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**FORMATION AND DEVELOPMENT OF PROFESSIONAL MOBILITY OF THE  
FUTURE SPECIALIST IN UNIVERSITY EDUCATIONAL SPACE**

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**Abstract:**

*Professional mobility is one of the areas of social mobility. The importance of professional mobility for young people is related to the presence of a range of peculiarities. When young people reach student ages they face a gradual transition from the process of education to the beginning of work. Young people look for ways to self-economic status. The foundation for a professional career is formed at student ages.*

*Considering the analysis of the results of psychological, pedagogical and sociological studies, it has been suggested the available dependence of the professional mobility of the future expert on a between student and the university educational space.*

*The article is concerned with the problem of contradictions of the process of formation of professional mobility.*

*The author highlight the leading role of university educational space in the process of professional mobility of the future specialist. According to the author, for the transformation of university educational space in creative environment launches internal mechanism of personal development based on inclusion of every student in work, in which they get experience of life.*

**Keywords:** *professional mobility, subject of knowledge, subject of professional and social activities, university educational environment.*

The choice of educational establishment and further educational process is not only the start of social, but also professional self-identity. During this period, students obtain professional knowledge and skills, they form personal qualities, values of the profession, professional self-consciousness and professional identity. In the future all of that become decisive factor of the development of a person as a subject of activity and as a subject of life.

Everyone should understand their responsibility for the choice of life path in order to become a personality. Therefore, the true subject of life is only the personality who is able to organize their life path, while keeping the most important needs, directing all their aspirations for the implementation of the main values associated with the solution of problems of self-expression [1, p.76].

We adhere to the position that the basis for the transformation of a person into a subject of activity is *activity*, including in which gives them the opportunity to realize their social functions [2, p.110]. Only in the process of activity, a person has the opportunity to meet and develop not only material but also spiritual needs [2, p.181]. Conditions for the preparation of young people for the construction of social relations, life and professional career, which is the basis of professional mobility, must be created in educational establishment.

In our opinion, the *professional mobility* of the future specialist is integrative personal new formation that is based on a reasonable combination of its semantic links - social and personal values, projective thinking and professional creativity which are demonstrated not only in readiness but also in the ability to adapt to changes and innovations in professional activities.

Professional mobility reflects the attitude of a future specialist to the principles, values, norms of interaction in university educational space.

Nowadays student is a *subject of knowledge*. Cognitive maturity of a person, according to Leybouvie-Vief [Labouvie-Vief, G., 3], is associated with the development of skills of independent decision-making. In early youth, a person uses their mental abilities to build a career and to choose their lifestyle. K.W. Shain [Schain, K.W., 4] is concerned that it is important for the cognitive

development of a person and for the formation of the plan of life path. So often the choice of university is determined not by the interests and abilities, but practical views (the results of the unified state education, higher salaries, the prestige of profession).

The age between 18 to 25 years is characterized by the activation of mental functions, the intensive development of memory and thinking process. During the years of youth, it was marked the highest speed of memory and attention switching. Students of technical studies often belong to the thinking type (according to Pavlov), And according to the results of the research they have the verbal-logical thinking and abilities to the treatment and understanding of information, high subjective control over significant situations, sense of responsibility and good self-organization behavior . Positive changes are noted in verbal intelligence, in the solutions of verbal-logical problems.

Nowadays students believe that education is a prerequisite for achieving social success. Education in combination with the dedication and hard-working is the main component of life success.

Modern student is a subject of future professional activity. In the opinion of E. Erikson [6] the higher education system enables students to try out various social and professional roles.

During higher education process, many young people are included in the professional activity, which requires them not only specialized knowledge and skills, but also professional experience. The most productive form of education, according to the scientific work of A.A. Verbitsky [7], is a context-based approach to teaching, Inclusion in the labor activity accelerates the process of socialization of students and the process of self-affirmation in the future professional role.

Our survey among students of five Russian universities (931 respondents) indicated that only 16% of graduates work in their field of expertise, 59% - do not; 5% of the total number of graduates are members of a group of individual entrepreneurs.

It is necessary to mention that the development of personality as a subject of professional activity is realized through several steps. The step of professional training (the years of student time, from 15 to 23 years) is only 7% of the total process of development of a subject of activity.

At this step, students familiarize with value-oriented conception of the profession, acquire competences which are requisite for their future professional activity. During this period, the development of professionally important personal qualities takes place. Professional consciousness, professional suitability, which is expressed in a combination of educational and professional success and satisfaction with the work chosen by, begin to form.

It should be noted that focusing on social achievements is very important for students. The question is, what young people are willing to spend they energy and they talent on, what they are ready to associate with the social achievements. The research of V.T. Lisowski [8] showed the following negative facts: students do not always choose the methods of inclusion in professional and economic activity, focusing on social needs. Students are highly motivated to achieve personal success. An iconic symbol of success is wealth.

It is clear that not every job can be attractive, but only that which corresponds to inclinations, inspires, encourages creativity. Inclinations are often associated with a preference for a certain type of work. Preference may be the result of the fashion for a particular profession, and its prestige in the society, so it is socially conditioned.

The inclination for a particular type of activity depends on the inherent personality traits. Persons with prevailing mobility of the nervous processes, choose a variety of activities in content and persons with an inert nervous system processes prefer the predictability of the situation, which does not require urgent solutions. That means that the choice of profession depends not only on typological features of the nervous system, but also on personal ones.

Our studies relate to A.I. Seravin and I.A. Firsova's [9]. Students who have made career choices in favor of the "person-person" type are characterized by sociability, and who have chosen the profession of the 'person-sign" type are reserved.

Students, oriented on such professions as "person-person", are distinguished by the need for constant communication, emotional lability, precision thinking, fruitful team work, tensions with understated threshold of frustration [Cattell, R.B., 10].

Persons, oriented on such professions as "person-technique", have the following features: a stiff character, realism and independence, radicalism and a tendency to experiment, greater efficiency of individual activities.

Subjects, related to the 'person-sign system' type, are distinguished by rigidity of behavior, resistant affect, realism and independence, the intensity of the imagination.

People with lack of professional suitability more likely to be experienced in dissatisfaction with the results of their work. That leads to constant thoughts of "professional disability or change of profession," randomness in the job market.

Considering the professional future of students, we can say that for a large part of the students it is characterized by the disability to properly create a system of goals and focus on the nearest life events, lack of confidence in their own success.

It is clear that incomplete and inadequate self-realization leads to the destruction of values and to wasting of personal time. And there is danger of possibility not to realize their life potential.

So, while the process of getting professional maturity, the principal contradiction of student ages is a contradiction between the high activity of the individual in the direction of getting success, demonstrated in the desire to have economic independence, to adapt to the nowadays job market and short-sighted youth attitude to the choice of his professional future, inability to build specific system of interaction with society.

Modern student is *a subject of public activity*. Activities aimed at positive social changes can be considered as a social activity. It is based on public interests. Its characteristics are diverse connection between a subject of public relations and creative nature of the activities aimed at the realization of social interests.

Within framework of our research, there are interesting ideas expressed by authors concerning the fact that social activity is the highest form of expression of activity of personality, which is demonstrated as the ability to act consciously, rather more adapting to the environment, than changing it.

Thus, a student, acting consciously, defines the purpose, anticipates not only the results of their activity, but also regulates the intensity of the activity. In this case, there is reason to talk about the autonomy of the individual, associated with the demonstration of its activity.

So, if the mobility of a person can be shown only consciously and on the basis of initiative, activity of a person is the basis of existence of their mobility.

Active interaction between society and young people is associated with the desire to carry out their social orientation by inclusion in active social life and in implementation of actual projects.

Modern student is *a subject of communication*. Retaining their activity and subjectivity, personality takes into account other person not only as the object of their actions, but also as a subject, coordinating their activity with the activity of other. Communication contributes to the disclosure of personal potential of every student. Student Group provides developmental impact particularly on younger students.

Important factor for self-knowledge and self-affirmation of students is communication with significant adults - teachers. Modern students appreciate the professionalism of teachers, they are particularly sensitive to an assessment of their abilities and skills, given by teachers, because it is perceived as an assessment of their future opportunities. Teachers are important for senior students, and it is connected with the active inclusion of students in research activity and collaborative work on projects.

*Professional mobility* is inherently social because it occurs only in social systems, and the degree of its development depends on the "type of subjective communication" (Yemelyanova I.N.) with educational space, in which there is the formation and development of personality of the future specialist [11]. It is based on the socio-professional activity of a person, which is a measure of the

degree of socialization, which is demonstrated not only in the adaptation of an individual to the new professional terms, but in the direction of their change.

University educational space has different possibilities for formation and development of future specialist, ready to self-development, and therefore capable of being mobile in future profession and life.

Formation of the type of professional mobility depends on the type of subjective relations between student and educational space.

Formation of creative university educational space requires:

- Activity at university should be intensive and full of meaning.

The main task of our time is the education of moral personality, aimed at humane, universal values. Students must have experience in relation to the world as a great value. Students should be aware of the responsibility for everything that happens in the world.

All personal thoughts should be related to the search of a field for demonstration of creativity and self-realization in life;

- Formation of conditions for meaning-making through the actualization of pedagogical potential of the social surroundings of students. And there is the responsibility of social partners for the realization of the core values of the education system;

- Orientation of teachers on the development of student personality, constant search of meaning and purpose of professional activities in the process of collaborative work with the students;

- Inclusion of students in ideological picture of *cultural and spiritual social practice*. Leading factors of influence are diversified social practice; worthy models to follow; involvement in interactive activities;

- Reliance on meaning-making potential of used educational technologies and willingness of a team to adjust and modernize;

- Enrichment of educational process with events related to future professional activities;

- Student activity should be full of meaning, provides not only outside activity, but also contains the required number of incentives.

The transformation of university educational space in creative environment launches internal mechanism of personal development based on inclusion of every student in work, in which they get experience of life.

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