



## Management Factors and Conditions of Higher Education Students Professional Mobility Formation

Vladimir A. Mishchenko<sup>1\*</sup>, Larisa A. Belova<sup>2</sup>, Elena V. Frolova<sup>3</sup>, Julia V. Torkunova<sup>4</sup>, Aleksandr V. Dudov<sup>5</sup>, Radik M. Galiyev<sup>6</sup>, Mikhail P. Palyanov<sup>7</sup>, Inna A. Tenyunina<sup>8</sup>

<sup>1</sup>Yugra State University, Khanty-Mansiysk, Russia, <sup>2</sup>Yugra State University, Khanty-Mansiysk, Russia, <sup>3</sup>Yugra State University, Khanty-Mansiysk, Russia, <sup>4</sup>Kazan National Research Technological University, Kazan, Russia, <sup>5</sup>Humanities Institute of Television and Radio Broadcasting Named after M. A. Litovchin, Moscow, Russia, <sup>6</sup>Kazan (Volga Region) Federal University, Kazan, Russia, <sup>7</sup>Yurga Institute of Technology (Affiliated) National Research Tomsk Politechnic University, Yurga, Russia, <sup>8</sup>Yugra State University, Khanty-Mansiysk, Russia. \*Email: [vam7405@mail.ru](mailto:vam7405@mail.ru)

### ABSTRACT

In contemporary terms of globalization and modernization of higher professional education the tasks of those specialists' training are relevant, which not only can easily learn, but also adapt quickly to changing conditions and to the content of their professional activities. In this context, this article is aimed at the characteristics' identifying of students' professional mobility formation. The leading methods in the study of this problem are diagnostic, observational, proxy-metrical methods, study and generalization of the advanced pedagogical experience, methods of data statistical treatment using the package SPSS. The article reveals the students' attitude to the phenomenon of professional mobility; the basic reasons that may lead to occupation or specialty change by the graduates after university graduation are studied; educational and management conditions are offered contributing to the efficiency of the process; dynamics of students' professional mobility formation during their study at the university is defined. The contents of this article can be useful for faculty members of higher educational institutions in the selection and structuring of learning content and the implementation of career guidance with graduates of schools and colleges.

**Keywords:** Professional Mobility, Students, High School, Management, Factors, Conditions

**JEL Classifications:** A23, I23, I26

### 1. INTRODUCTION

In recent decades, in domestic and foreign scientific literature the concept of "professional mobility" is increasingly used, mostly denoting the ability and the willingness of the persons to change their professional activities. This happens primarily due to those global and highly dynamic changes in economic and political conditions of society accompanied the development of human civilization in the twentieth century and continue nowadays. In these circumstances, the high social and professional competitiveness is the ability of the individuals to find independently their own path of self-realization and self-improvement, and the task of education - to teach how to it.

The prevailing idea of individual's professional mobility as the ability to change the profession or activities in conditions of high

dynamics of social relations and communications also implies the ability to successful self-realization in the social environment. However, mobility being one of the main indicators of professional and social relevance of the entity, acts simultaneously as a value and meaning formation so the type of the individual's response to different situations in the changing conditions of life.

Professional mobility, as a specific phenomenon has its origins in social mobility, i.e., persons' readiness to change their social status depending on the prevailing social situation. As a rule, the change of social status was accompanied by a change of professional activities' type of the person (Mishchenko, 2008a, 2008b; Ivanov et al., 2015). Therefore, the first studies on the social and professional mobility had quite bright sociological character (Weber, 1999; Durkheim, 1996; Parsons, 1966), and often were based on separate elements of Marxist theory (Sorokin,

1992; Bourdieu, 1993; Stompka, 2005). Subsequently, however, this theory had a somewhat different focus: Psychological and pedagogical. This is largely due to the fact that the rapid development of civilization in recent decades has not been associated with destroying social upheavals and had not disastrous consequences in the form of world wars and large-scale revolutions. The general level of education in developed countries has increased significantly, and the contradictions between large social groups in these countries have stopped to be antagonistic as it was before. At the same time, the rapid development of science and technology, the emergence of new professions and the need for knowledge in many areas of science (technical, social and human) lead to a high probability of professional activities' change during a person's life for not relatively large social groups but for individuals. Such changes can occur in the form of evolution in nature of work in the framework of one and the same profession. Thus, professional mobility has lost its exclusive sociological nature and more often begin to be perceived as an individual characteristic of a person that has no rigid dependence on the initial membership in a particular social group.

Acquisition of professional mobility is rather complex by nature and depends as on the personal characteristics of man and the conditions of its spontaneous socialization, so on its purposeful formation, carried out through the use of various forms of pedagogical and psychological impact. In this situation, the study and implementation of professional mobility formation among young people has become one of the important problems of modern pedagogy and educational psychology. It is necessary in modern high school to generate this quality in their graduates to help them to make a successful professional career and achieve a certain social status. The target of education, in this case, is to be focused on high-quality mastering the required content by the learners on the one hand, and, on the other - the development of their personal qualities, which satisfy society's need for specialists who are able to transform the surrounding reality and themselves in accordance with the needs of the developing society in higher education.

## 2. LITERATURE REVIEW

The concept of mobility has been studied in pedagogy recently, but it is widely used in a sufficiently large number of scientific fields: In psychology (Brushlinskiy and Temnova, 1993; Nemov, 2003), philosophy of education (Novikov, 2001), the economy (Smirnova, 1998; Sorokina, 2002) pedagogy of professional education (Amirova, 2009; Goryunova, 2006a; Igoshev, 2008a; Stavruk, 2010). It was found that mobility in general and some of its qualitative manifestations (social, pedagogical, educational, academic, professional, and others) - is a phenomenon, which depends largely on the effectiveness of personality manifestations in the dynamic environment of academic, social and professional environment.

In this country the meaning of the term "professional mobility" in recent decades has undergone a significant transformation, which is reflected in the change in the definition of the concept. In conditions of socialist economy, when a leading role in young

professionals work places belonged to the public distribution, professional mobility was usually interpreted as the ability and willingness of the individual quickly to learn new technologies, acquire the missing knowledge and skills to ensure the effectiveness of new professional activities. However, in the last two decades, the situation in the country has changed noticeably, and the professions' change has become largely to be determined by a combination of economic and social factors, personality traits and needs of the individual.

Since the early 90-ies of the twentieth century in this country there was a lot of studies on the problems of social and professional mobility in general and specific aspects of this phenomenon. These works can be divided into three groups:

- Studies aimed at the research of various forms of social mobility, including the professional mobility (Alexandrova, 2009; Kon'kov, 1995; Makeyev, 1991; Mitina, 2002; Radaev, 1996; Tikhonova, 2006; Shkaratan and Radaev, 1996).
- Studies, considering a variety of complex psychological, educational and social phenomena, which are closely associated with certain elements of professional mobility (Andreeva, 2001; Grebtsova, 2007; Guz, 2007; Derkach et al., 2000; Klimov, 2007; Lukichev, 2005; Merkulova, 2008; Pryazhnikova, 2007; Shapovalov, 2005).
- Studies, devoted to the direct theoretical and practical aspects of formation of professional mobility in the learning process (Amirova and Amirov, 2011; Arkhangel'skiy, 2003; Goryunova, 2006b; Zvereva, 2006; Igoshev, 2008b; Karminskaya, 2008; Nedelko, 2007; Sidorova, 2006; Tyrto, 2009).

And besides, studies belonging to the first group, most of all were made in the 90-ies., and to the second and third - after 2000, which is directly related to changes in the socio-economic situation in the country. Among the most important issues analyzed in the majority of these works are the following: The interpretation of the concept of "professional mobility;" theoretical approaches to the study of the origin and directed formation of professional mobility with the youth; stages of formation of professional mobility; methods and ways of formation of professional mobility with the students.

Professional mobility is seen as an integrative complex phenomenon, which includes sociological, pedagogical and psychological components that interact closely with each other and also its definition has changed. A number of authors in their studies of the phenomenon of professional mobility provide common definitions of the phenomenon (Goryunova, 2006b; Zvereva, 2006; Igoshev, 2008b). Other (Karminskaya, 2008; Sidorova, 2006) scientists consider sociological aspects of professional mobility in their studies.

In the article the concept of "professional mobility" is considered as the personal quality of the labor's entities, manifested in their willingness to horizontal and vertical professional moving, to change the socio-economic, professional and environmental (including status) positions, and included motivational, cognitive competence, reflective-evaluation and personal components.

### 3. MATERIALS AND METHODS

In the process of study a complex of research methods was used, mutually enriching and complementing each other, comprising: A survey (questionnaires, interviews, discussions), diagnostic methods (testing, evaluation, ranking, generalization of independent characteristics), observational methods (direct, indirect and included observation, experts' evaluation), proxy-metrical methods (analysis of activities' products), studying and generalization of the advanced pedagogical experience; methods of data statistical processing with the SPSS using.

### 4. RESULTS AND DISCUSSION

Experimental work on formation of students' professional mobility was carried out from 2009 to 2015 and was conducted in nine academic groups of students, in one of each structural department of the Ugra State University. The experimental group was consisted of five academic groups of students studying in various specialties and included 129 people. The control group consisted of four academic groups of 126 people. In the whole the formative experiment involved 255 students.

#### 4.1. The Objectives of the Experiment

The main objectives of the experimental work were: To clarify the students' attitude to the phenomenon of professional mobility; to study the main reasons that can lead to the occupation's change by the graduates after university graduation; curriculum development and testing of students' professional mobility formation; the dynamics' definition in formation of students' professional mobility during their university study.

#### 4.2. Ascertain Stage of the Experiment

At the beginning of the training at the first course in all groups a survey was used with a specially designed tool's using for the study of the initial level of professional mobility. The same tools in the amended version, later was used for the research project: "Research and development of proposals to improve professional mobility in the labor market," which was carried out with under the direct participation of the article's authors.

#### 4.3. The Formative Stage of the Experiment

During the students' training in the experimental group were conducted psycho-educational activities aimed at the implementation of the pedagogical conditions to form their professional mobility: Organization and career guidance and prof-consultation work; the introduction in the curriculum of teaching courses and electives aimed at forming of professional mobility; organization of psycho-pedagogical support of students in academic and extracurricular activities (psychological trainings, the creation of the institute of social curators, and others), organization of active participation of students in research work on the instructions of third parties and the university; organizing and conducting of practices with active involvement of potential employers. In the control groups such activities were not carried out or were carried out partially (with respect to their future profession), but in much smaller amounts.

At the end of training in the same experimental and control groups the research was carried out again to study the dynamics of professional mobility. It should be noted that a slight increase in performance of professional mobility was also observed in the control group. It is believed that this took place due to spontaneous socialization of these students in training time and their social maturation in the educational environment of the university as a whole.

#### 4.4. Results of Experiment

The results of the experimental work made it possible to conclude the following:

Firstly, it can be concluded that the majority of students, both in the experimental and control groups, quite highly appreciate such quality of a person, as a professional mobility. Thus, during the initial survey the positive attitude to professional mobility belonged approximately to the same number of students in both groups: Experimental and control group (63.0% and 64.0% respectively), while the secondary survey in the experimental group showed the figure - 72.2% and in the control group - 67.8%.

The survey results show that the majority of the students in the experimental group, and to a lesser extent, in the control group during the period of study came to the conclusion that they: (a) Have positive attitude to the need for professional training and retraining of university graduates (90.7%), (b) have potentially willing to change their profession after graduation (70.3%), (c) have not readiness to work the whole life at one and the same place (59.2%), (d) believe that they need to get a few professions (77.7%).

Secondly, experimental work has allowed trace the dynamics of changes in the level of development of students' professional mobility in their learning process, under certain educational conditions which were mentioned above. So (herein and after information will be discussed only about the students of the experimental group), as for the question about the quality of education students after the experiment more highly evaluated it (83.3% compared to 79.6%), which clearly showed that education became to be regarded by them as one of the most important factors in the development of professional mobility. This is proved, in particular, by a high assessment of the educational factor as a means to achieve professional success. Its importance in this regard has increased from 29.6% to 37.0%. In its turn, almost twice increased the importance of the desire for self-education, as the personal characteristics, which is necessary for successful employment.

Special attention should be paid to development in experimental work of certain personal qualities such as initiative and enterprise - constant attributes of high professional mobility. In the 5<sup>th</sup> year already 64.8% of the students planned to look for a suitable job without the help of relatives, friends or the public employment service. At the end of the 1<sup>st</sup> year the number of such students was significantly lower and included only 40.9%. The students in the learning process formed the conviction about the great importance for the successful employment of such personal

qualities. Its role as the personal qualities needed for a job finding increased from 16.7% to 22.1%.

Thirdly, were traced changes in motivation, the potential change of profession by students after graduation from the university under pedagogical conditions contributing to the forming of their professional mobility. The main factor to change the place of work by the majority of students is seen in the low wages.

However, the number of those who considered the main causes of this phenomenon in the lack of professional growth and conditions for personal self-realization, as well as the loss of interest to the profession in general, after the experiment increased significantly, respectively to 18.3% from 7.4%. An important outcome of the experiment was also the significant decrease in the number of uncertain responses. This suggests that in the learning process students develop their own opinions on many issues of higher education and future employment, which is an important indicator of their high level of professional mobility.

The results of the experiment were left a definite mark by regional peculiarities of the activities in Yugra state University. These peculiarities include:

- Good financial security of the university activities, including on the part of management of the Khanty-Mansiysk Autonomous District - Yugra. This contributes for effective modernization of the educational process, and, at the same time, extensive research work in various areas with the involvement of the students.
- Availability in the region of a significant number of jobs in various professions, which influenced the results of the experiment in relation to the priority of an independent search of work on its other forms.
- Availability in the Ugra State University as a training center for students in the Khanty-Mansi Autonomous District - Yugra, of a significant number of institutions of different profile and qualified teachers in comparison with some other regions of the Asian part of Russia (Mishchenko, 2009).

## 5. CONCLUSION

Thus, the materials of this article allow us to conclude the following:

Formation of professional mobility of university students is accompanied by certain tendencies and in certain regions this formation has its own characteristics. This is due to significant regional dimensions of the Russian Federation, the heterogeneity of its population by ethnicity and educational level, the differences of natural conditions in its regions, different levels of economic development and its regional focus and a number of other factors.

Russian tendencies, characterizing the formation of students' professional mobility are: The formation of students' professional mobility in the region is carried out mainly at the expense of the traditional directions of industry and infrastructure; there is a strengthening of the role of universities in the purposeful formation of students' professional mobility, including research work in this

field; there is an expansion of information base on vacancies in various specialties, opportunities for their production and working conditions in organizations and enterprises of different ownership forms; there is the improvement of the work of vocational guidance and professional counseling during students' training in high schools.

All the carried out psycho-educational activities with students, aimed at the formation of their professional mobility have allowed once again confirm the effectiveness of this process.

## 6. RECOMMENDATIONS

The carried out study does not cover all aspects of the problem developed. In accordance with the needs of science and educational practice, and taking into account the received and valid results, it is necessary to continue research on the following relevant for national education areas: The study of professional mobility as the characteristics of different professional spheres' development, the development of science-based criteria and indicators of formation of professional mobility as a personal quality of a specialist, and others.

## REFERENCES

- Alexandrova, Z.I. (2009), Psycho-Pedagogical Training College Students as a Means of Social and Professional Mobility (Unpublished Master's Thesis). St. Petersburg. p25.
- Amirova, L.A. (2009), Development of Professional Mobility of Teachers in Additional Education System (Doctoral Dissertation). Ufa: Bashkir State Pedagogical University. p438.
- Amirova, L.A., Amirov, A.F. (2011), Development as a mobile person on the stage of pre-professional specialization. Ufa: Vagant. p194.
- Andreeva, N.S. (2001), Socially-Psychological Features of Professional Self-Determination of Graduates of Psychological Professions in Modern Conditions (Unpublished Master's Thesis). Moscow: MGSU. p24.
- Arkhangelskiy, A.I. (2003), Formation of Professional Mobility of Students in the Learning Process in Technical Colleges (Unpublished Master's Thesis). Moscow. p146.
- Bourdieu, P. (1993), Sociology of Politics. Moscow: Socio-Logos. p336.
- Brushlinskiy, A.V., Temnova, L.V. (1993), The intellectual potential of the individual and the decision of moral problems. Moscow: Sphere p243.
- Derkach, A.A., Zazykin, V.G., Markov, A.K. (2000), Psychology of Professional Development. Moscow: RAGS. p213.
- Durkheim, E. (1996), In: Sobkin, V.S., Nechaev, V.Y., editors. Sociology of Education (T.G Astakhov Trans.). Moscow: INTOR. p271.
- Goryunova, L.V. (2006a), Professional Mobility Specialist as the Problem of Developing Education in Russia. Rostov-on-Don: Publishing House of Herzen. p228.
- Goryunova, L.V. (2006b), Theoretical and methodological basis of the strategy studying the phenomenon of occupational mobility. Humanities and Social and Economic Sciences, 2, 46-47.
- Grebtsova, A. (2007), Choosing a profession. Tips Practical Psychologist. St. Petersburg: Cambridge University Press. p224.
- Guz, V.V. (2007), Formation of is Professional-Personal Stability of the Teacher (Unpublished Master's Thesis). Moscow. p211.
- Igoshev, B.M. (2008a), Organizational-Pedagogical System of Training Professional and Mobile Professionals at the Pedagogical University.

- Moscow: VLADOS Center. p201.
- Igoshev, B.M. (2008b), System-Integrative Organization of Training of Professional Mobility of Teachers (Doctoral Dissertation). Ekaterinburg. p394.
- Ivanov, V.G., Shaidullina, A.R., Drovnikov, A.S., Yakovlev, S.A., Masalimova, A.R. (2015), Regional experience of students' innovative and entrepreneurial competence forming. *Review of European Studies*, 7(1), 35-40.
- Karminskaya, T.D. (2008), Professional Mobility in a Regional System of Continuing Education. Sofia: SUB. p74.
- Klimov, E.A. (2007), Psychology of Professional Self-Determination. Moscow: Academy. p304.
- Kon'kov, A.T. (1995), Professional Mobility as a Factor of Social Differentiation Youth (Unpublished Master's Thesis). Moscow. p136.
- Lukichev, G.A. (2005), Higher education and the labor paradigm. *Higher Education Today*, 5, 30-34.
- Makeyev, S.A. (1991), Social Mobility as a Behavior. (Doctoral Dissertation). Kiev. p317.
- Merkulova, L.P. (2008), Formation of Professional Mobility of Technical Specialists by Foreign Language. (Doctoral Dissertation). Samara. p40.
- Mishchenko, V.A. (2008a), Use of information technology in improving occupational mobility of young people. *Siberian Pedagogical Journal*, 9, 376-381.
- Mishchenko, V.A. (2008b), By the treatment of the concept of professional mobility in the contemporary scientific literature. *Siberian Pedagogical Journal*, 15, 75-81.
- Mishchenko, V.A. (2009), Professional mobility as one of the basic psychological and pedagogical qualities of the future specialist. *Education and Science*, 3(60), 35-42.
- Mitina, L.M. (2002), Developmental Psychology Competitive Personality. Voronezh: NPO "MODEK". p326.
- Nedelko, E.G. (2007), Formation of Motivational Readiness for Professional Mobility of University Students (Unpublished Master's Thesis). Magnitogorsk. p242.
- Nemov, R.S. (2003), Psychology. Moscow: VLADOS. p688.
- Novikov, V.V. (2001), Professional Mobility of Graduates of Technical High Schools in Russia at the Turn of XX-XXI Centuries. Moscow. p183.
- Parsons, T. (1966), *Essays in Sociological Theory*. New York: Free Press. p296.
- Pryazhnikova, E.Y. (2007), *Vocational Guidance*. Moscow: Academy. p496.
- Radaev, V.V. (1996), *Social Stratification*. Moscow: Aspect Press. p318.
- Shapovalov, V.I. (2005), Competitiveness specialist. *Higher School in Russia*, 10, 96-100.
- Shkaratan, O.I., Radaev, V.V. (1996), *Social Stratification*. Moscow: Aspect Press. p318.
- Sidorova, N.V. (2006), The role of innovative development of higher education in the professional mobility of young people (Unpublished Master's Thesis). Irkutsk. p194.
- Smirnova, I.L. (1998), Professional mobility and education: The politico-economic study. (Unpublished Master's Thesis). Kostroma. p134.
- Sorokin, P.A. (1992), *Man, Civilization*. Moscow: Company. p476.
- Sorokina, L.A. (2002), Professional mobility of workers of the enterprise as an object of control. Novosibirsk: Novosibirsk State Academy of economy and management. p174.
- Stavruk, M.A. (2010), The content and organization of academic mobility of students. In: Finland. Yaroslavl: Remder. p260.
- Stompka, P. (2005), *Sociology. Analysis of Modern Society*. Moscow: Logos. p664.
- Tikhonova, N.E. (2006), Resource approach as a new theoretical paradigm in stratification studies. *Sociological Researches*, 9, 28-41.
- Tyrtov, S.A. (2009), Formation of virtual mobility high school teacher in the course of training (Unpublished Master's Thesis). Rostov-on-Don. p28.
- Weber, M. (1999), *Science as a Vocation to the Profession*. Moscow: Progress. p808.
- Zvereva, N.M. (2006), Prepare graduates for social and professional mobility. *Higher Education in Russia*, 6, 89-93.