

Professional Mobility as a Factor of Professional Success of a Modern Specialist in the Conditions of Distance Learning

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Summary

The article considers the training, competitiveness of specialists, professional mobility, professionalism and competence of specialists in the context of distance learning. The advantages of distance learning are shown. The characteristic features of distance learning in the preparation of students and in the implementation of these technologies in the educational process of higher educational institutions are determined. Competitiveness, professional mobility, professionalism and competence of a specialist are qualities that determine a person's life and work success. Professional mobility is interpreted as a systemic quality of a specialist's personality, which includes a whole range of knowledge, skills, abilities, personal qualities, value orientations, and so on. The vision of mobility of specialists by foreign scientists is presented. It is noted that the classification of professional mobility presented in the article makes it possible to organize various movements from a single position, to present them as separate manifestations of the general process of professional and pedagogical mobility, to determine which type of mobility ensures the performance of certain social functions. It was found that mobility can be differentiated into differentiated and intergeneration. According to the subject, individual and group mobility are distinguished; according to the direction – internal and external. The classification of employees according to their attitude to mobility is shown, which can be divided into the following groups: actually mobile; potentially mobile; actually stable; potentially stable.

Keywords:

professional mobility, competitiveness in the labor market, distance learning, education, student training, pedagogical support in the process of distance learning, mixed learning, professional development, systematic quality of the specialist.

1. Introduction

The development of market relations, an active transition to the labor market requires such technologies of professional training of graduates of higher educational institutions that would allow them to achieve a high level of competitiveness at the beginning of their professional activity. At the same time, the need to balance the needs of society, the aggravation of competition in the labor market actualizes the need to form professional mobility of future specialists who have developed personal qualities and have special knowledge and skills in the field of professional activity. The practice of the modern market economy shows that it is competitiveness, professional mobility, professionalism and competence of a specialist that are the qualities on which life and work success depend [22].

Recently, in the context of COVID-19, distance learning, which is one of the well-established forms of learning in the world practice, has become not only relevant, but also necessary. It is in demand by society and is popular. Distance learning is the most democratic form of education that allows broad segments of society to get an education. Distance learning methods are used in higher education institutions, in school education, in the system of advanced training of teachers, in the system of training management personnel.

The prospect and improvement of the distance learning system in Ukraine is the introduction of computer

and audio-visual equipment into the educational process. Currently, distance education is being improved by all institutions of higher education.

Educators are confident that in the future, e-learning will make study not a boring and carefully planned commitment, but an exciting cognitive process, in the formation of which the student himself participates. Learning, sharing experiences everywhere, always, and all your life with pleasure is something like the slogan of the idea of distance education.

How clearly and properly we can identify and implement the new technology of learning and its distance forms, which improve the quality and increase the mass nature of education, so productively the educational institution will fulfill this historic order – the creation of a new civil society in any country [7].

The effectiveness of pedagogical support in the process of distance learning is achieved by the following conditions: the presence of students' computer literacy, taking into account the psychological patterns of perception, memory, attention and age characteristics of students, their individual and personal characteristics, the creation of psychological comfort, which includes the ability of the teacher to dialogue by means of information technologies, to find an individual approach to students, the implementation of a specially organized self-control of students and systematic control of the teacher over the generalization of knowledge provided for in the development of relevant educational programs, students' possession of skills of independent work, ensuring effective interaction of all components of the distance learning system.

Each country needs to build its potential to provide blended learning models. All educational institutions should be better prepared (if necessary) for the transition from full-time to distance learning. This will protect education and create opportunities for more individualized approaches to teaching and learning not only during future pandemics, but also during other upheavals, such as natural disasters, which is possible with the development of flexible study programs that can be taught personally or online. In addition, teachers should be well trained to manage a wide range of IT devices and guide the reform of the education industry in accordance with the standards of the European education area. This is a long-term process and Ukraine is working in this direction. Scientists are developing rules for distance education, applying wider use of blended learning approaches, and working to increase the number of schools with internet connection and access to digital devices and equipment. Such targeted work will help educational institutions not only overcome the effects of COVID-19, but also introduce more sustainable and flexible approaches in future educational activities aimed at supporting learning continuity and operational sustainability in higher education, through measures to expand the digitalization of the sector. [13]

The purpose of the article is to consider the issue of professional mobility as a factor of professional success of a modern specialist in the context of distance learning.

2. Analysis of recent research and publications

Education is one of the basic human rights, which is enshrined in Article 26 of the Universal Declaration of Human Rights, the Constitution of Ukraine and Industry Laws. The fourth UN Sustainable Development Goal until 2030, which is implemented by every developed country, provides for "ensuring comprehensive and fair quality education and promoting lifelong learning opportunities for all" [23].

Scientists from different countries are dealing with the problem of mobility of specialists. Thus, the French comparative scientist F. Vaniscott created the concept of mobility of a European teacher. It is based on the ideal of the future of European Society, which "guarantees the freedom and natural mobility of each person within the framework of open integration" [20].

American scientists note the training of well-rounded specialists who are able to assert themselves and open up, make decisions in difficult conditions. Therefore, the selection of the content of educational material in the US Western Military District is carried out on the basis of the principles of fundamentalization, multiculturalism, and predictability [17; 21].

N. Bidyuk's research on the peculiarities of Bachelor's degree training in UK universities shows that the main task of the country's education is broad-profile training with the ability to "switch" from one specialization to another. At the same time, "professional mobility and adaptation in the global information space" becomes necessary [1].

G. V. Datsenko, Z. V. Suzanskaya note that competitiveness, professional mobility, professionalism and competence of a specialist is impossible without the introduction of distance technologies in the educational process, which are aimed at a deeper understanding of the educational material; the formation of such competencies as: communicative (direct communication using network tools), information (search for information from different sources and the possibility of its critical understanding), self-education (ability to learn independently). As practice shows, if a student does not learn to make decisions independently, determine the content of their educational activities and find ways to implement them, they will not be able to master a particular discipline in a high-quality way. In addition, distance learning also performs an educational function – it contributes to the formation of leading personality traits: activity, independence, self-improvement, creativity [5].

O. Kuchai in his article lights up the conceptual principles of training future teachers by means of

multimedia technologies and the use of multimedia technologies in the training of primary school teachers [10; 11].

Many scientists consider the training of specialists in education in the conditions of distance learning. It is lights up the advantages of distance learning and determined the characteristic features of distance learning of students training in the implementation of these technologies in the educational process [9].

Kuzminskyi, A.I., Kuchai, O.V., & Bida, O.A. have determined the content basis of specialist in computer science vocational training which was grounded on the functional approach in the research process [14].

Biletska, O., Kuchai, T., Kravtsova, T., Bidyuk, N., Tretko, V., & Kuchai, O. in their article characterizes the essence of the activity approach in the aspect of learning foreign languages. An analysis of foreign scholars' recommendations on the implementation of the principle of activity approach to learning was made. The essence of teaching in higher educational institutions, that is to help the teacher to acquire speech competencies for learning foreign languages [2].

3. Research methods

To solve research problems, a set of mutually complementary methods was used: system-historical, logical-historical, chronological and diachronic; functional-structural analysis, which includes various subsystems; systematization and generalization of the processed materials for formulating conclusions, recommendations and determining ways of further development of distance learning in Ukraine.

4. Results

The term "mobility" means suppleness, readiness to quickly complete a task. The term was introduced into scientific use by sociologists to define phenomena that characterize the movement of social groups and individuals in the social structure of society (social mobility). The study of this phenomenon from the point of view of Philosophy, Sociology, Economics, Demography allowed differentiating the idea of mobility, finding out that it can be vertical and horizontal, individual and group, intra-generational and inter-generational; social, labor, cultural, interprofessional, professional, etc. Differentiation of scientific ideas about mobility is associated with an increase in the dynamism of social processes at the present stage of society's development, which inevitably leads to an increase in the mobility of people in a variety of "vectors of their social functioning".

The issue of professional mobility has become particularly acute since the adoption by the Council (EU) of

the resolution on the development of lifelong learning (27 June 2002), which is a continuation of the resolutions adopted in Lisbon and Barcelona and creates the basis for closer cooperation in the field of vocational education and training with EU countries [22].

Professional mobility is a systemic quality of a specialist's personality, which includes a whole range of knowledge, skills, abilities, personal qualities, value orientations, and so on. The main factor here is the internal freedom of the individual, his ability to discard existing stereotypes and look at the life and professional situation in a new, unconventional way, sometimes going beyond the ordinary. Only a creative person with creative abilities can do this.

In the process of moving individuals between groups of the professional structure of society, social subjects completely or partially change their professional status, so an important characteristic is the ability of a specialist to quickly adapt to the conditions and content of professional activity, to new circumstances, the ability to track and correctly assess the state of the surrounding space, independently navigate the professional world. All this is impossible without the desire for constant learning. The ability to continuously improve professional training allows such specialists to improve themselves throughout their lives and consists of such components as the desire for self-knowledge, self-determination, self-development, which is evidence of the existing individual motivation and purposefulness to a certain type of activity. In general, professional mobility can be considered as a mechanism that determines the degree of adaptability and competitiveness of a specialist in the labor market. In addition, it becomes an essential factor of professional success, as it provides both an internal mechanism for the development of the person himself, and a high-quality and effective transformation of the surrounding professional and living environment.

Professional success is an important component of a person's life success and is reflected in the degree of creative originality of the final result of activity, in achieving the goal, in exceeding their previous results, so the orientation of the individual to achieve success is an important condition for the development of both the individual and society. Achieving success is accompanied by receiving rewards, a good job and suitable living conditions, increasing social status and self-esteem, positive emotions, the appearance of an interesting social circle, and so on. True success always implies the presence of inner satisfaction and a sense of harmony in your life, a positive perception of the world, the absence of a sense of unrealism, uselessness, faith in yourself and your capabilities. A successful person is characterized by the activity of a life strategy, motivation to achieve, creativity, the desire for self-development, and inner freedom [19].

One of the priority areas of the program of modernization of general education and higher schools is recognized as distance learning, which provides more opportunities for professional mobility. In modern conditions, there is a need to obtain higher education remotely, which is caused by the need to study on-the-job, receive education for people with disabilities and those who are abroad or in places of deprivation of Liberty. This opportunity is provided by distance learning, which is carried out thanks to information and educational technologies and communication systems.

The pandemic has led to significant changes in the education sector of the entire planet, and it has caused educational problems in Ukraine as well. At the beginning of the quarantine in the spring of 2020, all educational institutions switched to distance learning in an emergency mode.

The vast majority of countries have closed all educational institutions for at least some time, and training has stopped in some areas. According to UNESCO [4], as of April 2020, all schools were closed in 191 countries around the world, where more than 90% of all students on the planet live.

According to a survey by the International Association of universities [4], 60% of higher education institutions reported that COVID-19 has increased virtual mobility and/or online co-education as an alternative to physical student mobility [13].

According to N. Brizhak, mobility is a special quality of personality that is formed in the process of training and upbringing and has the most important impact on the professionalism of a future specialist.

The content of the concept of "professional mobility" includes: choosing a profession, advanced training, determining a conditional change of place of work or profession, staff turnover, and so on. Professional mobility implies the readiness of a qualified worker to change the professional tasks performed, the ability to quickly master new types of work, and new specialties.

The researcher follows the classification of employees according to their attitude to mobility into the following groups:

- 1) actually mobile - those who changed their place of work, position, or place of residence directly during the research period;
- 2) potentially mobile - those who have not changed their workplace, but have appropriate intentions and plans;
- 3) actually stable – those that work in one place for a long time and are not set up for mobility;
- 4) potentially stable – those who have recently arrived at the place of work and do not plan to change it yet.

Among specialists, there are all four groups of employees. In the process of training specialists, it should be taken into account that in the domestic labor market, mobility declares itself as a factor in improving the

efficiency of using collective labor potential that can meet the needs of the country.

Professional mobility is particularly important in the context of competition in the labor market. And this encourages specialists to self-educate, improve their own professionalism. Labor movements are one of the forms of recognition of the professional status of an employee, bringing physical, intellectual and spiritual potential in line with the conditions of his dynamic movement [3].

Taking into account the fact that modern students and teachers know a number of rules for "navigation" in the modern internet information space, the format of distance education becomes a natural tool for using these rules in the educational process. Interactive learning has become a very popular technology during the period of forced "distance" in the conditions of using Google services, such as Google Classroom, Google Meet, etc., with the help of this technology, such communicative teaching methods as analysis of specific situations, group discussions, group work on the situation, final conversations, final assessment with discussion of learning results, etc. were effectively used.

The use of network technologies: email, Telegram and Viber social messaging programs, as well as Zoom and Google Meet video conferencing platforms allow teachers and students who are at a distance to organize joint training, discuss learning problems individually and in Group Chats, and participate in business Games.

We can confidently consider the experience of introducing a form of distance learning during the quarantine period for the introduction of professional mobility as an intermediate link to the final formation as an effective form of learning and further functioning in the blended learning model.

Given the difficulties of the transition stage, we consider it necessary:

- improving the state of internet networks in the country;
- formation of a unified strategy of a higher education institution for the formation of an organizational model of distance learning;
- ensuring the functioning of a single platform for implementing distance learning;
- promotion of cooperation and mutual assistance among scientists, further ensuring the training of teachers in accordance with the needs of distance learning, the formation of the ability to create your own distance course according to the compiled working curriculum;
- introduction of an individual learning trajectory for students with special needs. [12]

Distance learning has a number of undeniable advantages in terms of professional mobility. In particular, a higher education applicant can study at a convenient time, in a familiar environment and at a relatively autonomous pace. It is also worth considering the lower cost of such

training, since there is no need to rent premises, pay a significant number of staff and save time [24].

The methodological basis for working on distance learning requires maximum involvement of students in active learning, professional mobility, which increases their motivation to carry out professional training by means of distance learning; speed of feedback, constant presence of the teacher, systematic consultations, creation of a special forum for communication between the teacher and students; large interaction between students and the teacher, which contributes to the satisfaction of students from learning.

The intensive use of information and communication technologies in the life of modern society has led to a rethinking of the content of education and professional training of future specialists: the main role is played not so much by the information itself, but by the ability to work with it, critically comprehend and produce new knowledge; the main thing is not the amount of information, but its quality; information is needed for further practical application and transformation into knowledge, and the ability to work with information becomes one of the important competencies of a modern specialist in the new transformation of society: from information to knowledge society. In this context, one of the main forms of training is distance learning, which is able to respond to the challenges of society, to facilitate obtaining professional mobility [16].

Of course, the main focus will be on ensuring the quality of training, its mobility under the new system, adhere to international standards, unified conceptual approaches when creating distance courses that are based on the principles of situational pedagogy; use the best world experience of teaching using a telecommunications network, provide a sufficient level of methodological, didactic support for education in various specialties, directions and levels of training; maintain the necessary level of technical and software of the system, promote the preparation of methodological manuals and electronic textbooks on the main disciplines, create electronic libraries of distance learning courses, open a virtual laboratory for the development of multimedia and software tools for distance learning training, create a certification system for distance learning courses. [8].

The difference between distance and traditional learning is understandable if we consider them from the point of view of forms of interaction between the teacher and the student. The traditional model of training is based on giving lectures, conducting seminars, laboratory and various game types of classes, organizing independent work of students, and so on. The training base is a book and a teacher as an interpreter of knowledge. Distance learning is focused on the introduction of fundamentally different learning models into the educational process, involving conferences, project work, trainings and other activities with computer and non-traditional technologies.

The role of the teacher also changes significantly in this educational process. It is assigned such functions as coordinating the cognitive process, adjusting the course under study, advising students when organizing an individual curriculum, managing their educational projects, and so on. It helps students in their professional self-determination. If we consider the features of distance education from the point of view of communication between a teacher and a student, we can determine the following characteristic features:

- self-education as a basis for distance learning, which provides for the student's self-motivation regarding their own learning, as well as a certain level of self-organization of the individual;
- communication between the teacher and the student on the principle of "one to many", which corresponds to the form and content of an individual consultation;
- communication and interaction "many to many" does not exclude interaction "one to many", since the teacher, according to a pre-made schedule, works with many students at once. This form of interaction resembles traditional classroom learning;
- the interaction of "many to many" means that it is possible to simultaneously communicate with many students who exchange experience and impressions with each other. Based on this, distance learning has a number of advantages over traditional learning: advanced educational technologies, availability of information sources, individualization of training, a convenient consulting system, democratic relations between students and teachers, a convenient schedule and place of work.

In Ukraine, the following measures have been implemented to support distance learning and studying. Initially, support for distance learning and studying began with the broadcast of video lessons on television and with the use of online distance learning platforms. [13].

In the context of distance learning, the teacher's task is to continue to form a personality characterized by a creative type of thinking, initiative and independence in decision-making. Therefore, the main task of maritime education remains unchanged, even in the conditions of distance learning – training of a qualified maritime specialist, competitive in the world labor market, competent, responsible, fluent in his profession and oriented in related fields of activity, capable of effective work in the specialty at the level of world standards, ready for constant professional growth, social and professional mobility.

No modern innovative technologies and technical training tools will help a teacher to perform their professional duties at a high level, effectively build their professional activities, if they themselves are not professionally prepared for it.

General scientific and instrumental competencies ensure professional mobility of the teacher, who today must

quickly reorient himself to a new, non – traditional way of providing educational services and is able to accept the challenge-distance learning.

The teacher's instrumental competencies include features that distinguish them from other competencies:

- multifunctionality (reflect the qualities and abilities of the individual that are valuable in any professional activity and in everyday life and ensure the normal life of a person in society);

- fundamental (is the basis for special competencies. Strategic-formation of abilities and skills necessary for successful development of special, professional competencies);

- metasubject and interdisciplinarity (do not relate to a specific discipline /specialty and allow you to solve a number of tasks in different situations, not only in an educational institution, at work, but also in everyday life, in various spheres of public life. Instrumental competencies can be called "helper keys" in finding a reasonable way out of a problem situation);

- multidimensional (include a number of thought processes, communication, creative, analytical and social skills);

- integrated character and unity of its constituent components.

The presence of the above-mentioned competencies in the teacher makes him competitive even in the conditions of quarantine measures [15].

The most relevant types of distance learning are:

Video conferencing is a common way for teachers to interact directly with students in real-time classes. This can be a one-on-one session or a classroom – like scenario in which multiple students connect with a teacher online.

Synchronous learning - all students study together (and often even in the same classroom), but the teacher is in a different location. For this purpose, video conferences are used, which connect teachers and students in digital form.

Asynchronous learning is a less connected, but also less limited format. Instead of live online classes, students are given study assignments on time. They independently study the theoretical material needed to complete tasks. Communication with the teacher takes place in the form of consultations, usually created in the format of a chat, forum or correspondence.

Open online courses add another layer of flexibility. This is a type of asynchronous learning, except that there are no deadlines for completing tasks. This type is ideal for students with special time requirements, such as busy employees.

Fixed – time online courses are a type of synchronous course that requires all online users to attend a specific virtual location at a specific time and location (such as a webinar). Unlike more rigorous synchronous classes, this allows students from anywhere in the world to connect and interact over the Internet.

Computer distance learning is a synchronous lesson with a fixed time on computers, usually in a computer lab. This type of distance learning is most common in institutions that already have access to the necessary devices.

The mixed form of learning combines elements of synchronous and asynchronous styles. Depending on the specifics of the training course, it is possible to quickly change the ratio between hours for independent work and hours for direct interaction with teachers. This form of training easily adapts to the needs of the curriculum and has a number of advantages. [12]

For the depth of scientific analysis and practical implementation of the process of forming professional mobility, it is essential to consider the classification of mobility. According to R. Prima, the most common criterion for determining the type of mobility is related to changes in the content and conditions of professional activity. Classification makes it possible to organize various movements from a single position, present them as separate manifestations of the general process of professional and pedagogical mobility, and determine which type of mobility ensures the performance of certain social functions. However, this criterion is not the only one. Additional features may include the following: time attribute, subject of mobility, direction of mobility.

Thus, mobility can be differentiated into intragenerational (covers all types of mobility during the life of a generation) and intergenerational (intergenerational), which is considered both in retrospective and projective plans (comparison of the actual professional status of children and parents, assessment of professional prospects of children, etc.). According to the subject, individual and group mobility are distinguished; according to the direction – internal (within the framework of educational and professional activities) and external (between education and other areas of activity).

The above criteria (time aspect, subject of mobility, direction of mobility) are general in relation to the differentiation of professional and pedagogical mobility, but they do not provide a comprehensive, systematic definition and study of this phenomenon. Consequently, there is a need to identify specific criteria for professional mobility, in particular, such as: changes in professional roles, subject-thematic shifts, and so on. Thus, "role mobility" as an aspect of professional mobility of a teacher is associated with a change in the structure of his activities and main functions. For example, the transition from pedagogical to methodological, research, and managerial activities (or vice versa).

The specifics of teaching activities require frequent changes in types of work only for a certain, relatively narrow range of specialties (for example, primary school teachers); it includes periodic returns to the same types of

work. Scientists conventionally call this type of mobility «pendulum».

Another character is mobility, which changes the main structure of activities and, in fact, is retraining. In this case, mobility should also act linearly as a stage of complete retraining. It should be noted that "pendulum mobility" and retraining as relatively independent types of mobility are interrelated primarily as areas of a holistic specialization process. In some cases, they may merge into each other. So, in practice, in the structure of a teacher's activity, a "non-main" specialty (or specialization) can become the main one, and retraining causes radical changes in the spectrum of his professional activity. There is also a distinction between "vertical" professional mobility as an up-and-down movement in the qualification and professional structure and "horizontal" – social movement without a qualitative change in profession and qualification.

Based on the above, it can be generalized that the variety of mobility confirms the idea of the capacity and complex structure of the phenomenon under study, and the attempts to classify mobility are explained by the desire of scientists for a deep analysis and completeness of disclosure of its content essence as an integrative quality of the individual, combining the formed internal need for professional mobility, ability and readiness for it, key qualifications and competencies. At the same time, the basis for the formation of professional mobility of future specialists should be precisely "key qualifications" that have a wide range of actions (go beyond one group of professions), prepare a specialist for changing and mastering a new specialty and profession, and ensure readiness for innovation in professional activities [18]. Distance learning involves the use of technologies that provide students with the main volume of educational material; interaction of students and teachers in the learning process; providing students with the opportunity to work independently with educational materials.

Distance learning can be implemented through the use of distancing as a separate form education or the use of distance learning technologies to provide study in various forms and areas.

The basis of the distance learning process is purposeful and controlled intensive independent work of the student, who can study in a convenient place, even on an individual schedule, having a set of special training tools and a pre-agreed procedure for dialogue contact with the teacher by phone, electronic or paper mail, etc.

In the education system, distance learning corresponds to the principle of humanity, according to which no one should be deprived of the opportunity to study due to poverty, geographical or temporary isolation, social insecurity, material wealth and inability to attend educational institutions (physical disabilities, employment in industrial or personal affairs).

Organization of the educational process in a remote form, in which all or part of classes is carried out using modern information and telecommunications technologies during the territorial distance of the teacher and students, is aimed at independent activity of students. It is important that students have clear instructions on the tasks to be completed, access to learning materials, and regular feedback on evaluating learning outcomes.

Distance learning provides, first of all, access to a high-quality internet network, technical support (computer, tablet, smartphone) for all participants in the educational process, as well as the fact that teachers are proficient in distance learning technologies.

Receiving educational materials, communication between subjects of distance learning during training, correctional, and developmental classes, consultations conducted remotely, is provided by transmitting video, audio, graphic and text information in synchronous or asynchronous mode.

In synchronous mode, there is interaction between subjects of distance learning, during which participants are simultaneously in an electronic educational environment or communicate using audio and video conferences.

In asynchronous mode, interaction between distance learning subjects occurs in such a way that participants communicate with each other with a time delay, using interactive educational platforms, email, forums, social networks, and so on. The teacher can independently determine the mode (synchronous or asynchronous) of conducting individual training sessions, while at least 30 percent of the study time provided for in the educational program is organized in synchronous mode (the rest of the study time is organized in asynchronous mode).

Distance learning is implemented using the following tools: means of providing educational material to the student; means of monitoring student performance; means of consulting the student with the teacher; means of interactive cooperation between the teacher and the student; means for quickly adding new information to the course, correcting mistakes [6].

The Moodle distance learning platform has proven its effectiveness in introducing the latest information technologies into the educational process, which is essential for professional mobility. Tasks developed in the test form were particularly successful for assessing students' knowledge. Moodle modules allow you to automatically upload test questions in various formats, and also support different types of questions.

Separately, you need to highlight working with the HTML Moodle editor. This tool allows you to embed interactive elements from other sites and web resources directly into the page body, which allowed students to teach virtual laboratory and practical work, educational videos, other interactive elements and triggers. This element combines Google Forms and Moodle elements such as

"tasks", "book" and "page", which allows you to conduct various tests, questionnaires and surveys, both personalized and anonymous.

The combination of such tools allowed to increase the assimilation of material and academic performance of students by 33.4%, and the survey among the student team showed satisfaction with teaching methods by 93%, which is 17% more compared to previous years (for example, in 2018-2019 this figure was 76%).

Distance learning, of course, is not a panacea for all problems and sometimes generates new, usually technical ones, and there is always a place for classical learning in the classroom. At the same time, distance learning has a great-untapped potential, which can offer new ways of communication between teachers and students. This is why, from increased flexibility to new teaching styles, future learning should be as diverse in time, place, and means as it uses.

We can identify the main directions and recommendations for improving the quality of distance education and motivating students:

- continuous development and modernization of the material base of distance learning, equipment, computer and software, involvement of specialists in the field of Information Technology;

- attracting modern "fashionable" technologies, such as augmented (AR) and virtual (VR) realities. Both technologies will be interesting to learn, but you should not rely entirely on them if the resources of the higher education institution are limited. The same goes for artificial intelligence. However, if a higher education institution has the opportunity to launch a chatbot, forum, online discussion, hackathons, etc. – This is worth doing;

- the format of e-learning should turn not so much into a feed of "dry" ENCS, but into a powerful information resource that will be available to the user at any time in case of such a need;

- visual content is the driving force of distance learning, it should be clear, accessible, interactive, easily and vividly presented.

You need to attract other third-party web resources (YouTube, Wikipedia, etc.), online communication programs (Zoom, Skype, Google Meet), websites and platforms (Moodle, BluBatton, Coursera, etc.), social networks (Facebook, Twitter, Instagram), and messengers (Viber, Telegram, Hangout, WhatsApp); compatibility with many devices and platforms will contribute to expectations that educational content will work well on a computer and smartphone, on different screen resolutions and operating systems; despite the fashion and trend modern technologies, we must not forget about the basics of pedagogy, teaching and Cognitive Science. They are an integral part of successful assimilation of the material, save time and resources of higher education institutions and teachers from spending on fruitless fashion innovations.

Only the combination of classical teaching methods with the creation of the latest, the involvement of modern information technologies will make it possible to effectively and properly introduce education in the form of blended learning and thereby increase the effectiveness of the educational process as a whole [12].

Conclusions

We conclude that competitiveness, professional mobility, professionalism and competence of a specialist are qualities that determine a person's life and work success. Professional mobility is interpreted as a systemic quality of a specialist's personality, which includes a whole range of knowledge, skills, abilities, personal qualities, value orientations, and so on.

The vision of mobility of specialists by foreign scientists is presented. It is found out that professional mobility and adaptation in the global information space comes to the fore.

It is noted that the classification of professional mobility presented in the article makes it possible to organize various movements from a single position, to present them as separate manifestations of the general process of professional and pedagogical mobility.

The criteria indicated in the article are general in relation to the differentiation of professional and pedagogical mobility, but they do not provide a comprehensive definition of this phenomenon. There is a need to identify specific criteria for professional mobility, in particular, such as: changes in professional roles, subject-thematic shifts, and so on.

The classification of employees according to their attitude to mobility is shown, which can be divided into the following groups: actually mobile; potentially mobile; actually stable; potentially stable.

Professional mobility is becoming important in the context of competition in the labor market and encourages specialists to improve their professionalism, which will be the goal of our further research.

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