

THE SET OF MODELS OF READINESS FORMATION FOR THE PROFESSIONAL MOBILITY THROUGH PERSONAL EXPERIENCE AMONG COLLEGE STUDENTS

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Abstract: *The article suggests and theoretically reasons the set of models of readiness formation for the professional mobility through personal experience among college students. This set is the cooperation of competence, process and structural-functional models.*

Keywords: *readiness for the professional mobility, college students, middle-level specialist, set of models, competence model, process model, structural-functional model.*

The analyses of the development of the problem concerning training specialists in teaching allows to say that training middle-level specialists who are ready for unpredictable future has recently become the subject of scientific interest among teachers. This determines the lack of consensus in understanding the basics of readiness formation for the professional mobility through personal experience among college students. Nevertheless, on the state level the lack of middle-level specialist appears [4, p.56]. It again proves the necessity of complex study of the problem of formation the professional mobility among vocational education graduates.

In our work, giving credit to some authors' opinions (O.V. Amosova, E.N. Isaev, N.S. Merslyakova, E.A. Nikitina, M.A. Pazyukova, V.A. Slastenin) about the correlation of subjectness of a personality and mobility of a person, we consider personal experience, gathered by a student in the process of learning, as the factor of his readiness formation for professional mobility. Under **the personal experience of a student** we understand the experience of transforming situations through effective self-management of a student who has the experience of perceiving different learning activities, setting the goals, working out the agenda, evaluating the results of his activity when solving various learning tasks.

For the in-depth study and solution of the problem mentioned it is necessary and possible to refer to the method of modelling as the universal method of knowledge by means of which it is possible to develop the model of the learning process. The principle of the modelling as a method of knowledge (including pedagogics) involves replacing the studying object with the model (the object – substitute) which contains the significant features, qualities, relations of the object of the original [3, p.12]. Besides studying the model allows to get new information about the studying object [2, p.23].

With the help of the specific model one can study a particular aspect of the researched pedagogical phenomena. However, the process of training students who are ready for professional mobility is not simple and requires comprehensive description. But this is possible to be done only through the set of specific models [6, p. 126]. Thus, E.V. Yakovlev and N.O. Yakovleva mark that “no specific model even very complicated cannot give relevant presentation about the object studied” [ibid] and consider that it is necessary to have the set of models for modeling complicated systems. This point of view is also proved by A.N. Dakhin who sees the complex approach to modeling as one of the efficient ways to improve model validity (its reliability and adequateness) [1, p.14]. The author mentions that “the complex model is not simply the sum of models but represents the system that combines the elements interrelating each other” [ibid]. on bases of the research analysis the idea of the complex modelling was considered, E.V. Yakovlev and N.O. Yakovleva pointed out several models the development of which efficiently influence the researches in various dimensions of pedagogics.

In our case it is required to work out competence, process and structural-functional models.

Yet under the complex of models of readiness formation for the professional mobility through personal experience among college students we understand the union of competence, process and structural-functional models, every of which with the help of the scheme represents significant features of the object being researched (picture 1).

Below we are going to describe every model included into the complex.

Competence model in our research is the specialist model that is built on the basics of “the requirements to his final state” [5, p.140]. This model projects a vocational education graduate who are ready for professional mobility. When building the model it is necessary to take into account the requirements to the future specialist on the part of the state, an employer, an educational subject and a learner himself.

On the basis of the mentioned requirements analysis including the Federal State Educational Standards of secondary vocational education, and also the present works on readiness formation for

the professional mobility through subjective experience among college students, we marked several features of a middle-level specialist who is ready for professional mobility. First, these are well-formed orientations to professional mobility of a middle-level specialist. Second, in our opinion an important component of a professionally-mobile specialist is having the experience of solving learning, self-educational tasks in various situations including non-standard one. This component involves the experience of using professional knowledge and skills, the experience of setting the goals, planning and organizing the activity, computer and information competence, the experience of effective communication and independent learning of skills. The third component that influences the mobility of a specialist, as we can see it, is ability to evaluate the situation and to self-reflect the skills. It contains the experience of self-control, self-esteem, self-analysis and self-regulation in different educational-professional situations. Besides having various types of experience, readiness for professional mobility can be characterized by such personal features as independence, initiative, responsibility and determination.

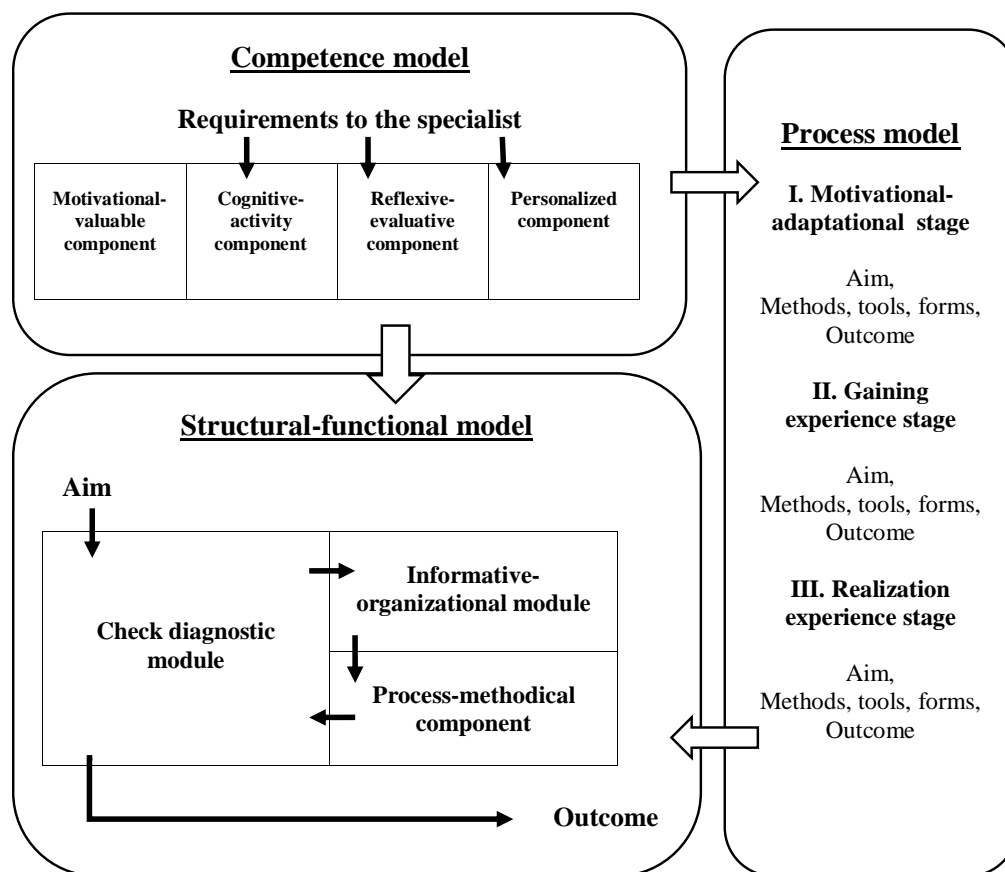


Fig. 1. The set of models of readiness formation for the professional mobility through subjective experience among college students

With the help of **the process model** we can introduce the process of readiness formation for the professional mobility of a middle-level specialist through his subjective experience. For this all the process is seen as alternating modules every of which is focused on the forming some or other competences introduced in the competence model. On the basis of the analysis of college students' age peculiarities and also educational process organization in the vocational school, we pointed out three stages in the process model: *motivational-adaptational, gaining experience stage and the stage of experience realization.*

The first stage is characterized by the necessity to adapt students to new surrounding, new staff and peculiarities of the educational process. This period coincides with the first year of studying and the main its tasks are the formation of motives to the learning-professional activities, interest in a future profession, the formation of independent learning. Motivational-adaptational stage is mainly characterized by agent-object relationship between a student and a teacher. It determines the methods used in this period: persuasion, demonstration, conversation, excursion, observation and also the means of the educational process: visual materials (including video) and community resource.

The second stage of our model corresponds to the second and the third year of studying students in college, and its aim is to accumulate personal experience. For this period it is peculiar to have agent-object relationship between a student and a teacher prevailed. A student has to get an experience of independent and effective activity in various learning-professional situations. On this stage active and interactive methods of teaching are used. They are the methods of moderation, discussion, case-study, conversations and exercises. The means of teaching are ICT, network service, project activity, portfolio, public and information resources and visual materials.

The third stage, the stage of experience realization, is characterized by transformation of potentially-enable backgrounds to readiness for being mobile at the workplace into appropriate usage of the experience for solving real professional situations and doing professional tasks at the places of work experience internship. On this stage the following methods are used: conference, case study, master-classes, project-based learning and discussions. At the end of this stage students have work experience internship at the factory.

Process model building shows gradual readiness formation for professional mobility among college students by means of going through all the stages in the course of which student's personal experience is formed and fulfilled.

To picture the structure of process of formation of professional mobility among college students through the competences mentioned above it is necessary to build **the structural-functional model**.

Considering the process of readiness formation for professional mobility through personal experience among college students as a complicated pedagogical system, we determine the following structural components:

The aim of *the check-diagnostic component* is to educe elementary and final levels of personal maturity and readiness for professional mobility among college students. The results of maturity can be represented by three levels: inefficient, efficient and high. Despite all the levels are conditional, criteria-leveled characteristics of maturity clearly reflect the differences of every level. Also we would like to notice that the diagnostics is fulfilled with the definite periodicity and gives the information about the effectiveness of formation the competitiveness of future teachers of professional education. However, the frequency of periodicity of the knowledge sections being diagnosed will be mentioned further. The following module performs diagnostic, analytical, correcting functions of the model suggested.

The informative-organizational component of the model provides the task-oriented organization of the process of students' readiness formation for professional mobility. The aim of the module is to inform the teaching staff by means of specifically developed Programme about the peculiarities of readiness formation for professional mobility among future specialists, regulation of cooperation between the subjects of the educational process.

The aim of *the process-methodical component* is methodical and technical supply the every stage of readiness formation for the professional mobility through subjective experience which was clarified in the process model. This component performs learning, developing and educative functions.

In conclusion, we would like to say that every separately-built model out of the whole complex of readiness formation for the professional mobility through subjective experience allows to consider this complicated phenomenon from different sides making the research more productive and effective.

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