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Academic Mobility of Students of Philological Specialisations in the Structure of Polylingual Intercultural Education

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Abstract. The relevance of the study of student mobility in the academic space is determined by the possibilities of implementing education outside one country, as well as the possibility of the establishment and development of cross-cultural communication. The purpose of this study is to determine the effectiveness of pedagogical conditions for the development of professional mobility of future teachers of foreign languages in the educational environment of the university. In the course of the research, a pedagogical experiment was conducted using monitoring, the statistical method, the method of collecting and processing data, as well as diagnostics and testing. In total, 722 students of II-IV years of the first educational level, a bachelor of a philological university, specialising in "Philology (foreign language and literature)", took part in the study. The study describes the main pedagogical conditions for the development of the professional mobility of future teachers of foreign languages in the educational sphere of the university. An empirical study was carried out, the essence of which was in the process of development of the professional mobility of future teachers of foreign languages by introducing and studying the discipline "Mobility as a path to success". Paired Student's t-test was calculated to determine changes in data at different stages of the study. The positive influence of certain pedagogical conditions on the general state of preparedness of students of higher educational institutions was revealed. It was found that the professional mobility of future teachers of foreign languages is determined by the personal, activity, and cognitive communication components. Three levels of development of professional mobility were investigated in accordance with the indicated components. The unpreparedness of future teachers of foreign languages for active professional mobility in accordance with the requirements of the innovative modern educational space was revealed. Research prospects are in the further improvement and implementation of the discipline "Mobility as a path to success" in higher educational institutions with a philological orientation

Keywords: motivation, personality development, pedagogical activity, professional mobility, educational process

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INTRODUCTION

One of the main documents that regulates the work of the university is the standard of professional training of teachers [1]. This document makes the basis for the training of future teachers of philological specialisations [2]. In 2017, educational and professional training programmes for specialists of the educational qualification level "bachelor" in the specialisation of Philology (foreign language and literature) were analysed, and during the analysis, it was

found that the educational process of future teachers of foreign languages is focused on training a subject teacher, which does not correspond to the tasks set by society, such as: to be ready for professional activity in an innovative educational environment [3].

Modern education requires a thorough preparation of the future teacher of a foreign language, in particular deep knowledge from various courses, which should be

aimed at work in the current conditions [4]. Methodological aspects of teaching, theoretical and philological courses and special courses, requirements for these courses, their structure, methodological principles of construction, teaching, developmental and educational value, selection of educational material for philological courses, selection criteria: fundamentality, relevance, availability of material, etc., should be coordinated and focused on the successful training of future teachers of foreign languages in the educational environment of the university [5]. These pedagogical conditions, the introduction of which occurs through a change in the conventional teaching process and the combination of knowledge from several related industries [6], are a complementary part of the system for the development of professional mobility of future foreign language teachers in the educational environment of the university.

It should be noted that the need for professional self-development is primary in the process of developing the professional mobility of future teachers of foreign languages in the educational environment of the university [7]. This need originates from the general motivation of the pedagogical activity of a specialist, from the attitude of the individual to professional requirements [8]. The importance of actualisation and development of students' motivation for self-development are fundamental psychological and pedagogical theories and concepts stating that any impact on a person should be consistent with his or her needs, interests, beliefs [9]. Conscious motivation contributes to the intensification of the cognitive activity of the future specialist, the achievement of a certain level of professional training, and the mobilisation of his potential [10]. Motivation for self-development is an integral part of professional training and is the result of the student's conscious interaction with the educational environment of the university, in the process of which the future teacher of a foreign language meets his own needs to develop personal qualities that ensure the success of his professional activity and life in general [11]. The implementation of this pedagogical condition is possible due to mini-lectures [12], which contribute to the formation of positive motivation for self-development [13] and are aimed at the development of indicators of the personal component of professional mobility of future teachers of foreign languages in the educational environment of the university [14].

The mastery of a system of knowledge about the essence and significance of professional mobility by future teachers creates a methodological foundation that contributes to the development of personality, the assimilation and awareness of the conceptual and categorical apparatus by students. Its projection on future professional and pedagogical activities will contribute to an adequate assessment of professional situations that will arise in the process of their future activity and the transformation of philosophical, psychological, pedagogical, cultural knowledge into practically effective personal decisions [15; 16].

Evidently, the lack of the need to systematically replenish one's knowledge and creatively apply it in the innovative environment of society [17], the unwillingness of future teachers to master interdisciplinary skills, the

lack of positive motivation for self-development [18], the construction of an educational environment, which is not based on communication [19], are relevant pedagogical problems today, as a result of which the purpose of this work was formulated: determining the effectiveness of pedagogical conditions for the development of professional mobility of future teachers of foreign languages in the educational environment of the university.

MATERIALS AND METHODS

To achieve this purpose, an empirical study (pedagogical experiment) was carried out, the essence of which was the process of forming the professional mobility of future teachers of foreign languages in the educational environment of the university by introducing and studying the discipline "Mobility as a path to success" [20]. Under the study of the discipline, it was envisaged to undergo two successive stages, in particular, motivational and organisational, and activity. At the motivational and organisational stage, motives, conditions, and factors that affect the development of the professional mobility of future teachers of foreign languages are determined [21]. At this stage, students are informed about the essence of professional mobility, its components, characteristic features of other types of mobility; the emphasis is also placed on the development of strategic competence in teaching a foreign language [22]. The activity stage is dedicated to the actual development of intellectual abilities, the formation of competencies and personal qualities during the implementation of projects, solving problems-cases [23].

722 students of the II-IV years of the first educational level, bachelor of the philological university, specialising in "Philology (foreign language and literature)" took part in the pedagogical experiment. The total number of students was divided into two samples: experimental and control. The control group consisted of 285 students who were trained according to the conventional method. The experimental group consisted of 437 students, whose training consisted of the purposeful implementation of certain pedagogical conditions for the development of professional mobility of future teachers of foreign languages. Thus, the empirical study was carried out in several stages: summative, formative, and control.

The essence of the *summative stage* of the pedagogical research was to determine the initial state of readiness of the students of the experimental and control groups for professional mobility. The results of the summative experiment confirmed the validity of the assumption about the need to introduce the university pedagogical conditions in the educational environment for the formation of professional mobility among future teachers of foreign languages, such as actualisation and development of students' motivation for self-development due to taking into account the individual psychological characteristics of students; bringing the process of students' communication to the practical activities of a foreign language teacher, aimed at the development of professional mobility; strengthening interdisciplinary connection among academic disciplines in the educational environment of the university.

The second, *formative stage*, was carried out during 2016-2019. Its task was based on improving the research objective by checking the effectiveness of the introduction of pedagogical conditions for the development of professional mobility of future teachers of foreign languages in the educational environment of the university through the introduction of the developed theoretical and methodological support for the process of teaching professional disciplines, in particular, optimising the forms and methods of teaching pedagogical disciplines, attracting students to research and academic work on relevant topics, solving social and pedagogical problems in the process of practical training, etc.

Notably, in the course of organising and conducting the study to determine the initial state of readiness of students in the experimental and control groups for professional mobility, *the following provisions were taken into account*:

- preparation of university students contains a complex of interrelated and interdependent components that contribute to the study of the dynamics of criteria for the professional mobility of future teachers of foreign languages, taking into account the specifics of their indicators;
- the need to verify the feasibility and effectiveness of the complex implementation of the set tasks of experimental work made it possible to compare the results of the experiment;
- reliable results are provided by carrying out mathematical calculations of the data obtained through the use of a set of complementary methods.

At the *control stage* of the experiment, the effectiveness of the pedagogical conditions for the development of professional mobility of future teachers of foreign languages in the educational environment of the university was examined; the study was carried out using diagnostic

procedures. This stage of the study provided for comparison of the results obtained in the experimental (EG) and control groups (CG), as well as the current monitoring of qualitative changes in the completeness of the studied phenomenon and its components. For the experimental and control groups, uniform requirements and evaluation criteria were developed at each stage of the experimental work, which were subject to comparison during the experiment. To diagnose students at the control stage of the experiment, the same diagnostic tools were used as at the summative stage of the experiment: to identify the level of self-esteem of future teachers of foreign languages in the educational environment of the university, diagnostics of the level of self-development and professional and pedagogical activity was used; testing “Willingness for self-development”; G. Amthauer's intelligence test; a diagnostic technique for the study of communicative and organisational skills.

In the course of the study, in order to obtain objective results, such *components of professional mobility* as personal, activity, and cognitive and communicative, as well as levels of *completeness of professional mobility*, such as reproductive, basic, and productive, were used. To confirm the importance of introducing pedagogical conditions for the development of professional mobility in future teachers of foreign languages, the calculation of the Student's t-test was used.

RESULTS AND DISCUSSION

At the first summative stage, the results of the study were demonstrating almost the same indicators in the experimental and control groups. It follows from this that the preparation of students for the development of professional mobility with a personal component is at an overwhelming reproductive level (EG – 54.7%, CG – 53.36%). Thus, Table 1 presents the arithmetic mean data.

Table 1. Levels of completeness of professional mobility at the summative stage (number of students in %)

Components	CG			EG		
	Reproductive	Basic	Productive	Reproductive	Basic	Productive
Personal	53.36	26.93	19.71	54.7	26.92	22.26
Activity	61.10	34.20	4.70	64.80	30.50	4.7
Cognitive and communicative	51.40	43.70	4.90	51.40	42.60	6.0
Average level	55.3	34.9	9.77	57	33.3	11

The productive level of complete professional mobility with a personal component is low both in the experimental and control groups: EG – 22.26%, CG – 19.71%. The basic level of completeness was reached by 26.92% of students in the experimental group and 26.93% in the control group. The difference in the development of professional mobility in terms of the activity component is not significant. The overwhelming majority remains at the reproductive level (EG – 66.80%, CG – 61.1%). The productive level of the complete professional mobility in terms of the activity component is low both in the experimental and control groups: EG – 4.7%, CG – 4.7%. The basic level of completeness was reached by 30.5% of students in the experimental group and 34.20% in the control group. This tendency persists in the development of professional mobility with

a cognitive and communicative component. The reproductive level in the EG – 51.4%, in the CG – 51.4%. The productive level of the complete professional mobility with a cognitive and communicative component in the EG – 6%, in the CG – 4.9%. The basic level of completeness was reached by 42.6% of students in the experimental group and 43.7% in the control group.

Since the statistical data in the two groups are similar, such data will be considered as the result of the summative stage: productive level – 9.77% (personality component – 19.71%, cognitive and communicative component – 4.9%, activity – 4.7%); basic level – 39.94% (personality component – 26.93%, cognitive and communicative component – 43.7%, activity component – 34.2%); reproductive level – 55.29% (personality component – 53.36%, cognitive and communicative

component – 51.4%, activity component – 61.1%).

Since the main indicator by which the learning process in the experimental and control groups significantly differed was the introduction of pedagogical conditions, the author of this study can conclude that the professional motivation of future teachers of foreign languages changes under the influence of experimental learning in the educational environment of the university. In the experimental groups, the number of students who see the importance and meaning of future professional mobility and know the importance of self-development and self-realisation for

successful pedagogical activity has increased. As is evident, 48.8% of students from the EG as opposed to 15.6% of the CG.

The numerical data of the table confirm the growth of the level of professional mobility of future teachers of foreign languages in case of the introduction of pedagogical conditions. In the control group, the quantitative growth of indicators is less pronounced. Comparative data reflecting changes in the indicators of the criteria for the development of professional mobility of future teachers of foreign languages before and after the formative experiment are presented in Table 2.

Table 2. Levels of completeness of professional mobility before and after the formative experiment in the control and experimental groups

Levels of professional mobility	CG			EG		
	1 st assessment in %	2 nd assessment in %	Increase	1 st assessment in %	2 nd assessment in %	Increase
Reproductive	55.3	28.6	-26.7	57	18.6	-38.4
Basic	34.9	41.06	+ 6.16	33.3	43.23	+9.93
Productive	9.77	30.3	+21.3	11	38.7	+27.7

The statistical data on the completeness of each of the levels of professional mobility, given in Table 2, allow us to conclude that almost 39% of future teachers of foreign languages in the EG reached the productive level of completeness of professional mobility, 42.23% of students demonstrate the basic level of complete professional mobility, and only 18.67% showed a reproductive level at the end of the experiment. A comparative analysis of the results of the complete professional mobility of future teachers of foreign languages in the experimental and control groups for each of the selected criteria after the formative stage of the experiment gives grounds to assert that an important factor in the development of professional mobility is the introduction of the pedagogical conditions highlighted in the study.

The study of the effectiveness of the implementation of grounded pedagogical conditions for the development of professional mobility of future teachers of foreign languages

in the educational environment of the university, which was conducted based on comparing the indicators of the experimental and control groups at different stages of training, recorded a significant increase in the levels of professional mobility among students in the experimental compared with the control group. Experimental approbation of the course “Mobility as a path to success” in the preparation of II and III years of bachelor students confirms its effectiveness.

From Figures 1-3 can be evident that after the introduction of pedagogical conditions for the development of professional mobility in the experimental group, there were rather tangible changes in the levels, while in the control groups they were insignificant. The results of the levels of completeness of professional mobility of future teachers of foreign languages after the formative stage of the experiment in the control and experimental groups in terms of the personality component are shown in Figure 1.

Figure 1. Levels of completeness of professional mobility of future teachers of foreign languages after the formative stage of the experiment in the control and experimental groups according to the personality component

According to the results of repeated diagnostics, the following level-specific manifestations of the completeness of professional mobility among future teachers of foreign languages were revealed: according to the incentive criterion at the productive level, it was revealed in the EG – 42.1%, and in the CG – 36.08%; with a basic level in the EG – 39.1%,

and in the CG – 35.9%, with a reproductive level in the EG – 18.8%, and in the CG – 28.02%. At the same time, the levels of completeness of professional mobility of future teachers of foreign languages after the formative stage of the experiment in the control and experimental groups in terms of the activity component can be seen in Figure 2.

Figure 2. Levels of completeness of professional mobility of future teachers of foreign languages after the formative stage of the experiment in the control and experimental groups according to the activity component

According to the procedural criterion at the productive level, it was revealed 56.2% in the EG, and 45.1% in the CG; at the basic level in the EG – 26.4%, and in the CG – 35.7%, at the reproductive level in the EG – 17.4%, and in the CG – 19.2%.

According to the cognitive and communicative criterion at the productive level, 17.8% of students in the EG and 9.6% in the CG were revealed; the basic level was stated in the EG – 62.4%, and in the CG – 51.6%, the reproductive level in the EG – 19.8%, and in the CG – 38.8% (Fig. 3).

Figure 3. Levels of completeness of professional mobility of future teachers of foreign languages after the formative stage of the experiment in the control and experimental groups according to the cognitive and communicative component

Statistical processing of the results after the formative stage of the experiment stated that there were positive dynamics of changes in all components of the professional mobility of future teachers of foreign languages in the experimental group in comparison with students from the control group, where the process of professional training took place without the introduction of experimental pedagogical conditions. The number of students in the experimental group with a productive level has significantly increased (personality component (+6.02%); cognitive and communicative

component (+3.6%); activity component (+51.5%); and the basic level (personality (+12.18%); cognitive and communicative (+21.6%); activity (-9.3%) of completeness of each component of professional mobility. The number of students with a reproductive level of completeness of professional mobility has decreased (personality component (-35.9%); cognitive and communicative component (-31.6%); activity component (-47.4%) The dynamics of the levels of completeness of components of professional mobility of future teachers of foreign languages is presented in Table 3.

Table 3. Dynamics of the levels of formation of professional mobility components of future teachers of foreign languages (number of students in %)

Components	Reproductive level			Basic level			Productive level		
	CG	EG	Disparity	CG	EG	Disparity	CG	EG	Disparity
Personal	28.02	18.8	-9.22	35.9	39.1	3.2	36.08	42.1	6.02
Cognitive and communicative	38.8	19.8	-19	51.6	64.2	12.6	9.6	17.8	8.2
Activity	19.2	17.4	-1.8	35.7	26.4	-9.3	45.1	56.2	11.1

Thus, 39% of students in the experimental group and only 25.6% in the control group have reached the productive level of professional mobility of future teachers of foreign languages. The final indicator of professional mobility of future teachers of foreign languages of the basic level was, respectively, 43.23% (CG) and 41% (EG), reproductive – 28.67% (CG) and 18.6% (EG). The willingness of students from the EG is characterised by a high level of independence, objectivity, the ability to transfer the formed skills to new changing situations of the learning process. Future foreign language teachers are aware of

the importance of professional mobility, its impact on the establishment and development of the individual.

Thus, the growth dynamics of the development of professional mobility of future teachers of foreign languages in the experimental group, in comparison with the students of the control group, confirm the effectiveness and relevance of the introduced pedagogical conditions. The dynamics of the development of the professional mobility of future teachers of foreign languages in the educational environment of the university are represented graphically in Figure 4.

Figure 4. Dynamics of the completeness of professional mobility of future teachers of foreign languages in the educational environment of the university

Notably, during the experimental work, it was impossible to achieve high results, since there were time constraints. Therefore, more attention should be paid to the preparation of future teachers of foreign languages for the development of professional mobility. To assess the statistical reliability of the revealed differences in the levels

of completeness of professional mobility of future teachers of foreign languages in the educational environment of the university in the CG and EG, the paired Student's t-test was used to determine the statistical values of different paired (repeated) changes (Table 4). Let us calculate the difference of each pair of values (d) (Table 5).

Table 4. Calculation of Student's t-test

Components	Levels	EG before the experiment	EG after the experiment
Personal	Productive	19.71	42.1
	Basic	26.93	39.1
	Reproductive	53.36	18.8
Activity	Productive	4.7	52.6
	Basic	34.2	45.1
	Reproductive	61.1	17.4
Cognitive and communicative	Productive	4.9	17.8
	Basic	43.7	62.4
	Reproductive	51.4	19.8

Table 5. Calculation of the difference in pairs of values

Components	Levels	EG 1	EG 2	d
Personal	Productive	19.71	42.1	22.39
	Basic	26.93	39.1	12.17
	Reproductive	18.8	53.36	34.56
Activity	Productive	4.7	52.6	47.9
	Basic	34.2	45.1	10.9
	Reproductive	61.1	17.4	-43.7
Cognitive and communicative	Productive	4.9	17.8	12.9
	Basic	43.7	62.4	18.7
	Reproductive	51.4	19.8	-31.6

The main condition for the application of this method of statistical verification is the dependence of the choice, which should be used with repeated measurements of one parameter. Paired Student's t-test is calculated using the following formula (1):

$$t = \frac{Md}{\sigma d / \sqrt{n}} \quad (1)$$

where Md is the arithmetic mean of the difference between the indicators changed before and after, σd is the mean square

$$Md = \sum \frac{d}{n} = \frac{22.39 + 34.56 + 12.17 + 47.9 + 10.9 - 43.7 + 12.9 + 18.7 - 31.6}{9} = 9.358 \quad (3)$$

Let us find the root-mean-square deviation of differences from the average by the formula (4):

$$\sigma d = \sqrt{\frac{\sum (d - Md)^2}{n - 1}} = \sqrt{\frac{220.284964}{8}} = 5.25 \quad (4)$$

Now, the paired Student's t-test can be calculated using the following formula (5):

$$t = \frac{Md}{\sigma / \sqrt{n}} = \frac{9.358}{5.25 / \sqrt{8}} = 5.04 \quad (5)$$

At the last step of this statistical processing, the critical and calculated values of the obtained criterion must be compared:

1) if the calculated value of the paired Student's t-test is equal to or greater than the critical value found in the table, it can be concluded that the differences between the compared values are statistically significant;

2) if the value of the calculated paired Student's t-test is less than the tabular one, the differences in the compared values are statistically significant.

Let us compare the obtained value of the Student's t-test of 5.04 with the table value, which with the number of degrees of freedom f is equal to $9 - 1 = 8$, and with the significance level $p = 0.05$ is 2.262. Since the obtained value is greater than the critical one, the author concludes that there are statistically significant results of the introduction of pedagogical conditions for the development of professional mobility among future teachers of foreign languages from the CG and the EG, namely, the statistical results of the conducted pedagogical experiment are reliable.

According to the results of the study, it was found that the professional mobility of future teachers of foreign languages is determined by the following components:

difference of the indicators, n is the number of studies.

The interpretation of the obtained value of the paired Student's t-test does not differ from the assessment of the t-test for unrelated populations. First of all, the number of degrees of freedom f has to be calculated by the formula 2):

$$f = n - 1 = 9 - 1 = 8 \quad (2)$$

The next step is to calculate the arithmetic mean by the formula (3):

personal, activity, cognitive and communication. In accordance with them, a method for diagnosing the completeness of professional mobility of students of the II-IV years of the specialisation "Philology (foreign language and literature)" was developed, which was based on the study of components through selected criteria, such as incentive, procedural and cognitive and communicative. The developed methodology for determining the level of professional mobility of future teachers of foreign languages provided for three levels of completeness of the studied phenomenon: productive, basic, reproductive. The results of monitoring the levels of completeness of professional mobility showed that a significant number of future teachers of foreign languages are not ready for professional mobility, since they lack theoretical knowledge and practical training.

CONCLUSIONS

Taking into account the results obtained, a way for the introduction of pedagogical conditions for the development of professional mobility for students of the II-IV years of the specialisation "Philology" (foreign language and literature) was developed at the summative stage of the experiment, which provides for a two-level training system, i.e., theoretical and practical. The introduction of certain pedagogical conditions had a positive effect on the general state of the willingness of students of higher educational institutions for professional mobility. Thus, in the formative stage of the experiment, the results showed significant changes in the level manifestation of the completeness of criteria for the professional mobility of future teachers of foreign languages. At the control stage, comparing to the summative stage, a percentage increase in the number of students in the experimental group with a basic level of

completeness of professional mobility was established, in particular, an increase of 19.8%, and there was an increase of 8.9% among students at a productive level. There were minor changes in the control group. The number of students at the productive level increased by 1.8%, at the basic level by 2.8%, and the number of people at the reproductive level decreased by 3.8%.

As a result of using the course “Mobility as a path to success”, there were positive dynamics in the levels of completeness of professional mobility of future teachers of foreign languages in the educational environment of the university, which indicates that the pedagogical conditions used are effective and can be introduced into the educational process of higher education institutions.

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Академічна мобільність студентів філологічних спеціальностей у структурі полілінгвістичної міжкультурної освіти

Анотація. Актуальність дослідження мобільності студентів в академічному просторі визначається можливостями реалізації освіти поза межами однієї країни, а також можливістю становлення та розвитку крос-культурної комунікації. Метою роботи є визначення ефективності педагогічних умов формування професійної мобільності майбутніх вчителів іноземних мов в освітньому середовищі університету. У ході дослідження було проведено педагогічний експеримент з використанням моніторингу, статистичного методу, методу збору й обробки даних, а також діагностики та тестування. Усього в дослідженні взяло участь 722 студента II–IV курсів першого освітнього рівня бакалавр філологічного університету спеціальності «Філологія (іноземна мова та література)». У статті охарактеризовано основні педагогічні умови для формування професійної мобільності майбутніх вчителів іноземних мов в освітній сфері університету. Проведено емпіричне дослідження, суть якого полягала в процесі формування професійної мобільності майбутніх вчителів іноземних мов шляхом впровадження та вивчення дисципліни «Мобільність як шлях до успіху». Обраховано парний t-критерій Ст'юдента для визначення змін даних на різних етапах дослідження. Виявлено позитивний вплив певних педагогічних умов на загальний стан підготовленості студентів вищих навчальних закладів. З'ясовано, що професійна мобільність майбутніх вчителів іноземних мов визначається особистісним, діяльнісним і когнітивно-комунікаційним компонентами. Досліджено три рівні сформованості професійної мобільності відповідно до зазначених компонентів. Виявлено неготовність майбутніх вчителів іноземних мов до активної професійної мобільності відповідно до вимог інноваційного сучасного освітнього простору. Перспективи дослідження вбачаються у подальшому вдосконаленні та впровадженні дисципліни «Мобільність як шлях до успіху» у вищих навчальних закладах з філологічною спрямованістю

Ключові слова: мотивація, розвиток особистості, педагогічна діяльність, професійна мобільність, освітній процес