

THE ROLE OF INTELLECTUAL MOBILITY IN THE PROFESSIONAL SELF-REALIZATION OF THE TEACHER

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Introduction. Changes that occur in modern society, due to scientific and technological progress, indicate the relevance of continuous professional self-improvement of specialists of all directions by acquiring new knowledge and skills for maintaining professional competence. In the process of university training of specialists their readiness for professional activity is formed, including obtaining relevant knowledge, developing skills, oriented at further constant expansion and renewal of their educational resources, and their ability to be professionally mobile. However, the formation of a professional does not stop there, the process of his active improvement as an intellectual with a new way of thinking, creative initiative, competitiveness, and an increase in his general scientific and cultural levels begins.

It is the intellect that is the dynamic process of human interaction with the world, the development criterion of which is mobility (flexibility, plasticity) of individual behavior based on indirect experience of training. As a result of training, an adult human specialist, on the one hand, is characterized by certain developed intellectual abilities, which is the basis for self-actualization in his profession. On the other hand, his intellectual development is caused by numerous demands of steadily changing environment, focusing on the most relevant skills for his success in professional activity and self-actualization.

Formulation of the problem. The problem of self-actualization of the personality has already been studied by a number of scientists in various aspects, but not related to the teacher, who should be as professional as possible in conditions of teaching disciplines to students of different directions and constant appearance of new specialties, caused by scientific and technical progress, and for this he must be an intellectual, a specialist capable of and ready for ongoing development.

In the most difficult conditions, for example, the teachers of foreign

languages are. They, in addition to foreign language as their basic education, must teach disciplines with content for students of various fields, which requires from the teacher of foreign languages to acquire certain knowledge in the specialty of students: components of technical devices, the principles of their work, the latest achievements in science and technology, etc., because basic university prepares a teacher of foreign languages not for a specific industry, but a universal one, that must be professionally and intellectually mobile. Another example may be a teacher of special disciplines who graduated from a basic university ten or more years ago and his branch knowledge for any modern university that prepares a new generation of specialists is already outdated. He must be ready and able to acquire all the necessary knowledge, if he wants to be competitive and stay in demand at the labor market.

Therefore, we set the following goal: to prove the need for a professional mobility of a teacher to be a condition for his professional self-actualization, and to determine the role of intellectual mobility in the latter.

Main material. To achieve this goal, we have studied, first of all, results of scientific research related to the issues of professional self-actualization of specialists. Summarizing different views of scientists, self-actualization is understood as a process of realizing the potential of a person who is constantly evolving, that is, the realization of his personality through his own efforts and interaction with other people.

According to our preliminary studies of professional self-actualization of a teacher of technical university, it is such a creative and strategic process of moving at his own pace along his individually constructed trajectory, which is a specific way of life, expressing the process of acquiring all the necessary professional knowledge, skills, qualities as they are in need for professional activity at a particular institution. This process takes place from professional self-determination and initial formation and covers the entire period of professional activity of the teacher after receiving his basic education in order to maximize his opportunities and abilities, using time and effort optimally, to acquire necessary professional competencies, that is, to achieve the required level of professional competence. At the same time, in the process of professional self-actualization, the development of the personality occurs on the basis

of certain conditions that determine the formation of his readiness, where personal mobility takes the leading place as the main professional characteristic of a specialist that contributes to his competitiveness in the labor market.

For our research, it is, first of all, necessary to turn to professional mobility as a form of social and personal mobility. It assumes a system of generalized professional methods and ability to use them effectively for performing any tasks in related industries, when it is relatively easy to move from one activity to another, as well as a high level of generalized professional knowledge, a willingness to promptly select and implement optimal ways of performing various tasks within the framework of profession. Thus, professional mobility of a teacher is considered as an internal self-improvement of his personality, based on stable professional values and need for such improvement, based on education and competence within his profession in order to remain competitive in the labor market and improve professional level.

Intellectual development of most people during the mature adult age is at the stage of achievement and is used to solve problems of professional self-actualization. Teacher of any profile university belongs to the sphere in which certain professional knowledge and skills quickly become obsolete due to new requirements and changes, and therefore he must constantly master new methods and technologies in order to maintain professional competence. The latter becomes possible due to the formation of his intellectual mobility.

Studying formation of intellectual mobility of high school students, L. Khorunzhaya defines intellectual mobility as an integrated personal education that includes intellectual skills, abilities and personal qualities that allow a person to find, process and apply information, make decisions and act promptly in standard and non-standard situations quickly, to use obtained knowledge effectively, choose optimal ways of accomplishing tasks [1]. I. Yegorova emphasizes intellectual mobility as a criterion-indicator component of intellectual culture, suggesting ability to social interaction, readiness to become an intellectual specialist in the conditions of educational environment of universities [2].

Professional self-actualization of a teacher takes place due to such personal qualities as vigor, determination, purposefulness, activity, independence, efficiency,

ability to make decisions, etc., as well as intellectual skills (readiness), the basis of which is mental operations that ensure search, processing and application of information, that is, formation of his intellectual mobility.

Conclusion. Thus, taking into consideration primary importance of development of intellect for self-actualization, it is necessary to provide formation of corresponding mobility of the specialist as his ability and readiness for further development, as to the ways of using his intellect. Intellectual mobility plays an orienting role in the life of a person, contributing to self-determination and self-actualization, including professional self-realization of the teacher, as an indicator of the level of his intellectual development and the criterion of permanent social adaptation. It is the formation of the intellectual mobility of the teacher that is a condition for his professional self-actualization as a permanent professional growth through the acquisition of new knowledge and development of skills of a professional, seeking to be in demand and competitive in the labor market.

References:

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