the educational process, structural and institutional changes in the education system of the country, region. It is noted that mobility in the pedagogical field is a special quality of personality that is formed in the process of education and upbringing and has a major impact on the professionalism of a future specialist. The authors indicate that professional mobility means the movement of an individual or a professional group in the socio-professional sphere of society, with or without a change in social status. It is also emphasized that the activity of manifestations of professional mobility is influenced by direct professional training and indicators of its quality, the level of qualification obtained. A high level of professional mobility contributes to the optimization of the educational process in the conditions of rapid aging of knowledge, dynamic development and changes in the market of professions, increasing the dependence of an individual's professional career on the level and quality of the obtained education, on the ability to rebuild and adapt according to social transformations.

**Keywords:** mobility, professional mobility, professionalism, education system, innovations.

### INTRODUCTION

**The problem formulation.** The success of the modern education system of Ukraine is determined by the ability to respond flexibly to changes, reforms and innovations that accompany the professional activity of teachers. After all, the state needs a specialist who is ready to reorganise the content of his activity in connection with changing requirements of the educational services market. The understanding of transformational shifts in the modern educational space is based on the dialectical unity and interdependence of the ideas of global and regional development.

Accordingly, when analyzing the possibilities and potential of professional mobility of teachers, it is necessary to take into account a number of current macro-, meso-, and microcharacteristics. This made it possible to distinguish regional and national features, in relation to which we consider the problem of professional mobility of the teacher. These include: historical and ethno-cultural, which include regional traditions, customs, language of communication, cultural-historical ties, life values and priorities; natural and geographical, which determine the climate, landscape, minerals, natural conditions; socio-geographical features that reflect population density, the nature of occupations, peculiarities of settlement, distance from the center; demographic, which express the national composition, gender and age structure, migration processes, types of families, the nature of population reproduction.

**Analysis of recent research and publications.** The basis for the study of such a phenomenon as professional mobility were the works of E. Diurkheim and M. Weber. The fundamental basis of their research is a functional approach aimed at analyzing professional mobility as a social phenomenon.

The analysis of scientific sources (L. Goriunova, Yu. Dvoretzka, O. Dementieva, E. Ivanchenko, N. Kozhemiakina, etc.) confirms that the problem of mobility is considered in different aspects, one of which is the formation of professional mobility of specialists in various fields of activity: economic, pedagogical, managerial, etc. From the pedagogical standpoint, socio-professional mobility was studied by O. Bezpalko, R. Prima, and M. Paziukova, educational mobility is considered by N. Talanchuk, mobility in education by G. Shchukina, psychological discourse of professional mobility is investigated by L. Piletska.

Researchers distinguish the following types of mobility: social, professional, academic, intellectual, cognitive, communicative, socio-cultural, cultural, educational and personal.

Professional, social and cultural mobility are the most relevant in the context of considering the problem of formation of teacher's professionalism. Professional mobility of a modern teacher is based on pedagogical culture and skills and professional competence.

The problem of professional mobility is not new, but until recently it was a traditional subject of research exclusively in sociology. The work of P. Sorokin "Social and cultural dynamics" (Sorokin, 1992) laid the foundations of this area



of research and reveals a system of basic concepts and a scheme of theoretical analysis that are fundamental and generally accepted by researchers of professional mobility.

Modern researchers of the identified problem (M. Yevtukh, R. Prima, L. Piletska) pay great attention to the problem of competence formation as a basis for the formation of professional mobility, which provides the teacher with productive professional functioning, offering various models of its implementation.

#### **THE AIMS AND TASKS OF THE RESEARCH**

On the basis of processed scientific and pedagogical sources, the study of the practical experience of higher education institutions, to reveal the essence of innovative approaches to the organization of professional mobility of teachers in accordance with the requirements of the modern market of educational services.

#### **RESEARCH METHODS**

In the provided paper theoretical research methods were used, including analysis and synthesis research results on the research problem, generalization – to formulate conclusions, forecasting – to determine the prospects for further research.

#### **RESULTS OF THE RESEARCH**

With the emergence of the labor market, the concept of "mobility" as a phenomenon has become widespread and is investigated by various sciences, in particular such as philosophy, sociology, economics, psychology, and pedagogy.

Mobility "in a broad sense (from the Latin *mobilis* - moving, mobile) - mobility, the ability to move quickly, to act, to perform tasks" (Philosophical Dictionary, 1987).

The content of the concept of "professional mobility" is ambiguous and contains a number of structural components. According to the dictionary, it is defined as "the ability and readiness of an individual to quickly and successfully master new techniques and technology, to acquire missing knowledge and skills that ensure the effectiveness of new professional activity" (Philosophical Dictionary, 1987).

Professional mobility is the movement of an individual or a professional group in the socio-professional structure of society with or without changes in social status. Regarding the new phenomenon - "professional mobility", it is worth highlighting the following essential characteristics: socio-cultural, status, interprofessional, educational. Each of mentioned above type of professional mobility gives a rather diverse characteristic of it.

Professional mobility is quite often understood as a type of social mobility, which, according to P. Sorokin, is interpreted as "the movement of an individual or a group of people on the steps of the social ladder" (Sorokin, 1992). Professional mobility is usually conditionally divided into vertical, such that leads the way up, or vice versa - down. And horizontal professional mobility, which involves advanced training, retraining, and up to a change of profession. This enables to expand the professional and personal capabilities of an individual without changing his social status. In other words, the professional mobility of a modern teacher is a "career elevator" that moves up and down, depending on the professionalism of the teacher and the demand for his professional skills, knowledge, and competencies by the educational institution. This opens up many opportunities for professional self-realization for a highly qualified specialist.

We are impressed by opinion of Yu. Dvoretzka, who defines professional mobility as "a set of personal characteristics and special forms of behavior (inclination to creativity, constant self-improvement and self-actualization, the ability to take risks, show initiative, entrepreneurship in society, at the workplace, etc.) that are manifested in the situation of profession changing" (Dvoretzka, 2007, p. 35).

The driving forces and motivating factors of professional mobility are usually educational reforms, social innovations, the adoption of a new regulatory and legal framework, educational concepts, revolutions, wars, the rapid development of scientific and technical progress, digitalization of the educational process, structural and institutional changes in the education system of the country and region.

The modern realities of education system development determine the intensity of professional mobility, its individual orientation is intensified.

The leading ways of developing professional mobility are:

- quality professional education;
- advanced training, self-education and self-development;
- effective use of innovative methods and technologies of educational process organization;
- study and implementation of the results of advanced pedagogical experience of both domestic and foreign higher education institutions;
- analysis of own experience of pedagogical activity;
- development of personal creative potential;
- favorable family microclimate;
- personal professional relationships and communication.

In this context, it should be noted that the formation of the professional mobility of a modern teacher is influenced by the formation of his personality, the level of development of his abilities, social qualities and existing moral and spiritual values. We also emphasize that the activity of manifestations of professional mobility is influenced by direct professional training and indicators of its quality, the level of qualifications obtained. These characteristics are



extremely necessary for the educational activity of a modern teacher and his successful promotion in society in the field of professional activity.

The ability of a teacher (professional mobility of a teacher as a specialist) to learn throughout life and change types of activities is determined by a number of reasons that can be conditionally divided into external and internal.

The internal reasons of professional mobility are personality qualities, education and the influence of the professional environment on a person's consciousness, which determines the appropriate movement of a person within one society (professional activity), or the transition to another, more attractive professional environment, according to the chosen conditions and opportunities. External factors are determined by changes in the environment of its vital activity.

Mobility in the pedagogical field is a special quality of personality that is formed in the process of education and upbringing and has the major impact on the professionalism of the future specialist.

The content of the concept of "professional mobility" is characterized by: choice of a profession, advanced training, determination of a conditional change jobs or profession, staff turnover, etc. Therefore, we agree with the opinion of R. Prima that "professional mobility involves the readiness of a qualified worker to change professional tasks, the ability to quickly master new types of work, new specialties" (Prima, 2009, p. 158).

Mobility can be considered as one of the most essential professional features of an educator. The socio-cultural principles of pedagogical mobility, which were formed on the basis of the authentic culture and history of the country, combined with quality education and the influence of a unique environment, will contribute to the development of critical thinking, liveliness of thought and clarity of speech, the development of effective mechanisms for solving the outlined tasks.

It is not entirely legitimate that regional factors and cultural and historical changes in society, professional transformations and global changes in ecology and environment are not always taken into account in the process of professional growth and career development of a teacher. One of the defined requirements for the activity of a teacher who implements his professional functions in the context of educational reforms and social transformations is the experience gained of professional activity. After all, a high level of professional mobility contributes to the optimization of the educational process in the conditions of rapid aging of knowledge, dynamic development and changes in the market of professions, increasing the dependence of the professional career of the individual on the level and quality of the education obtained, on the ability to rebuild and adapt in accordance with social transformations.

Modern society puts forward new requirements to the specialist in the field of education, reflected in various types of concepts, regulations, professional standards, educational programs, etc.; qualitative changes in the structure, content and organizational forms of the teacher training and retraining system, including continuous pedagogical education, professional development and certification, are necessary for the successful implementation of the demands of contemporary society.

Professional mobility can be considered as the ability and readiness of an individual to constant change his professional position, status, growth in the career based on certain value orientations and professional qualities of a person.

The concept of "professional mobility" characterizes a set of processes and movements in time and space that perform relatively independent functions.

As for the professional mobility of teachers, it covers a variety of changes in the content, nature and working conditions that affect the renewal of their professional (intra-professional, categorical, competence) and broader socio-cultural (level of basic personality culture, life experience) characteristics. Usually they are expressed in changing the profession (specialty, specialization), qualification, place of work, position. Under such conditions, the subject of mobility can be both an individual teacher and the teaching staff of an educational institution as a whole.

The education applicant, as the main customer of educational services, is interested in a specialist who possesses such qualities as: independence, critical thinking, the ability to quickly solve professional problems, the application of acquired knowledge and professional competences in non-standard situations.

For teachers, research and teaching staff working in modern institutions of higher education, professional mobility confirms readiness to change social position, the ability to quickly adapt to new conditions, interest in expanding applied skills in obtaining additional profession, qualification or specialty, which in the complex contributes to the expansion of the field of educational activity of the teacher, will help to optimize of the educational process and increase the efficiency of the innovative activity of higher education institution.

In modern society, the intensity of professional mobility is increasing, and the process of its individualization is increasing. Therefore, the main indicators of the development of individual professional mobility include:

- level of education, training/retraining, participation in the system of advanced training, various types of scientific training, self-education and self-development;
- the effectiveness of using the results and achievements of the education system and relevant specialized fields in their own professional activity;
- gained professional experience in the field of higher education;
- personal educational, scientific, creative potential of the teacher;
- family, professional contacts, etc.



The professional mobility of a teacher is influenced by the level of formation of his personality, the development of his abilities and socio-cultural qualities that are necessary for different types of pedagogical activity (teaching, research, creative), the level of professional qualification, educational training, practical work experience (Chervinska & Evtukh, 2015, p. 40). In certain circumstances, it is worth focusing on the personal potential of an individual, his ability to implement knowledge, skills, and abilities in different situations and types of professional activity, to master new professional competencies in the educational space of a higher education institution.

#### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

Thus, the concept of professional mobility means the movement of an individual or a professional group in the socio-professional sphere of society, with or without changing the social status. Professional mobility is also called a kind of "career elevator that moves both from the bottom to the top and from the top to the bottom, providing a potential applicant with many options for successful self-realization." Usually, the most intensive professional movement is promoted by a variety of factors, which include social and educational reforms, social transformations, revolutions, wars, the development of scientific and technical progress and information and digital technologies, institutional changes in the education system, etc. Further scientific researches are related to the problem of professional mobility in the context of an interdisciplinary approach.

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