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Structural Features of Intellectual Mobility of Students of Higher Educational Institutions

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KEYWORDS

intellectual mobility, structural features, structural components, future specialists, students, higher educational institution, expert assessment, mobility, intelligence, personal education, creative activity, creative activity.

Abstract

The article is devoted to the study of structural features of intellectual mobility of students of higher educational institutions. The article reveals the results of the expert assessment, which allowed us to identify four structural components of students' intellectual mobility: a need-motivational structural component, an intellectual-creative structural component, a social structural component, as well as a personal structural component

INTRODUCTION

Scientific and pedagogical practice shows that despite the extreme urgency, the problem of the structural content of the intellectual mobility of future specialists in modern conditions of higher educational institutions has not been sufficiently investigated. In addition, in pedagogical science there is a shortage of research on purely didactic aspects of the phenomenon under study among students. 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 specialist.

MATERIALS AND METHODS

In order to clarify the structure of intellectual mobility of modern students, an expert assessment was organized and carried out according to a pre-prepared questionnaire, the basis of which was generalized structural components of the phenomenon under study, highlighted 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.

Before the start of the survey, 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. According to the results of the expert survey, the results obtained were summarized in a general table, which made it

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possible to analyze by calculating some coefficients of primary descriptive statistics: mean (M); mode (Mo); median (Md).

The analysis of the results of the expert assessment revealed that, according to the opinions of most experts, out of the total number of generalized structural components of intellectual mobility, only 23 are evaluated 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. Thus, it is reasonable to interpret this list of structural components as relevant, i.e. acceptable for revealing the inner nature of the intellectual mobility of modern students. In order to make it easier to interpret the identified actual structural components of intellectual mobility of modern students, their classification was made, i.e., distribution by appropriate groups of unifying features or structural components (Fig. 1).

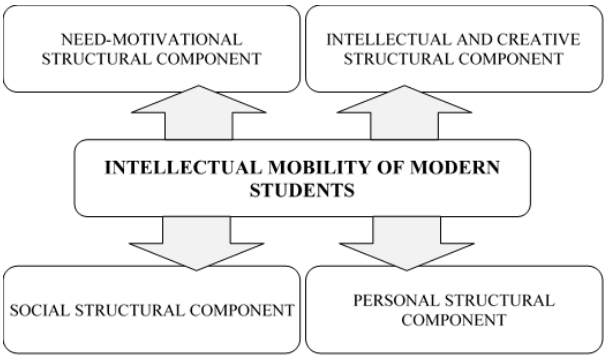

Fig. 1. The structure of intellectual mobility of modern students

DISCUSSION AND RESULTS

The first group of unifying features included the following five structural components of intellectual mobility: motivation for success; motivation of 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. Based on the semantic content of the above components, the first group was called the need-motivational structural component of the intellectual mobility of modern students. As is known, one of the main tasks of pedagogy is to provide motivation in the educational process, i.e. to provide support for proper (high) cognitive activity, informational activity throughout the entire period of education. In essence, these two categories are interrelated and mutually dependent. In this aspect, according to L.V. Nenastieva, motivation is impossible without cognitive activity, informational activity, since it is a base that provides an opportunity to diversify activities, improve qualifications, etc. [11, p. 33]. In this context, the need-motivation component becomes particularly relevant for our research. In addition, in our opinion, this component is extremely important, since without it it is impossible to develop not only intellectual mobility, but also any professional quality of a person. No matter how high the level of competence of a student is, no matter how the external conditions contribute to professional growth, without positive motivation, motivation for success, he will not become intellectually mobile.

In addition, according to O.Y. Grebeshkova, a group of properties of a need-motivational nature makes it possible to assess the ability of students to realize their own needs within the branches of future professional activity, the ability to justify the need for self-realization and success, active actions with changes in professional activity, continuous personal and professional self-development and develop personal qualities, for example, such as: motivation for achievement, success; orientation to self-development; orientation to independence, independence, etc. [4, p. 85].

D.M. Guketlova also adheres to a similar position, noting that the motivational-need sphere contains: a system of motives, goals, needs for self-development, self-improvement, self-education and mastery of effective ways of organizing them; value orientations for self-actualization in professional activity, professional development or profession change; striving for effective career growth, etc. All this certainly contributes to obtaining professionally significant knowledge, creates psychological prerequisites for productive and creative performance of duties and professional functions in the process of activity, adaptation to emerging obstacles, improvement [5, p. 68].

At its core, the need-motivation component is based on various value priorities, needs and can also cover various elements of personal characteristics. Thus, V.M. Kirsanov defines the necessary motives of student

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youth: interest in the profession, the desire to succeed in professional activity; understanding the importance of professional decisions and actions taken; the need for active participation in socio-economic life. The scientist refers to purely professional values: professionalism; professional interests; constant professional growth and improvement of the quality of life; self-education and self-development; creativity, perception of the new, an extraordinary approach to sociability; successful adaptation to changing conditions, assessment of the need for changes in professional development; intellectual and emotional flexibility in various situations of modern life [8, p. 75].

Consequently, the need-motivational structural component of intellectual mobility of modern students contains motives, goals, needs and provides for the development of the necessary value attitudes, stimulation of self-improvement, self-development, creativity in future activities, identification of personal professional prospects in accordance with their own ideal model of intellectual mobility. In addition, this component can be considered as a process, as a result of which a set of actions that have personal significance for the future specialist are determined, form an established interest in it and turn external goals outlined by socio-industrial requirements into internal needs of the individual. In the structure of this component, it is also possible to distinguish a system of personal and professional values and attitudes of a personality that play a social, professional and personal significance of vocational education and influence the formation of motives for purposeful creative mastery of professional competencies and the development of intellectual mobility.

The second group of unifying features includes the following four structural components of intellectual mobility: creative potential; ability to predict; proper intellectual level; proper level of professional knowledge. By analogy with the previous component, based on the semantic content of the above components, the second group was called the intellectual and creative structural component of the intellectual mobility of modern students. The fact that a person's success is influenced by the level of his intelligence becomes indisputable. Intellectual development of students is an urgent problem of higher education. According to a number of researchers, this is due to three main factors: an intellectual product becomes the result of modern economic development; the intelligence of specialists determines the development of science and production; the activity of an intellectually developed specialist guarantees him personal freedom and the development of mobility, including intellectual [2, p. 104; 6, p. 610].

In psychological and pedagogical literature, intelligence, as a rule, is mainly understood as: the mind, a person's ability to think; a system of cognitive abilities of an individual, manifested in the ability to quickly and easily acquire new knowledge and skills, overcome unexpected obstacles, find a way out of non-standard situations, deeply understand what is happening around, in the ability to adapt to a complex and changing environment. environment; individual characteristics related to the cognitive sphere, primarily to thinking, memory, perception, attention, etc. [13, p. 100; 14, p. 260; 15, p. 202; 12, p. 109].

Supporting the point of view of Yu.E. Shchurova, who defines intelligence as a set of mental cognitive processes that provide a person with the opportunity to understand and change the world [16, p. 97], we believe that intelligence is an integrative individual psychological characteristic of a person, formed in the process and as a result of individual creative mental activity, allowing participation in all information processes of education and production, and oriented towards a long-term perspective of obtaining professional knowledge and experience for the adequate solution of various life tasks.

At the same time, the analysis of the scientific literature on the problem under study shows that scientific works mainly investigate and substantiate a strong connection between intelligence and creativity, creativity. Thus, V.N. Druzhinin identifies three approaches to the correlation of these concepts: creativity, creativity does not exist as a separate phenomenon, the necessary conditions for the creative activity of a person are motivation, values, personality traits and intellectual giftedness; there is a slight correlation between the level of intelligence and the level of creativity, creativity; a high level of intelligence implies a high level of creativity, creativity and vice versa. In addition, the scientist connects intelligence and creativity with information processes. Intelligence, in his opinion, is responsible for the use of information that a person possesses in real life and adaptation to the environment,

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and creativity is responsible for the transformation of this information [7, p. 171].

J. Gilford divides intellectual abilities as characteristic signs of creativity, as well as creative potential, into divergent (thinking in different directions, providing variability of ways to solve a problem and obtain unexpected results) and convergent thinking aimed at finding the only correct way to solve a problem. Divergent thinking, according to the scientist, determines creativity, and convergent thinking determines intelligence [17, p. 8].

From the above, it can be concluded that creativity, creativity and intelligence are personality characteristics that participate in information processes at different stages of solving a problem, performing various functions and tasks, and are also associated with obtaining and using knowledge.

The third group of unifying features included the following eight structural components of intellectual mobility: sociability; communicative tolerance; communicative control; social maturity; responsibility; resilience; personal adaptive potential; professional self-realization. Thus, based on the semantic content of the above components, the third group was called the social structural component of the intellectual mobility of modern student youth. In the process of professional training, as well as in further professional activity, the problem of effective communication, adaptation in teams, adaptation of acquired knowledge to the real conditions of specific practical tasks is relevant. Valuable in professional activity are such personality traits that ensure its activity, responsibility, resilience, independence, ability to self-realization [1, p. 115].

According to D.V. Mochalov, intellectual mobility is due to many qualities of a specialist's personality, among which the communicative sphere stands out, expressed in tolerance to partners in interaction and control of this process. In addition, the communicative aspect is highlighted by scientists as a necessary condition for ensuring subject-subject relations in the professional environment and positive dynamics of intellectual mobility. At the same time, by communicative skills, the author means a complex of conscious communicative actions of a socially mature personality based on high theoretical and practical training of the individual, possession of mental and practical actions aimed at establishing and maintaining friendly relations with people in the process of educational and then professional activity in modern conditions [10, p. 417].

According to the position of I.K. Gavrilova, it is advisable to consider communication more broadly as the ability and willingness to establish the necessary connections and contacts with the subjects of the relevant activity, the ability to cooperate, work in a team for successful adaptation in a social environment, etc. The author also refers to interpersonal communication as a whole, the ability to exchange opinions and conduct a dialogue, the humanistic nature of communication with all participants in the activity, knowledge of the essence of communication, its types and main characteristics, knowledge and ability to apply forms, methods and means of communicative interaction, technologies and techniques, the use of remote technologies and social networks for communication [3, p. 129].

The final, fourth group of unifying features included the following six structural components of intellectual mobility: reflexivity; ability to self-development; volitional self-regulation; adequate self-esteem; self-efficacy; self-organization. Based on the semantic content of the above components, the final, fourth group was called the personal structural component of the intellectual mobility of modern student youth. In the functional aspect, this component involves the coordination of student youth activity with external conditions. This activity takes the future specialist beyond the limits of the standard situation, excites constructive transformative and regulatory processes, accompanied by deep awareness, critical analysis of the achievements and prospects of his professional activity. In addition, he encourages the formation of such professional qualities that reveal the need and ability to critically evaluate his own experience, develop an individual work style and the ability to formulate an information request to ensure individual professional self-improvement and evaluate the socio-industrial perspective of individual development strategies.

Exploring the intellectual mobility of specialists, V.P. Kuprianovsky draws attention to such personal qualities as the ability to self-development, self-effectiveness, awareness and adequate assessment of oneself, one's capabilities, volitional self-regulation, etc. The main highlighted features that deserve attention in the context

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of this study, the scientist considers the level of development of reflexivity, self-organization. Reflexivity, according to the author, characterizes the ability of a future specialist to self-analysis, self-assessment of his abilities, personal qualities that ensure the manifestation of intellectual mobility in professional activity due to the desire for self-organization, self-efficacy and comprehensive development. In addition, reflexive skills become the basis for self-assessment of the nature and level of professional and social claims, self-diagnosis of professional interests, needs, motives in correcting the choice of profession. Also, the scientist associates this personality trait with the ability to adequately assess his professional and personal capabilities, limitations in professional activity, his actions and their consequences with changes in professional activity, the results of personal and professional self-development [9, p. 47].

CONCLUSION

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 intellectual mobility of students of higher educational institutions. Based on the results of the analysis, followed by the distribution of 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: the 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.

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