

Psychological and Pedagogical Support for the Formation of Students' Competitiveness in the Educational and Professional Space of the University

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Abstract: The article presents the results of studies on the problem of training competitive specialists. The purpose of the study is to identify and justify the content of psychological and pedagogical support for the formation of students' competitiveness. The authors also discuss those comprehensive solutions that are necessary for increasing and sustaining competitiveness, given the contemporary requirements of labor markets. The concept of "competitiveness" is analyzed, its components (psychological and functional substantive) are revealed. Particular attention is paid to competitiveness indicators. The results of the diagnostic study are presented. The authors also present results of a case study, which is aimed at determining the level of creative thinking in students of the Chuvash I. Yakovlev State Pedagogical University, taking into account such characteristics as productivity, divergence, flexibility, novelty, originality, and independence. The authors provide their insights on the degree of students' readiness for competitiveness in the labor market. They also discuss the necessary psychological and pedagogical support for the process of formation of students' competitiveness in the educational and professional space of a university.

1. Introduction

The Federal State Educational Standards of Higher Education formulates the competencies that bachelors and masters should have after graduation. Each competency involves a certain amount of theoretical knowledge, practical skills from different fields of science. However, for modern production, this is not enough. Today's realities require a specialist not only to possess universal and professional competencies, but also the ability and willingness to be competitive, i.e., the ability to excel another person in professional excellence.

In comparison with its competitors, a competitive person has a more developed system of knowledge necessary for this employer, professional skills and abilities, higher qualifications, high ability to achieve goals while being able to solve a wide range of professional tasks. In solving the problem of training such specialists, modern universities face certain difficulties due to the lack of scientifically substantiated content of psychological and pedagogical support for the process of students' competitiveness formation in the educational and professional space of a university. This problem is of particular relevance for educational organizations of higher education that carry out the training of teaching staff.

2. Materials and Methods

To solve the tasks, we used a combination of theoretical and practical methods, such as the analysis and generalization of psychological and pedagogical literature on the research problem, testing (psychodiagnostic method "Williams divergent (creative) thinking test"), observation, methods of mathematical data processing (Fisher test).

3. Results

After analyzing the literature, we found that most of the work is devoted to the competitiveness of organizations and enterprises (Azoev, G. A., Akimova, A. I., Gelvanovsky, M. I., Gorbashko, E. A., Danko, T. P., Knysh, M. I., Mazilkina, E. I., Raitsky, R. A., Fatkhutdinov, R. A., Faskhiev, Kh. A., and others). The basic principles and directions of training competitive specialists are considered in the studies of Batyshev, S. Ya., Kalina, V. A., Korchagin, E. A., Mitina, L. M., Mukhametzyanova, G. V., Novikov, A. M., Tretyakova, N. V., and others.

Fathutdinov, R. A. understands competitiveness as the ability not only to set goals but also to find several ways to solve, be able to transfer decisions from different fields of activity [6]. Mitina, L. M. defines competitiveness as an integral characteristic of a personality, emphasizing orientation, competence, and psychological flexibility in it [3].

According to L. M. Mitina, a competitive person is a person who is capable of organizing her activities and behavior in different situations. It has a new thinking style and unconventional approaches to solving problems, as well as an adequate, correct response in unusual circumstances. [4]. Andreev, V. I. defines a competitive personality as a person who strives and can demonstrate the high quality and effectiveness of his/her activities [1]. Also, the desire for leadership in conditions that are characterized by competitiveness, rivalry, intense struggle with competitors, is noted. The competitiveness of the teacher can be considered as a personal quality, reflecting his ability and willingness to withstand competition in the labor market, as well as to ensure the competitiveness of the educational institution [2].

The following components can be distinguished in a competitive personality:

1. Motives and value orientations (clarity of goals and value orientations, awareness of paramount tasks, desire for leadership, optimism, and faith in the success of a business, a steady interest in a business, etc.);
2. Moral qualities (responsibility, commitment, tolerance of the opinions of others, the ability to compromise, etc.);
3. Civic qualities (pronounced civil position, the manifestation of social activity, the ability to assert their rights, patriotism, etc.);
4. Intellectual and business qualities (creativity, professional competence, developed critical thinking, etc.);
5. Features of character and behavior (hard work, hard work, decisiveness, stress resistance, ability to bring the job to an end, etc.);
6. Communicative abilities (high level of sociability, good adaptability, developed empathic abilities, the ability to convince others, etc.);
7. Organizational abilities (the ability to pick up a team, the presence of authoritarian abilities, the ability to be a leader, exactingness, etc.);
8. "Self"-abilities and "self"-processes (manifestation of independence in decision-making, readiness for continuous self-development, personal and professional growth, ability to self-determination, self-management, self-improvement and creative self-realization) [1].

Developing a model of a competitive specialist, Tretyakova, N. V. identified the following signs of competitiveness [5]: a socially-oriented system of abilities (individual typological features; creativity; activity; risk; individual style of activity; value relationships; professionalism; focus; innovative qualities); modular components (prognostic, motivational-value, substantive, operational-activity, emotional-volitional components); a degree of manifestation of specialist competitiveness (activity preparedness; professional competence; professional culture).

Thus, one of the indicators of competitiveness is creative thinking. Creative thinking is judged by such characteristics as productivity, divergence, flexibility, novelty, originality, and independence.

The study of creative thinking, as one of the indicators of competitiveness, was conducted with students of the Chuvash I. Yakovlev State Pedagogical University. In total, 60 students of the Faculty of History, Management and Law (A) and 58 students of the Faculty of Arts and Music Education (B) took part in the study.

The study was conducted using the “Williams divergent (creative) thinking test” methodology. The technique allows one to identify factors of creative thinking such as fluency, flexibility, originality, sophistication, and name. The data obtained are presented in Table 1.

TABLE 1. RESULTS OF THE STUDY ON DIVERGENT THINKING IN STUDENTS OF THE FACULTY OF HISTORY, GOVERNANCE AND LAW AND THE FACULTY OF ART AND MUSICAL EDUCATION (IN %)

Levels	Creative thinking factors									
	Fluency		Flexibility		Originality		Elaboration		Designation	
	A	Б	A	Б	A	Б	A	Б	A	Б
High	30	67.24	10	20.7	25	65.5	26	24.2	28.33	24.2
Medium	70	32.7	65	29.3	53.3	25.8	41.7	46.5	58.33	29.3
Low	-	-	25	50	21.7	8.7	33.3	29.3	13.34	46.5

A comparative analysis of the results presented in Table 1 showed that factors of creative thinking as an indicator of competitiveness among students of a pedagogical university studying at different faculties are characterized by different levels of development.

Thus, the factor "Fluency," expressed in the speed of thought, in a large number of ideas put forward by subjects, is most characteristic for students of the Faculty of Art and Music Education than students of the Faculty of History, Management and Law ($\varphi=2.439$, $p<0.01$).

However, the factor "Flexibility of Thinking" is most characteristic for students of the Faculty of History, Management, and Law (FHML). 65% of the subjects of this faculty showed an average level of development of flexibility of thinking. In contrast, students of the Faculty of Art and Music Education (FAME) are characterized by a low level of the studied indicator (50%). Consequently, respondents to the Faculty of History, Management, and Law are characterized by higher intellectual activity and flexibility compared with respondents from the Faculty of Art and Music Education ($\varphi=2.378$, $p<0.01$). They are able to quickly switch from one idea to another, produce various options for solving problems from different areas of life and science, which indicates the breadth of their horizons.

In addition, it was found that the group of respondents with a high indicator of thinking flexibility (10% and 20.7%, respectively) is the smallest group among students of both the Faculty of History, Management and Law and at the Faculty of Art and Music Education. These respondents are characterized by high intellectual activity and lack of conformity.

It was further established that originality as a factor in creative thinking is most characteristic of students of the Faculty of Music and Art Education ($\varphi=2.816$, $p<0.01$). In total, 65.5% of the subjects of this faculty showed a high level of development of this indicator. These respondents are characterized by the ability to put forward ideas that are different from obvious, well-known, generally accepted, banal, or firmly established. In turn, students of the Faculty of History, Management, and Law have an average level of development of the factor of "originality" (53.3%). Accordingly, the respondents in this group tried to offer unique answers to the proposed incentives. However, most of the answers were suitable for generally accepted indicators. The proposed answers were not original and creative.

Students of the Faculty of History, Management, and Law demonstrate higher rates on the scale “Designation” ($\varphi=2.007$, $p<0.05$). So, 58.33% of the respondents of this faculty are characterized by an average level. And 28.33% of all students have a high level of development of the ability to figurative speech, a wealth of vocabulary, understand the hidden meaning of the transmitted message, capture the subtext. Whereas among students of the Faculty of Art and Music Education, the low level of development of this factor (46.5%) is predominant. Consequently, the majority of future teachers of Music and Art Education experience difficulties in verbal transmission of images, in revealing subtexts and hidden meanings of transmitted messages.

We also note that according to the factor of "Elaboration," students of these faculties did not reveal differences. Students with an average level of expression of elaboration of thinking (41.7% and 46.5%) make up the largest group. Respondents sought to develop their ideas in detail, to comprehend the results.

Thus, the level of divergent thinking, as an integral part of a person's competitiveness, among students of the Faculty of History of Management and Law, as well as Art and Music Education, differs in such factors as fluency, originality, flexibility, and designation.

4. Discussion

Analysis of the obtained data allows us to conclude that competitiveness as a personal quality is determined by the level of development of divergent thinking and is expressed in readiness for development and the manifestation of one's professionalism.

At the stage of educational training, the factors of divergent thinking develop unevenly, determined by the specifics of psychological and pedagogical support of the educational process, and expressed in a peculiar combination of certain components.

Students receiving music and art education are characterized by such factors of thinking as fluency and originality, which is expressed in the speed of thought, in a large number of ideas, in the ability to put forward original ideas. At the same time, these ideas may not differ in quality, but only in quantity.

Students studying at the Faculty of History, Management, and Law are characterized by such divergent thinking factors as flexibility and designation, manifested in the ability to figurative speech, in the ability to generate solutions to problems, affecting diverse, not only well-studied areas. However, at the same time, ideas may not differ in productivity and originality.

5. Conclusion

For the successful formation of competitive teachers capable of solving extraordinary tasks in complex, non-standard situations, a purposeful organization of psychological and pedagogical support of the process of students' competitiveness formation in the educational and professional space of a university is necessary. Ensuring this process involves the introduction of forms and methods of problem-developing education, focused on the active mastery of the methodology of professional creativity, the intensification of professional and creative activities, creative self-realization.

Psychological and pedagogical support of the process of students' competitiveness formation in the educational and professional space of a university is a system of forms and methods that contribute to professional self-determination and personality formation, the development of its abilities, and, accordingly, increased competitiveness. The following components can be distinguished: familiarization of students with the essence, features of the future profession; development of skills of independent work, independent training; conducting psychological and pedagogical diagnostics in order to identify students' ability to learn, a tendency to the chosen profession; the level of development of motivation for the chosen professional activity; the development of psychological qualities of the personality necessary for the implementation of the relevant type of activity; consultations on issues of professional self-determination and development; the introduction of training programs aimed at the formation of students' knowledge, skills, professional competencies; the readiness for independent vocational training.

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