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## The problem of development of competitiveness in the future teachers-psychologists in the aspect of psychology

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**Abstract.** *The article substantiates the relevance of the problem of developing the competitiveness of future specialists from the position of psychological and pedagogical science. The problem of competitiveness is considered in the aspect of public and scientific demand. According to the authors, personal development is considered as a basic quality of competitiveness of future specialists.*

*The study of the problem by domestic scholars and researchers from near and far abroad from the position of different sciences is revealed. Competitiveness is defined as a socially oriented system of abilities, properties, and qualities of a person. It characterizes the potential of a person to achieve success, both in educational, professional, and non-professional life, as well as determines the appropriate individual behavior in a dynamic changing environment.*

*From the position of the authors of the article, factors, conditions, and parameters of the competitiveness of specialists of any profile continue to expand in the following activities such as professional adaptation, certification, solving situational pedagogical tasks, communication in the educational process, solving the problem of educational variability, career growth, placement of personnel, and others.*

**Keywords:** *competitiveness, the competitiveness of personal development, professional activity, professional and personal development, self - determination, self-development, personal and professional qualities, the ability of the individual.*

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### Introduction

Kazakhstan's society is focused on the accelerated promotion of the state in the community of the 30 most competitive countries in the world. Modern society, being "on the top of the wave" of scientific and technological progress, faces a number of fast-changing phenomena and processes. A specialist nowadays must meet a number of criteria developed under the conditions of constant change of both information and tools and technical environment, since it realizes its functions in this environment. The reality is that the knowledge, skills and

abilities which the specialist received in the course of training, both in the system of general and professional education, are subjected to the increased speed of change of competencies with each subsequent year. The current international and domestic situation of economic and social turbulence is a negative factor which greatly reduces a specialist's competitive capabilities.

The State program for the development of education of the Republic of Kazakhstan for 2011-2020 states that "the Development of education should become a platform on which the future economic, political, and socio-cultural prosperity of the country will be based" [1]. New

social conditions in Kazakhstan give rise to new situations in education that require teachers-psychologists to respond adequately to constantly changing science and technology. In other words, reality requires from teachers-psychologists competitiveness, which is manifested in various situations of professional activity and personal self-realization.

Education, as an integral part of the social reality, being one of the most important social institutions, performs a variety of vital functions, and is also subject to various transformations, innovations and modernization. Changes in education can be traced not only to the material and technical base of educational institutions, but also to the basic legal acts of the Republic of Kazakhstan. Nowadays cash bonuses for academic degrees for employees of higher education institutions have been cancelled. This situation can cause a decrease in motivation for obtaining a degree among ordinary teachers who do not have it.

The modern scientific environment defines the priority of professional education as the formation of future specialists' competitiveness and believes that this quality should have a basic character. Competitiveness at various levels of personal development is considered as a personal quality and professionalism. At the professional level, this concept includes corporate actions, cultural aspects of personal development, creativity and mobility, as well as a deontological component, global thinking.

Trait competitiveness is a kind of personality that refers to "the enjoyment of interpersonal competition and the desire to win and be better than others" [2]. Kohn (1992) proposed a concept called "intentional competitiveness" that depicts an internal desire to be the best [3]. It describes someone who enjoys competing with and surpassing others. These two concepts are generally thought to be similar or consistent (Brown et al., 1998), both focusing on the individual's internal characteristics that drive a person to outperform others [4].

In line with the state policy, the aspects of which are defined in the program article "Spiritual Revival", the dominant in personal development

is spiritual and moral culture, national identity and the formation of the national code [5]. High qualification of a future specialist does not determine his employment and obtaining a high-paid position. Therefore, the study and development of the problem of competitive development of the student's personality, aimed at achieving success in its activities, is relevant for higher professional schools.

### **Literature review**

The connection between education and the competitiveness of a specialist is relevant for specialists in various fields of knowledge.

Therefore, this problem has been considered by scientists from both near and far abroad in a poly-scientific aspect. In the field of economics, there is a certain range of works by the following authors, such as R. A. Fatkhutdinov, M. Porter, A. G. Shmelev.

The works of famous scientists B. A. Abydkarimov, K. K. Zhampeisova, Zh. Zh. Nauryzbay, N. E. Pfeiffer, L. V. Shkutina, K. S. Uspanov, K. N. Ustemirov are devoted to solving the problem of professional education in Kazakhstan.

The problem of developing the creative potential of a teacher is considered by E. I. Burdina; adaptation of beginning teachers – by N. R. Shametov; competence as a criterion for the quality of education – by K. S. Kudaibergenova; development of future teachers' abilities for mental and aesthetic education is studied by G. S. Zharmenova; improvement of training for managing the pedagogical process by G. Z. Adilgazinov.

It should be emphasized that many works in Russian science are devoted to the problems of professional competence in various aspects, including the research of D. A. Aubakir, B. T. Kenzhebekov, N. V. Mirza, S. I. Ferkho.

Various aspects of the pedagogic and socio-educational activities are considered in the studies of G. J. Menlibekova, cultural aspects of pedagogical communication by M. H. Baltabaev, I. F. Isaev, S. T. Taubeva.

These studies indicate that at the present stage in higher education and psychological and

pedagogical science, the problem of training competitive graduates is one of the priorities.

There has been a significant increase in interest in the problems of professional competence formation as the most important factor in the competitiveness of young professionals in the labor market.

At the present stage, the problem of professional development is considered in the aspect of competitiveness, since the future specialist, getting into a competitive environment, must withstand the requirements that will be presented by employers, as well as successfully implement their work. Therefore, at the heart of professional training, competitiveness is considered a significant professional quality and attracts students themselves to work in this aspect [6].

The scientist V. I. Andreev in the context of the desired problem proposed to take into account the pedagogical principles of ensuring the image of the University through the preparation of competitiveness in the conditions of the market of educational services. For us, the author's opinion that the image of an educational institution depends on the usefulness of the graduate to society is a motif in professional training. In accordance with this principle, each educational institution seeks to increase its prestige by training a competitive specialist who is ready to survive, to compete in the labor market [7].

### Research methods

This principle determines the competitiveness of the future employee, his ability to effectively self-determination in society, and successfully implement professional activities. Scientists have identified the following structural components of personal competitiveness:

- accuracy of goals and value orientations;
- diligence, creative approach to business;
- willingness to take risks, independence;
- striving to be a leader;
- desire to continuously improve yourself, stress resistance;
- attraction to constant professional growth, obtaining a high-quality final product of their work.

The psychological concept of professional and personal development of L. M. Mitina assumes an integral property under the competitiveness of the individual, which is characterized by a set of personal qualities that later allow the graduate to be more successful in the labor market compared to others [8].

Competitiveness is often described as a personality trait. However, it is much less stable across the life span than traits such as neuroticism, extroversion, and novelty-seeking.

It is true that some people tend to be more competitive than others. However, certain situations can also boost competitiveness in people. People who are raised in cultures that value competition are also more likely to be competitive. People are more likely to be competitive when:

- They measure their self-worth by comparing themselves to others. For instance, a gymnast may measure their skill by how high they place in tournaments rather than by their balance, timing, and other objective measurements.
- The competition is about something important to them. For example, someone who takes pride in their intelligence may be driven to compete in spelling bees but not a dance contest.
- Their competitor has a similar skill level. People are more likely to compete against someone who is a little better or a little worse than them, as opposed to a complete novice or master in the field.
- They know their competitor personally. People tend to be more emotionally invested when comparing themselves to friends than to strangers. Individuals are also more likely to be competitive in smaller groups.
- They have an audience. The presence of one's peers can increase the pressure to perform well.
- They have very good or very poor rankings. Individuals who are close to being "the best" may push themselves harder. Likewise, individuals may compete more to avoid being "the worst" at an activity.
- There are limited resources. For example, people are more likely to fight over food in a

desert than in a supermarket. In an empty desert, one person's gain means another person's loss. But in a store, everyone can "win" and get as much food as they need.

We believe that the provisions of this concept presuppose the concept of competitiveness as a complex property: having its own conditions, age, psychophysical health, appearance, abilities, level of intelligence, energy reserve; moral aspects, a system of values, beliefs, and personal restrictions [9].

Therefore, it is important for a person entering the world of professions to make the right choice, acquire and develop not only professionalism, but also socio-psychological and moral characteristics, the ability to cooperate with colleagues, build a harmonious relationship with society, which is the main leitmotif of our research.

Meanwhile, at present, the need for competitiveness of specialists in any specialty is expanding - such situations include: adaptation to the profession, getting out of existing situations, setting up the educational process, the problem of multi-aspect education, career growth, placement of personnel, pedagogical competitions, and others.

The need for competition arises in young teachers-psychologists for a number of reasons:

- rapidly changing demographic situation leads to the release of jobs;
- overproduction of specialists in a number of specialties and differences in wages in different educational institutions.

However, the approaches and means of organizing the educational process of the University that contribute to the formation of students' competitiveness are not sufficiently developed.

According to the theory of personal development, competitiveness is the quality that makes it easy to adapt to the social environment and provides a high level of professionalism. For the competitiveness of the individual during the training period, it is necessary to develop high motivation both for the educational process and for future professional activities. High

motivation encourages the students to improve their personal and professional qualities.

Since professional training is carried out in higher education, the student's personal structure should include both personally significant and professionally significant qualities that ensure holistic development and competitiveness. Therefore, it is necessary to consider these two qualities as complementary and mutually dependent. Personal qualities in the process of preparing for a future profession are saturated with professional knowledge, skills and abilities that ensure competence, as well as competitiveness. It follows that professional training plays a huge role in the development of competitiveness.

In psychological and pedagogical science, professionalism and competitiveness of the individual have supra-professional characteristics. Therefore, in the development of the profession, the personal characteristic acts as a dominant.

In the context of the above, the concept of «competitiveness» is understood as a system of abilities, properties and qualities of a person, oriented to society. It characterizes the personality of a professional employee, revealing his potential opportunities to achieve success in professional and non-professional activities. It is also an indicator of individual behavior, as well as internal confidence and harmonious interaction in a social society.

Despite the general tendency to prepare graduates for self-determination in the conditions of innovative changes, there is no special study in the system of training in the field of psychology and pedagogy aimed at determining the features of the development of competitiveness, although in general the content of professional education of teachers has been studied in various aspects related to the components of competitiveness.

Accordingly, in the preparation of teachers-psychologists is denoted by the contradiction between the need to ensure their competitiveness on the one hand, on the other hand, obscurity features of competitiveness as a factor of their effectiveness is not well developed.

The identified problems require scientific development, which determined the research topic: «*Development of the competitiveness of future teachers-psychologists*» which considers the issue of development of future teachers-psychologists' competitiveness and to define the research problem: What is the peculiarity of the competitiveness of the educational psychologist? How can competitiveness develop?

For an adequate answer to these questions, we set the following goals, which consider the development and scientific justification of the features of the competitiveness of the teacher-psychologist, determining the laws and mechanisms of development.

### Discussion

It should be emphasized that the competitiveness of any level is determined by a specialist who is involved in professional activity and performs it efficiently, as well as having certain socio-psychological characteristics. In this regard, there is a need to consider the issue of training a competitive specialist in the course of his training.

In the last decade change of the world starts from the change in college. Development of the industry depends on the university as universities conduct training, research and development.

Sheila conducted a study on university management reform in the US, United Kingdom, Canada, and Australia asking questions: "What is the scope of economic change that characterizes the last quarter of the XX century and how does it affect higher education? We have moved from an industrial to a post industrial society and higher education is more important to the latter. Postindustrial societies depend on higher education for training, research and development (R & D) to a greater degree than do industrial societies [10].

The university is an educational level that has a specific role and strategic position within the education goals. In this case, efforts should be made continual improvements to realize the quality of human resource [11], [12], [13]

&[14]. Leaders who have an insight into the future become an important determinant in transforming the strategic changes in order to bring about an environment that supports the college through the establishment of "corporate culture" grade for education. Therefore, it needs to support efforts to increase the competitiveness of universities in the arena of increasingly fierce competition.

The L.N. Gumilyov Eurasian National University has been training teachers and psychologists at all three levels for many years: bachelor's, master's and doctoral degrees, which is taken as the *base of research*, where the *object* is the features of developing the competitiveness of the future teacher-psychologist in the higher education system.

The process of forming the competitiveness of a student's personality will be optimized; *if* the features of the development of the competitiveness of the future teacher-psychologist, which include laws and mechanisms, a set of individual and personal properties, are identified, *then* the development of the competitiveness of future teachers-psychologists will be effective, *since it will* contribute to the productive implementation of psychological and pedagogical training, the desire for continuous self-development, professional growth, congruence and stress resistance.

Therefore, in this scientific research, we are aimed at substantiating, developing and testing a program that ensures the formation of the competitiveness of the student's personality in the educational process of the university, which is possible with a special study of the competitiveness development features of future teachers -psychologists. This result is possible only by setting and solving step-by-step actions.

This is primarily a substantiation of the methodological foundations of the competitiveness of the future teacher-psychologist to facilitate the creation of effective psychological-pedagogical activity and professional self-realization of future specialists.

In addition, it is possible to develop a model and tools for developing the competitiveness of

future teachers-psychologists and its effectiveness will be tested through experimental work.

On this basis, it will be possible to put forward specific recommendations for the development of competitiveness;

### **Conclusion**

It should be noted that in the process of forming the competitiveness of future specialists in the labor market, it is necessary to take into account the specifics of future professional activities and in accordance with this, to select the necessary tools, methods, and forms.

This, in turn, requires the creation of certain conditions for the formation of a high

cultural level of morality, self-awareness, and the adoption of civilized norms and rules of competition. So, the peculiarity of studying the desired problem must be carried out taking into account the understanding and awareness of the features of the two phenomena of competition and conflict that can be used in the preparation of psychological and pedagogical directions.

Compliance with the ethical principles of competitive interaction contributes to the emphasis on the development of cultural and moral qualities of the individual. We assume that the received theoretical and practical material, taking into account the specialty, will be effective in preparing the future specialists' competitiveness.

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**Болашақ педагог-психологтердің психология аспектісінде  
бәсекеге қабілеттілікті дамыту мәселесі**

**Аңдатпа.** Мақалада психологиялық-педагогикалық ғылым тұрғысынан болашақ мамандардың бәсекеге қабілеттілігін дамыту мәселелерінің өзектілігі негізделеді. Бәсекеге қабілеттілік проблемасы қоғамдық және ғылыми сұраныс аспектісінде қарастырылады. Автордың пікірінше, тұлғаның дамуы болашақ мамандардың бәсекеге қабілеттілігінің базистік сапасы ретінде қарастырылады.

Отандық ғалымдар мен алыс және жақын шетелдердің түрлі ғылымдардан мәселелері зерттелген.

Бәсекеге қабілеттілік-тұлғаның қабілеттілігінің, қасиеттерінің әлеуметтік бағытталған жүйесі. Ол тұлғаның оқу, сондай-ақ кәсіби және кәсіби емес өмірде табысқа жетудегі әлеуетті мүмкіндіктерін сипаттайды, сондай-ақ динамикалық өзгеретін жағдайларда барабар жеке мінез-құлықты анықтайды.

Кез-келген мамандық мамандарының бәсекеге қабілеттілігінің мақалалары авторларының тұрғысынан кеңейтілуі жалғасуда: мұндай жағдайларға кәсіби бейімделу, аттестаттау, жағдайлық педагогикалық міндеттерді шешу, оқу-тәрбие үдерісінде қарым-қатынас жасау, білім берудің вариативтілік мәселесі, мансаптық өсу, кадрларды орналастыру, педагогикалық конкурстар және т.б. жатады.

**Түйін сөздер:** бәсекелестік, бәсекеге қабілеттілік, тұлға дамуының бәсекеге қабілеттілігі, кәсіби қызмет, кәсіби-тұлғалық даму, өзін-өзі анықтау, өзін-өзі дамыту, тұлғалық және кәсіби қасиеттері, тұлғаның қабілеті.

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**Проблемы исследования конкурентоспособности  
будущих педагогов-психологов**

**Аннотация.** В статье с позиции психолого-педагогической науки обосновывается актуальность проблемы развития конкурентоспособности будущих специалистов. Проблема конкурентоспособности рассматривается в аспекте общественного и научного спроса. По мнению авторов развитие личности рассматривается как базисное качество конкурентоспособности будущих специалистов.

Раскрывается изученность проблемы отечественными учеными, учеными ближнего и дальнего зарубежья с позиции разных наук.

Конкурентоспособность определяется как социально ориентированная система способностей, свойств и качеств личности. Она характеризует потенциальные возможности личности в достижении успеха, как в учебной, так профессиональной и внепрофессиональной жизнедеятельности, а также определяет адекватное индивидуальное поведение в динамический изменяющихся условиях.

С позиции авторов статьи факторы, условия, параметры конкурентоспособности специалистов любого профиля продолжают расширяться: к таким ситуациям относятся профессиональная адаптация, аттестация, решение ситуативных педагогических задач, общение в учебно-воспитательном процессе, решение проблемы вариативности образования, карьерный рост, расстановка кадров и другие.

**Ключевые слова:** конкурентность, конкурентоспособность, конкурентоспособность развития личности, профессиональная деятельность, профессионально-личностное развитие, самоопределение, саморазвитие, личностные и профессиональные качества, способность личности.

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