

Practical recommendations for university graduates' readiness formation to occupational mobility

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Abstract

© 2016 Yakhina et al. The research urgency is caused by the development of economic integration and demand for professionals able to adapt to constantly changing working conditions. The purpose of the paper is to develop practical recommendations on formation of University graduates' readiness to occupational mobility. A leading approach to the study is the structural-functional approach allowing revealing of the nature and structure of occupational mobility, to identify the pedagogical conditions of formation of University graduates' readiness to professional mobility. The study involved 300 teachers, 450 students who took part in characterizing levels of readiness for occupational mobility and definition of its criteria. Main results of the research consist of the identification of core components of occupational mobility (axiological, epistemological, praxeological) and pedagogical conditions of formation of University graduates' readiness to occupational mobility (formation of occupational value orientations of students; the modular structure of educational process; organization of project-based learning), identifying of levels of readiness for occupational mobility (high, average, low) and the criteria (motivational, cognitive, activity-related). The significance of the results obtained is that the identified components of occupational mobility allow us to consider it as an integrative quality of the personality of the specialist, which characterizes the readiness for rapid and successful acquisition of new activities. Identified pedagogical conditions of formation of University graduates' readiness for occupational mobility provide their focus on the active acquisition of the latest occupational achievements and expansion of the scope of activities, qualification enhancement and development of competitiveness. Levels of readiness for occupational mobility help to develop the ability to quickly mastering of new skills and changes in them arising under the influence of scientific, social and technical changes. Criteria of readiness for occupational mobility reflect the unity of fundamental knowledge, occupational competences and personal qualities.

Keywords

Occupational mobility, Occupational value orientations, Project-based learning