

TEACHER'S COMPETITIVENESS AT DIFFERENT STAGES OF PROFESSIONAL DEVELOPMENT

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Abstract

Purpose of the study: The research is aimed at determination of the competitiveness level of teachers with different experience in pedagogy and different level of education, and at establishing of a connection between content components of competitiveness and full teacher's self-realization in his/her professional activity.

Methodology: The main methods include experimental research which allows comprehensive analysis of the issue of pre-school teachers competitiveness improvement; theoretical and methodological analysis of the subject and the problem of the research that is based on the studying of scientific literature and its logical compilation; empirical methods (analyses of documents, testing), plus mathematical-statistical and interpretative methods.

Results: The article presents the empirical research of the competitiveness of pre-school teachers and the system for improvement of their competitiveness. The adequacy of psycho-diagnostic methodologies for research of competitiveness levels of pre-school teachers is proved, the interconnection between the competitiveness level of teachers and various experiences of pedagogical activity and the level of education is established.

Applications of this study: The results of the study will be useful for developing educational strategies in the preschool education system, they can help pre-school education leaders creating social-psychological-pedagogical conditions for the effective interaction of all subjects of the educational process as well as for the full realization of the individual in the modern educational process and improving individual efficiency.

Novelty/Originality of this study: The results of the empirical study show that the applied set of psychodiagnostic methods turned out to be reliable and valid tools that ensured the goals achievement: the level of competitiveness of teachers with different lengths of pedagogical activity and level of education was determined, the relationship between the content components of competitiveness and full self-realization of a teacher in professional activities was determined based on prioritizing social and psycho-pedagogical characteristics of the person.

Keywords: *competitiveness, teacher, professional development, self-actualization, self-realization.*

INTRODUCTION

Educational practice and development of market relations in education provoked integration of such economical categories as "labor market", "educational service", "competition", "competitiveness" into the pedagogical science. A competitive person in professional context is responsible and self-confident, with a high level of functional literacy and with the ability to adapt to complicated conditions of the professional activity and market economy, to struggle for the best status in his/her vocation, to master new knowledge, skills and competencies, to set and reach professional goals, to overcome obstacles while achieving these goals (Pluzhnik, Ilitskaya and Lucci, 2018; Olevnikova, Muravyeva and Aksenova, 2018; Yerizon et al., 2018). Competitiveness is becoming one of the main priorities in selecting of pedagogical personnel. HR managers are more interested in a person with bright features of a leader and authority with a high level of professionalism, and in an extraordinary person with unique personal characteristics that help this person to take leading positions and influence development of an enterprise or organization.

The convergence of social and humanitarian competencies and meta-competencies is important to provide the competitiveness of a teacher. If we speak about the competition as struggle for the best status in society, we mean that this struggle is not antagonistic like it was perceived in the Soviet times, but the ability of a person to surpass competitors in the present circumstances. Quality of the educational process and educational results that are provided by teachers is one of the main characteristics of an educational organization. The teacher is the key person in education, the main creator and performer of the educational process. Qualification of a teacher is an unstable constant, as technologies, forms and types of educational activity are changing. The educational process becomes more dynamical and technological on the one hand, and creative on the other. Education rebuilding and society informatization set new requirements for a teacher's competencies and qualification (Steinberg, Vakhidova and Gabitova, 2019; Rybakina, 2018; Lebedeva et al., 2018). The matter is whether a teacher is sufficiently qualified to solve problems under conditions of competitiveness in the educational system. Nowadays it is necessary to assess one's abilities and not only to work out new technologies (which cannot be stopped) but also be ready for challenges of the digital age, as it is clear that the past competencies don't help but hinder going forward in the new reality. And we can't deny the obvious thing: most teachers can't respond to demands of even little children focused on digital technologies. Today's education of any age, even of pre-school children, cannot be imagined without digital technologies. Today competitiveness of a teacher is not conditioned just by special competences

and special personal characteristics (Khenner, 2018; Issaliyeva et al. 2018). Competitiveness as an integral part of a personality is characterized by a conglomerate of individual stable features, including abilities, features of a character, demands and states of a personality, which allow operating effectively in professional interaction (with children, parents, colleagues, leadership and the other). This conglomerate of individual stable features consists of:

- *Meta-characteristics*, which is systematic thinking; clear goals (defined by the ability to plan and prevent results of one's own activity, which provides integrity and orientation of the activity's subject); clearness of value-based orientations (the ability to build priorities of facts and objects of reality according to their significance), psychological flexibility (the ability to act promptly and to change the program of activity when the conditions demand it); independence (the ability to create a position and defend it, to make a deliberate choice; freedom of thoughts and opinions); the ability to take a motivated and calculated risk which is dictated by various pedagogical situations; adequate self-assessment, positive self-perception and satisfaction with the profession, low level of social anxiety; tolerance (to be able for constructive interaction in conditions of competitiveness, unmatched opinions, values, ideas); creative thinking.
- *Features of a character*, which is diligence (the positive attitude to the process of labor, activism, initiative, good faith, interest in the process of work), striving to continuous self-development and professional growth; dominance as a part of communicative competence which allows organizing and controlling the space and time of communication (the ability to be a leader, make important decisions, organize activities of a team, regulate the relationship of people according to their individual and psychological peculiarities); flexibility (emotional, behavioral, intellectual), which is presented by variety and adequacy both in external (motive) and internal (psychic) forms of activity.
- *Self-regulation*, which is striving to continuous professional growth, self-actualization (striving to maximally full revealing and developing of the personal and intellectual potential), self-realization (the result of achieving the aims, which are important for oneself and the society, by a teacher).
- *Efficiency*, which is an integral characteristic of existing or potential possibilities of an individual to carry out the activity effectively and overcome social and professional complications; the efficiency is characterized by stress resistance (resistant psychic state, emotional stability, the ability to manage one's own emotions and behavior); ethnicity (a person's quality which is characterized by high activity, high capacity and productivity, prevalence of positive emotions, feelings, resistance to various difficulties); congruence (communication, honesty; the state which allows to be yourself and to feel yourself free and authentic); (this is the state when words of a person comply with his actions, inner harmony, absence of a conflict. The congruence for a teacher in his/her state, which is characterized by coherence of all sides of his life: words and actions go together, life values comply with his/her life, in reality, the conformity of "what the person says" with "how she/he says it", the adequacy of verbal and nonverbal ways of communication.

The list of personal and socially demanded characteristics widens every year, and it is natural, as there are innovative processes in science and education, and the definition of "education" is significantly widening and filling with new meanings and contents.

As we see, non-specialized trans-professional competencies that are important for different groups of socioeconomic professions serve as predictors of the competitiveness qualifying characteristics.

The profession of a teacher is the nucleus of a group which also includes professions of a physician, psychologist, social worker and some other – they are so-called "helping" professions in a clear absoluteness. They have their own specificities. It means that the subject of the activity and the object thereof is a human being. The basic labor is spent on the interaction between them whereat special "subject-to-subject" relations are formed and the "helping" activity becomes the main element of the professional activity. The special characteristics of activity of representatives of these professions, in particular, that of a teacher, is pro-social, that is, being oriented to helping to a human with a purpose to bring a benefit to this person ("pro-social behavior": *pro* is the prefix which means "doing something in someone's interest" and *social* - applying to the society); that is, an individual's behavior-oriented to bringing benefits to social groups. That is why the main characteristics of representatives of this profession group is the value-oriented attitude to the work which is manifested by understanding and accepting of specificities of their own profession, by positive attitude to the process and content of their own labor, by the wish to work with people, to interact with them, by personal immersion in the professional activity. In case of socially important professions, the value-based orientation of a person not only determines the motives of his actions but also provokes acting in accordance with his opinions, principles, and ideals. The work of a teacher is characterized by constantly high moral response to his labor, strong self-control, self-respect and respect for the other, benevolence and tolerance.

Talking about a teacher of pre-school education as about a subject of professional activity which is the object of our research, specific characteristics should be added to the noted above. The professional and psychological portrait of an educator-teacher who is responsible for the life and health of children is characterized by his/her total integration as a personality into the process of interaction with children for their developing, education and upbringing. This subject-professional and personal immersion is the most sacrificial and altruistic when comparing it to teachers of any other level.

Love for children, which V. A. Suhomlinsky called the main feature of a teacher and which allows giving your heart to children, is the most important component of the professional-pedagogical community; it cannot be made equal to a teacher's competitiveness, as love cannot be measured, while results of this love or absence thereof can be seen not in a moment and cannot be exactly predicted. Another peculiarity of the activity of a pre-school teacher/ kindergarten teacher is a multi-aspect activity and its stochasticity (Greek *Stochasis*: a guess, *stochastikos*: a person able to guess), that means the most variable activity (to create, to teach, to raise, to love) in the conditions of uncertainty and randomness. Let's imagine just one day of a kindergarten teacher. Every morning she meets the parents who bring their children in the pre-school institution (answers to questions, tasks, guidance, advice); then receiving of the underlings, the breakfast, classes (fairly tales and poems, arts and crafts, figures and letters, children songs and round dances, etc.), walking out of doors (plays and running exercises with the children), the lunch and sleep hours... So many different events occur in these hours, so many important moments happen in a child's life: friendship, disappointments, quarrels, reconciliations, happiness, resentments, envy... Every child needs a special approach aimed at productive cooperation, emotional and intellectual assistance – it is just what is called the value-oriented educative and developing process which determines all professional activity of a kindergarten teacher.

The authors' collective had a number of purposes set. *Purpose 1*: How can the competitiveness of a pre-school teacher be measured? What methodologies are better to be used for measurement of the abilities, states, needs, and features of a person to answer the question: "What teacher is a professional able to maintain the competitive advantage?" *Purpose 2*: How to determine links between content components of the competitiveness and absolute self-realization of a teacher in his/her professional activity at different stages of professional becoming?

MATERIALS AND METHODS

Research Methods

The following methods were used in the research: theoretical (theoretical analysis of the subject and problems of the research basing studying and logical generalization of scientific literature, study of pedagogical experience, prediction of pedagogical phenomena); diagnostic (written questionnaires, expertise of documentation); empirical (overt observation, comparison, analyses of individual and group interactions, conversation); experimental (psychological methodology of studying personal states and features, projecting of pedagogical purposes, constructing of personal growth direction, working out of the program aimed at improving of pre-school teachers' competitiveness); methods of processing of quantitative indicators and methods of graphical imaging of the results.

The Research Experimental Base

Educational institutions of Krasnoturinsk, the city of Sverdlovsk region, became the experimental base of the research. Participants of the research were forty teachers (women) with higher and secondary vocational education and 1-34 years of work experience.

Stages of the Research

The research was conducted in three stages:

The first stage: The subject of the research was determined; collection, analysis, and systematization of scientific information of the subject was carried out; the goal was formulated (studying of the level of the pre-school teachers' competitiveness); methods of the research were determined and approved, the plan of the research was worked out; pedagogical phenomena were predicted. Preparing for the initial-start step of the experience-researching work was carried out. The staff of the test group was defined, diagnostic tools were worked out.

The second stage: It involves the experience-researching work of diagnosing of the pre-school teachers' personal competitiveness.

The third stage: The level of teachers' competitiveness, their professional and personal characteristics were determined, the results of the experience-researching work were checked, processed and systematized.

RESULTS

To solve the preset tasks, an empiric study of competitiveness and its structural components in teachers on their different stages of professional development and with different levels of education. The solution of the first task included the selection of psycho-diagnostic tools that allow definition of the initial level of distinctiveness of the components of teachers' competitiveness. The following assumptions became a hypothesis of the research: teachers on their different stages of professional development have different degrees of distinctiveness of competitiveness components; teachers with higher education have much a higher degree of visibility of competitiveness components unlike teachers with secondary vocational education; there are connections between content components of competitiveness and full-fledge self-realization of a teacher in his/her professional activity.

To solve experimental tasks, relevant diagnostic instruments have been determined. In our opinion, a predicted result (solution of the first task) can be provided by a set of the following diagnostic methods: 1) express-diagnostics of personal

competitiveness (N. P. Fetiskin). These methods are a bipolar scale which determines the existing degree of competitiveness basic criteria where the personal competitiveness is regarded as a form of personal interaction and characterized by goal-achieving in the conditions of the struggle of individuals (parties), who are achieving common goals, for the best status in the profession. Basic criteria of competitiveness include clear goals, rationality, diligence, efficiency, creativity, leadership desire, responsibility, stress-resistance, self-organization, competence, and communicativeness. The complex of the mentioned features presents the personal competitiveness of individuals. 2) The methods of self-assessment of the professional and pedagogical motivation (N. P. Fetiskin) allow defining the hierarchy of a teacher's professional needs: indifference, episodic superficial curiosity, interest, inquisitiveness, functional interest, professional need for mastering of bases of the pedagogical skill. 3) The SACS scale methodology (S. Hobfoll) diagnoses the degree of constructiveness of strategies and models of an individual's behavior which facilitate or prevent successiveness of overcoming of professional stresses and influence maintaining of health of a subject of the professional activity; 4) the test-questionnaire of socio-communicative competence (N. P. Fetiskin). The following is presented as components of socio-communicative competence: socio-communicative accommodation (plasticity, flexibility in communication, ability to interact with people, adapt easily to changeable circumstances, analyze events); striving to agreeing, congruence (absence of fear to have a different opinion, desire to have personal opinion, ability to give way, find compromises, desire to avoid strong emotional stresses); tolerance/intolerance; optimism/pessimism; frustration tolerance; 5) questionnaire of terminal values (I.G. Senin). As additional methods of the research, analysis of documents, testing and mathematical-statistical and interpretive methods were used. The credibility of the obtained results was provided by the methodological validity of theoretical data, by applying reliable and valid tools tested beforehand, methods of mathematical-statistical analysis and representativeness of the submitted sample.

The empirical research was carried out on the base of pre-school educational institutions of the city Krasnoturinsk, the sample consisted of 40 teachers (women), including 22 respondents with higher education and 18 respondents with secondary-vocational training. The research was carried out considering three different stages of the teachers' professional development.

Twelve respondents who participated in the research were teachers with 1-5 years of work experience, thirteen respondents were teachers with 5-10 years of work experience, and fifteen teachers with over 10-year work experience. The choice of teachers with different work experience is justified by the fact that on different stages of pedagogical activity teachers have their system of meanings and motives corrected, and normative, non-normative and professional crises occur which influence the distinctiveness of competitiveness components.

1) The analysis of the results of the diagnostic research showed the following level of distinctiveness of competitiveness components of teachers at three different stages of professional development (Table 1).

Table 1: Results of diagnosing of teachers' personal competitiveness at various stages of professional development.

Feature of a teacher	Level	Pedagogical experience		
		1–5 years	5–10 years	more than 10 years
“Express-diagnostic of personal competitiveness” techniques				
Personal competitiveness	High	41%	54%	40%
	Low	0%	0%	6.7%

The level of personal competitiveness is more noticeable in teachers with 5-10 years of work experience (54%) who are on the stage of primary professionalization, due to the fact that professional and personal competence has been already formed on this stage of professional development.

The results of two other subgroups of the teachers (41% and 40%) are less expressively manifested. This fact proves that in the subgroup of 1-5 years of work experience teachers acquire professional experience and re-assessment of professional features, while "healthy" competition is not usual for teachers with over 10-year work experience. Low indicators of personal competitiveness are found in 6,7% of the teachers with over 10-year work experience which can be connected with stagnation in the professional activity or emotional outburning.

2) Results of diagnosing re-assessment of professional and pedagogical motivation (Table 2)

Table 2: Results of diagnosing re-assessment of professional and pedagogical motivation at different stages of professional development

Personal feature of a teacher	Level	Work experience		
		1–5 years	5–10 years	over 10 years
“Self-assessment of professional and pedagogical motivation” techniques				
Professional demand	High	24,9%	24,9%	60,3%
	Low	24,9%	0%	6,7%
Functional interest	High	41,5%	53,9%	60,3%
	Low	9%	0%	6.7%

Developing inquisitiveness	High	16,6%	30,8%	26,8%
	Low	16,6%	0%	0%
Ostentatious interest	High	32,2%	77%	53,6%
	Low	0%	0%	0%
Episodic curiosity	High	8,5%	38,5%	13,4%
	Low	8,5%	0%	0%
Indifferent attitude	High	0%	7,7%	20%
	Low	16,6%	0%	0%

The high level on the “Professional demands” scale is found in 60% of teachers with work experience over 10 years which can be caused by great professional experience and mastery. There is a less expressed level of professional demands in teachers from other subgroups (24,9% and 24,9%). Functional interest as the hierarchical motivation is usual for teachers in subgroups of 5-10 years and over 10 years (53,9% and 60,3%); besides, developed inquisitiveness is usual for respondents of these subgroups (30,8% and 26,8%). Ostentatious interest is more visible in the subgroup of respondents with 5-10 years of work experience - 77%. Over 50% of the teachers with over 10-year experience and 32,2% with 1-5-year experience have a high degree on this scale. Reflection over the present and the future is not usual for the teachers, they feel dissatisfaction with the professional activity and have no professional interest. Episodic inquisitiveness in professional activity is usual for 38,5% of the teachers with 5-10-year work experience. Indifferent attitude is usual for 20% of the teachers with over 10-year work experience and for 7,7% with 5-10-year work experience. It is alarming that teachers with over 10-year work experience have a high degree of indifferent attitude which can be connected with stagnation in professional activity.

3) Analysis of results of diagnostics of the degree of the constructiveness of strategies and models of the behavior as overcoming of stress situation, in teachers being at different stages of their professional development (Table 3)

Table 3: Results of diagnosing of strategies and models of the behavior as overcoming of stress situations of the teachers at different stages of professional development

Personal characteristics of a teacher	Level	Teacher's work experience		
		1–5 years	5–10 years	over 10 years
“SACS scale” techniques				
Active pro-social behavioral strategies				
Assertive actions	High	33,2%	38,5 %	26,8%
	Low	16,6%	23,1 %	33,5%
Social activity	High	24,9%	30,8%	13,4%
	Low	33,2%	15,4 %	20,1%
Search of social support	High	16,6%	53,9%	40,2%
	Low	41,5%	23,1%	13,4%
Direct passive strategies				
Cautious actions	High	8,3%	7,7%	26,8%
	Low	16,6%	23,1%	20,1%
Impulsive actions	High	66,4%	30,8%	26,8%
	Low	33,2%	30,8%	33,5%
Avoidance	High	66,4%	61,6%	33,5%
	Low	0%	3,8%	30,1%
Indirect asocial behavioral strategies				
Manipulative actions	High	16,6%	0%	20,3%
	Low	33,2%	87,4%	53,6%
Asocial actions	High	24,9%	7,7%	26,8%
	Low	41,5%	69,3%	53,6%
Aggressive actions	High	33,2%	46,2%	40,2%
	Low	8,3%	15,4%	40,2%

Constructive coping strategies of behavior include assertive actions, social activity and the search of social support (active pro-social strategies of the behavior). Assertive actions are more usual for teachers with 1-5 years of experience (33,2% of the teachers have a high level of distinctiveness) and 38,5% of teachers with 5-10 years of work experience. Social activity is used as a behavioral strategy by 30,8% of teachers with 5-10 years of work experience; the search for social support is necessary for teachers with 5-10 years of work experience (53,9%) and with over 10-year work experience (40,2%). The social activity as the necessity of social contacts is not usual for 33,2% of teachers at the stage of adaptation.

Passive direct behavioral strategies involve cautious, impulsive actions and avoidance (S. Hobfoll). Cautious actions are usual for teachers with over 10-year work experience (26,8%), while impulsive actions for teachers on the stage of the

professional adaptation (66,4%); the strategy of avoidance for teachers with 1-5 year of work experience (66,4%), teachers with 5-10 year (61,6%) and 33,5% for teachers with over 10-year work experience.

Indirect asocial actions include manipulative, asocial and aggressive actions. Manipulative actions are used by 20,3% of teachers with 0-5 year work experience and by 16,6% with over 10-year work experience. Teachers with 1-5 years of work experience (24,9%) and over 10-year (26,8%) use asocial actions which are expressed in a wish to have superiority over others, persecution of their own benefits and personal interests, use of weakness of others, etc. Aggressive actions are usual for 33,2% of teachers with 1-5 years of work experience, 46,2% for teachers with 5-10 years of work experience, and 40,2% for teachers with over 10-year work experience. Aggressiveness is expressed in impertinence and short temper in situations of frustration and conflict.

Thus, there are peculiarities in the distinctiveness of components of personal competitiveness in the subgroups of teachers at different stages of their professional development. Young teachers do not tend to search for social support and social activity. Teachers with 5-10-year work experience are not characterized by manipulative and asocial actions. There is a low level in 33,5% of teachers with over 10-year work experience on "Assertive actions" scale which is expressed in the ability to resist external conditions and assessments, to regulate their behavior by themselves and to be responsible for it. Manipulative and asocial actions are inconsistent with more than 50% of the teachers. The teachers depend on the opinions of the colleagues, administration, and parents, which can cause the regress of personal competitiveness.

Basing on the acquired results, it can be concluded that at an early stage of the professional activity teachers choose more often non-constructive behavioral models or try to avoid stressful situations. Teachers with 5-10 years of work experience need social support, and non-constructive behavioral models, such as avoidance and aggressive actions, are common for them. Teachers with over 10-year work experience use different behavioral models in stress situations to an equal extent.

4) Diagnostics of social and communicative competence allowed finding the following (Table 4).

Table 4: Results of social and communicative competence

Personal characteristic of a teacher	Level	Work experience		
		1–5 years	5–10 years	over 10 year
“Test-questionnaire of social and communicative competence” techniques				
Social and communicative adaptiveness	High	0%	0%	0%
	Low	58,1 %	38,5 %	40,2%
Congruence (commitment to agreement)	High	0%	7,7%	26,8 %
	Low	33,2%	7,7%	13,4%
Tolerance	High	41,5%	7,7 %	40,2%
	Low	0%	0%	0%
Optimism, sthenocity	High	8,3%	7,7%	13,4 %
	Low	33,2 %	0%	40,2 %
Frustration tolerance	High	41,5%	7,7%	33,5%
	Low	24.9%	15,4%	20,1%

In the group of teachers with 1-5 years of work experience, the tolerance is presented in 42,5% of respondents. On scales "Striving to concordance" and "Optimism", 33% of respondents have a low level. Most likely, this demonstrates that at this stage of professional adaptation teachers revise their value system and motives of the selection of the profession, due to lack of congruence and personal asthenia.

The analysis of the results in the group of respondents with over 10-year work experience showed the following: 26,8% of teachers have a high level of "Striving for concordance" and 40,2% have a high level of "Tolerance". 40,2% have a low rate of "Optimism", 20,1% have low frustration tolerance.

All three groups have a low level of "Social and communicative adaptivity"; educators coming through professional adaptation are less adaptive (58%). This can be explained by the fact that they don't have any professional experience, and by the specificity of their age.

The fact that 40,2% of educators on the stage of professional mastery have a low level of this factor is alarming. Most likely, it is caused by changes in working conditions, as a new Federal state standard for pre-school education was implemented, by professional burnout, changes in the personality (professional deformations, destructions) and lack of interest for the teaching activity.

5) Diagnostics of values and value orientation (Table 5)

Table 5: Results of the diagnostics of a person's terminal values

Personal characteristic of a teacher	Level	Work experience		
		1–5 year	5–10 year	over 10-year
“Questionnaire of the terminal values” techniques				

Mental satisfaction	High	58,1%	92,4%	60,3%
	Low	8,3%	0%	0%
Preservation of personal identity	High	58,1%	38,5%	33,5%
	Low	24,9%	15,4%	6,7%
Personal prestige	High	16,6%	15,4%	46,9%
	Low	41,5%	30,8%	6,7%
High economic status	High	58,1%	61,6%	60,3%
	Low	0%	7,7%	13,4%
Social activity (active social contacts)	High	58,1 %	61,6%	46,9 %
	Low	8,3 %	15,4%	13,4 %
Creativity	High	16,6%	15,4%	46,9%
	Low	41,5 %	30,8%	6,7%
Value of achieving, self-realization	High	24,9%	7,7%	33,5%
	Low	41,5%	23,1%	40,2%
Self-development	High	33,2%	23,1%	60,3%
	Low	16,6%	15,4%	20,1%
Life spheres				
The sphere of teaching and education	High	33,2%	61,6%	53,6%
	Low	16,6%	0%	13,4%
The sphere of professional life	High	33,2%	38,5%	46,9%
	Low	16,6%	0%	0%

The obtained results show that the most significant value, according to ranking, is mental satisfaction: high results are detected in all groups of the teachers, more than 58%. The teachers strive to do only things that are interesting and give them inner satisfaction in all spheres of life.

Preservation of personal individuality is also common for the teachers of all groups, therefore, there are more visible indicators in groups of the teachers at the stage of professional adaptation. They strive to save the uniqueness and identity of their personalities and their lifestyle; non-conformism is manifested.

High economic status as a life value is visible in all groups of the teacher (more than 58%), as this factor is the main condition of life wellness and the ground of development of the feeling of own significance and high self-assessment.

Social activity is also significant for teachers of all groups (more than 49%). All aspects of human relations are very important, which is probably connected with professional-important characteristics and professional activity (communicative competence, empathy). The worth of self-development is significant for all teachers, furthermore, the indicators are most visible in the group of senior-aged teachers at the stage of professional mastery (60,3%). The personal prestige and creativity are less significant for teachers of the first and second groups, the commitment to changes, orientation on opinions and endorsement of others are peculiar not to all teachers, stereotyping prevails. The value of reaching and self-realization is characteristic for respondents with over 10-year work experience (33,5%); creativity is more visible in 46,9%, which can be connected with age-based peculiarities and experience. There is a high level of interest in the spheres of teaching and education and in the professional sphere in all teachers.

Thus, it can be concluded that the system of values in the groups of respondents who are at different stages of professional development has a common trend.

6) The comparative analysis (N-criteria of Kruskal-Wallis for two and more samples) was carried out to detect differences in groups of teachers with different work experience (Table 6)

Table 6: Results of the comparative analysis based on Kruskal-Wallis criteria

Variable	The level of significance	Criterion	The group of teachers with 1-3 year work experience (1)	The group of teachers with 3-10 year work experience (2)	The group of teachers with over 10-year work experience (3)
Cautious actions	0,035	6,729	15,92	26,31	19,13
Manipulative actions	0,035	6,729	15,92	26,31	19,13
Indifferent attitude	0,051	5,937	24,50	20,04	17,70
Creativity	0,053	5,866	24,42	23,04	15,17

Our comparative analysis revealed significant differences ($p < 0.05$) in "Cautious actions" and "Manipulative actions" scales. A higher figure was found in the subgroup of teachers with work experience of 3 to 10 years, which is probably caused by the fact that teachers with professional experience tend to avoid frustrating situations and act according to the

principle “do no harm”. On “Indifferent attitude”, a difference was found at the level of the statistical trend ($p > 0.05$), the indicators are higher in the group of teachers with experience from 0-5 years, most likely they have not formed professionally important qualities or lack of professional interest. More creativity is reported in teachers with experience of 0-5 years.

7) A comparative analysis in groups of teachers with different levels of education revealed the following results (Table 7).

Table 7: Results of comparative analysis of the subgroups of teachers with higher and middle professional education.

Variable	Mann Whitney U-test	Significance level	Group of Teachers with Middle Vocational Education	Group of Teachers with Higher Education
Personal competitiveness	131,500	0,039	24,19	17,48
Social and communicative adaptation	133,500	0,044	16,92	23,43
Congruence (striving for agreement)	132,500	0,027	16,86	23,48

Significant differences were found ($p < 0.05$) on the personal competitiveness scale. The rates are higher in the group of respondents with secondary vocational education. Differences were found on “Socio-communicative adaptability” and “Congruence” scales ($p < 0.05$); the distinctiveness of these signs is higher for teachers with higher education, which may be due to the fact that they are able to adapt to different situations and ready to resolve conflict situations in a peaceful way.

8) Correlation analysis was conducted to identify the relationships between the components of the teacher’s personal competitiveness (Table 8).

Table 8: Evaluation of the relationship between components of personal competitiveness

Scales	Positive correlation	<i>r</i>	Negative correlation	<i>r</i>
Indifferent attitude	Personal competitiveness	0,395*	-	-
Assertive actions	-	-	Developing curiosity	-0,316*
Entering social contacts	Functional interest	0,395*	-	-
	Developing curiosity	0,443**		
Congruence (striving for agreement)	Participation in social contacts	0,354*	Assertive actions	-0,524**
	Search for social support	0,480**		-0,305*
Social activities (active social contacts)	Episodic curiosity	0,360*	-	-
	Impulsive actions	0,320*		
	Avoidance	0,335*		
	Aggressive actions	0,342*		
Creativity	Congruence (striving for agreement)	0,432**	-	-
	Frustration tolerance	0,339*		
Value of reaching, self-realization	Manipulative actions	0,318*	-	-
	Congruence (striving for agreement)	0,344*		
Self-development	Impulsive actions	0,371*	-	-
Sphere of teachings and education	Personal competitiveness	0,386*	-	-
	Professional need	0,330*		
	Functional interest	0,437**		
	Developing curiosity	0,491**		

Note: * - level of significance of the correlation relationship is 0.05; ** - level of significance of the correlation relationship is 0.01.

We are going to designate the most significant results that confirm the purpose of the study. A significant positive relationship was found ($r = 0.395$) between personal competitiveness and “Indifferent attitude” scale as the initial (unformed) motivation in professional activity, that is, the higher the personal competitiveness is, the more responsible and motivated teachers are in their work. For respondents who have developing curiosity (emerging motives for professional activity), independence is not typical, their behavior may be dependent on the opinion of others – that of older colleagues, the administration of the educational institution and parents. Teachers with developing curiosity and functional interest (higher level of professional motivation) are characterized by communicative competence. Teachers with pronounced congruence (striving for harmony and agreement) are communicative, they need social support, their actions depend on the opinions of others, passive professional relationships are characteristic for them. Teachers with a pronounced social activity choose passive direct behavioral strategies (impulsive actions, avoidance), and in a problem situation they resort to aggressive actions, such as incontinence, short temper. The motivational aspect is manifested in episodic curiosity during professional activity.

Congruence and tolerance in situations of frustration are common for teachers with explicit creativity. They realize their creative and professional activity and interests through coherent actions, avoiding stereotypes, accepting themselves and others. “Value of Achievements, Self-Realization” scale has a reliable relationship with “Manipulative Actions” and “Striving for Agreement” scales. Those teachers who strive for achievement have congruence tend to use manipulative actions for the achievement of their goals. Teachers with an explicit need for self-development sometimes perform inherent impulsive actions in difficult situations, they tend to rely on their intuition. The need for training and education is the main indicator of competitiveness and correlates with “Personal competitiveness” scale and scales that determine hierarchical professional motives and motivational activity of a teacher’s personality, specifically, professional need, functional interest, developing curiosity.

Thus, we can conclude that personal competitiveness is a necessary professionally significant integrative construct, which ensures psychological well-being, stress resistance, motivational activity, and the flexibility of a professional in a state of social uncertainty.

DISCUSSIONS

Problematics of professional competitiveness is not new either to the national or international pedagogical science. Specific questions and aspects of this topic has been studied by teachers, psychologists, philosophers, and sociologists. However, current trends make it necessary to constantly address this problem in order to keep up with progress, to meet requirements of the dynamically changing society and the modern education system. Today one can often hear that for the humanitarian sphere, and specifically for education, market relations are destructive, “the economic component can be a factor that destroys not only the essence of the education system but the entire sector of *helping professions*”. At the same time, despite the fact that education is traditionally considered to be a very conservative area, the development of technology changes our ideas about the ways of obtaining knowledge and forces us to seriously rethink the usual approach to learning. For those who want to be in the wake of new trends, it is important to track the changes taking place, as they directly affect the relevance in their field of activity. The complexity of the activities of specialists will be one of their competitive advantages. Market relations characterized by competition have become relevant to the education system.

Thus, the participation of teachers in various professional competitions, in particular, “Teacher of the Year”, “Educator of the Year” is a part of competitive relations that objectively exist between state and non-state educational organizations. More prestigious and preferred ones are those that provide a greater number of educational services, including complimentary ones, these are organizations with a professional image in the district or city most appropriate for parents who want to send their children to an educational organization. Parents do not entrust just any teacher to become an educator of their child. Teachers who will be able to win in the competitive professional environment will be in demand.

Understanding competitiveness in psychology is fundamentally different from the interpretation of this concept in the theory of management, economics, and sociology. The terms of “competition” and “competitiveness” were initially used to characterize goods or services economic. Foreign economists have made a significant contribution to the development of the economic concept of “competition”. A well-known researcher of economic competition, M. Porter believes that qualified personnel, human resources, constitute the main factor in the competitive advantage model. Human resources are characterized by qualifications, cost, amount of labor, duration of shifts and work ethic. In research on management, competition is defined as rivalry, intense struggle for customers, for survival under the conditions of rigid laws of objective processes; in the interaction of stakeholders each claims the best conditions for the achievement of their own interests and asks for relatively larger benefits, competitiveness includes both creating the impact on opponents and acting in opposition to them. Thus, the key concepts in determining competitiveness and competition are “pragmatically motivated subjects”, “competitive environment”, “competitive positioning”, “competitive actions”, and “competitive behavior”. However, some managers of large enterprises and business representatives believe that the competitive qualities in the labor market (employability skills) are the following universal qualities: ability to communicate effectively (communication skills), ability to organize their work (self-management), foreign language proficiency (foreign language skills), ability to use information technologies (application of information technology), ability to work as a part of a team (team working), ability to solve problems (problem-solving), positive attitude and initiative. As we see, characteristics of competitiveness

are universal transferable professional qualities. In modern psychological and pedagogical literature, competitiveness is an integral individual and personal quality that requires actions from teachers and their desire to become better and more successful. The concept of competitiveness is considered similar to the concept of "professional competence". A competency-based approach is a key principle for the quality training that meets the modern labor market requirements and re-orientates towards the creation of conditions for mastering the universal, meta-subject competencies that ensure the professional mobility of an individual. However, under the influence of technological progress, competencies quickly become obsolete, and this is another challenge and reason for revising the model of modern education, which should transform into "lifelong education" model. In this connection, competitiveness should be viewed as the ability to maximize one's own capabilities in order to realize oneself as an individual, as a subject of professional activity. When we consider a person competitive, then, according to scientists, this is someone able to adapt to changes in social conditions, scientific and technological progress, new types of activities and forms of communication, while maintaining positive internal psycho-energy potential and harmony. According to L. M. Mitina, "the development of a competitive personality is the development of a reflexive personality, capable of organizing her activity and behavior in dynamic situations, with a new style of thinking, non-traditional approaches to solving problems, and adequate response in non-standard situations". From the point of view of an individual, educational services should be considered as "a sequence of actions for transferring competencies of a general cultural and professional nature to a consumer in order to satisfy her/his needs for a profession, self-actualization and self-development, carried out in interdependence with the consumer according to an appropriate form and educational program" (Fatyukhina, 2015). Educational services perform a socio-economic function, which benefits from not only the consumer of this service but also society as a whole; this supports socio-economic stability, human capital development, which importance is defined by the amount of acquired knowledge and the ability to use it in achieving socio-economic results.

Professions transform in dynamically developing post-industrial society. Some professions die, so-called "pensioner professions", at the same time new types of employment appear. The vocation of a teacher is necessary and will stay in demand in the future; it is not going to disappear because of new technologies and progress. It is necessary to update forms of the educational process; be creative and initiative as a key factor for professional improvement; also be prepared for multiple often unpredictable changes in the educational technologies in short time frames.

The authors believe that this conclusion is true also for other helping professions in the class of socioeconomic trades, like healthcare, socialization, and adaptation, talent cultivation, creating innovative, cultural, ideological ideas, always remain important in any society.

CONCLUSION

The study confirmed that the issue of professional competence of teachers in Russia is actual and requires implementing new approaches for its research and development.

The results of the empirical study show that the applied set of psychodiagnostic methods turned out to be reliable and valid tools that ensured the goals achievement: the level of competitiveness of teachers with different lengths of pedagogical activity and level of education was determined, the relationship between the content components of competitiveness and full self-realization of a teacher in professional activities was determined based on prioritizing social and psycho-pedagogical characteristics of the person. Qualitative indicators of the competitiveness of the teacher in preschool education have demonstrated the relationship between the process and the result at different stages of its professional development.

Another task that naturally arises with the fact of raising the level of competitiveness of a preschool education teacher, is the development of a learning program to increase the competitiveness level of teachers of preschool education, which should be focused on specific tasks to fully reveal the personality of the teacher, initiate the process of personal development (self-development) of the teacher and creative self-realization in the new socio-cultural environment of the educational organization. Such a program should include specific activities aimed at those traits of character, abilities, needs, and state of the teacher, which, as the study showed, are less developed than others. This may include:

- Practical training on relevant topics, for example: "Pedagogical interaction" (developing the ability to work in a team, assign roles and responsibilities, organize team activities, regulate relations depending on the individual psychological characteristics of team members; or "How to preserve psychological health" (mastering prevention of emotional burnout and regulation of psycho-emotional state);
- Consultations with a psychologist to talk, for instance, about "Causes of pedagogical burnout" (development of stress tolerance, emotional stability, ability to control one's emotions and behavior);
- Relaxation activities, for example: "Emotional unloading" (mastering ways to relieve tension, fatigue, creating a positive emotional state) and other activities);
- Filling out questionnaires and tests that contribute to the development of the desire for continuous professional growth, identification of their personal and intellectual potential and its development (Questionnaire of difficulties for the teacher, "About myself", test "Know yourself");

- Role-playing games, for example: “Meeting with parents” (development of the ability to speak before an audience, make decisions, the formation of leadership qualities);
- Workshops and roundtables on the exchange of pedagogical experience, for example: holding a series of open classes, events on favorite topics (the teacher chooses himself).

Mastering the new mode of existence will orient teachers to the highest degree of self-realization, will make them feel needed as a professional, and thus increase his competitiveness in the new conditions of the education system development.

RECOMMENDATIONS

The results of the study will be useful for developing educational strategies in the preschool education system, they can help pre-school education leaders creating social-psychological-pedagogical conditions for the effective interaction of all subjects of the educational process as well as for the full realization of the individual in the modern educational process and improving individual efficiency.

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