

TYPES OF STUDENT'S MOBILITY IN THE MODERN SYSTEM OF HIGHER EDUCATION

Absaliyeva Yana

PhD in pedagogics, associate professor
Kyiv National University of Technologies and Design
Kyiv, Ukraine

Abstract. The article deals with the analyses of the types of student's mobility in the modern system of higher education and the implementation of its different types in the context of his / her self-actualization. The importance of studying the phenomena of social, personal, professional, intellectual, academic mobility in the context of student's self-actualization has been proved. The directions for further studies of the problem have been proposed.

Key words: academic mobility, higher educational establishment, intellectual mobility, personal mobility, professional mobility, self-actualization, social mobility.

Introduction. Given the variability of society due to its rapid socio-economic, scientific and technological progress, it is important to create optimal conditions for the self-actualization of an individual at all stages of his / her development. Since the sustainable development of the individual has become a key problem of a modern globalized society, we should pay attention to the term "mobility", nowadays actively used in this context, which characterizes the entire life cycle of the individual and is a symbol of a complex phenomenon. The aim of this work was to analyze different types of mobility and to find out the implementation of different types of mobility by students in the modern system of higher education in the context of their self-actualization, pointing out those needing further profound study.

Main material. Actually, the term "mobility" has no unambiguous interpretation, but has a contextual meaning and in any context indicates the ability to

move, movement, etc. Such movements occur throughout entire life of everyone, outlining certain types of mobility: social, generational, personal, geographical (migratory), professional, academic, intellectual, etc.

Student of a higher educational establishment moves from one position to another as a social object, so here his / her social mobility takes place. Social mobility is usually understood as the movement of an individual, determined by the system of social relations, which ensures the reproduction of the social hierarchy and determines the nature of social dynamics. There are two main types of social mobility, namely intergenerational and intragenerational, and two main kinds, namely vertical and horizontal. Within the framework of our study concerning students, the transition takes place within the age group of peers and is directed from the position of an entrant student to the position of a certified specialist, so it is an intragenerational ascending one; the movement goes along a certain, defined by a particular student, trajectory, and therefore is individual.

Everyone, realizing himself to be a part of society, always seeks to take his / her place in a complex social hierarchy, to identify themselves. Such manifestations of the inner freedom of the individual determine his / her personal mobility. It is considered by scientists as a person's ability to deeply understand the goal, analyze the external and internal conditions of its achievement, make optimal decisions about the course of action, consciously mobilize individual psychological capabilities and create an internal trajectory of reaching the goal, adjust it in the context of other team members, to carry out self-assessment, self-correction in the process of acting and independently analyze the results of activities in general [1, p. 6].

Gaining by a student a higher education degree in the chosen specialty, but regardless of the future job with its specific requirements, indicates the formation of the ability to adequately and quickly respond to the dynamics of changes in social and professional spheres as the ability to make independent and non-standard decisions to improve his / her professional level, quickly master the new educational, professional, social environment in the near future. Thus, professional mobility takes place here defining future trajectory of occupational growth.

For each qualified professional, in turn, it is important to form such an integrative personal quality that systematically combines intellectual abilities and personal qualities that ensure the readiness of the specialist to quickly find, analyze and productively apply growing information flows, produce new ideas and tolerate innovations, quickly choose effective ways to perform tasks of both reproductive and creative nature, quickly change the types and forms of intellectual activity without reducing the effectiveness of the latter. This type is called an intellectual mobility by scientists [2].

In the modern educational and scientific space there is another complex phenomenon – academic mobility, which in vertical development implies the transfer to bachelor's and master's levels, and in the horizontal one the formation and development of intellectual mobility within the chosen profession. According to the legislation, this concept is interpreted as an opportunity for participants in the educational process to study, teach, train or carry out scientific activities in another free educational institution (scientific institution) in Ukraine or abroad [3, 4].

Conclusion. Studying the implementation of different types of mobility by students in the modern system of higher education in the context of their self-actualization should address the following types: social, personal, professional, intellectual, academic, where the last two require thorough study.

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