

COMPETITIVENESS OF PERSONALITY AS A NEW CONCEPT IN MODERN EDUCATION AND PEDAGOGY SCIENCE

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Abstract. The processes of globalization and integration influence the development of society. The sustainable development of modern society is related to its competitiveness. But the competitiveness of society depends on the competitiveness of each individual of the society and marketability of each specialist. The end of the twentieth century and the beginning of the twenty-first century is time, when the paradigms of the personality's competitiveness change. Nowadays the concept of competitiveness is becoming a pedagogical category. The objective of the research: to scientifically substantiate the concept of personality's competitiveness, which has significantly changed its conceptual meaning in modern education and pedagogy science.

Keywords: paradigm, competitiveness of personality, changeable environment.

Introduction

Nowadays the global nature of the increase of social and economic activities make to consider the necessity for the co-operation in order to keep the balance between the society, economy and natural environment, material and moral values, which are the preconditions for *the sustainable development* of society, its culture. Only such society has future, which thinks not only about the present benefits, but also about its desires and can pass to the next generations. Social, economic crises, which at present are the source for the worry of mankind, nowadays become more and more global. More and more often the conclusions are drawn that many countries nowadays face also a crisis in education. The reason for all these crises is *the crisis in human thinking*. Due to this, modern society should re-evaluate many things, changing radically its views regarding the essence of such things. The attempts to avoid the previously made mistakes by analyzing and evaluating *the experience* obtained by mankind, the society or individuals from a particular country, created the situation, when there emerged an objective necessity to give up *the world outlook, stereotypes*, which did not correspond to the developmental level of modern society, including the level of modern science. Our research proves that nowadays the world outlook has changed concerning the view on the characteristic of a competitive personality.

The founder of the world's non-governmental organization of scientists *Club of Rome* Aurello Peccei emphasized an idea that the search for the model of the world's developmental management should be based on the cognition that *an individual must learn to manage him/herself*. The self-regulation should be conscious, comprehended and target-oriented. A. Peccei indicates that *an individual is in dilemma: either to change as a personality under the changeable environment (...), or he/she is doomed*. [1]

Nowadays the concept of *personality's competitiveness* is becoming a pedagogical category.

The objective of the research: to scientifically substantiate the concept of personality's competitiveness, which has significantly changed its conceptual meaning in modern education and pedagogy science at the turn of the 20th century and the 21st century.

Materials and methods

One of scientific problems of research at the Institute of Education and Home Economics is *Ecology of Education*, including development of a competitive personality in an educational environment. Therefore, it was very important to work out theoretical background for our experimental research. During recent years (2005 – at present) a subject of our research was new meanings of concepts in pedagogy: competitiveness, competitive personality and marketable specialist in the context of human viability in the changeable environment. It bases and builds on scientific sources which represent: 1) pedagogy, including *concurrentology*; 2) developmental, ecological and applied psychology; 3) human ecology, including *ecology of education*. *The methods of theoretical research:* analytical evaluative studies of scientific literature; reflection of experience.

Results and discussion

Nowadays the concept of competitiveness acquires a new conceptual meaning and becomes more and more topical in the science of pedagogy.

The research proves that during the last 10 years, as a result of paradigm changes in science and education, the paradigm of competitiveness has changed also in social sciences and the humanities. We face the following questions: What is competitiveness? How does the new paradigm of competitiveness differ from the old one?

According to L. Mitina, historically the concept of *competitiveness* was attributed to the antagonistic struggle of entrepreneurs, manufacturers on the conditions more favorable for their entrepreneurship, production and marketing in order they could gain more profit. The scientist, continuing on her idea, points out that, alongside with the economic competition, it is possible to discuss the biological competition, namely, when such active interaction develops between the representatives of one or different species, which has the nature of competition in order the representatives could survive and reproduce. Many USA specialists of economics find that competitiveness consists of two parts: 1) maintaining of continuously increasing standards of living; 2) maintain of leading positions in the economy of global scale. The committee of the USA president, dealing with the issues of competitiveness in the field of production, has provided its definition for competitiveness: it is an ability to produce goods and render services, which are sold at the international markets, at the same time maintaining and increasing the standards of living, which are the same as the competitors have or even higher [2].

As we can see, in the old paradigm the competitiveness more often is related to the personality's success and victories over its competitor, sometimes it is related to an image of a harsh fighter, who has no mercy towards the enemy, competitor and who considers any means useful for achieving the goals. It is possible to draw the following conclusions from the modern new paradigm of competitiveness. Crisis shall be attributed to all, even to the most successful entrepreneurs, the most advanced society and economy. However, to be competitive means to be able to adapt to new conditions, to overcome difficulties and to achieve more than before – before the crisis. In the new paradigm the ability to change, to live and to develop in the changeable environment is particularly important. The development of an entrepreneur's (businessman's) competitiveness nowadays is related not only with the features characteristic to a leader, but, first of all, with the socio-psychological and moral characterizing indicators, the interaction of a personality with society, attitude towards other people, oneself, duties, moral and ethical values.

In order to perform the comparative analysis of old and new paradigms of *competitiveness*, several scientists use the metaphors of a shark and a dolphin [3]. Using metaphors, it is possible to draw a conclusion that, within the context of the old paradigm of competitiveness, a competitive personality could be compared to an image of a *shark*, which, in the process of achieving its goal, is able to *swallow* anybody standing in its way. This image of a competitive personality has grown old. It is the insight and totality of views, possessed by previous generations of mankind concerning a competitive personality, based on the insight into *biological competition*. Nowadays is the time, when a new paradigm of competitiveness is born that makes us to change radically our views concerning the competitive personality, which could be symbolically compared with a *dolphin*. It is a person, able to co-operate, to help others, perceiving his competitors as his potential partner for co-operation. He is able to maintain the balance between *I-ego* and *I-eco* in his thinking and actions. A *dolphin-type* competitive personality can be a leader and at the same time also a member of a team, working together with others and co-operating with them. In the context of the new paradigm, a competitive personality in the process of its development, instead of competing with others, its competitors, competes with itself – it combats its bad habits, shortcomings, disability and unwillingness to perform something important or necessary to do. It is a determined personality, possessing clear goals for future. The competitive personality of the new type is creative and flexible in its thinking and actions; therefore it is able to deal with the problems in the unusual, nonstandard situations. It is able to take decisions and to be responsible, and it is a personality one can rely on and to whom one can trust. Such a person is respected by others and he respects himself. Such a person is welcomed among friends and acquaintances, and he is demanded in the professional field. As a result of the above mentioned, the concept *competitiveness* becomes more and more important in the science of pedagogy.

Competitiveness becomes a scientific category of pedagogy. It is proved by the fact that at the end of the 20th century in Russia there was developed a research sub-trend, which was named *concurrentology* by Russian academician V. Andreyev [4].

At the end of the 20th century the concepts of *balanced development* and *sustainable development* emerged in human ecology, including educational ecology/ecology of education as well. Nowadays these concepts are used within the context of *environmental*, *society* and *educational* development. Alongside with *sustainability* concept there emerged a new concept of *human viability* in the pedagogy and human ecology at the turn of the 20th century and the 21st century. The term of *viability* at the beginning was characteristic only to biology, anthropology and medicine. In pedagogy a viability of child, adolescent, youth in the modern society has been substantiated scientifically and studied by several scientists: M. Guryanova [5], I. Ilyinsky [6], E. Pomerantz and B. Roberts [7] etc. For example, I. Ilyinsky writes that *viability is an individual's skill to: develop successfully under the complicated social and cultural environment; become an individuality; develop the approach to the meaning of life; self-identify and actualize one's talents, turning them into the abilities, including creativity, and at the same time transforming one's environment, making it more favourable for oneself and suitable for life, but without destructing and destroying it*. In her turn, M. Guryanova writes that *viability is a personality's integrative feature; the totality of values orientation, the uniqueness and peculiarities, various abilities, basic knowledge and skills of a personality, which enables the viability to function successfully and to develop harmoniously within the dynamically changing social environment*. The scientist emphasizes that an individual's viability, first of all, manifests in his/her moral-psychological and social-professional readiness to live and act in always new realities of life. *The viable personality possesses significant potential of competitiveness, readiness for the successful activities to achieve remarkable results and one's goals of life*.

The concept of viability is remarkably related also to the synergetic paradigm and synergetic approach in pedagogy and contemporary education. The meaning of synergetic paradigm in modern education has been substantiated by the founders of synergetic: H. Haken [8] and I. Prigozine [9] and developers of its conceptions, for example, E. N. Knyazeva and S. P. Kurdyumov [10]. They have described the synergetic paradigm as a transdisciplinary paradigm, which enables to relate the theory of chaos and the non-linear developmental regularities of open systems to the self-development of alive systems in the changeable, heterogeneous environment. The synergetic paradigm in pedagogy enables to study a personality as a self-developing, self-organizing and self-evaluating system that functions in the sphere of education, learns to live, plan and forecast; constructs and accumulates its own experience; that is able to choose and to be responsible for the consequences of its own actions under the conditions of modern changes. The synergetic approach enables to draw a conclusion that nowadays an individual must learn to live and change in the interaction with the changeable environment.

Thus we can see: when based on the ecological and synergetic approach in pedagogy, the competitiveness is substantiated and defined within the context of *viability under the changeable conditions*. Nowadays the facilitation of the competitiveness development of new specialists as professionals becomes more and more actual in the educational process of higher educational establishments. One of the basic aims of modern education is to prepare the society, especially the new generation, for the life *under the changeable social and economic conditions, including labor market conditions*. *The professional/vocational education* has been assigned a particular significance within the implementation of this aim.

According to V. Andreyev, a competitive specialist is a specialist, able to achieve the set goals in the changeable environment, managing a great number of professional tasks and possessing certain individual features [11]. L. Mitina emphasizes that *competitiveness is the success of actions and achievements. A competitive personality better overcomes crisis, rising to a new developmental stage as a result of the obtained experience* [2].

In relation to the field of actions it is important that, in the educational process, modern youth would acquire diverse experience concerning actions, and that the range of their acquired actions and the formed and developed skills, as a result of these actions, would be as wide as possible. Nowadays the youth needs to acquire new experience of socio-economic and professional activities. In order to become a competitive personality, it is very important that the youth gains adequate insight about

themselves and the professional environment: their abilities, interests, needs, goals for life and self-realization opportunities in the nearest environment.

A young man's competitiveness mostly depends on the choice of a profession, which would correspond to his interests and abilities.

P. M. Muchinsky emphasizes that the youth must know — it is thanks to the scientific progress the world of professions is very dynamic and changeable: the new professions emerge, and many professions “pass away”. Many professions are important only for 5-15 years [12].

Future and/or new specialist's competitiveness depends on the fact, whether he would be able to integrate successfully into the labour market, how flexible and creative he would be in his thinking and actions, particularly in the problem situations, when it is necessary to have nonstandard thinking, the actions, which would be based on competences in the new, unusual environment. Everyone must be ready psychologically for the moment, when it would be necessary, whether to improve one's professional skills and to develop further as a specialist in conformity with already obtained profession (although there might be insignificant demand for it in the labour market), or to find new ways of career development by acquiring new competences and qualifications. The students as the future specialists need the assistance for career development; therefore it is important to ensure also at the higher educational establishments the career counselling, which would enable the students to identify themselves in relation to the chosen profession, would help to overcome doubts, motivation crises in the process of their professional development. It would facilitate their psychological and professional readiness to start their independent, responsible activities in the chosen profession.

In order the vocational education would become an efficient facilitator of competitiveness, it is necessary to have clear indicators of competitiveness. Therefore, it is important in the science of pedagogy to substantiate the indicators of the new specialist's competitiveness and his marketability, irrespective of the fact, which field of professional activities he represents.

In the vocational education particular attention should be paid to the values orientation and attitude of future specialists towards themselves, other people, profession and their professional duties, towards the world on the whole by facilitating the development of these attitudes.

For example, D. R. Anderson and P. Shihirev have identified ten criteria for the comparison of the old and the new paradigm of competitiveness: attitude towards people; attitude towards society, attitude towards oneself; attitude towards the world and nature; attitude towards moral values; attitude towards the duties; attitude towards risk; goal of life; the means for the achievement of the goal; answers to the questions, who are my friends and who are my enemies [3].

Several authors have expressed the conclusion that an individual's competitiveness is associated with the professional and individual achievements. The main psychological precondition of a successful activity in any field is *the confidence in one's abilities*. The main principles, how to develop confidence in oneself: 1) acquisition and perfection of a professional proficiency; 2) adequate attitude in different communication situations; 3) maintaining and strengthening of health and working abilities; 4) development of a pleasant outer, individual image. These recommendations are oriented towards the improvement of individual competitiveness, particularly under the circumstances, when unemployment becomes an alternative [13].

According to O. Potemkina, the competitiveness manifests in the activity. One of the spheres of this activity is the specialist's professional development and the choice of his career, planning of future, forecasting and facilitation of career development. According to the scientist's point of view, the indicators of a competitive specialist are as follows: 1) employee's values orientation; 2) factors of labour motivation; 3) peculiarities and reflexes of a professional's life; 4) ability to perfect oneself, to improve the professional skills – the psychological reality of the specialists of personnel departments. All these positions, necessary for a new specialist as an individual, will significantly influence his professional activities, relations with colleagues and other people. O. Potemkina, developing her idea, emphasizes that *intellectual and creative activity* is an important sphere for the development and manifestation of a personality's competitiveness. The scientist has performed research also on the psychodiagnostics of a specialist's competitiveness and marketability. She writes that the results of the research performed prove that the specialist's competitiveness may be studied as a state. On the basis of her developed methodology, the scientist has analyzed data of more than 400 specialists, which are

the representatives of different businesses, are employed at different organizations, and are of different age and sex. The indicators of competitiveness result from the cultural peculiarities, including the culture of a particular organization, as well as from the culture of a particular profession [14].

The authors of the bestseller "In Search of Excellence: Lessons from America's Best-Run Companies" T. Peters and R. Waterman diagnosed the interdependence between the culture and success in the performance of a company. Taking as the basis the successfully run USA companies, describing them and evaluating their management practice, the scientists identified a series of values and confidence in success, existing in the culture of an organization, which guaranteed the success of these companies. On the basis of this research, T. Peters and R. Waterman developed a model of a competitive personality's activities, identifying several principles: confidence in the rightness of an action; connection with a consumer; stimuli and external motivation, autonomy and venture; confidence in human resources as the main source of efficiency and labour productivity; management (you should know what you are managing); not being involved in what you do not know; simple and insignificant in number the structure of management; the complexity of flexibility and at the same time firmness in the organization. There was developed a complex of methodology, which ensured an opportunity to discriminate and differentiate the main characteristic features of competitiveness, according to their levels, by using the graphical methods. This research methodology concerning the specialist's competitiveness was applied as a complex, when diagnosing, which particular personality's qualities determine the level of competitiveness. The scientists identified several types of a competitive specialist, which differed a little [15].

The USA scientist K. Hansen, specialist of the career support system, has developed a conception of a quintessential career, where she substantiates several functional indications of a competitive personality: communicative skills (verbal and written communication); teamwork/interpersonal skills and abilities; leadership skills; observation of professional ethics; good capacity for work, including endurance, effort, self-motivation, diligence, healthy ambitions, initiative, venture, positive attitude towards work; driver's skills; logic, intelligence, competence in education and/or professional activities; organizational skills; business skills, which are used by people to start their own business, including the ability of self-determination, project administration skills and abilities, the talent for marketing oneself as a specialist; self-confidence; critical thinking and the skill to deal with problems; flexibility; analytical skills; the skill to use the new technologies, programming (computer language) and/or foreign language skills; persuasion skills, the skill to offer/sell one's ideas; creativity in dealing with problems [16].

We should take into account also the Japanese experience concerning the development of three basic groups of future competitive specialists' skills and abilities: 1) *technological skills* are related to the acquisition of a particular profession; 2) *communicative skills* are related to the true attitude towards the maintaining of interconnections between the people of different classes, groups, cultures and the individual oneself; 3) *conceptual skills* are an art to forecast events, to plan the activities of a large number of people, on the basis of analysis, to make responsible decisions. When evaluating the specialist's competitiveness, particular attention is paid to the specialist's ability to make decisions, plan, maintain the dialogue, organize people, and implement the control over the activities of junior employees. In the practice of preparing Japanese specialists particular attention is paid to *the integrity of thinking*. There is envisaged a transition from *homo sapiens* (a thinking human, a man of sense) to *homo integrans* (integrated human). The institutions are socially responsible for the development of each employee, his self-development, for example, that he would acquire *the socio-cultural technologies*. The analysis of such approach permits to assume that the system of the preparation of new specialists should be based on the development of analogous qualities during the study period. On the whole it will ensure the graduates' competitiveness, which consists of three components: 1) indicators of quality content (knowledge, task solution methods); 2) quality of the technologies of studies and education (organization of cognitive activities, motivation for cognitive activities, control of the implementation of the study process); 3) quality of a personality's educational level (acquisition of knowledge, skills and abilities, observation of moral norms). In Japan a competitive specialist means a specialist, who is able to achieve the set goals in different and rapidly changing environment, managing to deal with a large number of professional tasks, and who possesses certain individual qualities. We consider that the studies of Japanese experience provide an opportunity to discover

something unique, but the most important is that it is an approach, which is successfully approbated in the practice of Japanese vocational education and career education for the preparation of new specialists and the facilitation of the development of their competitiveness. But the experience of the USA scientists proves that team competitiveness of the organizational employees is formed under the influence of different factors. The researchers offer to the managers of organizations to determine the efficiency of employees by answering to the following questions: who is rarely absent from work or who can compensate his absence so that the activities of an organization as a system would not be hindered; who works well without being forced; who performs his work in a qualitative and timely manner independently; who does not disturb others with his continuous suggestions and the management; whose work is similarly qualitative, when his boss is present and absent; who continuously strives for the improvement of his work; who prevents or deals with conflicts, facilitates co-operation and maintains the moral state? The model of these questions is used as the basis for the preparation of a competitive personality, and it performs the function of the demand for certain material [13, 17].

Russian scientist V. Shapovalov identifies several factors, affecting the competitiveness of new specialists and employees: personality's socially influencing orientation, being aware of and feeling the social and economic situation in the country; the ability to offer oneself at the labour market, where a new specialist of any profession needs legal and economic competences; the acquisition of socially orienting system of technologies as the types of experience organization concerning unique individual self-actualization, self-education, self-character building, self-analysis; ongoing attempts of self-perfection; the integration of different study and science levels into a single knowledge market. V. Shapovalov points out that the specialist's competitiveness may have its own parameters and levels: 1) in vocational education the competitiveness is viewed as a totality of the future specialist's quality indicators — the development of methodology for the evaluation of such indicators may form the basis for the development of the substantiation of competitiveness levels; 2) in the labor market the competitiveness is the reflection of a specialist's qualities, the advantage of existing competition [18].

Thus we can see that in the substantiation of competitiveness provided by several scientists it is possible to observe explicit tendency to characterize a competitive person, while acting in a particular field of human activities, for example, in education, professional field, identifying several functions to be performed and/or human qualities necessary for performing such functions. Therefore, the author of the article has named this approach as *the functional approach* in the characterization and substantiation of competitiveness.

The approach, when the scientists identify the indications/qualities of a personality's competitiveness, the author of the article theoretically named *a biometric approach* in concurrentology. For example, S. Shirobokov, who studied the problems of the students as prospective marketable specialists, points out the following indications of competitiveness: professional knowledge; level of communicative culture; aspiration for the improvement of professional skills; reflection ability. The main indications of the specialist's competitiveness are: competences, psychological readiness to take part in competition and social experience [19].

In the scientific publications it is possible to find one more tendency concerning the substantiation of the new meaning of competitiveness, which the author of the article has theoretically named *a structural approach*. Scientists, while substantiating the competitiveness of a personality and/or a specialist, offer their point of view on the structure of competitiveness and its components. Some examples are described below.

The USA scientist G. Floren in her publication "*Marketable skills and attitudes*" identifies the following components in the structure of competitiveness: the component of communication skills; the component of social openness and flexibility; the component of inner resources and integrity; the component of self-organization and self-regulation; the component of self-development and learning in the context of lifelong learning [20].

B. Parygin, the representative of social psychology, writes that competitiveness is a complex of peculiarities, possessing *own resources*: psychophysical health, age, appearance, abilities, talent, level of intellect and energy reserves, and *morality aspects* – hierarchy of values, system of beliefs, existence of prohibitions and individual restrictions. B. Parygin identifies the following components in

the structure of competitiveness: psychologically physical component; the component of personality orientation: the component of goals, values, beliefs, prohibitions and restrictions; the component of individual qualities, including general competences; professional component, including professional competences; the component of the psychological readiness to take part in the competition; the component of social experience, including social competence [21].

The structural model of competitiveness, developed by Russian scientist L. Mitina is also very important, where she identifies the following components: 1) *the component of personality orientation* (psychological content and developmental conditions), where the author identifies three sub-components: personality's orientation towards itself, towards other people, orientation towards objects or orientation towards the achievement of a particular goal, including also the professional self-determination, self-development, etc.; 2) *the component of personality's competency*, where the author identifies several types of competency and substantiates the structure of competencies, as well as the manifestations of competencies and the spheres of proving competencies in the individual's actions; 3) *personality's flexibility*. The scientist substantiates personality's flexibility according to three aspects: *emotional flexibility; behavioral flexibility; intellectual flexibility* [2].

In collaboration with Ilze Kalnina, the doctoral student of pedagogy, we have substantiated our model of competitiveness structure, where we have identified four components: *component of personality orientation, component of self-conception, component of self-regulation and component of competences*. Our point of view is that experience should become the basis for the development of competitiveness. The arrangement of practical training at the organizations/enterprises is very important for facilitation of the competitiveness of future specialists. During such practical training the students have an opportunity to obtain experience, while interacting with the environment of professional activities.

It is important that the students of higher educational establishments would know the new meaning of the concept of competitiveness, the indicators of a specialist's competitiveness, in order they would be able to perform the adequate self-assessment on the basis of experience reflection. The self-assessment forms the basis for the self-development of the competitiveness of a student as a personality and also as future specialist, including the self-development of different competences and self-regulation mechanism.

Conclusions

1. Nowadays the paradigm of personality competitiveness changes, therefore the meaning of the concept of *competitiveness* also changes. As a result, *personality competitiveness* becomes a pedagogical category. Using the metaphors of a shark and a dolphin, several scientists compare the old and the new world outlook concerning a competitive personality.
2. In the science of pedagogy particular attention is paid to defining and characterization of the competitiveness of future specialists, identifying several indicators of competitiveness, as well as substantiating the role and significance of vocational education for the facilitation of the development of youth's competitiveness.
3. Competitiveness is a complex totality of a person's qualities that ensure the vital capacity, development, professional self-realization of him as a personality, individual, specialist, his competitive actions in the changeable environment, including modern labour market.
4. It is important that the students of higher educational establishments would know the new meaning of the concept of competitiveness, the indicators of competitiveness, in order they would be able to perform adequate self-assessment of their competitiveness on the basis of experience reflection. It will facilitate their integration into the labour market and vital capacity in the changeable environment.

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