

**“3i: intellect, idea, innovation - интеллект, идея, инновация”**

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**DEVELOPMENT OF COMPETITIVENESS AS A PROFESSIONALLY SIGNIFICANT QUALITY OF WOULD-BE EDUCATIONAL PSYCHOLOGISTS**

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*The article highlights a number of topical issues concerning the development of competitiveness as a professionally significant quality of teachers-psychologists. In order to identify the level and basic characteristics of the personal competitiveness of students of future teachers-psychologists, we conducted an empirical study. The subjects were undergraduate students of the educational program "Pedagogy and Psychology" of the first and fourth courses.*

*The structural components of the study are the theoretical analysis of psychological and pedagogical literature on relevant scientific issues, the selection of the necessary psychodiagnostic techniques, the analysis and generalization of the data obtained.*

*The conducted research allows us to trace the dynamics of the development of the level and basic characteristics of the personal competitiveness of future teachers-psychologists. Along with identifying the existing level of personal competitiveness, we conducted diagnostics of the degree of severity of such characteristics in the subjects as the level of efficiency, diligence, indicators of the ability to self-development and self-education.*

*According to the results of the study, we revealed the predominance of a higher level of personal competitiveness development among graduate students compared to first-year students. A higher level of self-development and self-education, a more pronounced manifestation of diligence and efficiency were also demonstrated by representatives of the final courses.*

*Key words: competitiveness, educational psychologist, profession, student, efficiency, self-development.*

**РАЗВИТИЕ КОНКУРЕНТОСПОСОБНОСТИ КАК ПРОФЕССИОНАЛЬНО ЗНАЧИМОГО КАЧЕСТВА БУДУЩИХ ПЕДАГОГОВ-ПСИХОЛОГОВ**

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*В статье освещен ряд актуальных вопросов, касающихся проблемы развития конкурентоспособности как профессионально значимого качества педагогов-психологов. С целью выявления уровня и базовых характеристик личностной конкурентоспособности студентов будущих педагогов-психологов, нами было проведено эмпирическое исследование. В качестве испытуемых выступили студенты бакалавриата образовательной программы «Педагогика и психология» первого и четвертого курсов.*

*Структурными компонентами исследования являются теоретический анализ психолого-педагогической литературы по соответствующей научной проблематике, подбор необходимых психодиагностических методик, анализ и обобщение полученных данных.*

*Проведенное исследование позволяет проследить динамику развития уровня и базовых характеристик личностной конкурентоспособности будущих педагогов-психологов. Наряду с выявлением имеющегося уровня личностной конкурентоспособности, нами проводилась диагностика степени выраженности у испытуемых таких характеристик, как уровень работоспособности, трудолюбия, показатели способности к саморазвитию и самообразованию.*

*По итогам исследования нами было выявлено преобладание более высокого уровня развития личностной конкурентоспособности у студентов выпускного курса по сравнению со студентами первого курса. Более высокий уровень способности к саморазвитию и самообразованию, более выраженное проявление трудолюбия и работоспособности также продемонстрировали представители выпускных курсов.*

*Ключевые слова: конкурентоспособность, педагог-психолог, профессия, студент, работоспособность, саморазвитие.*

**БОЛАШАҚ ПЕДАГОГ-ПСИХОЛОГТАРДЫҢ КӘСІБИ МАҢЫЗДЫ ҚАСИЕТІ  
РЕТІНДЕ БӘСЕКЕГЕ ҚАБІЛЕТТІЛІКТІ ДАМУЫ**

*Калиниченко О.В. – психология магистрі, А. Байтұрсынов атындағы Қостанай өңірлік университетінің педагогика және психология кафедрасының аға оқытушы.*

*Ахметбекова З.Д. – педагогика ғылымдарының магистрі, А. Байтұрсынов атындағы Қостанай өңірлік университетінің педагогика және психология кафедрасының аға оқытушы.*

*Мақалада бәсекеге қабілеттілікті педагог-психологтардың кәсіби маңызды қасиеті ретінде дамытуға қатысты бірқатар өзекті мәселелер қамтылған. Болашақта педагог-психолог болатын студенттердің тұлға ретіндегі бәсекеге қабілеттілігінің деңгейі мен базалық сипаттамаларын анықтау мақсатында эмпирикалық зерттеу жүргізілді. Зерттеу жүргізілетін нысан ретінде «Педагогика және психология» білім беру бағдарламасының – Бакалавриаттың бірінші және төртінші курстарының студенттері қатысты.*

*Зерттеудің құрылымдық компоненттері тиісті ғылыми мәселелер бойынша психологиялық-педагогикалық әдебиеттерді теориялық талдау, қажетті психодиагностикалық әдістерді таңдау, алынған мәліметтерді талдау және жалпылау болып табылады.*

*Зерттеу болашақ психологтардың тұлға ретіндегі бәсекеге қабілеттілігінің деңгейі мен негізгі сипаттамаларының даму динамикасын бақылауға мүмкіндік береді. Тұлға ретіндегі бәсекеге қабілеттіліктің студенттің бойында бар деңгейін анықтаумен қатар, біз зерттеуге қатыстырылғандардың жұмысқа қабілеттілігін, еңбекқорлық деңгейін, өзін-өзі дамыту және өзін-өзі тәрбиелеу қабілетін көрсететін сипаттамалардың дәрежесіне талдау жасадық.*

*Зерттеуді қорытындылай отырып біз оқуды бітіруші курс студенттерінің бірінші курс студенттерімен салыстырғанда тұлға ретінде бәсекеге қабілеттіліктің жоғары деңгейіне көтерілгенін анықтадық. Сондай-ақ оқуды бітіруші курс студенттерінің өзін-өзі дамыту және өзін-өзі тәрбиелеу қабілетінің жоғары екендігі байқалды, олар еңбекқорлық пен жұмысқа қабілеттіліктің белгілерін біршама анық аңғарта білді.*

*Түйінді сөздер: бәсекеге қабілеттілік, педагог-психолог, мамандық, студент, жұмысқа қабілеттілік, өзін-өзі дамыту.*

**Introduction.** Modern realities are such that a university graduate should think about future employment during his studies. It is the time when the foundations of his future labor and professional trajectories are laid.

The presence of a significant number of unemployed young people, many of which have vocational education, and the simultaneous existence of vacant jobs, testifies, among other things, about the incorrect labor and professional orientation of graduates, and in some cases, about low professionalism. In these conditions, increasing the efficiency of managing the professional competitiveness of young people acquires special socio-economic importance.

Today's graduate of the university should have an understanding that the development of an innovative economy, the prevention of negative trends in the labor market, the implementation of the principles of decent work are inextricably linked with the transformation of the creative and educational potential of a person into a leading factor in economic growth.

In order to navigate the labor market, a student of any faculty and direction of training must have an idea of what laws the processes taking place on it are subject to, how the demand for labor is formed and what its supply depends on. A graduate armed with such knowledge has specific tools to increase competitiveness in the labor market and make the job search process as effective as possible.

The formation and state of the regional labor market is influenced by a whole range of factors: economic, demographic, educational and others. In accordance with which the purposes and mechanisms for regulating the situation with the employment of young specialists may change. However, the general task remains to ensure the most comfortable conditions for their professional and career implementation, to increase competitiveness in the labor market.

The low competitiveness of young people compared to the rest of the age categories of citizens is most acute at the age of 20 to 24 years old.

It is advisable in this situation to develop programs aimed to the increasing the level of competitiveness of the individual.

Thus, the preparation of a competitive personality plays an important role in the education system, which undoubtedly requires the purposeful development of the general pedagogical foundations for its solution.

**The purpose of the study** is to investigate the level and basic characteristics of the personal competitiveness of modern students.

**Hypothesis:** In our study, we proceed from the assumption that the level of personal competitiveness and its basic characteristics of the graduate students will be higher than the level of personal competitiveness and its basic characteristics of the first-year students.

**The objectives of the study are:**

1. Conduct a theoretical analysis of psychological and pedagogical literature on the problem of personality competitiveness.
2. Select a set of diagnostic methods adequate to the purpose of the study.
3. Identify the level of development of competitiveness of students of the first and final courses.
4. Summarize the results obtained and draw the conclusions about the degree of the development of the competitiveness of future psychological teachers.

**The theoretical and methodological basis of the study:** the theoretical foundations of the process of developing the competitiveness of students are determined in the works of many representatives of psychological and pedagogical thought. For our study, those works are important that address the issues: the essence and content of the concept of "competitiveness of future specialists" [1], the structure and characterization of competitive personality qualities (V.I. Andreev [2], L.M. Mitina [3], Reznik S.D. [4]); features of the development of the competitiveness of future specialists of various specialties in the process of professional training at the university (A.V. Lapshova [5], E.V. Tokareva [6], G.V. Lavrentiev [7], O.V. Yusupova [8], N.A. Karataeva [9]).

**The research methods:** theoretical (analysis of psychological and pedagogical literature); empirical (methodology "Assessment of the level of personality competitiveness" by V. I. Andreev; methodology "Express diagnostics of personal competitiveness" (according to N. P. Fetiskin); method "Assessment of hard work and performance"; methodology "Assessment of the ability to self-development and self-education" by V. I. Andreev); statistical (quantitative and qualitative processing of results); interpretive.

**The main part.** Based on the theoretical analysis of psychological and pedagogical literature, we conclude that the competitiveness of an individual in professional activity depends not only on the presence of deep knowledge and skills, but also, first of all, on the system of motives and value attitude to the chosen direction of training. L.M. Mitina proposes by competitiveness to understand "the ability to maximize one's own opportunities in order to realize oneself personally, professionally, socially, morally" [3, p. 35]. E.V. Tokareva suggests that personality competitiveness is a complex ability that contributes to the continuous constructive transformation of personality in changing conditions and conditions of uncertainty [6]. The criterion for competitiveness is the ability to determine, and use their advantages, special personal and professional qualities in a he particular struggle quickly and effectively.

In order to test the hypothesis, we conducted an empirical study of the level of competitiveness of students of the Pedagogical University. It was attended by the first-year students of the educational program "Pedagogy and Psychology" in the amount of 18 people aged 17-18 years old and the fourth-year students of the educational program "Pedagogy and Psychology" in the amount of 14 people aged 21-22 years old. The total number of the test persons was 32.

The choice of the graduate students as subjects is due to the fact that for them the issue of competitiveness at this stage is, in our opinion, the most acute. As for the choice of the first-year students as a compared group, in this case, we proceeded from the relevance of the problem of adapting this category of students, which is directly related to personal competitiveness in the context of tightening requirements for the level of education.

**Study stages.**

Stage 1. A theoretical analysis of the literature on the study problem was carried out, a methodological basis (purpose, object, subject, hypothesis, research tasks) was determined.

Stage 2. The selection of psychodiagnostic tools for studying the level of competitiveness of students and its basic components; collection of empirical data using psychodiagnostic techniques.

Stage 3. The summarizing and analyzing the results of psychodiagnosis, determining the correspondence of the hypothesis and empirical results.

The test persons were attracted of their own free will. Psychodiagnostics was carried out in a group form, within the walls of the university, but during extracurricular times. To fill in the test subjects, the procedure forms were presented and instructions were read out. The participation in the study, in accordance with the ethical principles of a psychologist, is anonymous.

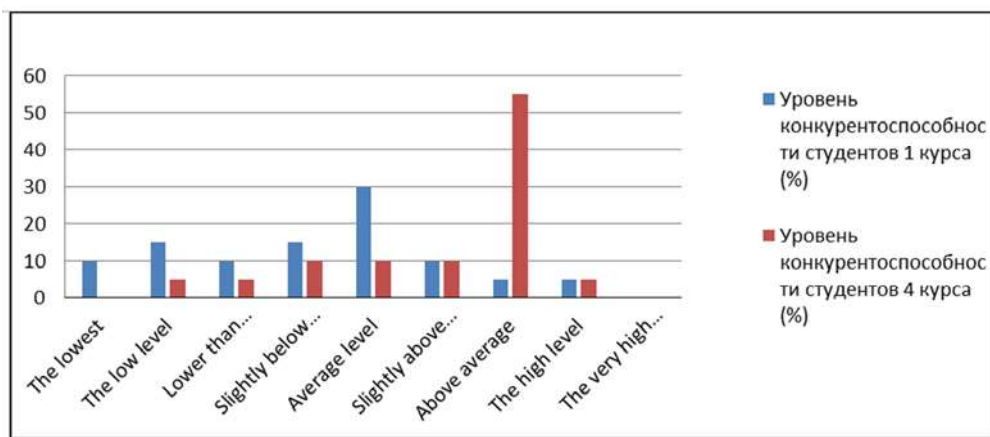


Figure 1. Results of the study of the level of competitiveness of students of 1 and 4 courses according to the method of V. I. Andreev

As follows from Figure 1, the most part of the first-year students who participated in diagnostics are characterized by an average level of development of competitiveness as a personal quality (30%), and for the 4-year students - an indicator of competitiveness above the average level (55%). The very high level of competitiveness development was not detected in either freshmen or graduates. It is interesting that in both groups one test person with a high level of personal competitiveness was identified.

In order to confirm or refute the results obtained according to the methodology for diagnosing the competitiveness of V.I. Andreev, we used the methodology of N.P. Fetiskin and co-authors, which is also aimed to diagnosing the level of the development of personal competitiveness. At the same time, the attention should be paid to the fact that V.I. Andreev in his methodology proposes to distinguish nine levels of personal competitiveness development, and N.P. Fetiskin combines a number of levels proposed by V.I. Andreev and focuses on six indicators: high level of personal competitiveness (PC), average level of personal competitiveness (PC), insignificant level of personal competitiveness(PC), a slight predominance of properties that impede the manifestation of personal competitiveness (PC), a pronounced level of predominance of properties that impede the manifestation of personal competitiveness (PC) and the high level of dominance of properties that impede the manifestation of personal competitiveness (PC).

The results of diagnosing the level of competitiveness of the first and the fourth year students according to the method of N.P. Fetiskin are presented in Figure 2:

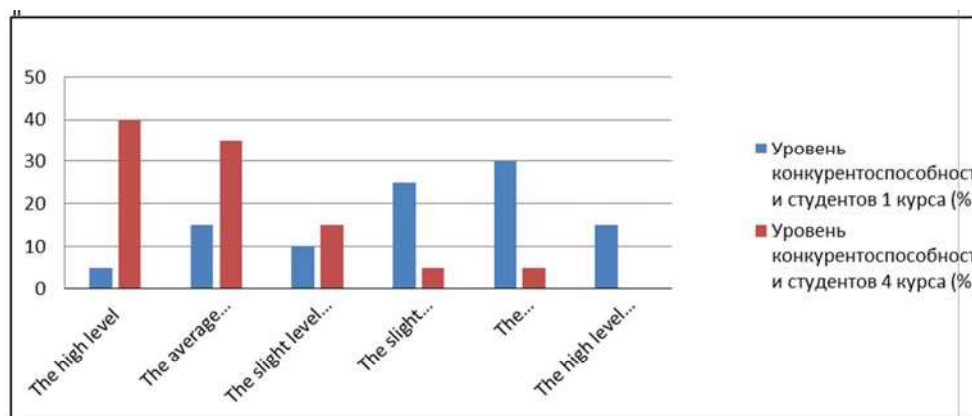


Figure 2. The results of the study of the level of personal competitiveness of students of the first and the fourth courses according to the method of N.P. Fetiskin

Figure 2 generally confirms the data obtained earlier by the method of V. I. Andreev. The indicators of the methodology of N.P. Fetiskin indicate that the high and average levels of personal competitiveness prevail in the group of senior students, while the first-year students have a predominance of properties that impede the manifestation of personal competitiveness. According to N.P. Fetiskin, such properties can be laziness, conservatism, impossibility, low stress resistance, isolation.

Continuing to study the manifestations of personal competitiveness of the university students, we considered that it is necessary to turn to the diagnosis of such basic characteristics as hard work and performance, as well as the ability to self-development and self-education. Choosing these characteristics,

we relied on the main signs of personality competitiveness, highlighted in scientific research by R.A. Fatkhutdinov, V.I. Andreev and S. Yu. Andreev.

Figure 3 reflects the results of diagnostics of hard work and performance of the first and the fourth year students according to the method of V. I. Andreev:

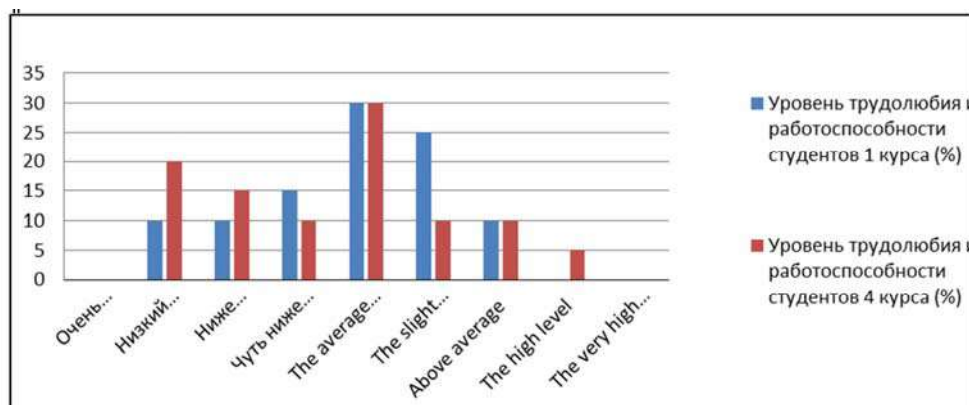


Figure 3. The results of the study of the level of hard work and performance of students of the first and the fourth courses according to the method of V. I. Andreev

The qualitative analysis of quantitative data obtained according to the method of diagnostics of hard work and performance draws attention to the fact that in both groups of subjects the average level of the development of the studied qualities prevails. In general, the higher rates of hard work and performance were found in first-year students, which somewhat contradicts the working hypothesis we put forward. Presumably, the decrease in the performance of students in the fourth year may be associated with the action of a number of stress factors as the result of an increase in mental load: the studying of specialized disciplines.

In the seventh semester, it is necessary to successfully combine the writing a thesis, as well as the preparation for production and pre-diploma types of practices and passing the state exam.

In the final part of our psychodiagnostic work, we turned to the study of the level of the development of the ability of the first and the fourth year students to self-development and self-education. The results are clearly presented in Figure 4:

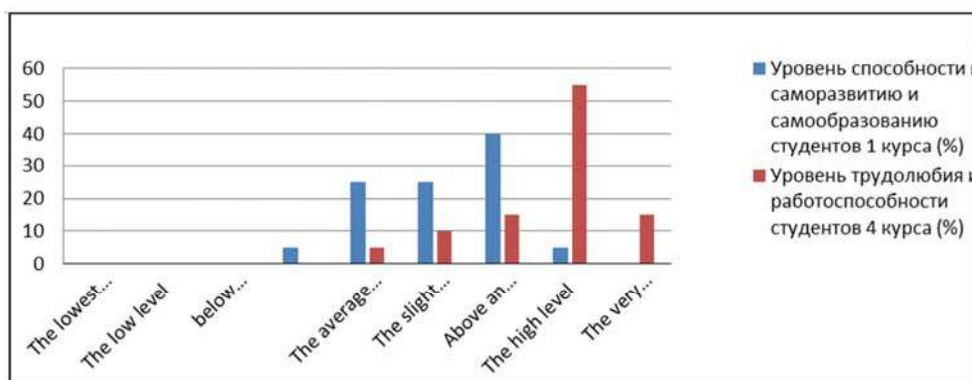


Figure 4. The results of the study of the level of ability to self-development and self-education of the 1st and the 4th year students according to the method of V. I. Andreev

As follows from the diagram, students with very low, low and lower average levels of the development of self-development and self-education abilities in both study groups are absent. One freshman student is characterized by having a level of developing self-education ability just below the average (5% of the sample). Along with this, 40% of first-year subjects have an above-average self-development and self-education aptitude score, and the vast majority of graduate students are diagnosed with a high level of self-development and self-education aptitude (55%). Also, 15% of the total number of the test persons of the second group according to the results of diagnostics showed a very high level of the development of the ability to self-development and self-education, while among students of the first group this indicator was not detected (0%).

In order to identify significant differences in the sample parameters, we used the Student's t-test, the calculation formula of which has the form:

The results of mathematical and statistical processing of the data obtained in the groups of students of the first and fourth courses according to the methods "Assessment of the level of personality competitiveness" by V. I. Andreev and "Express diagnostics of personal competitiveness" by N. P. Fetiskin are presented in Table 1:

Table 1- Values of Student's t-test when comparing the level of personal competitiveness of students according to the methods of V. I. Andreev and N.P. Fetiskin

	tэмп	p
The level of personal competitiveness according to the method of V. I. Andreev	t=2,4	0,019*
The level of personal competitiveness according to the N method of P. Fetiskin	t=2,2	0,039*

THE NOTE - the differences between the two groups of the test persons on this indicator are statistically significant at the  $p \leq 0,05$  level.

As the result of mathematical processing of empirical data obtained according to the methods of V. I. Andreev and N. P. Fetiskin according to Student's t-criterion, it was established that the fourth-year students surpass the first-year students in terms of the "level of personal competitiveness" indicator (temp = 2.4 at  $p = 0.019$ ; temp = 2.2 at  $p = 0.039$ ).

The results of mathematical and statistical processing of the data obtained in the groups of students of the first and fourth courses according to the method "Assessment of the level of hard working and performance" by V. I. Andreev are presented in Table 2:

Table 2 – The values of Student's t-test comparing the level of hard working and performance of students according to the method of V. I. Andreev

	tэмп	p
The level of hard working and efficiency according to the method of V. I. Andreev	t=4,1	0,0002**

THE NOTE- the differences between the two groups of the test persons for this indicator are statistically significant at the  $p \leq 0,01$  level.

As follows from the results of mathematical and statistical processing of empirical data, in terms of hard work and performance, first-year students surpass graduate students with a 99% probability of permissible error, which somewhat contradicts the scientific assumption we initially put forward.

Table 3 presents the results of mathematical and statistical processing of data on the indicator of the ability to self-development and self-education of first and fourth year students:

Table 3 – The values of Student's t-test when comparing the level of self-education and self-development of students according to the method of V. I. Andreev

	tэмп	p
The level of the ability to self-development and self-education according to the method of V. I. Andreev	t=5,3	0,002*

THE NOTE - the differences between the two groups of the test persons on this indicator are statistically significant at the  $p \leq 0,05$  level.

**Conclusions.** According to the statistics provided, the results of the study can be considered reliable, indicating that the graduation students have the more pronounced ability to the self-education and self-development compared to the first-year students.

Thus, the secondary mathematical and statistical processing of the empirical study data showed the consistency of the results of all methods used in the work aimed at diagnosing the level of personal competitiveness and its basic characteristics, such as hard working /performance and the ability to the self-development/self-education.

As the result of all the above, we can argue that the research hypothesis we put forward is partially proven. The hypothesis has found its support in terms of the fact that the level of personal competitiveness of the graduate (fourth) year students is higher than the level of personal competitiveness of the first year students. As for the study of the level of the development of basic characteristics of competitiveness, the results obtained confirm a higher level of the ability to self-development and self-education in graduate students and refute the assumption of a higher level of development of hard working and performance in fourth-year students.

In a competitive society, the sources of formation of human experience change qualitatively. Assessing the level of competitiveness of an individual, in our opinion, is of significant interest. The analysis of the scientific literature showed that the idea of competitiveness as a public value began to dominate in connection with the transition to new conditions of professional activity.

In the context of the country's transition to a market-type economy, it becomes necessary to prepare a competitive person, that is, a person with universal knowledge which will help him independently, think critically and creatively, develop beliefs and protect them, regardless of their chosen profession, confidently enter into social relations, competently conduct the economy, achieving high results with minimal time and money, capable of self-improvement, self-change, active adaptation in the labor market. In various areas of activity, the degree of its success is assessed by labor productivity, quality and quantity of the final product produced. But when it comes to the competitiveness of a person, it is not so much the final results of her activities that are meant as her ability to withstand and win the competition. In this regard, the development of a competitive student personality becomes an integral part of professional training in universities.

The development of competitiveness is systematic. This is a process that requires the creation of certain conditions, an environment in which activities are carried out and personal and professional development takes place.

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