

Formation and development of vocational mobility of the future teacher of physical education in educational space of university

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Abstract

The article is based on the idea of conjugation between social and personal factors in the preparation of a teacher of physical education (PE). It creates the conditions for building a harmonious relationship with the surrounding world, finding one's place in society, vocational orientation and the formation of readiness for adaptability and mobility in the future vocational activity. We have considered the process of formation and development of vocational mobility of the future expert in the social and cultural educational space of high school within the framework of the continuing education system.

The concept of continuing education involves the inclusion of dialogue relationship. The transition from one level of formation of vocational mobility to the other one in the socio-cultural educational space of high school is provided by the realisation of the complex of strategic conditions and pedagogical tactics.

Keywords: Vocational mobility, educational space, continuing education, strategies and tactics of vocational mobility.

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1. Introduction

The impetuosity of modern changes in society brings to life the demand for specialists, who can analyze the ever-changing socio-economic conditions, realise and come to innovative decisions and overcome stereotypes in resolving of questions not only in vocational but also in personal sphere, which is reflected in such concepts as mobility.

The preparation of specialists who are ready and able to 'respond' to all the changes taking place in society, able to anticipate and predict the profound changes in vocational activity, is the most important problem of the modern vocational education.

In the concept of long-term socio-economic development of the Russian Federation for the period till 2020, there is the task to develop vocational mobility by relying on skill improvement, continuing education and retraining which will let employees to improve their competitiveness in the job market and realise the employment potential [3, c. 57].

2. The purpose of the research

The focus of educational space (the objective world, the world of communications, networks and relationships) on the formation and development of vocational mobility of the future teacher of physical education (PE) is the main purpose of the research.

Vocational mobility, being an integrative new formation of personality, is based on the integration of social and personal values as semantic elements, projective thinking and vocational creativity, and it manifested in the willingness and ability to adapt to changes and innovations in vocational activity.

3. Methods and organisation of the research

It should be mentioned that it is difficult to define the primacy of social or personal factors in pedagogy. There is no doubt that equality must be there, but, actually, there is not full equality in the ratio of these phenomena. The idea of harmonisation of personal and social aspects was put forward in the last century by V. Soloviev [7]; currently, it is supported by VI Zagvyazinskii & Stroková (2011).

The conditions, ensuring the formation and development of vocational mobility of the future teacher of PE in the socio-cultural educational space of high school, are dialogisation, taking part of the future experts in project activities at various levels.

The activity of the academic staff of a university has been classified into several directions of the creation of university educational space in accordance with the structural components: *cultural and educational space*—space-subject component (symbols, traditions, educational space of the study room and educational institution); *informational and educational space*—informational component (the use of new information technologies, such as multimedia, internet and Educon); *theoretical education space*—technological component (organisation of the work of modern halls, classrooms and laboratories, where samples of vocational skill, activity of 'Project Office', which is representing the union of 'experts' of various specialisations and the work of 'scientific community' are demonstrated); *practical education space*—social component (interaction between participants of the educational process).

4. The results of the research and the discussion of the results

The presented structure of university educational space makes it possible to draw conclusions about its capabilities as a condition of modeling not only objective but also social context of the activity of future specialist to develop their vocational mobility through the use of a wide variety of informational sources, likewise the experience of social relations.

Regarding the logic of the study, it is necessary to consider educational space in connection with the society, highlighting such following characteristics as *integrity* (it is connected with the search and creation of meaning in the personal and vocational development of specialist), *breadth* (enhances the general cultural component in the preparation of future teachers), *flexibility* (associated with adopting of universal ways of 'extraction' and assignment of new knowledge by future teachers), *communicativeness* (an ability not only to understand but also to accept different points of view) and *projectivity* (creation of conditions for the creative activity of students).

Educational space can be called as the basis for development when it offers a variety of samples of activities that create conditions for the realisation of the 'strength test' mechanism, the improvement in skills of students to design their own vocational development provided that there is the harmonisation not only of internal conditions, related to the aspirations and value orientations, but also external factors, depending on the society and the job market.

The activities, which are proposed by educational space, are linked with real-life and vocational problems, the solution of which involves the mechanisms of 'co-knowledge', 'co-participation' and 'co-creation', which create favorable conditions for dialogical interaction. A special spirit of value-semantic relations between the participants of the educational process is created in educational space due to involving in the vocationally-oriented projects (Mitina, 2004), which stimulate creative and constructive abilities, the most appropriate criteria for vocational mobility, of future teacher of PE. All this is manifested in both the individual and social enrichment.

Enrichment and saturation of educational space are carried out on account of considered strategies and through methods, techniques and technologies that ensure the effectiveness of the studied process. So, it is talked about a technological component, which is represented by a set of forms, methods and means of the process of formation and development of vocational mobility of the future teacher of PE. In the formation and development of vocational mobility of the future teacher of PE, the dialogisation of educational process creates the conditions for a rethinking and taking of the new experience by a personality (Serikov, 2000). Dialogue is a source of personal growth and expands the boundaries of the new search of object relations in the cultural context (Najn & Gareeva, 2016).

Dialogue allows to inculcate in the future teacher of PE the high level of self-awareness, self-esteem and self-discipline; the ability to orientate in the world of spiritual values and in the surrounding circumstances of real life, the ability to make responsible decisions and the ability to carry out a free choice of the content of their life, a line of behavior and ways of their development, etc.

Dialogic personality is characterised by the ability to self-regulation (the ability to maintain internal stability through coordinated responses at the level of reflection), productive thinking, initiative, desire to express themselves, make their presence known on and draw their claims, responsibility and ability to solve practical problems.

Inner dialogue, as the leading form of existence and development of self-awareness, plays a major role in personal self-determination of students. In return, vocational self-determination implies the realisation not only of cognitive function (cognition of the world, work and themselves) but also communicative one (communication about the choice of profession), regulatory and reflexive functions. Therefore, the inner dialogue, including all of these functions, is a specific psychological mechanism of vocational self-determination, mean of reducing the motivational uncertainty of the situation of choice of profession and the basis of formation of vocational awareness and self-awareness.

Considering dialogisation of educational process as a condition of formation and development of vocational mobility of the future teacher of PE, it should be mentioned its versatility, the involvement in the content of education. In relation to a vocational school, Serikov (2000) has paid attention to that. We adhere to the position of use of that at all stage of formation and development of vocational mobility, although it is associated with certain difficulties.

According to the opinion of experts, one of the reasons is the inability to cultivate a process of external dialogue with supervisor, colleagues and subordinates (65%). 'Fear' of dialogue among students, future teachers of PE, can be explained by such factors as fear of getting 'angry' reaction from the teacher (50%), non-possession of argumentative speech (10%) and malevolence of groupmates (20%). At the same time, an appeal to dialogue among the total number of teachers-respondents of TSU is 19% and 22% among graduate students.

Dialogue is a form of a cooperative search for solutions to problems that allows us to speak about the development of creative thinking of the future teacher of PE. It requires a flexible approach to the regimentation of the education process from the selection of the content of education to the forms, methods and teaching techniques. The alteration in the position of teacher as a tutor, advisor and scientific advisor is a base for organising and conducting of cooperative research of students and teachers.

The process of formation and development of vocational mobility of the future teacher of PE in the socio-cultural educational space of high school is considered within the framework of the continuing education system. Therefore, the process of the formation and development of vocational mobility of the future teacher of PE will be realised step by step: from understanding the essence of vocational activity, focused on the familiarisation of its values to the development of preparedness for vocational mobility, and further—to the ability to adapt to changes and innovations in vocational activities.

The main task of Baccalaureate is that the future specialists learn the programs of basic higher education. Qualification of Bachelor confirms that a person has a basic higher education and focuses on their specialty. After getting the bachelor degree, graduate receives common fundamental profile training, which is necessary for vocational application.

The main purpose of the *first step* (1–2 courses) is entry into the profession, understanding the essence of vocational activity focused on the familiarisation of its values, the formation of common cultural and vocational orientation and creative activity of students. On this step, it is important to disclose the social significance of the chosen profession on the basis of acquaintance with the practical activities, opportunities to 'try on' the future vocational role to the students and perform project tasks related to the profession Mitina (2002).

The leading reference points on this step are the references-values of the profession, references-images of particular vocationals in the past and present and references-creativities of mankind. As a result, the future teachers of PE achieve adaptive and reproductive level of vocational mobility.

The main purpose of the *second step* (3–4 undergraduate courses) is the development of preparedness for vocational mobility. The term of readiness in philosophical, psychological and pedagogical literature is considered through a set of quantitative and qualitative criteria, procedural and effective characteristics of the activity of a personality, which let to estimate the degree of compliance with the future profession (Zeer & Symanjuk, 2013).

The leading reference points on this step are references-values of integration of different kinds of knowledge, references-ideas focused on the acquisition of competencies and abilities of vocational creativity, references-models focused on learning and solving of problems, references-examples of scientists and other specialists and references-historical facts.

The result of this step is the knowledge, skills and ability to relate vocational activities by conjugation between personal and social values, formed set of the creative reserves of a personality.

The main purpose of the *third step* (5–6 years; master courses) is the development of the ability to adapt to changes and innovations in vocational activity. Master courses are the continuation of a two-tier education system designed to produce specialists with a deeper specialisation and skill sets to face challenges. Research work, analytical work and teaching are supposed to be the main sphere of their activity.

The leading reference points on this step are references-values associated with vocational self-improvement, references-ideas related to vocational performance and references-theories which reflect the harmonisation of relations between the individual and society. References- approaches tend to be associated with the resolution of conflicts, arising between the individual and society, while the references-principles are related to a comprehensive resolution of vocational problems.

The procedural element is closely linked to the informative one. All this makes it possible to highlight the informative core of all educational courses, with considering of the step.

Informative core of the educational process of 1–2 and 3–4 courses must consist of programs that focus on the development of not only common cultural and vocational orientation but also of the creative activity of students. Their importance of such programs is connected with the fact that they reflect the needs of students and orient them in their future vocational activity.

They are represented by the following programs: diagnostic program (identifying the level of vocational mobility of the future teacher of PE); 'Psychology and Pedagogy' program focused on creating conditions for the development of vocational self-determination of students; 'Psychology of Physical Culture' program which is aimed to get the initial skills to acquire vocational self-knowledge and self-development; 'Pedagogy of Physical Culture' program, aimed at the adaptation of students to future vocational activity. The concept of vocational consciousness of a person, laws of process of education of an individual, the choice of strategies and collaboration technologies are formed within the frameworks of 'Pedagogical bases of educational activity in the sport'.

The informative core of master courses is represented by individual vocational development programs. The programs consist of interconnected units, theoretical and methodological training aimed at teaching the logic of vocational development and the awareness of the importance of knowledge integration.

In the socio-cultural educational space of university, the 'transition' from one level to another must be ensured by the realisation of the complex of strategic conditions teaching tactics that promote receptivity of the future teachers of PE to changes and innovations in the process of vocational activity.

'Educational support' for the formation and development of the vocational mobility of the future teacher of PE in the socio-cultural educational space of university is a set of sequential actions: familiarising students to the values of the profession and the organisation of creative work. But, in addition, the future teacher should be ready to be able to organise their own vocational activities on the basis of the best examples of the true masters, and to be ready and able to accept innovations.

'Pedagogical support' for involving the future teacher of PE into the project activities is the selection of science-based strategic conditions and carried out by the active participating in it. 'Enhancing the social and vocational values' of the future teacher of PE as a strategy implies active actions of a student in the process of innovation (including in scientific research, the assignment of new vocational activities, career planning, design and defense of the project), carried out with support from the teacher.

5. Conclusion

The formation of educational space launches internal mechanism of the development of vocational mobility of the future teacher of physical culture by involving in activities (co-existence, co-creation), in which a person lives and digests a social and cultural experience. The result is a process of self-changing of a person, and it is not only the change of their vocational space but also the space of their residence and working.

It should be mentioned that one of the leading patterns of the studied process is the development of vocational mobility which is based on the active efforts, the self-creating activity of the future teacher of PE at pedagogical support from a mentor.

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