

*LILIIA SUSHENTSEVA, Doctor of Pedagogical Sciences,
Docent, Professor of the Department of Pedagogy and Social
Management Lviv National Polytechnic University*

**FORMATION OF PROFESSIONAL MOBILITY OF PROFESSIONALS IN THE
SYSTEM OF PROFESSIONAL AND TECHNICAL EDUCATION (FROM THE
EARLY MIDDLE EAST TO THE BEGINNING OF THE 20TH CENTURY)**

The article focuses on the formation of professional mobility of specialists in the system of vocational education in various historical periods of its development. It is established that the development of vocational education in Ukraine covers nine periods. The analysis of the formation of professional mobility of specialists in the system of vocational education in the historical aspect during the first four periods was carried out.

Key words: professional mobility, vocational education, periods of development of vocational education.

The person faced the problem of professional mobility because of the need to adapt to the new conditions associated with the processes of differentiation and integration in professional activity. It reaches its roots in the period of the division of labour and social movements. The study of the problem of the formation of the professional mobility of workers was carried out by us in accordance with the historical stages of the development of professional education.

An analysis of the current state and trends of the development of professional education in Ukraine should begin with a brief analysis of the preliminary stages of its development. The history of professional education in its development and formation is based on two wings: on the one hand, on the general laws of socio-economic and political development of society, on the other – takes into account the historical features of the development of public education and pedagogical thought in general, which in some way predetermined its periodization.

Based on the research of G. Azhykin, V. Balushok, S. Batyshev, A. Veselov, V. Kaznacheiev, M. Kuzmin, I. Likarchuk, E. Osovskiy, P. Tolochka, D. Yavornitskyi we define four periods in development and formation Professional Education before 1917 and four periods from 1917 to 2009. Since 2010 and to date, the ninth period lasts. Consequently, we distinguish nine periods in the development and establishment of professional education in Ukraine.

The first period – from the early Middle Ages to the XVIII century. This is the period when in a traditional society a person changed his profession rarely. As a rule, children were doing the same thing as parents, grandfathers, great-grandfathers. Mass training of people of crafts took place during the times of Kievan Rus, when the foundations of lower professional training in Ukraine were laid. Medieval crafts were based on manual labor and required long-term apprenticeship, as the master demanded good skill. This first stage can be defined as the stage of "origin" of the problem of formation of professional mobility, since in this period the transfer of professional knowledge and skills from "mouth to mouth", from generation to generation, played a predominant role. In particular, there is a tendency to a certain type of labour activity, despite the first attempts to allocate labour.

The second period – from the beginning of the XVIII century and by the middle of the XIX century. The increase in the number of factories and factories was accompanied by the technical re-equipment of existing production, the complication of technology, the need to improve tools. It required special training of workers. During this period, the first professional educational institutions appeared, which marked the beginning of two areas in education: real and professional. In the schools of blast furnaces and mining technicians, students were required to study turning, carpentry, stone cutter, granite and soldering. In the educational process in a reasonable range combined theoretical and production training. Students were required not only to observe, but also to practice practically in the art of crafts and to thoroughly understand its essence and features.

Despite the fact that we did not meet such a concept as "mobility" in any document, however, in our opinion, in this approach to training, we can already talk about the first attempts to train a professionally mobile worker. Such a worker had to be able to work with different tools and materials, to execute various orders and be prepared for changes in the social environment. Capitalist relations persisted in various fields of production. Such a category as mobility has become a reflection of the human's desire to meet their growing material and spiritual needs. This is the second stage – the stage of "becoming" the problem of the formation of professional mobility.

The third period – from the middle of the XIX and until the 90's XIX century. The development of small-scale production is taking place, the replacement of forced labour is freely leased, new branches of the economy are emerging, the capitalist market is expanding

considerably, which contributes to the rapid growth of the number of industrial proletarians. Now everyone could freely choose the profession for which there was demand. The person remained "true" to the chosen profession, since the emergence of competition required a worker of high qualification, acquired in the process of direct own work.

The fourth period – from the 90's of the XIX century until 1917. This is the period of entry into the era of imperialism, when the scale of production has sharply increased in the leading industries, the railways have become widespread, the steam fleet has taken the leading position in foreign trade transportation. By the end of the nineteenth century, there were five types of professional and technical education institutions: secondary technical schools, lower technical schools, craft schools, craft students' schools, and lower craft schools. However, in fact, they were much larger, since according to the law of 1888 different educational institutions combined various special and general education. At the beginning of the twentieth century there was practically no difference in the training, and, consequently, in the further employment of graduates of secondary and lower technical schools.

Thus, since the end of the nineteenth century, the success of socio-economic reforms has largely depended on how effectively the distribution and redistribution of the workplace in response to economic and technological changes is ensured. In view of this, we can conclude about the birth of the labour market: hence, to determine the third stage - the stage of "development" of the problem of the formation of professional mobility, which covers the third and fourth periods in the development and formation of professional education until 1917.