

Formation of the Social-Professional Mobility of Students During Their Participation in the College Innovative Activity

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Abstract: The study considers the correlation between the terms social and professional mobility, the structure of this phenomenon was specified. The topical tasks of the higher and secondary educational institutions are formation of mobility as a specific personal quality, training of well-educated specialists that are able to adapt to changeable conditions of the labor market. This actualized the issue of formation of the socio-professional mobility in the graduates of universities and secondary specialized colleges, providing the psychological-pedagogical support in holding the active position at the labor market. The researchers presented, the experience of the Yelabuga Institute of the Kazan Federal University in terms of formation of the socio-professional mobility in future teachers in the process of involvement in the innovative activity performed by the educational institution. The study characterizes the system for formation of the socio-professional mobility of future teachers incorporating such structural components as focus on the innovative socio-pedagogical activity; formation of communicative competencies; development of the ability of the future specialist to active operation within the educational system and to self-fulfillment in the designed and forecasted professional activity. It was shown the practical implementation of the idea of preparation of future teachers to different kinds of forms of professional activity within the innovative projects of the Kazan Federal University.

Key words: Mobility, social mobility, professional mobility, socio- professional mobility, implementation

INTRODUCTION

In the modern Russia, due to the necessity of translation to the innovative path of development and application of the scientific achievements in the real sector of economy preparation of highly-skilled specialists that will be competitive at the labor market, competent, responsible, mastering their profession and orienting in the related areas of knowledge, able to efficient work by occupation at the level of international standards, ready for continuous professional growth, social and professional mobility gains in importance.

The processes of globalization and integration place a modern human before the necessity to be always ready for moving within the social environment, easily adapt to rapidly changing conditions and flexibly interact with the various cultural and social systems and subjects. The improvement of the existing and development of the new technologies gives birth to the new professions requiring from a human additional qualifications and special training. This is why, today the task of the higher and secondary educational institutions in the preparation of

the educated specialists by means of formation of mobility as a special personal quality that would be able to adapt to the changeable conditions at the labor market. This actualized the issue of formation of the socio-professional mobility in the graduates of universities and secondary specialized colleges, providing the psychological-pedagogical support in holding the active position at the labor market, formation of readiness for change of the kind or content of professional activity.

MATERIALS AND METHODS

The term 'mobility' was introduced for the first time by P.A. Sorokin in 1927 for designation of the personal qualities ensuring fast social and professional adaptation of a person in a society. Later on, in the 1950-1960's this phenomenon was worked out in the studies of such researchers as E. Ph. Jackson, G.D. Crockett, P.M. Ball, O.D. Danken, B. Schafer, etc. Mobility is expressed in the continuous internal, personal-psychological and external, practical-pragmatic readiness for changes, dynamic response to them, social and professional mobility (Biktuganov and Igoshev, 2013).

Biktuganov and Igoshev (2013) distinguish the following personal qualities constituting mobility of a teacher:

- Openness expressed in tending to anything new, unknown, uncommon, refusal of any stereotypes during performance of the activity
- Activity ensuring sustainable readiness for activity, mastering new kinds of the activity
- Adaptivity-ability to promptly adapt to the changeable conditions of the professional activity
- Communicativeness-ability to establish the necessary contacts with the participants of the joint activity
- Creativity ensuring creative attitude to professional activity

These qualities ensure the ‘inner’ mobility of a teacher and feature the general character. They make it possible to move within the professional sphere, switch from some kinds of professional activity to the others.

Another level of the teacher’s mobility “external” mobility-characterizes him as a subject of the professional activity, requires targeted professional training.

In the modern science, the professional mobility is interpreted as the integral quality of a person characterized by readiness for change of occupation, profession, ability to mastering the innovations, new equipment, organizational forms of activity as well as the ability to switch from one kind of activity to another (Zeer and Kormiltseva, 2009).

The social mobility is defined by most of researches as the process characterizing movements of social groups or separate individuals from one social position to another (Nurmukhamedova, 2008).

The terms professional and social mobility are interrelated: on the one part, development of ability to mastering the professional qualities stimulates the need for self-development. On the other part, the formed need for self-development facilitates the assimilation of the new knowledge and skills. At the same time, there is a correlation between the social and professional mobility and it becomes possible to handle the term ‘social-professional mobility’ (Ipatova, 2011).

Therefore, we will mean by the socio-professional mobility the ability of a person to the prompt change of the sphere of professional activity expressed in the pragmatic interest in the professional activity, adaptivity to different kinds of professional activity, aiming for creative attitude to the activity performed (Meerovich and Shragina, 2000).

By defining the structure of the socio-professional mobility Yartsev (2009) considers it as the three

interrelated components. The quality of a person ensuring the inner mechanism of the personal development. Activity of a person determined by the events transforming the environment the result of which is the self-fulfillment of a person in profession and life. The process of transformation by a person of himself and the surrounding professional and living environment.

The researchers note that the socio-professional mobility is closely related to the term of competitiveness and professional competence of a specialist by significant features. The researchers found out that the concept of the socio-professional mobility is not limited by acquisition of the educational experience only since this kind of mobility is aimed at acquiring and accumulating by a person of the experience in implementation and modification of the own educational and occupational reality with regard to the newly arising conditions but is also aimed at development of the ability of the future specialist to the vigorous activity within the educational system and self-realization within the deigned and forecasted professional activity (Amirova and Amirov, 2011; Goryunova, 2005).

According to Gorbachev (2013), the following methods and techniques of professional education will promote to development of the socio-professional mobility in students:

- Promoting to the active adaptation of the junior students to the socio-cultural environment of the
- Stimulating the participation of students in the extra-curricular activities
- Providing the opportunities for self-fulfillment in the initiative research-and-scientific activity

RESULTS AND DISCUSSION

At the Yelabuga Institute of the Kazan Federal University (EI KFU) there was accumulated the positive experience in the use in the practice of training of the future pedagogues of some forms of formation of their socio-professional mobility. At the university, a number of initiatives within the frameworks of innovative activity are implemented in the participation in which the students future pedagogues are involved.

One of such initiatives is the educational project ‘Children’s’ university’ aimed at popularizing the scientific knowledge among junior pupils as well as at the development of their intelligence and broadening the cognitive horizons. The children’s’ university is open to all children that wish to touch the world of science. Lectures and practical activities are held at weekends once a month by professors and assistant professors of

the EI KFU with the use of the newest educational technologies. And the students of different specialties help to organize the educational process at the Children's university. Thus, the students of the engineering-technological department, the future handicrafts teachers, hold together with the pedagogues the workshops in modeling and design of different items from study, fabric and other craft materials. At this classes, the students gain the experience in working with the junior pupils, learn to create the creative atmosphere in order to motivate children to creative activities, develop and improve their communication skills.

Within the 3 years of existence of the Children's University at the Yelabuga Institute KFU the students of the engineering-technological department helped to hold about ten workshops and it shall be noted that these workshops are always gladly attended not only by children but by their parents as well.

Formation of the socio-professional mobility in the future handicrafts teachers is also promoted by their participation in the interactive workshops in the souvenirs production. As a rule, the workshop operation is arranged within various career guidance measures held by EI KFU: at schools, rest camps, fairs and festivals (Merzon and Savina, 2012). By holding the workshops in design and applied and decorative arts the students not only demonstrate their creative capacities but also enter into interaction with the people around, position themselves as the representatives of the oldest higher educational university in Russia (in 2014 the Kazan University marked 210 years).

Another innovative project implemented at the Yelabuga Institute KFU that would be impossible without participation of students the annual interregional competitions and Olympiads in technologies among pupils (Shatunova and Sergeeva, 2014). The creatively gifted children and teenagers take participation in these contests that are held during the last six years and the number of participants is increased annually. If in 2009, 61 persons participated in the competition in 2014 the number of participants exceeded 600 persons.

During carrying out the competitions and Olympiads in the technology the future teachers learn working with the gifted pupils: they watch those executing different tasks, assess along with the jury panel their work and interact with them in the atmosphere of creativity and cooperation. Involvement of students in the organization and performance of such events definitely has a positive impact on the formation of their socio-professional mobility.

The future pedagogues also hold workshops in design and applied and decorative arts with children at

rehabilitation centers and elderly people at nursing homes which allow getting experience in communication with these categories of population as well as forming and developing the new professional competences.

Summary: The methods and techniques of formation of the socio-professional mobility of students that are implemented at the Yelabuga Institute of the Kazan Federal University may be considered as the positive experience of operation of an educational institution by solution of the issues of successful adaptation and socialization of a person in a modern society.

CONCLUSION

Therefore, at the EI KFU there was created the system of formation of the socio-professional mobility in the future teachers that incorporates the following structural components:

- Orientation towards the innovative socio-pedagogical activity
- Formation of communicative competences
- Development of the ability of a future specialist to the vigorous activity within the educational system and to self-fulfillment in the designed and forecasted professional activity

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