

Kognitive mobilität des lehrers: anwendung in der pädagogischen praxis, inhalt, wesen und struktur

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Anmerkung. Der Beitrag analysiert Forschungsarbeiten zur Entwicklung kognitiver Mobilität des Lehrers sowie Einführung, Anwendung, Inhalt, Wesen und Struktur des Konzepts in der pädagogischen Praxis.

Schlüsselwörter: Mobilität, berufliche Mobilität, kognitive Mobilität, wesentliche Funktionen, Struktur, Strukturbestandteile.

COGNITIVE MOBILITY OF THE TEACHER: APPLICATION IN PEDAGOGICAL PRACTICE, CONTENT, ESSENCE AND STRUCTURE

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Abstract. The article provides an analysis of research work related to the development of cognitive mobility of the teacher, as well as the introduction, application, content, essence and structure of the concept in pedagogical practice.

Keywords: mobility, professional mobility, cognitive mobility, essential functions, structure, structure constituents.

The quality of education and the constant increase in the requirements for the professional skills of teachers require that teachers organize their activities on the basis of new approaches. Because a modern teacher not only has a high level of professionalism and competence, but also intelligence, active participation in innovative processes, the ability to design the effectiveness and results of work, accurate assessment and initiative, critical, creative approach to their work, resilience, quick access to information and processing, being dynamic, proactive, while maintaining competitiveness in the learning environment.

These requirements require the teacher to have continuous learning, knowledge development, rapid adaptation to change, speed of decision-making, ability to identify and manage professional growth points, strengthen their position, adjust their mission and have cognitive mobility, which means constant activism.

When referring to dictionaries, the term “mobility” means “mobile, active, moving” [15, p. 605], “mobile, able to move fast, to move” [10, p. 496], “Exchange of emotional states, demonstration of speed of thinking, ability to move lightly and frequently, moving quickly from one place to another” [14, p. 629].

We can apply a mobile concept to a teacher who is capable of continuous self-improvement, quick response to changes, new and unexpected situations, and adaptability. This is because only this type of teacher fully understands his main idea, consciously analyzes that he is engaged in teaching activities, demonstrates professional activity and is prone to practical actions. Hence, mobility can be understood not only as an individual's ability to physical mobility, but also as its psychological characteristics, the mobility of cognitive and emotional processes.

The concept of mobility first appears in the early twentieth century in the research of American sociologist A.Pitirim Sorokin. According to him, mobility means "the movement of a person or social object from one social situation to another" [21]. The researcher divides them into vertical and horizontal types in the study of individual and group social mobility, and explains the emergence of this concept as a scientific term by the need to express the processes associated with changes in human status around the world.

Sorokin's research was later continued by many sociologists [6, 16, 17, 20, 19] and showed that mobility contributes to the enrichment of human capital, its place in life through personal development, acquisition and exchange of new knowledge, language learning, intercultural skills focused on providing a level of support. According to the researchers [9, p.7.], such an understanding of mobility allows to look at it as a means, condition or factor of education.

In the field of pedagogy and education, the term mobility came into practice in the form of the concepts of "academic mobility", "professional mobility". It can be acknowledged that the concept of mobility is formed and developed in the analysis of pedagogical practice and relevant literature in the following forms: academic, professional, personal, communicative, innovative, informational, cognitive (Figure 1).

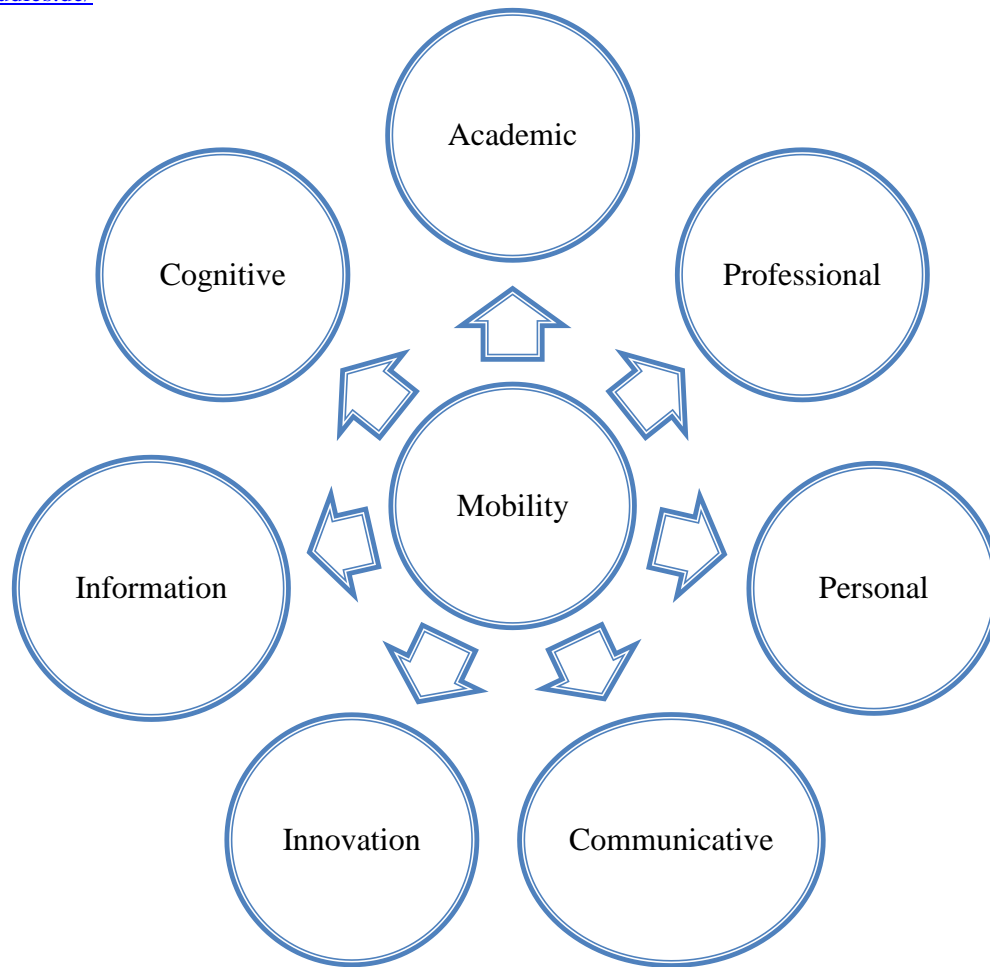


Figure 1. Types of mobility in pedagogy and education

Thus, it should be noted that in the theory and practice of pedagogy of the next period, the concept of mobility is widely studied as a process and an integral feature of the individual. The content of our research examines the professional and cognitive mobility of the teacher. This is because professional mobility requires the presence of cognitive content as a necessary factor.

The professional mobility of a teacher allows him to quickly adapt to changes in the content of his activities. That is, professional mobility represents not only a certain ability of a teacher, but also a combination of organizing, developing, flexible thinking, accepting innovations and effectively incorporating them into the process.

Professional mobility in the scientific literature [1, 3, 7, 8, 18] indicates the readiness of the teacher for educational activities, the ability to adapt to new working conditions and self-development, skillful transition from one level of professional activity to another, mastery of educational innovations and professional development and also it is recognized in the form of an expressive integral quality. Professional mobility provides the basis for representing the effectiveness of an individual's sensitivity to a variety of problem situations, as well as a solid personal source for ongoing changes in the environment and psyche.

As a result of her research on the topic, L.V.Goryunova [4] developed a theoretical model of professional mobility. According to it, the model of professional mobility consists of such qualities as integrity, readiness for change and activism,

consisting of professional competencies in the field of education of the individual. The researcher argues for the importance of structures and skills for the employee in the conditions of “high turbulence” of the modern world, which allow her to continuously read and re-read, adapt quickly to change, independently manage her position. In this structure, the cognitive content consists of independent blocks that form the basis of professional mobility (Table 1).

Table 1

Cognitive structure of professional mobility

“Readiness for change”	“Activity”
<ul style="list-style-type: none"> - desire to change; - readiness to make significant changes in personal life and activities; - creativity; - quick decision making; - quick decision making; - ability to observe and accurately assess the state of the environment, etc. 	<ul style="list-style-type: none"> - ability to adapt to unfamiliar professional conditions and change them; - ability to set achievable goals independently and achieve them; - ability to build a variety of social relationships and interactions; - forecasting results and regulating intensive activities, etc.

The cognitive mobility of the teacher has a complex structure and is large enough to reflect a variety of approaches. To determine the content of this concept, we use a content analysis of the author's interpretations provided by the researchers (Table 2).

Table 2

Content analysis of the concept of “cognitive mobility”

Source	Author's interpretation
Arakelova T.L. Mutual learning as a condition for the development of cognitive mobility in future teachers: author. dis. ... Cand. ped. sciences. - Yekaterinburg, 2006 .-- 26 p. [2, 11 p.]	Cognitive mobility of the educator – it is an integrative feature of the individual with a motivational, creative and reflexive content, representing the ability and readiness to solve problems constructively in the changing conditions of modern pedagogical reality.
E.A.Poddubskaya The development of cognitive mobility of a teacher in the process of additional education for adults: author. dis. ... Cand.	Cognitive mobility of the educator – it represents the integrative pace of the field of knowledge that determines the educator’s effective adaptation to changing conditions in the learning environment.

ped. sciences. - Minsk, 2017. - 27 p. [11, 10 p.]	
Dementyeva O.M. The place of cognitive mobility in the structure of cognitive processes // Modern problems of science and education. - 2015. - No. 6-0. - S. 485-491 [5, 487 p].	Cognitive mobility of the educator – it is the person's cognitive activity in the context of rapidly deteriorating information, interests and needs, the ability to adapt personal activities for self-development and cognition to modern requirements, information, ability to work with problems, draw conclusions from them, curiosity is an integrative feature that broadens attention, concentrates and changes direction at great speed, and represents divergent thinking.
Solonenko V.A. Development of student's cognitive mobility as a necessary condition for training a future specialist // Bulletin of the Bryansk University. - 2010. - No. 1. - P. 117-119 [13, 118 p.].	Cognitive mobility – readiness of the future specialist to find timely and constructive solutions to problems in changing situations in management activities and is an integrative professional-personal trait that consists of personal, need-motivated, meaningful-activity, creative, communicative, and informational components that enable it.

We will limit ourselves to these comments as other studies have presented similar approaches. Based on the above research and personal observations, the cognitive mobility of the teacher means self-development in a changing environment of professional activity, we understand the integrative feature that expresses the readiness and ability to find quick solutions to specific pedagogical situations, to understand professional needs and to adapt to modern requirements.

According to E.A.Poddubskaya, who conducted research on the scientific basis of the cognitive mobility of the teacher, [11, 12], the essence of the concept is the development of learners. When interpreting cognitive mobility as a pedagogical phenomenon, the researcher recognizes that it can be illuminated through value-meaningful, developmental-predictive, sequential-corrective, and reflexive-stimulating functions (Figure 2). In defining these functions, the relationship between the professional and personal characteristics of the teacher as a level of expression of cognitive mobility and the achievement of educational goals based on certain laws is taken into account.

A detailed description of the above functions is based on the approach of E.A.Poddubskaya [11, 12].

Value-meaning function as opposed to a model of adaptive behavior that inevitably creates professional stagnation, the teacher consciously prefers and does not miss the opportunity for professional development in the context of free choice. Continuous self-development of the educator and the focus on the design of their

activities become a necessity in the context of constant changes in the educational and socio-cultural environment: reorganization of the individual (active, responsible, creative), updating the content and values of education, the use of new information and communication technologies, the development of the global network of the Internet, etc.

Cognitive mobility as a sign of professional and personal development of the teacher contributes to the creation of content that is personally and socially important, the preservation and enrichment of cultural and pedagogical experience.

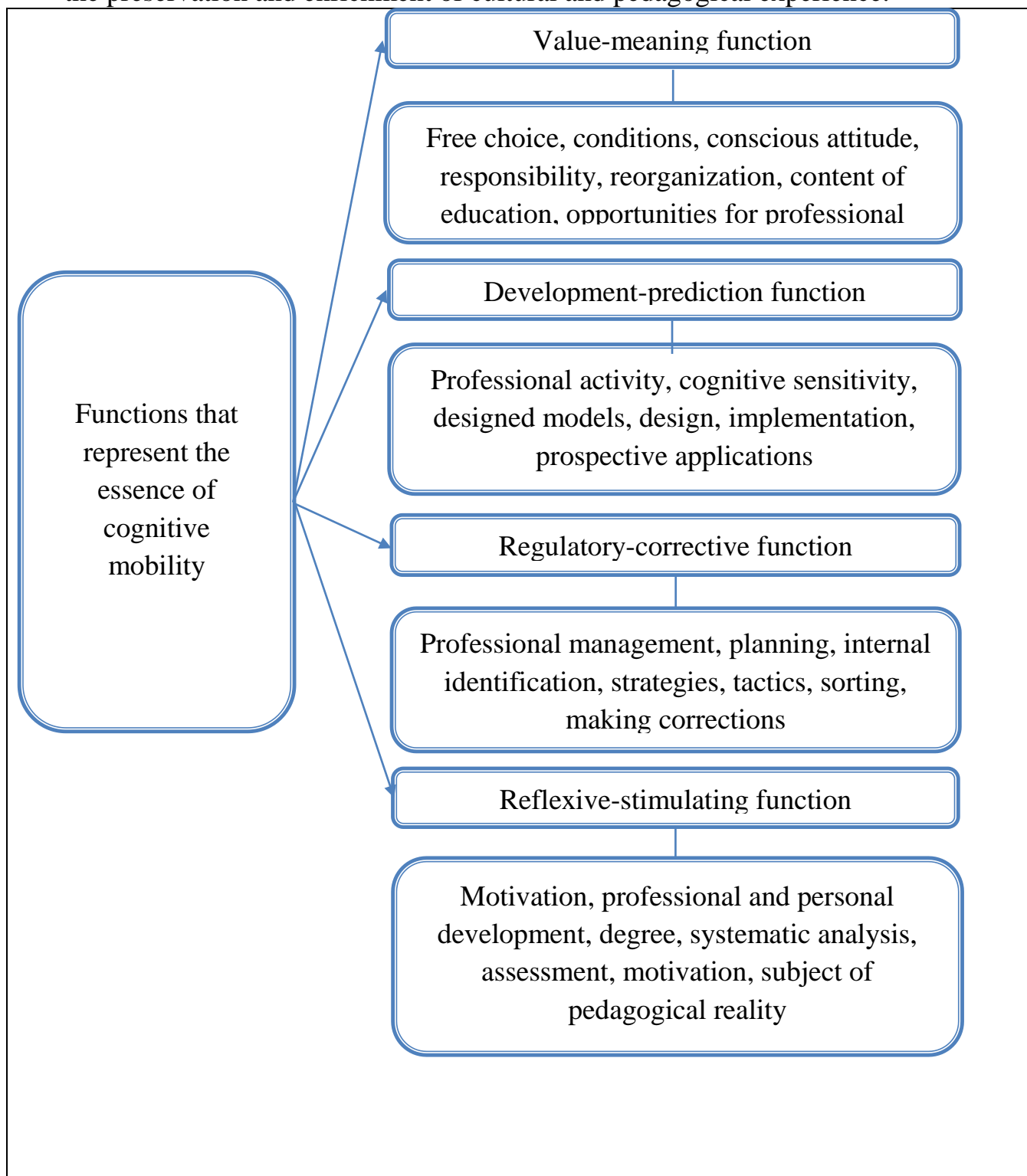


Figure 2. Functions that represent the essence of teacher cognitive mobility

The development-forecasting function represents the development of promising programs for the design and implementation of intended models of professional activity. The cognitive sensitivity of the educator to the systematic analysis of the educational process allows the recording, observation, study and diagnosis of contradictions that occur at different levels of the organization of interaction. The constructive solution of these situations ensures the quality of pedagogical effectiveness. For example: the discrepancy between the educational needs of students and the teacher's rapid response to changing circumstances, which is relevant and common in modern educational practice; formation of priorities for the design of knowledge of personal importance and insufficient skills of the specialist to work independently with information; a desire to influence the situation and its consequences during professional activity and a lack of information about one's own cognitive methods.

The pedagogical contradictions encountered in professional activity are an indicator of the teacher's sensitivity to problem situations as a conscious choice of the situation and reflect the level of development of cognitive mobility.

The regulatory-corrective function is the ability of the teacher to take into account the influence of various socio-psychological factors in the management of their professional activities, the regulation of pre-planned strategies and tactics and, if necessary, make adjustments.

The regulatory-corrective function of cognitive mobility serves as an internal determinant of the whole educational process in the management activities of the educator, which is clearly reflected in the organization, control, modeling and forecasting of pedagogical interactions.

The reflexive-stimulating function is a factor in the formation of the educator's motivational readiness for continuous creative reconstruction as a person and a master of his profession, represents a systematic analysis, assessment, and incentive of the level occupied in professional and personal development.

The need for reflection, the ability to record ineffective results in personal activities, to motivate the teacher to be in constant professional research and to recognize himself as a subject of pedagogical reality and it serves to understand the learning process as a whole phenomenon.

A teacher's cognitive mobility can be structurally divided into components such as process and individual integrative quality components (Figure 3).

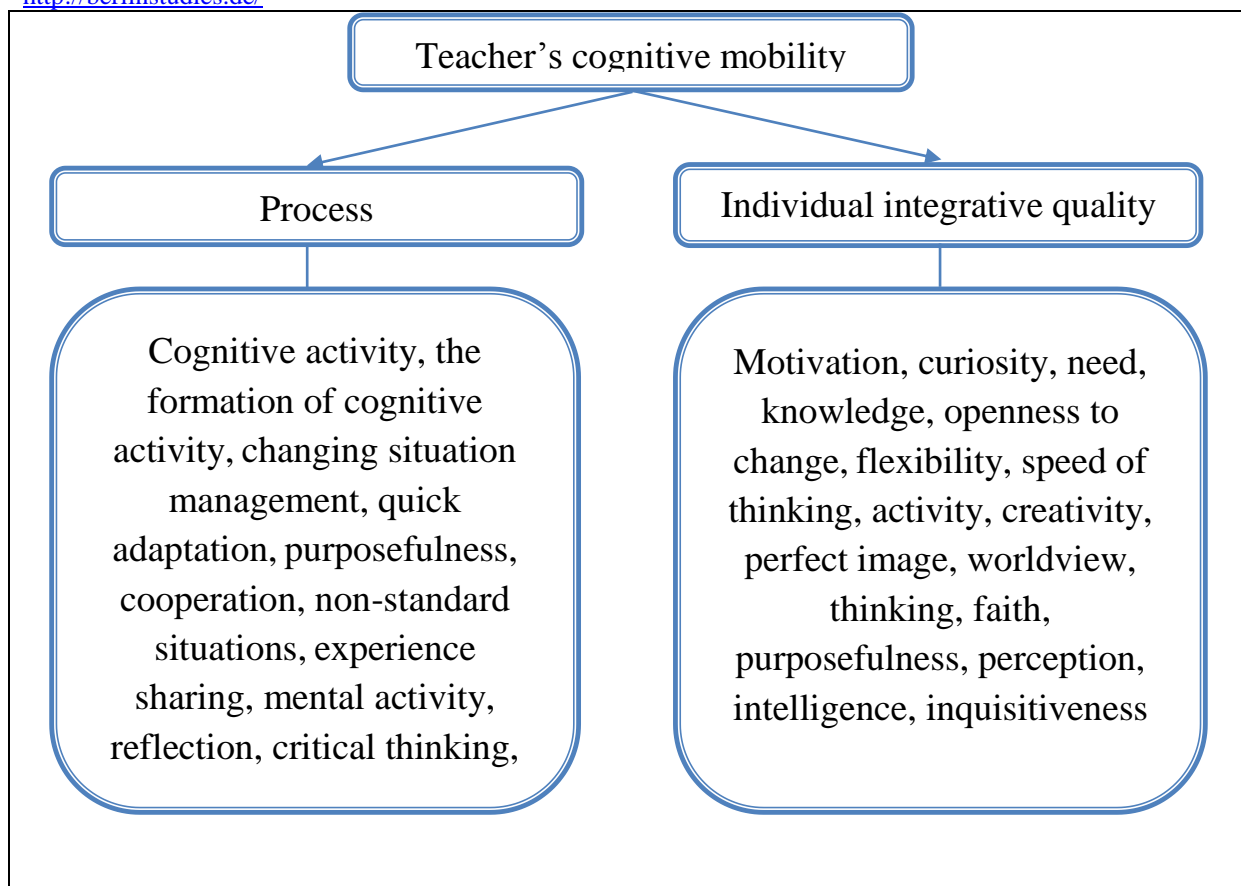


Figure 3. The structure of the teacher's cognitive mobility

The process organizer represents the cognitive activity of the teacher in social life, learning environment and pedagogical activity, managing changing situations, adapting quickly, goal setting, self-development, building relationships, working with information, understanding the content of collaboration and sharing experiences. This process involves the teacher's ability to choose the right course of action in non-standard situations, mental activity, reflection, ability to identify and implement goals, as well as to realize their potential regardless of changes in the environment and situation in their professional activities.

The personal integrative quality organizer expresses the inner readiness of the teacher to combine such characteristics as high motivation, knowledge, openness to change, adaptability to different situations, speed of thinking, curiosity, creativity and activity to perform their activities effectively. Personal integrative qualities create a perfect image of the teacher, improve his outlook, level of thinking, sense of the product of his activities and professional behavior.

In conclusion, we would like to emphasize that the development of the teacher's cognitive mobility is relevant at the current pace of pedagogical reality. Cognitive mobility allows the teacher to minimize the impact of inconsistencies between the specific conditions of the learning environment and the legal documents and curricula that regulate the system, to create a special approach to students, to adapt to unexpected changes, rapid changes without excessive effort.

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