Academic Mobility and Professionalism of Higher School Staff in Ukraine: Evaluation and Assessment

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Abstract

Academic mobility as the mostly developed form of internationalization of an educational field helps integration of an individual into international educational community. It supports development of intercultural competences, promotes the chances of higher school teachers on professional self-realization and increasing their professionalism in teaching, researches and self-management. The main issues of our research are devoted to a higher school staff academic mobility as a social-cultural phenomenon, investigation of Ukrainian university teachers’ mobile activity level, correlation of their academic mobility and professionalism, assessment of the main characteristics of a staff professional self-esteem which is a psychological background for permanent development of professionalism and self-development of a higher school teacher’s personality.

1. Introduction

In the periods of global transformations meaningfulness of professional activity efficiency increasing grows significantly not only for a separate person but also for a professional group for which a decision of its subjects’ labour efficiency problem is a condition of this institute of professionals evolution. The noted problem acquires meaningfulness in the context of joining Ukraine to Bologna process and a reform of higher school, which significantly actualizes an increase of scientific-educational personnels' professionalism and investigating factors which are remarkable on this way. At the same time, analysis of the approaches to decision of this problem, which exist in psychology, exposes its insufficient outworking, absence of orientation to the concrete forms of professional pedagogical activity and so on. While a higher educational establishment is an open educational system now, which is called to provide graduates a complex of knowledge, abilities, skills and competences, which would do them competent at the labour market both in Ukraine and abroad, then, surely, realization of such educational setting needs psycho-pedagogical compliance of higher school staff and the modern professional requirements.

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Research purpose: to define the concepts "academic mobility" and "professionalism" of a higher school teacher; to reveal correlation between university teachers’ level of professionalism and their professional, personal and psychological readiness to the active and conscious including into the process of international academic mobility; to investigate a level of ukrainian university staff academic mobility process development; to define empirically a level of "mobile" professionals of educational industry self-esteem and on the received data basis educe connections between the level of their professional self-esteem and professionalism which is demanded by the new conditions of an open and mobile higher school educational environment.

Thus the decision of the noted tasks is constrained with the next circumstances: 1) changes which took place in social, wholeworld and European educational reality is not impossible to take into account, they touch every subject, participating to the educational-educator, scientifically-research and other processes which take place now at higher school; 2) a matter of professional activity becomes more and more complicated, requirements to its efficiency increase, so as a teacher’s responsibility for professional decisions which are accepted and realized in the context of this activity; 3) on a background of the open "professional space" of higher education and its integration in the international educational space the newest polycultural educational environment of higher educational establishment appeared. All this stimulates higher school of Ukraine to make the processes of integration into the world and first of all European educational community more dynamic. Such integration takes place on all the levels of the higher educational system functioning at the same time via the processes of academic mobility.

2. Academic Mobility (AM) and Professionalism of Higher School Staff

2.1. Academic Mobility of Higher School Staff as a Social-Cultural Phenomenon

Necessity of AM development, which provides an intensive co-operation of higher educational establishments within educational process is demanded by a character of modern society development. The developed countries entered the epoch of post-industrial development, fundamental sign of which is an increasing scientific content of producing goods and services and possibility of economic domination in such situation. It requires from educational system high dynamism in development of innovative technologies and general diversification of educational process at higher school.

The operational plan of mobility development in European universities goes out an adoption of the fact, that European area of knowledge creation is one of the main priorities of Europe development. And free - without any obstacles - mobility of all participants of educational process must become a background for this purpose as one of main conditions of competitiveness and attractiveness of education in the European universities increase.

AM within the Bologna process framework is viewed as an obligatory condition of European higher education space forming. Namely for providing of such mobility the process has been initiated. Berlin Communique (2003) declares that mobility in educational field is a background for creation of European space of higher education. Also in the context of Prague Communique, mobility will allow its actors to take advantage of riches of European space of higher education, which contains democratic values, varieties of cultures and languages, variety of the systems of higher education.

In the globalized university space the processes of academic exchanges intensify and movings acquire permanent character. Necessity in integration of the worlds of the European university is experienced today as an extraordinarily important one.

AM as a socio-cultural phenomenon embraces all stages of higher education and takes place on a few levels of academic structure of a higher education system: on meta-level, macrolevel, middle level and microlevel. Meta-level covers global systems of outer educational space, a complex of higher education systems of Bologna agreement countries (European space of higher education) and global international academic projects; an educational macro-level touches upon national systems of higher education; systems of higher educational establishments of different levels of accreditation (colleges, universities, academies, institutes) function on middle-level; a micro-level is folded by separate subdivisions of higher educational establishments - institutes, faculties, departments, research laboratories, administrative-organizational departments in the structure of higher educational establishments, academic groups of students etc.
The basic issue of all certain system levels there is an individual mobility of these sinergetic structures’ subjects: students, staff, educational managers, researchers, scientific schools’ founders and others.

Mobility (from lat. “mobilis” means mobility, changes, flexibility, movement, moving, also capacity for changes and aspiration of them) This term is mostly used when the question is about the movement of subjects of educational process, which present all four defined above levels. Such mobile changings of the educational systems detects dependence of people and structures of the university world on a socio-political, ideological, social-psychological and economic situation in society.

In socio-cultural space of the XXI century co-operation of national systems of education is a process which depends both on intensity of participating in it each of the systems and from intentions and reasons of the educational field actors participation. This participation today is specially ranged and constructed. It also realizes strategic and tactical intentions and aims. This endless variety the subjects’ participation aims in a socio-cultural process under analysis can be divided into 2 groups:

1) extra-vector - for “general business” (and also for Self as a subsystem, a part of culture) is self-realization for complex strategic development;

2) intro-vector - for Self (taking into account others as a mean or environment) is activity as backer-up of higher position, personal success.

Researches testify that much universities use international activity for expansion of own research possibilities and for increasing a level of teaching at the university, which in its turn assists the increase of competitiveness and prestige of the university. It also touches professionalism of modern university teachers.

Among the basic occasions for realization of individual AM are conferences, studies of all levels and kinds, internship in all its variety and work abroad.

In opinion of P. Bourdieu (P. Bourdieu, 1996), lately a competition in education is more perceived by public consciousness as something incompatible with stability, constancy and balance of development - both an individual and a system. The crisis of equilibrium and constancy in a socio-cultural process is represented in public consciousness and provokes appearance of new criteria in education. The search of new coordinates of development of the globalized system of education resulted in a conception of sustainable development, the purpose of which is establishment of new, justified global partnership by creation of new levels of collaboration between the states, key educational organizations and people. Partnership in XXI century, according to a polish researcher O. Kozlova (O. Kozlova, 2010) is called to become the main strategy of cross-cultural communication. For its realization by a modern university it is necessary to outwork and use a strategy of reorganization of national educational systems’ co-opertion a part of which is the program of academic mobility optimization.

A russian researcher of the university mobility L. Grebnev who studies university competition and collaboration, stress upon the value of the last one and considers that to "possibly it would be easier to survive one by one, but successfully developing is possible only together". Unfortunately, this rather simple idea is badly perceived by our academic and administrative communities. Thus, he says that the "main threat for higher school in the conditions of growing international availability of educational services are the universities themselves, and more precisely - their disconnection" (L. Grebnev, 2011, pg. 30).

AM, that grows constantly, acquires importance which allows it substantially influence the whole institution of higher education. Nevertheless the last 10 years international academic and scientific mobility became an inalienable element of global landscape of higher education, a barrier which restrains development of AM is an absence of real, but not declarative relations of collaboration of many Ukrainian universities and teachers with the European universities and teachers. At the same time J. Salmi points in his book "The Challenge of Establishing World-Class Universities" that in the universities of world level there is a great amount of visiting lecturers from other countries. For example, in Harvard a percent of teachers from foreign countries folds approximately 30%, in Oxford and Cambridge - 36 and 33% accordingly (J. Salmi, 2009).

2.2. Research of Ukrainian University Teachers’ Academic Mobility.

Our empiric researches carried out in 2010-2011 on a sample of 700 university teachers from 17 universities of different regions of Ukraine, who works in state and private higher educational establishments, demonstrated an extremely low level of their participation in the processes of AM. Analysing the answers to the standardized questionnaire points, we educed that active and conscious participation in the processes of AM allows university
teachers to develop their own professionalism, constantly support a high level of self-esteem and claims, to realize aims and satisfy certain needs among which it's especially necessary to distinguish the following ones: interdisciplinary competencies' increasing, receiving special instrumental knowledge and skills through intensive training and researches conducting at the leading universities; an acquaintance with scientific and educational traditions which are keeping and developing in different higher educational establishments, regions and countries. In this context mobility is perceived as innovative activity of university teachers.

The respondents’ answers to the questions of the standardized questionnaire concerning their experience of participating in exchange educational processes gave us results which have been generalized as the next charts (Figures 2, 3, 4).

The most widespread type of scientific and academic exchanges - International scientific conferences - is inaccessible today for 60% of teachers who work in universities. There are sufficiently many reasons of it: from lack of financing for such participation to the insufficient possessing of foreign language necessary for scientific communication with colleagues. It, actually, leads them out to the road side of modern scientific discussion which actually creates dynamism of a scientific thought, stimulates cross-cultural research, takes university science on the level of contemporaneity. What can such a lecturer offer to his student in modern situation? Unfortunately, not very much. Because it is impossible neither to create modern scientific knowledge nor high-quality research schools in the conditions of information and scientific isolation. Thus, plenitude of professional competence of such teacher in a modern university appears problematic because as it is well-known that the absence of a certain competence is, actually, a form of incompetence.

According to the results of research only 23% of respondents had an experience of participating in international scientific conferences, among them 9% presented the results of their own scientific researches there. Only 8% of university teachers participated in questioning constantly visit scientific conferences in foreign countries. Less than 0,5% university staff are the members (collective or personal) of scientific or educational associations (Figure 2).

The same isolation from the processes of mobility and intensive professional contacts with the representatives of foreign academic and scientific association is demonstrated by the answers of the respondents to the next questions: 76% of the Ukrainian university teachers does not support any contacts with colleagues from other countries; the same percent of them never applied and, accordingly, did not get any grants in support of their AM; only 13,5% had an opportunity to conduct research abroad, and 10% - to pass internship or study in foreign universities; only 4% of the polled teachers had the opportunity to teach in foreign universities (Figure 3).
Nevertheless deep understanding of the important acquisitions concerning professionalism increasing which can be given by participation in academic processes which embrace European university community is fully presented in professional consciousness of higher school teachers of Ukraine who strucks such its advantages, as a receiving new knowledge and acquaintance with innovative technologies of teaching, working off new abilities, dissipation of own research results, establishing scientific and collegiate contacts, internship and working abroad etc (Figure. 4).

On the background of the previously formulated positions and a pilotage research data, we suggested a hypothesis about the existence of direct dependence between the level of professional self-esteem, claims and professionalism of a higher school teacher and his active participation in the processes of AM in modern situation. Such postulate is supported by the next issues:

- AM can be determined as an inalienable form of existence of intellectual potential, which represents realization of internal necessity of this potential in motion in space of social, economic, cultural, political, educational mutual relations and intercommunications;

- due to AM definite important professional qualities can be automatically and even unconsciously developed in a person: ability to view an own country in a cross-cultural aspect; knowledge about other cultures, studied from inside; ability to choose the ways of co-operation with surroundings; ability to think in a comparative style; a capacity for realization of cross-cultural communication;

- in the process of AM a person corrects his self perception, and also acquires ability to determine insufficiency of present knowledge and desire to enlarge them during the whole life;

- participating in the processes of internship, studies, research, teaching in foreign universities promotes a level of professional self-esteem of higher school staff and assists their professionalism perfecting.

Thus AM cannot be limited by a system of academic exchanges of the educational process’ subjects at higher school, because in reality it is a difficult and multiple process of exchange scientific and cultural potential, increasing intellectual resources, an advancement of innovative study and teaching technologies, stimulation of personal and professional perfecting and self-perfecting.

It induced us to define and theoretically settle a contradiction between stable “psychological system of activity” of ukraininan higher school teacher and demands of personal and professional integration of modern specialist of educational field into the system of coordinates of European polycultural higher education (V. Shadrykov, 2007).

2.3. Academic Mobility and Professionalism of Higher School Staff

Today the optimal level of professionalizing foresees using many types of knowledge which reveals out the borders of definite field for the decision of various professional tasks. In fact during last years perception of pedagogical profession stability has changed grately that became especially obvious in the system of higher education. In a result of more rapid polycultural, technological, civilizational development profession of higher school teacher stopped to be permanent and completed system of knowledge and skills. Among the factors which
fold structural-semantic basis of higher school teachers’ professionalism a multiple nature, plenitude and maturity of his personality, level of his self-esteem and claims in professional activity, his professional consciousness are playing more and more important role.

In a social exposure personality of a higher school teacher is a multilevel personality of a higher qualification specialist who carries out socially meaningful activity, - educational, scientific, research, elucidative, organizational, cultural producing and others - as a creative, active subject of sinergetic society self-organization. So a higher school teacher is a professional who creates new, constructive, socially valuable systems in all forms and directions of his activity.

Psychologically a normative personality (carries out his professional activity in accordance with the requirements of society) of a higher school teacher is characterized by many parameters among which are: 1) a level general and professional abilities development; 2) a level of special pedagogical abilities, knowledge and skills development; 3) a level of development of individually-psychological features (character, will, temperament, ability to manage emotional and affective psychical conditions) which provides successful pedagogical activity at higher school; 4) a level of development of special cognitive (intellectual, creative) abilities in accordance with requirements to the teacher of higher school (V. Druzhinin, 2000; V. Bodrov, 2006; V. Shadrykov, 2007).

Having regard to all external and internal factors which influence development of a person and profession correlation we realize a necessity of their systematization according to the principles of synergy. Methods of modelling and making projects of professional activity are very supportive and helpful in this context.

Conceptual model of professional activity according to S. Druzhilov "is the original internal world of an active person which is based on plenty of information about professional environment, an object of labour, aims, facilities and methods of activity" (S. Druzhilov, 2001, pg. 198). Exactly from this point of view we are interested in the deep structural-psychological analysis of a staff activity in a polycultural area of modern university.

In spite of the changes of educational paradigm and basic requirements to professional pedagogical activity of a higher school teacher during last years, a correction of conceptually-vivid model of professional-pedagogical activity of teacher takes place slowly enough, gradually, in condition of accumulation and crystallization of work experience, theoretical knowledge, applied and methodical abilities, changes of motives, options, aims and, eventually, professional "Self-concept" of a man. Nevertheless coming from its major characteristics such as complexity, activity and dynamism which in complex characterize human readiness to changes, it is possible to assert that having such readiness a person is able to correct and specify his own internal model, include new systems of mutual relations into it. The conceptual model of professional activity (CMPA) is formed individually, so no identical models exist and thus unique CMPA allows a teacher to realize an individual style of activity, also due to attaching to the processes of AM in a globalized world.

To our mind the offered theoretical model of higher school teacher personality would be substantially complemented by such a system-making factor as a professionalism, having defined its psychological characteristics. "Professionalism is an ability of a person (as an individual, personality, subject of activity and individuality) to execute activity at a high level, - systematically, effectively and reliably in various terms... it is a human special mental outlook and another qualitative way of life of a professional".

Psychologists insist that professionalism is not only achieving a person high labour results but also peculiarities of his professional motivation, system of his desires, values, sense of work – all that actually form his professional self-consciousness. Professional self-consciousness contains a Self-picture of a man as a member of professional association, transmitter of professional culture, certain professional norms, rules, traditions peculiar to the corresponding professional community. Accordingly, professionalism must be examined not only as psychological but also as the original socio-cultural phenomenon (S. Druzhilov, 2011, pg. 36-37; 202-203).

In any determinations professionalism comes forward as a description of professional activity which is based on high and comprehensive educational level, good self-regulation ability and sustainable motivation. We view professionalism as a factor of individual interpersonal integration into a social environment, but it also predetermines not only an adequate adaptation but a creative development of a subject professional activity. Professionalism is the greatest standard of professional activity and related to self-realization in this kind of activity.

In modern science there isn’t solved a problem concerning the main trends of person’s professionalism forming: by natural development or in greater case due to the purposeful forming (professional education). An eclectic approach to this contradiction says it is possible to speak both about development and forming, and also about human self-development as a professional which in different people and in different periods of their development
appears differently. It is related to its internal resources, conditions of socio-economic and professional environment, a formed degree of a profession itself as a social institute, traditions of professional community, socio-cultural traditions professionals’ training.

In opinion of western researchers professional growth takes place due to some special skills (meta-skills): 1) rapid mastering of new studies and self-training methods; 2) developed capacity for reflection; 3) high adaptiveness; 4) high level of self-efficiency, in other words – a conscious ability to cope with different situations in the process of conducting official activity (London M., Moon E.M., 1987; A. Howard, D.W. Bray, 1988; D.T. Hall, P.H. Mirvis, 1995).

Ukrainian researcher L. Turishcheva considers that forming of professionalism goes in three basic directions:

1) change of all system of activity. In fact during outworking of corresponding labour skills a movement of personality on the stages of professional mastership occurs and personality style of activity is forming;

2) change of a teacher’s personality which appears both in original appearance (communication, emotionality and so on) and in forming of necessary elements of professional consciousness (professional attention, memory, thought, emotional-volition sphere etc);

3) change of definite components of a teacher’s setting to his activity which appears in a cognitive sphere at the level of its meaningfulness understanding; in an emotional sphere - in interest to it; in a practical sphere - in understanding own real possibilities.

In any case, professionalism is a result of activity of a person itself and a consequence of influence from the external organizational factors.

Professiogenesis Conception of E. Ermolayeva contains next views to professionalism and a modern professional: "Civilization criteria of professionalism are the characteristics of a professional compliance with the attained historical level of a profession social existence: both in sense of possessing a professional apparatus and in relation to social and moral requirements to the professional” (E. Ermolayeva, 2008, pg. 69). And then an identical professional is an overnational universal professional with actually boundless adaptation possibilities in the different modern polycultural conditions of educational environment.

Thus professionalism appears both in high results of activity and in the conditions (states) of a person. That’s why M. Dmitriyeva and S. Druzhilov distinguish two groups of criteria of professionalism efficiency: external (one of which - academic mobility - we have viewed before) and internal. Accordingly a group of internal criteria of professionalism level evaluation is characterized by next indexes: professionally meaningful peculiarities; professional knowledge, abilities and skills; professional motivation; professional self-esteem and a level of claims; capacity for self-regulation and stress coping; peculiarities of professional co-operation.

Process of professional development which is examined can be presented on an example of a modern teacher integration into a new for him polycultural environment of integrated European higher education with its permanent values, traditions and style of activity.

As a practice shows it is impossible not to take into account even a short-term influence, but however an academic migration, a person self-esteem, self-consciousness and self-perception. In fact teaching or research work in a foreign university can last from half a year to a few years. It demands subject’s mastering of a new vital and professional space. Without such mastering mobility remains superficial and partly capable to settle an only problem – self-presentation of this process actor, but in no way a problem of the mutual understanding, lining up dialogic relations of partnership.

Thus, having in mind all above-mentioned, we came to a conclusion that the most meaningful place in the psychological structure of university teachers’ professionalism is occupied by a professional self-esteem as the main characteristic of personality adaptation potential to the new conditions of professional activity and important component of a professional self-consciousness (S. Druzhilov, 2001).

2.4. Research of Claims Level and Professional Self-esteem of "Mobile" University Teachers

To determinate a level of the investigated teachers’ self-esteem we have chosen a method of self-esteem assessment created by Dembo-Rubinstein. Leaning on the quantitative indexes of the previous questioning concerning university staff participation in the processes of real academic mobility we have defined a sample which includes 70 persons who appeared the direct actors of these processes according to the results of questioning and
individual conversations. Thus factors of age, sex, experience (length) of work at the university, the presence/absence of scientific degree and scientific rank were not much deciding in the case.

According to the idea of the method’s authors Tamara Dembo, who suggested to use it for investigation of the respondents’ notion of happiness, and Susana Rubinstein, who modified this method to research self-esteem, it is foreseen for psychological diagnostics of a self-esteem state on the next parameters: height, stability, degree of adequacy, criticism, exactingness to Self, satisfaction by Self, level of optimism, integration of conscious and unconscious levels of self-esteem, maturity/immaturity of attitude toward values, presence and character of compensatory mechanisms which participate in “Self-concept” forming. Modifications of the method were carried out A. Prikhozhan and P. Yanshin for different target groups and aims of investigation.

S. Rubinstein recommends four obligatory scales: "Health", "Mind/Abilities", "Character" and "Happiness"; P. Yanshin added two new scales: "Satisfaction by Self" and "Optimism". Our task was to investigate self-esteem of adult persons - teachers of higher school - with an accent on their professional issue. That’s why having results of the previous questioning and individual conversations with the investigated persons, we set another scale - "Satisfaction by Work”. This scale implementation became a result of the formed motive of an examination - to assess a level of university teachers’ professional self-esteem namely those who participate actively in the processes of academic exchanges as researchers, lecturers, administrators of university subdivisions and so on (23% of the investigated sample according to results of the previous questioning).

Coming from the noted motive of examination we applied 7 scales: four obligatory (after C. Rubinstein) which in the author’s opinion represent four basic segments of human reality or self-esteem, which everybody have and two additional ones - "Optimism" (P. Yanshin) and "Confidence in Self" (A. Prikhozhan). Taking into consideration a postulate of P. Yanshin that a researcher can create and use so many scales as he considers necessary we added one more scale "Satisfaction by Work" which was "withdrawn" from previous answers of investigated teachers.

Every scale has two poles and a middle set which needs to be necessarily marked. A scale is an "individual construct" or "personality construct”. Everybody has an enormous amount of such constructs related to each other and appointed to structure the image of the world, "Self-concept" and interpersonal perception. Individual constructs have a form of bipolar scales, but sometimes they can be a three-pole ones, when a mark of ideal self-esteem is put on a middle. Scales as a rule arise out of the respondents’ answers to a question of an experimenter about poles. Mainly questions are put about positive poles, much less – about negative. Sometimes sense of one pole is not absolutely antonymous to the opposite one. It represents a subjective character of investigated person’s individual constructs and can be diagnostically important (J. Kelly, 1955).

Poles are values, something a person declares as a desirable or undesirable state. There are positive values (it is necessary to aspire to them) on the up-poles, down-poles include negative values - something a man aims to avoid (possibly only declaratively). In the used method poles are set as absolute values. A pole is presented by one man for possibility of data interpretation. Content and sense which research subjects insert into the poles and interpretation of corresponding values can strongly enough differ for different people, can be "endured" by investigated themselves and can be simply thoughtlessly "appropriated" by them as formal knowledge about values. Thus an assessed person fills up a scale by a concrete maintenance. Namely in such a way an element of Dembo-Rubinstein method’s "projectivity" appears.

Thus for realization of our assessment purpose – an exposure of “mobile” university teachers’ self-esteem level - we applied seven three-pole scales: "Health", "Mind/Abilities", "Character", "Happiness", "Satisfaction by Work", "Optimism" and "Confidence in Self".

As a result of our assessment we got the next data (Table 1).

| Parameter | Quantitative description (absolute and percent values) |
|-----------|-------------------------------------------------------|
| Level of Claims | low (less than 60) | middle (60-74) | high (75-89) | very high (90-100) |
| | 0 | 0 | 40 (57%) | 30 (43%) |
| Level of Professional Self-esteem | low (less than 45) | middle (45-59) | high (60-74) | very high (75-100) |
| | 0 | 40 (57%) | 30 (43%) | 0 |
The general mean of professional self-esteem of a general sample is 58.6 scores that correlates with a mean value, and a mean of a claims’ level is 88.3 scores that correlates with the top values of a high level according to this parameter. The general sample mean shows comparatively high level (from 75 to 89 scores) the investigated teachers claims that confirms their optimal notions toward their own abilities what in its turn is an important factor of personality development.

Nevertheless according to some scales a level of claims is very high that can detect non-critical and sometimes unrealistic attitude of investigated persons toward their own possibilities, lack of ability to put correctly the purposes of development in general and professional development in particular. For example: "Mind/Abilities" (94.6 scores), "Confidence in Self" (97.8 scores). At the same time a very high index of claims level on separate scales can also detect an increased meaningfulness of this quality for sample members.

A general mean and scores on separate scales when measuring of a self-esteem height of investigated persons are contained between 46.9 and 64.2 that indicates of a realistic (adequate) self-esteem. But at the same time both mean and values according to separate scales do not inreach an optimal for a personality growth level (60-74 scores). There are only scores on a scale "Character" (64.2 scores) and a scale "Mind/Abilities" (78.6 scores) appeared in this range.

Thus an assessment of “mobile” university teachers’ professional self-esteem level allowed to confirm our hypothesis that they have a high and stable professional self-esteem, adequate, mainly high level of claims concerning their own professional pedagogical activity which is perceived as a psychological background for permanent development of professionalism and self-development of higher school teacher personality.

It’s impossible not to pay attention to one more index of personality and professional development found in the process of measuring – a divergence between a level of claims and a level of self-esteem of the investigated teachers of higher school. Taking into consideration mean indexes on these parameters we determine a huge divergence practically in 30 scores. It is very high amount of divergence which is the detector of a sharp break between the level of claims and the level of self-esteem in investigated teachers. Such break specifies a conflict between what personality wants and what it sees a fit for itself.

Such gap puts before researchers a task to correct the teachers’ professional self-esteem by means of various formings and developing influences (developing trainings, training games, schools of pedagogical mastership, groups of personality development etc) in the process of their professionalization in the conditions of AM in the modern period of higher school development. Achieving positive changes due to such activity is possible in some way because of interpretation of our research data on Dembo-Rubinstein method.

3. Conclusions.

Thus, received data can be used for harmonization of the world perception by university teachers, realizing him of his place in a triad "Person – Profession – University Polycultural Environment" and an accordance of his own professional activity to the international contexts in the field of modern higher education.

Research allowed to educe a substantial interdependence of higher school teachers’ professionalism level and their active and conscious participation in the processes of AM. Academic mobility as the most developed form of internationalization of educational sphere helps integration of individual into international educational society. It provides possibility to use educational experience of countries - world leaders in this sphere, supports development of intercultural competences, promotes the chances of higher school teachers on professional self-realization and cultivation of professionalism in teaching, researches, self- management in an educative process.

At the same time a level of academic mobility among the university teachers in Ukraine is impermissible low. Nowadays almost 80% of these specialists exist outside an active exchange by pedagogical, methodical, scientific and research acquisitions that substantially brakes their professional development in accordance with the modern conditions of globalization in an educational sphere, impoverishes their work experience and teaching mastership.

An assessment of "mobile" university teachers’ professional self-esteem level allowed to confirm our hypothesis that they have a high and stable professional self-esteem, an adequate mainly high level of claims in their professional teaching activity which is a psychological background for permanent development of professionalism and self-development of a higher school teacher personality. These results justified a great role which is played by psychological processes of personality development and self-development of university teaching staff in the process of increasing its professionalism.
To sum up, gradually accumulation of work experience, theoretical knowledge, change of motives, viewpoints, aims, self-esteem and claims increasing in professional activity and personality development, changes in professional "Self-concept" of a person stimulates a correction of a conceptual model of the university staff professional activity, increasing a level of professionalism which leads a university teacher to the stage of mastership in his own pedagogical activity.

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