

Theoretical Approaches to the Content and Structure of Competitiveness of Future Teacher

Sergei Y. Lavrentiev¹, Dmitry A. Krylov¹, Valentina A. Komelina¹ & Svetlana A. Arefieva¹

¹ Mari State University, Yoshkar-Ola, Russia

Correspondence: Sergei Y. Lavrentiev, Theory and methodology of technology and vocational education department. Mari State University, Lenin Square, 1, Yoshkar-Ola, republic of Mari El, 42000, Russia. E-mail: lavrsu@mail.ru

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Abstract

This article aims to identify and theoretical foundation of basic components and indicators of competitiveness of the formation of the future teacher in the university. Key categories in the identification of these principles were such notions as: teacher competitiveness, competitiveness, components, professional training.

The authors proposed pedagogical conditions promoting the improvement of training of future teachers to the profession, including and more successful development of the competitiveness of the future teacher in a higher school.

The contents of this article can be useful for the management and teachers of secondary and higher vocational education, for researchers concerned with the formation of the competitiveness of teachers, students and enhance the competitiveness of colleges and universities.

Keywords: competitiveness, components, professional training

1. Introduction

Deep socio-economic modernization of the education system, originating at the present stage, has a great influence on the processes of socialization and at the same time demonstrates the limitation of traditional, standardized educational systems, the forming standard, mainly technocratic type of personally. Reform of the Russian education system pose a tasks of a different kind-humanistic understanding and implementation of the internal potential of man who found himself competing in the new circumstances changing socio-economic environment.

One of the key documents of the Bologna Process “Communiqué of the meeting of European Ministers in charge of Higher Education” (Prague, 2001; Berlin, 2003) begins with the definition of the mission of education and attitude to education as a “public good and a public responsibility”. The problem of responsibility for the cooperation, vocational education is particularly relevant in the assessment of contest professional culture, professional competence and competitiveness.

According to the well-known classification of human needs A. Maslow, lack of benefits, the blockade of the physiological and basic needs (hunger, sex, and thirst etc.) leads to the fact that these needs are leading to humans. But when basic needs are met, there is (but not all) the highest consumption of human-implementation—the need for self-actualization (self-development, self-expression), which A. Maslow, is determined as the full use of the talents, abilities, opportunities that, certainly affect the success of a business and is, is a manifestation of competitiveness (Maslow, 1954).

The relevance developing the competitiveness of the student personality consists in the fact that the developing labor market and “market personalities” show to students high-professional requirement of. Such qualities of the individual, as independence and effectiveness of the implementation decisions taken, perceptions, and rapid response to new factors readiness for active social interaction-way of operatively adapting to changes in the external and internal environment of the organization and other qualities that define competitiveness personality, are becoming increasingly important in all areas of professional activities. Students of the modern university will soon take over the responsibility for solving complex and ambiguous emerging problems in the post-industrial society. In this regard, one of the priorities of modern higher education is to create conditions for the formation

and development of competitive personality, capable of independently, effectively and efficiently solve professional problems and tasks (Lavrentiev, 2012; Shapovalov, 2008).

2. Literature Review

The most widely and multiaspectly the problem of competitiveness of personnel (role of human resources in the management of the firm, definitions, socio-psychological structure, methodological framework for the assessment of competitiveness, approaches to preparing competitive specialist, etc.) developed in the theory of economics, management by foreign (Ansoff et al.) and domestic (Dyatlov et al.) researchers. Separate aspects the personality formation of competitiveness in higher education are reflected in the works of V. I. Zagvyazinsky, V. P. Kuzovlev, N. V. Kuzmina, N. D. Nikandrov, V. M. Monakhov, P. E. Reshetnikov, A. V. Reprintsev, V. A. Slastenin, A. I. Shcherbakov et al.

Simultaneously with the theoretical evolved educational, political, organizational and practical incentives that encourage the development of problem-guides, in particular the adoption of the Federal Law "On Education in the Russian Federation", national doctrine of education, the state program "Development of Education" on 2013-2020 years, documents of the Bologna Process and others.

These documents envisage in particular the integration of educational institutions in unified pedagogical complex; aspiration establishments to increase the skills of its employees, methodical and psychological services of general and professional education, on the creation of programs of professional and personal development of the teacher; ensuring that the quality of Russian education changing the requirements of the population and perspective problems of Russia's development, society and the economy; versatile and timely development of young people, their creative capabilities, formation of skills of self-education, self-realization; organization of educational process with considering of modern science, a systematic update of all aspects of education, reflecting changes in culture, economics, science, technics and technology. Manifestation of the above prerequisites required by their theoretical understanding in the process of formation of competitiveness of the teacher's personality in modern conditions.

Appeal to the socio-cultural realities, to the theory and practice of higher education enables to conclude existing contradictions between the objective wants of society as teachers capable build up its vital and professional trajectory in the changing conditions and the real state of professional training oriented mainly on the formation of a functional readiness for activities. The detected contradiction indicates that that before educational science got problem associated with theoretical substantiation of the formation of competitiveness of the future teachers, including the deepening understanding of the competitiveness of the system as a multi-level personality structures; identifying the internal patterns of development competitive personality; Identify approaches to the construction of the content of the formation of the competitiveness of the future teacher in the university, technology and socio-pedagogical conditions of adequate specificity of competitiveness of the teacher's behavior.

In Russian pedagogy of vocational education problem of formation of competitiveness of specialists disclosed in social, economic, organizational and pedagogical aspects, as reflected in the writings of S. Y. Batysheva, A. P. Belyaeva, G. I. Ibragimova, A. J. Naina, Y. N. Petrov, P. N. Osipov and others. The problem of training a competitive specialist is solved by V. I. Andreev, B. C. Bezrukova, L. M. Mitina, F. R. Tuktarova, E. R. Khairullina, A. Yakovleva et al.

Etymologically, the term "competition" (concurro) pro-Latin origin, and the XVIII century it is used most often in the French and German languages in the meanings: 1) "the struggle to achieve greater benefits"; 2) "collision"; 3) "rivalry". However the notion of "competitiveness" is among the least studied as in the psycho-educational, economic, and philosophical, sociological literature, due to the complexity and multifaceted under study concept. In fact, the term "competitiveness" as a scientific concept appeared in Russian pedagogy at the end of the XX century. In modern meaning the word "competition" is correlated with such notions as "contest", "fight", "prestige", "reputation", "career", "status".

Conducted a comprehensive study of the concept of "competitiveness" indicates that the current scientific literature there is no unified universally accepted interpretation, and characterized competitiveness in them is given with different completeness and in different ways. The majority of works are devoted to various aspects of competitiveness of industrial enterprises, firms, national economy, etc.

For example, in the writings of L. M. Mitina competitive person viewed in the context of psychological activity, where special emphasis is placed on such characteristics of the competitiveness of the individual, as competence. From the viewpoint of L. M. Mitina, "the development of a competitive person-the development of reflective

personality able to organize their activities and behavior in dynamic situations, has a new style of thinking, innovative approaches to solving problems, adequate response in non-standard situations” (Mitina, 2002). The trajectory of successful professional development of competitive personality is understood as “a person of his awareness of the potential and prospects of personal and professional growth, induces him to a constant experimentation, understood as the search, creativity, choice. Decisive element this situation, the professional development of the individual is the ability and the need to make a choice, and therefore feel their freedom on the one hand, and their responsibility for everything that happens and will happen, on the other” (Mitina, 2002).

E. R. Khairullina sees the competitiveness of the person as a dynamic open system, developing on the basis of personal self-determination and self-development programs and enables university graduates to effectively adapt in the job market (Khairullina, 2007)

F. R. Tuktarov interprets the competitiveness of the individual as a holistic multi-level (social, biological, of psychological, cultural) potential of rivalry focuses on the philosophical aspect of the competitiveness of the individual, i.e., reciprocally of the individual and society, conditions for the development of competitiveness personality and their specificity in a transformed Russian society under the influence of globalization.

According to F. R. Tuktarov, “competitive personality forming in a certain socio-cultural conditions generated by social and cultural traditions, mentality and the mentality of the people, its manifestations depend on the type of society (East or West, which corresponds to the institutional matrix X or Y-matrix), fixed in stereotypes of behavior and social installation” (Tuktarov, 2006)

3. Methodological Framework

Considering the proposed points of competitiveness of educational process subjects, in the basis the formation of the future teacher competitiveness within the competence paradigm of vocational training we laid *the integrative and milieu approaches*.

An integrative approach in forming the competitiveness of university students is manifested in: integration of educative, methodological and research activities of future teachers; professional interaction of the future specialists; inter-professional collaboration of the students with teams of other educational institutions, scientific research institutes, professional community (Ivanov et al., 2015; Shaidullina & Ivanenko, 2012).

The concept of the milieu approach is based on such humanistic areas as synergetics, phenomenology, existentialism, hermeneutics, and allows relying on the boundless potentiality of the college teaching staff members as a factor to increase their competitiveness. In this regard, the milieu approach allows predicting the possibilities for the corporate environment of the teacher training college, designing environment-formative niches and planning measures for their implementation to generate the competitive environment, which forms the competitiveness of the teaching staff as a whole (Ivanov et al., 2015; Shaidullina & Ivanenko, 2012).

4. Results and Discussion

We are considering competitiveness applied to teacher and define it as an integrative, dynamic, multi-level of the quality of the personality, which includes information-meaningful, wants-motivational, emotion-volitional, operation-practical components that contributing to its readiness for the effective implementation of social and professional significant actions.

Competitiveness of the teacher, in our opinion, should be studied at the level of personal qualities (mobility, adaptability, communicativity, independence, sense of purpose, values and guideline, social memory, critical thinking, the ability to self-knowledge, self-development, self-education, social motility); at the level of performance activities (reflexivity, creativity, projective, forecasting, goal setting, flexibility, plasticity); at the level of the processes of transformation of self, activities, environment.

Analysis of the literature shows that the competitiveness of the multidimensional characteristic depends on the external and internal conditions, from occupational development peculiarities, especially personal competences and professional competencies, especially the experience of the individual, his motivation, orientation, preferences, behavioral strategies, etc.

Most researchers believe that competition don't exist in a pure form, it exerts its functional significance in the correlation with such concepts as “emulation”, “prestige”, “career”, “reputation”, “status” and “image”. It is also necessary to take into account the fundamental empirical fact, according to which the functional significance of personality competitiveness is determined by an integrated system of basic economic, political, and of ideological institutions of society.

Based on the foregoing, competitiveness of future teachers is defined by set of the qualities and properties

necessary for effective professional activity:

— The wants-motivational forms value-motives will present teachers, a positive aspiration to various kinds of social activity professionally meaningful, sustainable wants self-development, self-assertion, self-actualization, self-expression.

— Emotional-volitional component reflects the steady state characterized by the presence of informed stable positive attitude to the profession; arbitrary regulation, of social and professional activities through the manifestation of initiatives, and independence, conscious planning of their actions, implementation of self-control, stimulate its own development.

— Information-meaningful is substantial knowledge of the basic categories of, principles and regularity of teaching activities; perception and transformation of information about the nature of teaching profession has a practically—meaning nature of possession of personality-significant knowledge and abilities, decision-making, self-assessment of the professional potential.

— Operational-practical component includes desire for self-sufficient-term activities, creative application of knowledge, abilities in practice, conscious ability to overcome difficulties skills cognition, regulatory, communication and other measures that determine the success of competitive behavior (Krylov, 2014; Mesinov, 2009).

Thus, readiness of future teacher for competitive relations is shown in four main directions, which contents is provided in table 1.

Table 1. Levels readiness of future teacher for competitive relations

Competitiveness components	Competitiveness indicators
Wants-motivational	Forms value-motives will present teachers, a positive aspiration to various kinds of social activity professionally meaningful, sustainable wants self-development, self-assertion, self-actualization, self-expression
Emotional-volitional	The steady state characterized by the presence of informed stable positive attitude to the profession; arbitrary regulation, of social and professional activities through the manifestation of initiatives, and independence, conscious planning of their actions, implementation of self-control, stimulate its own development
Information-meaningful	Substantial knowledge of the basic categories of, principles and regularity of teaching activities; perception and transformation of information about the nature of teaching profession has a practically—meaning nature of possession of personality-significant knowledge and abilities, decision-making, self-assessment of the professional potential
Operational-practical	Desire for self-sufficient-term activities, creative application of knowledge, abilities in practice, conscious ability to overcome difficulties skills cognition, regulatory, communication and other measures that determine the success of competitive behavior

An important direction activity of the university to improve the training of future teachers to the profession, including and the formation of their competitiveness, is to create a complex of pedagogical conditions. The main ones, in our opinion, are:

— Organization of educational space and the creation of a higher education institution cultural, educational and competitive environment that stimulates professional formation and personal development of the student;

— Application in the educational process of active methods and interactive forms of education in the formation of competitive high school students;

— Conducting a systematic diagnosis and stimulation at different levels of socio-pedagogical interaction faculty personnel, teachers and students in a variety of joint activities;

— Realization of relationship of all three types of education (theoretical, the activity and personal) in the formation of the competitiveness of the future teachers;

— Creation of an optimum psychological climate in student groups (Lavrentiev & Krylov, 2011; Mesinov, 2009).

5. Conclusion

The aforesaid let us define the tasks of preparing competitiveness specialist in the context of globalization and modernization of higher education. First of all, education is intended to prepare professionals capable of easy to learn, to adapt quickly to changing conditions and content of professional activity, are interested in their continuing education and perfection, with the development of adaptation abilities as well as skills and abilities self-education. Second, education should form the future specialists such personality structures and abilities that would enable him to orient himself in the professional world and to build up the vector of its career.

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