



Methodical Complex of Psychodiagnostics of Intellectual Mobility of Future Specialists

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ABSTRACT

The article is devoted to the study of the methodological complex of psychodiagnostics of intellectual mobility of future specialists studying at a higher educational institution. The article reveals the results of the expert assessment, which allowed us to identify four structural components of the intellectual mobility of future specialists: a need-motivational structural component, an intellectual and creative structural component, a social structural component, as well as a personal structural component. Based on the disclosed structure, a substantiated methodological complex of diagnostics of the phenomenon under study is given.

INTRODUCTION

Today, the rapid development of modern society is characterized by a high level of education, its influence on constant professional transformations and transformations. Consequently, the ability to quickly navigate in such a situation becomes an important professional characteristic of an effective specialist, and his intellectual mobility is determined by personal aspirations to implement motivated and purposeful activities [3, 5]. In addition, the dynamic trends in the development of new technologies, intensive flows of information encourages psychological theory and practice to look for better ways to develop intellectual abilities, the formation of professionally important qualities of future specialists. In this regard, one of the main tasks facing the process of training future specialists is the development of their active attitude to obtaining knowledge, learning to think independently, make decisions quickly, develop intellectual and creative abilities, skills, i.e. to

develop the intellectual mobility of future specialists, where the issue of psychodiagnostics of this phenomenon is the key [8, 9].

The analysis of the scientific literature on the problem under study shows that despite the extreme urgency, the problem of intellectual mobility of future specialists in modern conditions of higher educational institutions has not been sufficiently investigated. In addition, there is a certain shortage of research in psychological science that reflects a concretized structure, psychodiagnostic tools, as well as effective ways to harmonize the phenomenon under study among future specialists who train in higher educational institutions. At the same time, interest in the issue under consideration is primarily associated with a change in the understanding of the concept of mobility itself. There is a certain shift of emphasis on the essence of intellectual mobility from understanding in the aspect of intellectual migration and the exchange of opinions, ideas to



understanding it as primarily a personal characteristic, a complex quality, a high level of formation of which becomes the basis of personal mobility and can manifest itself in various spheres of life of a modern person as a whole [1, 2, 6, 7, etc.].

Taking into account the different positions of modern scientists, it is advisable to understand the intellectual mobility of a future specialist training in a higher educational institution as an integrated personal education that characterizes his willingness to quickly find, analyze and productively apply growing information flows, produce new ideas and accept innovations with tolerance, optimally choose effective ways to perform tasks of both reproductive and creative nature, for an optimal period of time to change the types and forms of intellectual activity without reducing the effectiveness of the latter. By its essence, the concept under consideration has a rather complex and multidimensional character, which forms the basis for the development of personal mobility, as well as the criterion-indicator component of intellectual culture, the formation of which generally affects the professional competitiveness of the future specialist [4, 8, 9, etc.].

MATERIALS AND METHODS

Considering the intellectual mobility of a future specialist engaged in training at a higher educational institution as a complex system-integrative personality neoplasm, as a condition of a future specialist that allows him to independently and responsibly solve complex professional problems, to be ready for changes, it is concluded that further research of its component structure is necessary to determine a concretized methodological complex of psychodiagnostics. For this purpose, an expert assessment was organized and conducted, i.e. clarification of the actual structural components of intellectual mobility of modern students. The expert assessment was carried out according to a pre-prepared questionnaire based on 34 generalized structural components of intellectual mobility, identified by the results of theoretical analysis. In total, 172 experts, both female and male, with significant professional experience with students in higher educational institutions, were involved in the survey, including 117 (68%) people from among the teaching staff and 55

(32%) people from among the administration (Fig.1).

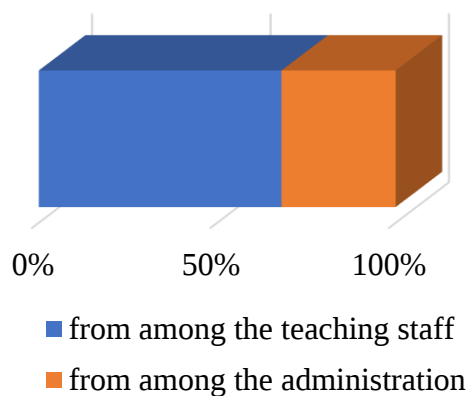


Fig. 1 Quantitative characteristics of experts,

participants in the assessment of the structural components of intellectual mobility (n=172)

Before the start of the interrogation, the participating experts were presented with information revealing the results of a theoretical analysis of the fundamentals of the study of the development of intellectual mobility in the conditions of internationalization of higher education in pedagogical science. In our opinion, this approach to expert evaluation contributes significantly to the immersion of experts in the subject under study, the objectification of the survey results, as well as some kind of approbation of the results obtained.

RESULT AND DISCUSSIONS

According to the results of the expert survey, the results obtained were summarized in a general table, which allowed for an analysis by means of calculating some coefficients of primary descriptive statistics. Thus, according to the majority of experts, out of the total number of generalized structural components of intellectual mobility, only 23 are assessed at a high level of compliance. This is evidenced by the values of averages (M), modes (Mo) and medians (Md), which range from 13 to 15 expert points: motivation for success; motivation for information activity; the need for professional self-development and self-improvement; the need for independence, independence and self-improvement of one's personality; professional interests; creative potential; ability to predict; proper intellectual level; proper level of professional knowledge; sociability; communicative tolerance;



communicative control; social maturity; responsibility; resilience; professional self-realization; personal adaptive potential; reflexivity; ability to self-development; volitional self-regulation; adequate self-esteem; self-efficacy; self-organization. Thus, this list of structural components should be interpreted as relevant, i.e. acceptable for revealing the inner nature of the intellectual mobility of a future specialist studying at a higher educational institution.

In addition, analyzing the results obtained as a whole, it can be noted that the entire range of expert assessments for primary statistics indicators was distributed in the range from 6.6 to 15 expert points, i.e. it is interpreted in a rounded manner as an average level of compliance, above the average level of compliance and a high level of compliance. At the same time, such expert assessments as a low level of compliance and below the average level of compliance were not actually observed. This fact, on the one hand, confirms the optimality of the formulated conclusions of the theoretical analysis, the identified generalized structural components of intellectual mobility, and on the other hand, the relevance of empirical clarification (confirmation) of theoretical conclusions regarding the study sample.

In order to make it easier to interpret the identified relevant structural components of the intellectual mobility of the future specialist, to select the appropriate psychodiagnostic tools, their classification was made, i.e., distribution by appropriate groups of unifying features or structural components. Thus, the first group of unifying features included the following five structural components of intellectual mobility: motivation for success ($M=14.2$; $Mo=14$; $Md=14$); motivation for information activity ($M=13.5$; $Mo=13$; $Md=13$); the need for professional self-development and self-improvement ($M=14.6$; $Mo=15$; $Md=15$); the need for independence, independence and self-improvement of one's personality ($M=14.1$; $Mo=14$; $Md=14$); professional interests ($M=14.1$; $Mo=14$; $Md=14$). Based on the semantic content of the above components, the first group was called the need-motivational structural component of intellectual mobility. To diagnose the need-motivational structural component of intellectual mobility, we selected the following psychometric techniques:

motivation for success - Questionnaire of motivation for success and fear of failure by A.A. Rean;

motivation of information activity - Questionnaire of the motivational structure of information activity by Yu.N. Dolgova, A.S. Kopova, G.N. Malyuchenko, V.M. Smirnova (MSIA);

the need for professional self-development and self-improvement, as well as the need for independence, independence and self-improvement of one's personality - The questionnaire of the motivational profile of the personality of Sh. Richie and P. Martin;

professional interests - Questionnaire for assessing professional interests and abilities of I.L. Solomin.

The second group of unifying features included the following four structural components of intellectual mobility: creative potential ($M=13.8$; $Mo=14$; $Md=14$); ability to predict ($M=13.7$; $Mo=13$; $Md=14$); proper intellectual level ($M=14.7$; $Mo=15$; $Md=15$); proper level of professional knowledge ($M=14.6$; $Mo=15$; $Md=15$). By analogy with the previous component, based on the semantic content of the above components, the second group was called the intellectual-creative structural component of intellectual mobility. To diagnose the intellectual and creative structural component of intellectual mobility, we selected the following psychometric methods:

creative potential - Questionnaire for the study of the creative potential of the individual E.E. Tunik;

ability to predict - L.A. Regush's ability to predict test;

The proper intellectual level is the Progressive matrices test by J. Raven.

At the same time, to assess the proper level of professional knowledge, it is advisable to use the generalized results of monitoring the educational activities of trainees.

The third group of unifying features included the following eight structural components of intellectual mobility: sociability ($M=14.5$; $Mo=15$; $Md=15$); communicative tolerance ($M=13.8$; $Mo=14$; $Md=14$); communicative control ($M=13.8$; $Mo=14$; $Md=14$); social maturity ($M=13.7$; $Mo=14$; $Md=14$); responsibility ($M=14$; $Mo=14$; $Md=14$); resilience ($M=14$; $Mo=14$; $Md=14$); personal adaptive potential ($M=14.5$; $Mo=15$; $Md=15$); professional self-realization ($M=14.6$; $Mo=15$; $Md=15$). Thus, based on the semantic content of the above components, the third group was called the social structural component of intellectual mobility. To diagnose the social structural



component of intellectual mobility, we selected the following psychometric methods:

sociability - Test of communicative and organizational inclinations (KOS-2) by V.V. Sinyavsky;

communicative tolerance - Questionnaire for the diagnosis of general communicative tolerance by V.V. Boyko;

communicative control - Test questionnaire of M. Schneider's communicative control;

social maturity - Personal maturity test questionnaire by Y.Z. Gilbukha;

responsibility - V.P. Pryadein's Responsibility Questionnaire;

resilience - A technique for diagnosing the resilience of S. Muddy in the adaptation of D. Leontiev;

personality-adaptive potential - Multilevel personality questionnaire "Adaptability" by A.G. Maklakov, S.V. Chermnyanin;

professional self-realization is a multidimensional questionnaire of S.I. Kudinov's self-realization.

The final, fourth group of unifying features included the following six structural components of intellectual mobility: reflexivity (M=13.8; Mo=14; Md=14); ability to self-development (M=14.4; Mo=15; Md=15); volitional self-regulation (M=14; Mo=14; Md=14); adequate self-esteem (M=13.7; Mo=14; Md=14); self-efficacy (M=13.8; Mo=14; Md=14); self-organization (M=14.6; Mo=15; Md=15). Based on the semantic content of the above components, the final, fourth group was called the personal structural component of intellectual mobility. To diagnose the personal structural component of intellectual mobility, we selected the following psychometric methods:

reflexivity - A questionnaire for diagnosing the level of development of reflexivity A.V. Karpov;

the ability to self-development - Questionnaire of the ability to self-development I.V. Zvereva;

volitional self-regulation - Test questionnaire for the study of volitional self-regulation by A.V. Zverkova and E.V. Eidman;

adequate self-assessment - A test questionnaire for determining the level of self-esteem by S.V. Kovalev;

self-efficacy The scale of general somoeffectiveness of R. Schwarzer, M. Yerusalem;

self-organization - Questionnaire of self-organization of E.Y. Mandrikov's activity.

CONCLUSION

Thus, based on the above, it seems appropriate to conclude that the expert assessment (n=172) conducted on a specially prepared questionnaire made it possible to clarify 23 relevant structural components of the intellectual mobility of a future specialist training in a higher educational institution. Based on the results of the analysis, followed by the distribution of the selected structural components according to the corresponding groups of unifying features, the following four interdependent components are identified that reveal the structure of the phenomenon under study: a need-motivational structural component, including motivation for success, motivation of information activity, the need for professional self-development and self-improvement, the need for independence, independence of one's personality, professional interests; intellectual and creative structural component, including creativity, forecasting ability, proper intellectual level, proper level of professional knowledge; social structural component, including sociability, communicative tolerance, communicative control, social maturity and responsibility, resilience, professional self-realization, as well as personal adaptive potential; a personal structural component that includes reflexivity, the ability to self-development, volitional self-regulation, adequate self-esteem, self-efficacy and self-organization.

In addition, the following methodological complex has been selected for the psychodiagnostics of intellectual mobility: A.V. Karpov's Questionnaire for the diagnosis of the level of reflexivity development; L.A. Regush's ability to predict test; I.V. Zvereva's Self-development Ability Questionnaire; V.V. Sinyavsky's Test of communicative and organizational inclinations (KOS-2); A.G. Maklakov's Multilevel personality questionnaire "Adaptability", S.V. Chermnyanina; Questionnaire of diagnostics of general communicative tolerance V.V. Boyko; Test questionnaire of communicative control M. Schneider; Questionnaire of motivation of success and fear of failure A.A. Reana; Methodology for diagnosing S. Maddi's resilience in the adaptation of D. Leontiev; Test questionnaire for the study of volitional self-regulation by A.V. Zverkova and E.V. Eidman; Test questionnaire for determining the level of self-esteem by S.V. Kovalev; Test questionnaire for personal maturity by Yu.Z. Gilbukh;



Questionnaire for the motivational structure of information activity by Yu.N. Dolgova, A.S. Kopova, G.N. Malyuchenko, V.M. Smirnova (MSIA); V.P. Pryadein's Responsibility Questionnaire; Sh. Motivational Personality Profile Questionnaire. Richie and P. Martin; The scale of general somoeffectiveness of R. Schwarzer, M. Yerusalem; The questionnaire of self-organization of activity of E.Yu. Mandrikova; Questionnaire for assessing professional interests and abilities of I.L. Solomin; Questionnaire for the study of the creative potential of the individual E.E. Tunik; Test progressive matrices J. Ravenna; Multidimensional questionnaire of S.I. Kudinov's self-realization.

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