

FORMATION OF INTELLECTUAL MOBILITY BY LEARNING ESP AS A BASIS FOR PROFESSIONAL SELF-ACTUALIZATION

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Annotation

Nowadays one of the most important issues of modern system of education is the issue of ongoing development of a professional. The article focuses on the problem of formation of intellectual mobility as the basis for professional self-actualization of future specialists. It outlines the pedagogical conditions of their intellectual mobility formation by means of learning ESP.

Keywords: intellectual mobility, foreign language, pedagogical conditions, professional self-actualization.

ФОРМУВАННЯ ІНТЕЛЕКТУАЛЬНОЇ МОБІЛЬНОСТІ ЯК ОСНОВИ САМОРЕАЛІЗАЦІЇ МАЙБУТНЬОГО ПРОФЕСІОНАЛА

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Анотація

У наш час одним з найважливіших питань сучасної системи освіти є питання сталого розвитку фахівця. Стаття присвячена проблемі. Тут окреслюються педагогічні умови формування інтелектуальної мобільності засобами вивчення іноземної мови фахового спрямування.

Ключові слова: інтелектуальна мобільність, іноземна мова, педагогічні умови, професійна самореалізація.

1. Introduction

Intense changes in the modern society result from the rapid scientific and technological progress, which indicates the significance of constant professional self-development of the specialists in all fields of industry. While studying at universities, future specialists are step-by-step becoming prepared for professional activities; they acquire relevant knowledge and skills to perform their professional functions with understanding of the importance to continuously broaden experience and learn throughout the life. After graduating, the process of further active improvement and self-actualization begins, as a result of which a personality is characterised by the new way of thinking, with aspiration for enhancing general cultural, scientific and professional levels.

It is intelligence, according to R. Feuerstein [Feuerstein, 1990], that is a dynamic process of interaction between the man and the world, the criterion for the development of which is the mobility (flexibility, plasticity) of individual behavior on the basis of indirect learning experience. Intelligence manifests itself in the process of self-actualization and determines self-actualization.

Self-actualization of an individual has been studied by a number of researchers, such as L. Buraya, T. Vivcharyk, S. Garmash, B. Gershunsky, O. Goryachova, I. Isaev, L. Kalashnikov, N. Loseva, L. Rybalko, etc. It is worth noting that some researchers operate the concepts of "self-determination", "self-actualization", "self-realization" identically. Summarizing the ideas of these scholars, we can state that self-actualization is a process of realizing in the profession the potential of a constantly developing individual, that is, the realization of his personality through own efforts and interaction with other people. Self-actualization is a creative strategic process of advancement along an individually constructed trajectory. At the same time, during the process of professional self-actualization the individual's development proceeds from the preconditions of the certain level of readiness, where personality mobility takes a leading place. This mobility is the main professional characteristic of a specialist, which contributes to his competitiveness in the labor market.

However, we should state that there is no solid research on the formation of intellectual mobility as the basis for professional self-actualization. T. Kotmakova [Kotmakova, 2005] states that personality mobility is the integrative quality of a specialist, which manifests itself in the motivation for learning and effective communication, and allows the individual to be in a state of active self-development. This researcher argues that mobility is the most general

characteristic of the readiness of an individual for changes in life.

Scientists identify various dimensions of mobility, which determine the effectiveness of the individual human capital: academic, informational, intellectual, social, professional, communicational, situational, cultural, geographical, and others. The privileged one for the development of intelligence in the process of self-actualization is its corresponding dimension – intellectual.

L. Khorunzha [Khorunzha, 2009] in her research on the formation of intellectual mobility of high school students defines intellectual mobility as an integrated characteristic of a personality that includes intellectual skills, capabilities and personality traits which allow a person to find, process and effectively apply required information, to make decisions and act promptly in conventional and unconventional situations, effectively use the acquired knowledge and choose the best ways to solve tasks. G. Yegorova [Yegorova, 2005] considers intellectual mobility as a criterion and indicator component of intellectual culture, which determines the ability to social interaction.

We specify the concept "intellectual mobility of a specialist" and define it as an integrated characteristic of a personality that ensures his readiness to find, process and effectively apply increasing information flows, to produce new ideas and perceive innovations with tolerance; promptly choose the effective ways of solving both reproductive and creative tasks; quickly change the types and forms of intellectual activities without reducing their productivity.

The analysis of important research, done by scientists, shows that it is necessary to form intellectual mobility of future specialists as the basis for their self-actualization in their profession after completing university.

2. Methods and results

To study the problem of forming intellectual mobility as the basis for professional self-actualization, we turn to the resources of a foreign language, in particular of the discipline – English for Specific Purposes (ESP). Geopolitical and technological transformations in society has led to the need of reconsidering the role of a foreign language in the professional development of a specialist and, accordingly, to create the models of teaching a foreign language taking into account the specifics of the current stage of education (interdisciplinary integration, variability, intercultural aspect of language proficiency, the use of information and communication technologies, etc.).

ESP belongs to humanities, and at the same time provides special subjects. The core of ESP is its integration with special

subjects in order to synthesize and acquire professional knowledge and to form significant personal qualities of future specialists. ESP in this case is a means of improving professional competence and personality development of future specialists.

The reason to choose ESP as a means of intellectual mobility formation is not only in its integrative content, but also in the specifics of the discipline itself. The changes which occur in the individual consciousness in a foreign language learning are demonstrated both in cognitive and communicative acts: the ability to use two (or more) language systems in communication and intellectual capabilities are developing; individual life experience on the background of the changing world is being reconsidered; creativity and the ability to perceive thoughts, tolerance as well as willingness to risk are growing.

Theoretical investigations, teaching experience and the results of students' survey allowed us to determine **the pedagogical conditions of the intellectual mobility formation** of future specialists in a university educational environment.

The first condition is the change in the function of a teacher when he/she becomes the moderator of intellectual activities of students, but not only knowledge transmitter. In order to realize this condition in an ESP class we have used pedagogical technologies based on the intensification of students' activities – interactive methods and information and communication technologies (ICT). We have used business games, discussions, case-study method, projects and brainstorming. ICTs are a powerful factor in motivation for education and intellectual improvement of future specialists. On the one hand, they help to show the importance of professional tasks, increase the topicality and novelty of the learning content as electronic learning materials can be constantly updated, modified, while using educational tasks with the elements of unpredictability. On the other hand, ICTs meet the intellectual interest of modern youth, who can simultaneously perform a number of tasks on mobile devices: communicate with friends, search for information, and listen to music.

The second condition is the purposeful development of students' motivation for intellectual activities due to teacher's consideration of their individual psychological characteristics. Here is a two-way process: on the one hand, understanding of students' individual psychological characteristics helps the teacher to develop their intelligence through appropriate organization of educational activities. On the other hand, the formation of internal motivation for intellectual activities is impossible without reflection, self-knowledge, students' awareness of their own psychological characteristics and intellectual capabilities. The study of psychological and pedagogical works allows us to consider mental flexibility and flexibility of individual behavior as well as creative approach in choosing strategies in a changing environment to be the psychological mechanism of intellectual mobility as a personality characteristic.

We argue that the means of realization of this second pedagogical condition should be individual and group psychological diagnostic techniques, questionnaires, interviews with students, as well as teaching students the strategies and techniques of intellectual activities in accordance with their individual psychological characteristics. These types of activities can be organized both in an ESP class (esp., by using English versions where possible) and during tutorials. While interpreting the results of diagnostic techniques, students acquire some psychological knowledge, and as objects of this diagnostics they change themselves and obtain reflection skills.

The third condition is integration of the content of the vocational training and ESP teaching, vocational

orientation of ESP with the use of distance courses, intellectual games and brainstorming tasks. M. Pravdina [Pravdina, 2006] points out that the integration of general and ESP is a professional necessity: it promotes the development of systemic creative thinking as an important tool for the work of a specialist, develops professional abilities and skills, provides an additional tool for obtaining knowledge, expands access to information, and forms the culture of a specialist.

As intellectual mobility implies the readiness for quick search, analysis and efficient application of information, the content of teaching materials should satisfy the requirements of speed and unpredictability when performing tasks. In addition, teaching materials should be clearly structured, and the use of charts, tables, tasks that require mobilising intellectual resources are essential. The tasks with different levels of complexity and adherence to the time limits as well as the introduction of competitive forms of training are effective, too. It is important that ESP teaching materials give students the right and opportunity to choose the type of the activities according to their capabilities and needs.

In order to meet these requirements, teaching ICTs, esp. the resources of distance learning, e.g. on Moodle platform, can be developed and used successfully. Distance course allows differentiating the learning process, controlling the student's results, changing the time to perform tasks, increasing interest by using games (e.g. crossword puzzles) both in practice and test regimes. We have developed the Moodle distance course entitled "English for future engineers" which completely came up to our expectations.

Competitiveness, unpredictability, intellectual saturation are the main characteristics of intellectual games. We have completed and tested a set of intellectual games and brainstorming tasks aimed at creating the intellectual mobility of students while teaching them ESP.

Thus, the practical experience of using pedagogical methods of educational and cognitive activities of students in our study (business games, discussions, case method, method of brainstorming, method of projects, information resources of the system of distance learning, intellectual games, game tasks), means and forms of organization of students' activities in an educational environment of university on the basis of the integration of the content of general and foreign language training proved the effectiveness of the proposed pedagogical conditions for the formation of intellectual mobility of future specialists.

3. Conclusions

To sum up, the basis of the professional self-actualization of a specialist as his ongoing professional growth through the acquisition of new knowledge and the improvement of skills of a professional seeking to be an intellectual, in demand and competitive in the labor market is the formation of his intellectual mobility. It is possible under the pedagogical conditions such as: the change in the function of a teacher when he/she becomes the moderator of intellectual activities of students; purposeful development of students' motivation to intellectual activities due to teacher's consideration of their individual psychological characteristics; integration of the content of the vocational training and foreign language teaching, vocational orientation of foreign language learning with the use of distance courses, intellectual games and brainstorming tasks. Prospective directions for scientific research to be proposed are as follows: the peculiarities of the formation of intellectual mobility of specialists in engineering specialties and the development of a system of teaching and methodological complexes on their basis to ensure this process in the educational environment of a modern university.

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