

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МІЖНАРОДНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ



МАТЕРІАЛИ
МІЖНАРОДНОЇ
НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ

ПСИХОЛОГІЯ ЖИТТЄВОГО ПРОСТОРУ
ОСОБИСТОСТІ В СУЧАСНИХ УМОВАХ
КРИЗИ, ГЛОБАЛІЗАЦІЇ ТА ЦИФРОВОЇ
ТРАНСФОРМАЦІЇ СУСПІЛЬНОГО ЖИТТЯ

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**Факультет лінгвістики та перекладу
Кафедра педагогіки та психології**

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PSYCHOLOGICAL ASPECTS OF ENGLISH TEACHERS' MOBILITY IN THE CONTEXT OF PROFESSIONAL DEVELOPMENT IN MODERN CONDITIONS

The creative nature of pedagogical activity requires continuous teacher's development. This profession is one of those that forces a person to grow all the time, to change in accordance with new social requirements, in accordance with new requests of society, each next generation, which brings new values, traditions, norms of communication, etc. A teacher cannot afford to stop at the stage of development and education he/she received in the process of professional training. There is a need for constant updating of knowledge, continuous education of teachers. Ensuring a person's professional mobility in modern conditions is possible only when the teacher "perceives a situation of uncertainty, or the lack of answers to many questions as a norm, not as an anomaly of social life" [1]. It is this perception of life in crisis situations that will ensure a person's preservation of himself as an individual, activation of his own reserves of self-control and self-regulation. In addition, the dynamics of changes in the labor market in modern conditions complicates the pedagogical problems of training competitive specialists.

The problem of professional mobility was investigated by a number of psychologists and pedagogical scientists. Pedagogical aspects were investigated by Andreiev V., Horanska O., Zymnia I., Vasylenko N.; pedagogical conditions of such process were studied by Ivanchenko E., Kozhemiakina N., Lausha N.; the influence of external and internal factors was considered by Amirova L., Liubimova O. In the studies of E. Ivanchenko, the following definition is given: professional mobility of teachers is an integrated personality quality that manifests itself in the ability to successfully switch to another activity or change types of activity; possession of a high level generalized professional knowledge, experience of their improvement and independent acquisition. Horyunova L., considers professional mobility as the process of human transformation itself, as well as the surrounding professional and living environment" [2]. In the psychological and pedagogical literature, scientists define the professional mobility of specialists as follows:

- the quality of the individual, which allows him to be socially active, competitive, professionally competent, capable of self-development and modernization of own activities and changes in types of activity [3];
- the ability to quickly change the type of work, switch to another activity in connection with changes production techniques and technologies;
- the ability and willingness of the individual is enough to quickly and successfully master new equipment and technology, to acquire knowledge and skills that are lacking, that ensures the effectiveness of preparation for a new professional activity.

The research aims to explore the psychological aspects of professional mobility among English teachers and how it relates to their professional development in modern conditions. It underscores the need for teachers to adapt, learn continuously, and embrace change to thrive in their roles.

Mobility in the pedagogical field is a special quality that is formed in the process of education and upbringing and has the most important impact on the professionalism of a future specialist, it is a way of a person's response to the turns of fate in conditions of its uncertainty. The situation of uncertainty is a new factor that affects the life of a

modern person and requires the ability to self-organize and self-form. Mobility can be considered one of the most important professional qualities of a teacher. Professional mobility is manifested in the creative nature of activity, in the active search for innovative approaches and innovative technologies, personal initiative and professional sociability, the implementation of which becomes possible thanks to "mobility". Professional mobility acquires special importance in the conditions of competition on the labor market. And this encourages teachers to self-educate, increase their own professionalism. Professional mobility consists of various components. In particular, it is: the quality of personality, which provides the internal mechanism of human development through the formation of general professional competences, his professional and living environment. Professional mobility "should be studied at the level of personal qualities (adaptability, sociability, independence, criticality, ability to self-knowledge, self-development, self-education, social mobility); at the level of performance characteristics (creativity, productivity, goal setting, flexibility, plasticity); at the level of processes of transformation of one's own personality, activity, environment" [4].

An active stimulus for the development of the personality is its need for one or another type of activity, for the organization of social interaction in the professional environment, for the improvement of its professional abilities and skills in order to realize the needs in creative activity. A significant increase in attention to the problem of the formation of professional mobility is associated with rapid social changes that force a person to constantly rebuild his life relationships and transform himself. The issue of self-actualization of the individual, his motivation, development of personal qualities that ensure professional mobility is becoming especially important today. Today, views on a change of profession have changed somewhat: it is believed that the professional development of an individual is accompanied by a change in professional activity, and it is a change in profession that is "the most indicative for the manifestation of such a personality characteristic as professional mobility [1]". As a result of professional mobility, scientists consider its cognitive, instrumental and technological components the ability to quickly respond to those changes occurring in

society and the ability (if necessary) to restructure in professional activity. At the same time, as practice shows, the basis of professional mobility is the flexibility of the mind, volitional activity, positive emotions, creativity, the desire for self-actualization, self-change. As the main elements of professional mobility, it is worth highlighting individual value orientations: independence, ability to take risks, readiness for continuous self-development, etc. the problem of formation of professional mobility is one of the conditions for the humanization of education and requires careful consideration from a psychological and pedagogical point of view. Professional mobility is a mechanism of social adaptation that allows a person to manage the resources of subjectivity and professional behavior. The behavioral component of a person's professional mobility is most clearly manifested when changing professional activities, retraining and professional growth.

The meaning of the concept of "professional mobility" includes: choosing a profession, the meaning of a conditional change of place of work or profession, improving qualifications, etc. One of the platforms to upgrade specialists' qualification is LMS Moodle courses of "Scientific Park" of Kherson State Maritime Academy.

In a technologically developed and economically unstable world, each person must realize himself, act professionally, qualitatively and effectively in order to be competitive and successful. Modern education involves the formation of a professionally mobile skilled specialist, who is characterized by dynamism, constant search, and the desire to transform not only the surrounding environment, but also himself. It is especially worth highlighting the ability to construct oneself as an autonomous subject. The desire to change means that the teacher is ready to make changes in his own life and activities on his own without the intervention of others.

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