

Future Specialists' Competitiveness Development: Pedagogical and Social-Economical Aspects

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Abstract: In given study disclosed theoretical-methodological and applied aspects of the professional development of competitiveness and formation of the person of the future specialist. The nature and interpretation of the basic directions and mechanisms in the formulation and solution of the future specialist professional and personal development problems competitiveness relying on traditional and modern ideas, approaches and methods are clarified. In the study, approaches to solving the actual problems of the future specialist competitiveness development which is due to the dynamics of socio-economic and political changes taking place in the country and abroad, today's globalized labor market resources, the need to modernize the existing traditional system of education. Hence, the need for mastery of new socio-economic and professional experience is a present stage of society development characteristic feature and it is associated with the emergence of new professions, increased competition in the skilled labor market, global changes in the structure of post-industrial society.

Key words: Competitiveness, future specialist, professional and personal development, characteristic, global

INTRODUCTION

Present stage of society and the state development is characterized by high dynamics and fundamental changes in all areas of human activities spheres. The problem of social and economic activity rate growth becomes global significance and requires the efforts of the majority of states, co-regulation of the world economy for its further decision at the present time.

Accelerating of the market relations development, democratization of civil institutions, even more often sharpened solution to the problem of increasing social and economic effectiveness, various forms of property organizations (both commercial and non-profit) responsibilities and the dilemma of increasing their competitiveness potential is particularly significant.

The solution of these questions in the field of management, human resources management researchers, recently, even more often associated with increased effectiveness of the personnel organizations (including education), the competitiveness formation. Point is that that any system (organization) is necessary to have and permanently develop, a specific set of benefits towards competitors. All this leads to the fact that the transition from the post-industrial era to the information or intellectual work era, a separate expert competitiveness, more deterministic socio-cultural and economic factors of the new stage of social development.

Purpose of the research: In accordance with the above, one of the purpose of this research is to identify the main economic and educational aspects of the personal and professional competitiveness development of future specialists which form a solid foundation for the successful implementation of competitive behavior.

Literature review: Research aimed at resolving the global problems of mankind is the central idea of modern research developments parties to the Rome club. Difficulties encountered in their opinion, due to a different way of thinking and action taken in our mass culture. With the advent of new social phenomena, a person needs to effectively solve a variety of problems to improve his personality and constantly open up and build in an upward spiral of growth of its new principles.

Thus, Aurelio Peccei, the founder and first president of the Club of Rome in his research "the human quality" formulated the idea that the basis of a global search for the perfect development management model is based on the improvement of the human, the disclosure of its new potential opportunities.

One of the world's most influential thinkers on management, recognized expert in the competition nature, the Bishop William Lawrence University, Professor at Harvard Business School and the director of the school's Institute for Strategy and Competitiveness, Michael E. Porter emphasizes that the competitiveness of any

organization employee is directly linked to the economic competitiveness of the state. A country that is concerned about its future and therefore has a clear strategic economic and social position, must constantly and purposefully improve the competitiveness of their employees. The sufficient level of capital investments absence in training of the future specialist leads to the fact that the company will not be able to maintain a competitive advantage and low-skilled workers will be faced with the fact of the absence of any prospects for the future and increasing its own lack of independence.

The competitiveness concept created by Michael E. Porter in 1990 and to this day practically implemented a membership-based Swiss non-profit foundation “world economic forum”. The world economic forum following the basic provisions of the “global competitiveness programme” to “improve the situation in the world “has actively promoted the establishment of cooperation between key stakeholders: representatives of the business community and government officials, leaders in the field of education, science and culture.

In particular, world economic forum was held on March 3, 2015, it was stressed that the national economies competitiveness is influenced by a variety of numerous and very diverse factors. A negative impact on the economy self-feeling, for example are not sufficiently effective management of personnel and unsatisfactorily low investments in of human capital development whereas state measures for the intellectual property rights protection of and providing educational services system development, etc. can give positive results. Along with the institutional a decisive importance can have factors: improvement of professional skill manpower and retraining, ensuring equal access to new knowledge and innovative technologies.

In one of the key acts of the Bologna Process “communique conference of ministers responsible for higher education” (Prague, Berlin) we can meet the mission of education and interpretation of the “attitude to education as a public good and a public responsibility”. In recent years, the problem for the quality of services responsibility in the field of vocational education gets a special urgency, especially in the context of monitoring and evaluation of professional competencies development, corporate culture and general professional and competitive specialists.

The increasing role of human capital which is one of the key factors in the successful economic development of the state, the labor skills implementation and employee competencies in the fastest growing industries in line with demand and highlights the concept of long-term socio-economic of the Russian Federation development

for the period up to 2020. Development of professional mobility of the younger generation on the basis of improvement of qualification, learning throughout life and retraining will allow future professionals to strengthen their competitiveness in the labor market.

Therefore, the translational movement of raw materials export economy to an innovative model of development is dependent on the formation of social development effective mechanism, based on the balance of the business community interests on the one hand and regions’ human potential development, improving the employee competitiveness on the other (Komelina *et al.*, 2016).

Thus, we can confidently say, “competitiveness” has a sufficiently wide range of coverage and at the same time it should be noted a growing tendency to consensual conclusions about pangensis that it is the main, if not the dominant of economic policy issue.

Based on the above it is possible to identify the following socio-economic factors, the effect of which currently determines the formation and competitive person development:

- Production orientation changes in the modern post-industrial society
- A competitive market environment emergence
- Society informatization
- The organizational changes requirement in the production and people management (Lavrentiev and Krylov, 2015)

The structure of society’s radical changes, the global market substantial powerful “tectonic” shifts (at the macro and micro level), based on digital technology in today’s post-industrial socio-economic space primarily correlate with functional knowledge disturbances which is constantly growing and modified it depends on the main carrier in society-human.

In these circumstances, the federal target program of education development concept for 2016-2020 years, aims to ensure “conditions for the Russian education effective development aimed at the human potential competitive formation”. Achieving this goal will be possible, using the personality oriented education model that takes into account “external challenges and trends” and also allows you to “significantly improve the competitiveness of the individual, human capital educational institutions and ultimately the economy and the state”.

It should be noted that this objective previously has not yet been put forward and was not put in any of the previously accepted concepts, accordingly the Russian education system reform. This is primarily due to the fact

that living conditions in the Russian regions cardinaly changed, training requirements and graduate students self-implementation. For example in the text of the state program of Mari El Republic “development of education and youth policy” for 2013-2020 indicated the inadmissibility of lowering”... the competitiveness of graduates in the labor market, lack of demand for graduates and an increase in additional burden on the national budget of Mari El Republic to retrain specialists unclaimed”.

In the context of growing global competition areas, industries, corporations, ideas and competition of the personalities, achieving a high level of professional competence, culture and ultimately, the competitiveness is the strongest factor of social development. Best results are obtained the one who is capable of self-realization in its field and professional success is directly dependent on the competitiveness of the educational systems.

According to academician Zhurakovsky (2006), a prerequisite for a successful reform of higher education in view of the above priorities include: a fairly high level of pedagogical science, psychological-pedagogical community maturity, its dialogue with representatives of related sciences and Russian education practice-humanist nature thought, its axiological vector aimed at ensuring common features of education and the learning process, the impact of the Russian educational heritage; fruitfulness of scientific research in higher education, the presence of various forms of integration of educational and scientific processes have proven their validity; the presence of a large number of Russian universities successful content-methodological and organizational terms of innovation as well as the great importance the possibility of their implementation via state programs as well as in-service training and retraining of managers and university professors.

MATERIALS AND METHODS

The research material has served of 82 students the analysis of complete pedagogical process 2-4 courses in areas of Mari State University “technology and entrepreneurship” and “vocational training”, “pedagogical education” training, scientific surveys of domestic and foreign researchers to research the problem as well as the authors’ many years of teaching experience in the higher education system. The research reliability and validity results ensured by the initial theoretical propositions of the scientific argumentativeness and conclusions based on modern psychological and pedagogical sciences data; using a complex of interrelated theoretical and empirical research methods, relevant subject matter research and stated objectives.

RESULTS AND DISCUSSION

The future professionals innovation improving is meaning the quality of learning and cognitive activity of creative activity improvement of the modern university graduates at the stage of higher school training, direct vector of this activity on a continuous students’ competitiveness self-development.

It is possible to designate the following group of socio-economic and pedagogical preconditions of the future specialist competitiveness formation in higher school educational process (Lavrentiev and Krylov, 2011).

The first group of prerequisites involves multifaceted and ambiguous process in the field of education paradigm shift, the new concept of education emergence that meets the growing needs of the individual and dynamic society in the conditions of implementation of innovative learning technologies, for example, activity based learning.

The second group of preconditions related to the information society peculiarities: an increase in the volume of information production, increasing the information consumption, the modern information technology development, etc.

The third group prerequisites arises in connection with the educational integration processes: the training systems development throughout life (lifelong learning), the education levels continuity, academic disciplines modernization, the introduction of new disciplines, formed on the basis of the integration principle, etc.

The fourth group of presuppositions based on the problems solution of quality education: the requirements strengthening teachers’ professionalism level; changing expectations placed upon education; human development range expansion, personality educational opportunities, etc.

In the medium term, the aim of modern reforms in education is to ensure Russia on the global level competitiveness. The intended target achieving is possible if of cost, quality in education and research activities has the optimum ratio. The qualitatively new mechanisms introduction to facilitate a more economical use of material, financial, intellectual, human and information resources and ensuring the additional funds involvement, the improve the quality organization of educational services on the basis of its structure an update, content and technology education, strengthen its innovative potential and investment appeal (Ivanenko *et al.*, 2015a, b).

The period of profound socio-economic, value, professional and personal transformation is associated with overcoming a number of problems. The challenges facing the national economy due to the new global crisis is a consequence of both domestic barriers and external

negative global trends. Developers “of the Russian Federation the concept of long-term socio-economic development for the period till 2020” point to four such calls.

To the first call experts attribute the growth rates of domestic and global competition which is in addition to the allopathically established markets of equipment and technology, human resources, inventory finance, covers a system of state and municipal management, innovation, the personality development.

The second is caused by the anticipated new stage of technical and technological disturbances, increasing the states’ role of innovation and social and economic development as well as impact reduce many of the traditional growth factors.

The exhaustion of raw materials potential export model of economic development, authors of the document see in the third call.

The fourth experts connect the call, due to the growth of the importance of human capital as the main source of raising the level of competitiveness of modern innovative economy. He determined to a greater extent the quality of the training of human resources, their level of socialization and cooperation.

This implies the strengthening and continuous updating of the government agencies requirements, the business community for education and educational quality process, outcomes for socially mature personality that enhances professional skills; the preparation of a competent, possessing special knowledge, skills in the field of innovative technologies, competitive employee that has a creative thinking and professional mobility.

Taking into existing necessity and timeliness account of the identified problem solutions, the students’ competitiveness development will be more effective than a common practice in the case where the personal-professional competitive interpreted as the ability to the personal qualities mobilization and strategy building for their actions according to the system target settings educational university process (Svetlova and Shabalina, 2015).

Qualitatively new methods of adaptive flexibly enable university graduates required into the labor market, changes in professional environment development are accompanied by changes in the personality, impose other requirements for the individual competitiveness (Krylov *et al.*, 2014).

At the present time in the Russian scientific literature and foreign publications have not yet formed a holistic, universal conception of individual professional development and specialist personal development to a high competitive level. Depending on the purpose,

objectives, object of study, domestic and foreign scholars and practitioners fill it with different semantic context.

In many works devoted to the competitive specialist personality structure formation focuses on the role and importance of settings, actualization of its potential (Mitina, 2002; Lavrentiev and Krylov, 2015; Shabalina and Antonicheva, 2011).

The analysis of scientific literature in economics and management, works in the field of pedagogy, psychology, sociology as part of the problem, let conditionally distribute research into 2 groups-personal and professional development of competitive specialists with access to the nature of integrative processes.

Adhering to the opinions, according to which professional development is a structural component of the individual holistic development, this process can be characterized in the philosophical, psychological and pedagogical, social and economic aspects.

In sociological research, analyzes mainly the “problem areas” of the students competitiveness development process, study the historical development of his views on the problems in the theory of “learning organization”. The theory essence is that the persons’ training leading it to the social adaptation of market conditions changing.

Economic surveys rely on the theory of “human capital”, understood as man gained a certain set of knowledge, skills, abilities, skills, etc. (that is its competence) that promote the human productivity growth (Lavrentiev and Krylov, 2011).

The scientific basis for educational research relating to competitiveness development is a systematic approach to learning, the paradigm of every person continuing education throughout life (life learning process) as well as building effective models of learning through which to acquire new knowledge, skills, abilities, giving competitive advantages in the future professional activity.

Psychological studies proceed from the unity of learning and human development postulate; research verified the dominant role of cognitive set in shaping of the specialists’ personality structure. Their significant impact on the activity, emotional and volitional orientation was proved. Psychological reason pursue the search target and further perfection significant personal qualities of the professionally that determine successful development of human competitiveness in the profession.

In turn, the theoretical and methodological research and analysis work for the future specialist competitiveness development plan problems conditionally divided into three groups, directed. To investigate, identify, theoretical and experimental study persons’ necessary qualities, abilities of the ideal specialist model image.

To identify the specific barriers of professionally significant qualities and professional skills growth within a particular profession and finding the most effective ways to overcome them in various stages of training.

Definition of dominant principles, laws, conditions and directions of personal development and professional formation of future specialists training at all stages, the best ways to search (innovative teaching methods, teaching strategies and modern educational technologies), especially educational and cultural environment and links the university with employers, professional associations and the business community.

Theoretical search, analysis of empirical data on the key issues professional formation and specialists' personal growth, points out that the Russian researchers focuses on the professional and educational-professional nature of the process of personality development.

Lavrentiev *et al.* (2015) and Shabalina *et al.* (2015) conclusions in this regard are very significant of which considers professional development as an ongoing process of human development, from the stage of the professional intentions formation to complete professional activities realization. In his opinion, the central role in this process takes a professional self-determination. Professional development in terms by Mitina (2002) is inseparable from the personality: the basis and that and the other is the principle of self-determining the ability of practical transformation, resulting in a higher form of life of personality-creative self-realization.

By numerous theoretical and empirical research revealed that biological and social in the professional development of the individual are prerequisites, based on which a person builds his life in profession chosen. An active person himself, psychologists and pedagogues says to play a special role in this process.

Thus, professional development issues in the psycho-pedagogical research are studied in the professional activity and professional development professionalization process framework.

The above analysis of the literature allows single out general understanding in the professional development of the individual, it is due to social conditions and circumstances of the persons' holistic development process as an active participant in professional activity (including activities on the stage of professional selection and training).

Implementation of the principle of subsidiarity which involves the integration of additional educational resources (expansion of the subjective sphere of education, the use of a wide range of types of cognitive activity of higher school students, the addition of the

content of the training material, corresponding to the educational needs of students and others) to ensure the integrity and the completion of the modern university learning process.

Ensuring the person orientation in the integral result of all the components of a holistic educational process. Continuity, due to the need to ensure the person progressive development throughout the course of life, which inevitably causes it to bind to the time factor, alternating periods of institutionally organized learning activities and self-education, self-development, a step and a multi-level vocational training.

We believe that the professional competitive identity, caused by necessity to the forthcoming implementation of professional functions the system identification, the vector directed to the adequate reflection of the human capital in the profession role as well as focus on the revision of professional activities objectives towards a more comprehensive focus on the needs of its full development (Lavrentiev *et al.*, 2014).

A competitive specialist identity concepts development is a subject of numerous studies. They are formulated in the work of American economists "American management at the threshold of 21st century" which has become a guide to the theory and practice of modern management. The researchers of the monograph is believed, for example in a competitive country for its citizens should possess a high average level of functional literacy, certain basic knowledge about the world in the field of mathematics, statistical literacy, scientific methodology. The ability to monitor the process, the ability to analyze them as well as methods of results possession interpretation and carry out concrete actions for improvement, teamwork, the ability to take responsibility for their actions, a commitment to continuous learning and adapting to change also highlighted.

Theoretical and empirical research results, various observation types provide a feasibility of each specialist basis approval, along with versatile development of themselves as individuals and the subject of professional activity, to develop its "strengths" that distinguish it from others, make unique and inimitable, authentic personality, a person is particularly important and attractive.

CONCLUSION

Thus, the search continues for the other, other than the above-mentioned approaches to the design, theoretical and empirical verification purposes and

students preparation tasks of the modern university, due to various types of internal and external factors, highlights the need to search for the specifics of modern university student personal and professional competitiveness development, its distinctive features. Attempted analysis outlined above directions of increasing professional and personal development of competitiveness studying the problem, reveals the development of psychological and pedagogical start followed by the programs of successful implementation for generating reference qualities, their experimental verification, selection of effective methods and pedagogical techniques.

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