



Personality Competitiveness: Structure and Indications in Pedagogy Personības konkurētspēja: struktūra un pazīmes pedagogijā

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Abstract. Since 2005 the authors of the article have carried out the research on “human competitiveness” in several stages with the aim: as a result of experimental research to find out the view of the Latvian secondary school pupils about the semantic meaning of the concept “competitiveness”, as well as the evaluation of competitiveness features (indications) given by the youth. Latvian secondary school pupils evaluated the following competitiveness features (indications) as the most significant: persistence; readiness for risk; ability to work and respect towards work; clear aims for life/future; communicative skills; ability to be the leader; no fear to make a mistake; creativity; skills to convince others and to defend one’s own point of view; cooperation skills; readiness to overcome difficulties, including physical and mental endurance. In the pupils’ statements and evaluation regarding the competitiveness, the authors have indicated the following methodological approaches: biometrical, functional, and structural approach. Having evaluated separately the survey questionnaires of respondents from rural and city secondary schools, the authors concluded that there is no conformity of opinions neither in the group of rural respondents, nor in that of urban respondents. At the same time, having processed all the obtained data mathematically on the whole (comparing the sums of the mean classes of competitiveness indications), a conclusion was drawn that there is correspondence regarding the Latvian youth’s opinions on the main indications of marketable personality. These results show that, irrespective of the cultural difference between rural and urban environment, there is uniform youth’s subculture in Latvia, including uniform views, values, behavioural norms, etc.

Key words: changeable environment; competitive personality; ecological approach; evaluation; pupils’ opinions.

Introduction

The dynamics of socially economic activities and their growth is becoming the problem of global scale. Many processes make us question the possibilities of sustainable development and aims of activity. Material values have started to dominate over the mental values, including moral and ethical values. The imperative of today is the balanced and sustainable development of the environment: economic, natural and social environment. That can be compared to a pedagogical problem to be solved: personality and its comprehensive and harmonious development. It is believed in Latvia that the intellectual development of the youth nowadays is much faster than their moral development, the fact that makes us think about possible dangers of such processes. Egocentric thinking aimed at consumer-based attitudes dominates also in the behaviour of young people thus changing

their system of values, which in its turn has resulted from the changing priorities not only in the society in general but also in education.

Club of Rome: Aurello Peccei (Gnazzo, 2007), the founder of the world’s non-governmental organization of scientists, 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.

The new paradigms in pedagogy: ecological paradigm and synergetic paradigm enable to study an individual 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 gathers its own experience; that is able to choose and to be responsible for the consequences of its own actions under the conditions of modern rapidly changing environment (Katane, 2007a; 2007b).

The ecological and synergetic approaches enable to draw the conclusion that nowadays an individual must learn to live and change in the interaction with the changeable environment (Katane, 2007a; Katane, Pēks, 2006; Sterling, 2002).

As a result competitiveness has become one of the basic categories not only in economics but also in pedagogy. Moreover, personality is defined possessing the value which will enable it to become a competitive and respectable personality and a marketable specialist due to characteristic features and competencies acquired during life. It is important to be aware and get deeper understanding of the new meaning of the concept which is totally different from the old paradigm of competitiveness and the stereotypes connected with it. All over the world scientists (Bevan, Barber, Robinson, 1997; Covey, 1990; Floren, 1998; Gold, Libby et al., 1997; Hansen, 1998; Trunk Širca, Nastav et al., 2006; Андреев, 2006; МИТИНА, 2003; Шаповалов, 2005; Ширококов, 2000; etc.) work out substantiations of the concept competitiveness of personality within the new paradigm of competitiveness and write about new pedagogical approaches in contemporary education and principles of human activities in modern society.

Therefore the aims of the article are the following: 1) to substantiate the competitiveness as one of the modern pedagogical categories, which has significantly changed its conceptual meaning at the turn of the 20th and the 21st century; 2) to present the results of the experimental research, where the authors have analysed and evaluated pupils' opinions and positions pertaining to indications of competitiveness.

Theoretical Substantiation of Competitiveness in Pedagogy

The mission of pedagogy nowadays is to find answers to the following questions: what kind of pedagogical approach is needed in the educational process so that the new generation would be able to live, self-develop and self-actualize successfully under the conditions of modern changeable environment; how can the formation and development of every young individual as a valuable society member and the person's competitiveness be promoted; how to ensure the personality's adequate adaptation and

integration in the rapidly changing, heterogeneous environment.

An individual's ability to accept the environmental changes is the important precondition to get on with these changes. In order to ensure that the changes become the driving forces of an individual's self-development, instead of being an obstacle, while performing pedagogical activities it is indispensable to take into consideration the following conclusions, presented by various authors (Fulans, 1999; Šmite, 2004; Zīds, 2003).

- The knowledge on the changes should be provided in order to prevent the disappointment, confusion and depression.
- The necessity for the change should be indicated, understood, felt and experienced. Therefore the feeling of safety should be ensured, creating the feeling – everything that is happening is for the better.
- Enough time should be provided to understand and accept the changes. It is important to be interested in the changes, thinking about them and feeling them. There should be the right conditions ensuring that the idea about the changes could be accepted as one's own.
- The overtness towards the dialogue enables an individual to take part in the changes in all the possible ways. Such ways could be debate, discussions, expressing one's position, the declaration presenting an opposition, etc.

The questions arise: How can we evaluate whether the personality is competitive? Is she able to live and self-actualize under the circumstances of changing environment? How can we measure and/or evaluate that?

Russian academician V. Andreyev (Андреев, 2006) implemented a new concept – concurrentology – and characterized it as the research trend in pedagogy on an individual's/personality's competitiveness.

Our research (Katane, Kalniņa, 2008; 2009) shows that there are several approaches to the substantiation of competitiveness in pedagogy: 1) functional approach – competitiveness is substantiated by describing the manifestations of personality's competitiveness, as well as readiness for various actions, including interaction with the external environment; 2) biometrical approach – competitiveness is characterized as a totality of personality's several qualities (individual features, competencies, other qualities), where these qualities serve as the indicators of competitiveness;

3) structural approach – there is a structural model of competitiveness provided, emphasizing several components.

Functional approach. Russian scientist A. Kirsanov (Кирсанов, 2000) provided the functional characterization of competitiveness by defining competitiveness: competitiveness is a socially oriented system of personality that comprises abilities, features, qualities, which 1) characterize potential possibility of this personality to achieve progress in studies, professional or non-professional sphere of life, 2) determine adequate behavior of an individual under the changing circumstances, and 3) ensure internal harmony, self-confidence and confidence about the others. According to scientist L. Mitina (Митина, 2003), who studies the problems related to the competitiveness of a personality since the beginning 1990s, there are at least three spheres of the development of competitiveness: 1) sphere of activities; 2) interaction with the external environment, including communication with other people; and 3) personality's self-development, including self-awareness and self-determination.

Speaking about the sphere of activity, it is important that modern young people would gather different activity experience within the educational process and as a result of these activities – the catalogue of formed and developed skills (A. Leontyev's term; Леонтьев, 1975) would be as wide as possible. According to O. Potyemkina (Потемкина, 2004), competitiveness manifests in activities. One of the spheres of these activities is the professional development of a specialist and the choice of one's own career, planning, forecasting of future and promotion of career development.

Modern youth needs to acquire new socio-economic and professional experience. In order to become a competitive personality, it is very important that young people acquire adequate views about themselves and professional environment: their abilities, interests, needs, and aims in their lives and self-actualization opportunities in the particular environment.

The youth professional self-determination, when choosing the future profession is a very responsible task. In Latvia the career education helps to fulfill this task. This education is being integrated into the formal and informal educational content of schools. Within the process of career education the young people start to understand and study: 1) their abilities, interests,

needs, aims of their lives and their correspondence to the chosen profession; 2) supply of educational environment within the context of their professional aims; 3) the motives, why they have chosen particular professions. The youth of schools must know that due to the scientific progress the world of professions is very dynamic and changing: more and more new professions emerge and many old professions “die”. Many professions are topical only for 5–15 years (Muchinsky, 2003; Зеер, 2006; Климов, 1996).

Thus we can draw a conclusion that youth's competitiveness largely depends on the choice of profession.

Structural approach. Scientist V. Andreyev (Андреев, 1998; 2006) has substantiated the structure of competitiveness by emphasizing 10 elements of competitiveness: need and motive; applied activity; self-organization; intellect; volition; culture; moral; confidence; and communicative element of psychological structure. L. Mitina (Митина, 2003) emphasizes three elements in the structural model of competitiveness: personality's progression; competences; and flexibility – emotional, intellectual and activities. But B. Parigin (Парыгин, 1994) emphasizes the following structural elements of competitiveness: 1) psycho-physical element; 2) element of values, faith, internal/external prohibitions and restrictions; 3) professional element; and 4) element of psychological readiness to participate in competition. V. Shapovalov (Шаповалов, 2005) emphasizes within the structure of competitiveness: 1) paradigmatic-prognostic element – internal, subjective meaning and understanding of individual's competitiveness, manifestation of individual perspective of behavior; 2) informative-content element – totality of knowledge, related to “I-conception”, establishment of strategy, choice of competitive behavior, decision making, self-evaluation, communicative and regulatory activities; 3) operational or activity element that consists of cognitive, communicative, regulatory etc. parameters, which determine competitive behavior, abilities and skills; 4) element of motivation and values that reflects personality's values orientation, progression towards the self-perfection, the necessity for self-actualization, self-confidence, self-expression, self-development; and 5) volition and emotional element, which is a totality of features/indications, comprising responsibility, independence, initiative, self-confidence, compassion and self-control. As it was pointed out by the Russian scientist E. Ionina (Ионина, 2003), competitiveness

of the young should be examined in two aspects: 1) the acquired professional competencies, and value and competitiveness in the educational and/or professional activities, and 2) personal qualities that witness of readiness for life, self-development, and self-actualization in the conditions of changing social environment.

Biometrical approach. We will mention also some examples of biometrical approach to the characterization of personality's competitiveness. For example, V. Andreyev (Андреев, 1998; 2006) in his works has developed his model of competitiveness, pointing out indicators that characterize competitive personality. He emphasizes that only the synthesis of several different features can ensure individual's competitiveness. Competitive personality should be: determined, heuristic, decisive, flexible, self-rigorous and particular towards others, independent, energetic, respected as an authority, optimistic, with practical experience, principled, communicable, with leader's abilities, innovative, intelligent, revolutionary, reformist. Russian scientist V. Shapovalov (Шаповалов, 2005) emphasizes the following essential indications of a personality's competitiveness: intellectual potential, self-actualization, adequate self-evaluation, self-education, communicability, internality, moral imperative, and ability to make responsible decisions, orientation towards adequate values, and readiness for professional self-determination. But O. Potemkina (Потемкина, 2004) emphasizes such indicators of competitiveness, when providing substantiation of personality's competitiveness: values orientation; motivation to work; peculiarities of professional's life (factor of experience) and reflection; readiness for self-perfection and self-development in the field of chosen profession by improving professional skills on an ongoing basis. Psychologist L. Mitina (Митина, 2003), when characterizing the competitive personality, first of all as a leader, points out the following particularly important features/qualities: independence, social venture (venture to express one's own point of view, which might be opposite to the majority's view, etc.), ability to risk (venture to risk), confidence, and adequate self-evaluation. Scientist from the University of Omsk S. Shirobokov (Широбок, 2000), who studied the problems of competitiveness, while he lived in the USA, when characterizing the students of pedagogy as future marketable specialists, points out the following indications of marketability: professional knowledge;

level of communicative culture; aspiration for the improvement of professional skills; reflection ability.

Indications of Personality Competitiveness: Latvian Pupils' Opinions and Evaluation

The diagnostic experimental research without the researchers' influence (Albrehta, 1998; Lasmanis, 1999; 2002) took place from 2006 to 2008 at general secondary educational institutions of Latvia. The aim of research: investigate, analyse and evaluate the students' opinion on competitive personality and find indications of competitiveness in accordance with our theoretical research. The respondents were chosen from schools which are involved in the project on the national scale "Be the Leader!". Project "Be the Leader!" has been offered to the Latvian pupils since September 1, 2001. Since the development of secondary school pupils' competitiveness is possible in the corresponding pedagogical environment, in 2006 the Latvia Academy of Entrepreneurship and Management was trusted the project "Professional Perfection Programme for the Teachers of Economics "Commercial Studies at a Secondary School", which was financed from the structural funds of the European Union (75%) and state budget (25%). There were 20 books written within the framework of the project (10 textbooks for pupils and 10 books on methodology issues for teachers). There was also implemented "Professional Perfection Programme for the Teachers in the Sphere of "Career"". The process of teachers' professional perfection was implemented also in a form of several seminars. At present there are 2450 pupils and 140 teachers involved in the activities facilitating competitiveness. The project "Be the Leader!" is implemented in all 26 districts of Latvia. There are 127 schools participating in the project: 74 city schools and 53 rural schools.

Material and Methods

The research was divided into two phases. The first phase: the young people had to write an essay with the task describing their notion and ideas about competitive personality, naming at least 10 indications of competitiveness. The result of the content analysis of the projective essays was the list of indications of competitiveness mentioned by not less than 50% of the respondents; the questionnaire used during the second phase was worked out based on the obtained results. The second phase: inquiry was carried out and the respondents had to arrange the indications of competitiveness included in the questionnaire

according to their importance, attaching the ordinal numeral to each indicator; then the obtained data were compiled and compared using mathematical statistics and finally the results were analysed and evaluated by the authors.

In the beginning of the experiment, 30 base schools, which had been involved in the project "Be the Leader!" for several years and had acquired certain experience, were invited to take part in the first phase of the research. The total number of respondents was 498: 1) 338 respondents from 20 rural secondary schools, and 2) 160 respondents from 9 urban schools. The proportion of the number of students coming from rural or urban schools characterises the whole group of participants of the project as the main goal of the project was to involve as many students from the countryside as possible. The envisaged result of the project activities was provision of competitiveness of students as regards the choice of career and during the process of their professional determination, formation and development. During the second phase of the research the choice of respondents was different: 10 of the general secondary educational establishments that had taken part in the first phase of the research as base schools were picked out and agreed to participate in the second phase on voluntary basis. In order to carry out comparative research and ensure the objectivity and validity of the obtained results the authors determined the following criteria for selection of schools to be involved in the second phase of the research: 1) equal number of rural and urban schools; 2) representing all four regions of Latvia – Kurzeme, Latgale, Vidzeme and Zemgale –, as well as the capital of Latvia Riga and Riga district; 3) member school at least for 2 years in the project "Be the Leader!", taking an active part in various activities of the project; 4) representatives from the same regions and districts (the project "Be the Leader" member schools come from all over Latvia representing its 26 districts).

As a result, 5 rural and 5 urban schools were chosen and the total number of respondents during the second phase of the research was 203: 1) 111 students of urban general education secondary schools and 92 students of rural secondary schools. The slight difference in the number of urban youth was caused by the fact that there are more students in each class in the towns or cities whereas the number of students in rural school senior classes

is smaller; 2) 149 respondents were females and 54 were males; 3) 111 respondents studied in form 10, 62 respondents – in form 11, and 30 students in form 12.

The methods of the experimental research:

1) methods of obtaining data – projective essay with the task, essay content analysis, questionnaire; 2) data processing methods – determination of average ranges, Kendall's Concordance Test, Kendall's Correlation Test and Spearman's Range Correlation Test, using SPSS computer programme.

Results and Discussion

Analysing the students' essays written during the first phase of the research the authors have found and compiled 26 indications of competitiveness:

- clear goals for life/future;
- operational capability and enjoyment for work;
- creativity;
- readiness for risk;
- independence and freedom of decision-making;
- being success-oriented and belief in oneself;
- lack of fear to make mistakes;
- cooperation skills;
- perseverance;
- self-criticism and self-evaluation skills;
- time management;
- readiness to overcome difficulties, physical and mental endurance;
- stress resistance;
- communication skills;
- skill of individual studies;
- skill of using different sources of information;
- skill of using one's knowledge in extraordinary situations;
- skill to change one's thinking, attitudes and action depending on the obtained information, situation as well as external conditions;
- skill to insist on one's opinion and persuade other people;
- skill to fascinate and inspire others;
- talent of being the leader;
- desire of constant self-development;
- ability to adapt to unfamiliar environment;
- desire to improve oneself in different spheres;
- desire to achieve high results;
- need for positive evaluation expressed by others.

Two approaches were used by the students when formulating the characteristics of a competitive personality, and they supplement one another:

Table 1
Average Range of Competitiveness as Evaluated by Rural and Urban Secondary School Respondents

No.	Indications of competitiveness	Rural secondary schools					Urban secondary schools					sum of average range	
		A	B	C	D	E	A	B	C	D	E		
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
1	Clear goals for life/future	11.85	9.89	12.58	9.33	10.78	54.43	13.55	11.88	10.90	11.57	7.58	55.48
2	Operational capability and enjoyment for work	14.10	11.67	5.00	11.87	9.00	51.64	9.91	10.53	7.57	11.17	6.08	45.26
3	Creativity	13.05	12.78	9.17	13.53	10.44	58.97	11.36	10.76	10.10	12.13	10.75	55.1
4	Readiness for risk	11.05	9.70	8.08	10.07	9.67	48.57	10.73	7.88	10.71	7.91	8.33	45.56
5	Independence and freedom of decision-making	16.75	14.04	15.58	11.60	16.11	74.08	14.09	13.76	15.95	14.48	15.83	74.11
6	Being success-oriented and belief in oneself	17.90	16.74	16.50	14.87	15.89	81.9	15.18	17.94	14.29	15.74	17.58	80.73
7	Lack of fear to make mistakes	12.70	11.37	11.58	13.53	9.61	58.79	12.27	11.82	7.81	11.57	8.33	51.8
8	Cooperation skills	14.45	12.07	10.42	10.53	12.06	59.53	12.82	11.18	11.76	12.17	10.67	58.6
9	Perseverance	11.50	7.67	7.25	11.53	7.78	45.73	10.27	9.12	10.14	10.78	5.58	45.89
10	Self-criticism and self-evaluation skills	13.65	17.67	18.58	15.20	16.28	81.38	15.45	18.59	16.05	18.35	19.25	87.69
11	Time management	15.70	17.70	19.92	16.73	17.78	87.83	18.64	13.06	13.05	13.52	15.33	73.6
12	Readiness to overcome difficulties, physical and mental endurance	16.45	12.33	11.50	11.27	10.50	62.05	9.73	15.47	11.95	9.43	12.08	58.66
13	Stress resistance	14.15	15.22	16.08	16.80	13.11	75.36	14.73	19.65	14.81	17.65	12.17	79.01
14	Communication skills	12.75	9.41	9.83	10.87	13.00	55.86	13.91	7.59	11.95	6.96	11.58	51.99
15	Skill of individual studies	14.70	16.52	16.33	15.40	12.83	75.78	15.09	15.35	17.00	16.26	17.50	81.2

Table 1 (concluded)

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.
16	Skill of using different sources of information	13.40	17.37	17.25	15.00	15.94	78.96	18.09	17.35	15.71	14.57	17.00	82.72
17	Skill of using one's knowledge in extraordinary situations	11.85	13.81	13.50	14.40	12.72	66.28	13.00	15.35	13.86	15.09	20.33	77.63
18	Skill to change one's thinking, attitudes and action depending on the obtained information, situation as well as external conditions	14.90	18.59	18.58	16.67	17.06	85.8	16.55	17.71	17.48	19.30	17.75	88.79
19	Skill to insist on one's opinion and persuade other people	11.15	11.74	12.58	12.60	11.39	59.46	10.09	11.29	13.19	10.78	16.75	62.1
20	Skill to fascinate and inspire others	10.55	17.00	11.25	12.87	14.50	66.17	13.91	13.41	17.52	15.91	18.92	79.67
21	Talent of being the leader	13.25	7.63	14.42	11.73	8.89	55.92	9.36	8.76	11.14	10.74	8.83	48.83
22	Desire of constant self-development	12.25	11.33	16.42	13.27	17.67	70.94	11.45	14.12	17.33	12.48	15.25	70.63
23	Ability to adapt to unfamiliar environment	13.85	15.22	13.17	16.13	16.89	75.26	15.27	11.47	15.57	15.35	17.50	75.16
24	Desire to improve oneself in different spheres	9.85	9.48	15.00	16.20	16.67	67.2	14.55	12.82	12.57	12.61	10.33	62.88
25	Desire to achieve high results	12.15	11.22	12.33	11.60	15.67	62.97	11.91	13.76	12.90	14.13	11.83	64.53
26	Need for positive evaluation expressed by others	14.95	21.96	17.17	17.87	17.67	89.62	16.55	20.71	20.43	21.43	18.08	97.2

1) *biometrical approach* – paying attention to personality features/qualities, including personal touches, skills and abilities; 2) *functional approach* when competitiveness is manifested in action, including planning and management of one’s activities, as well as in interaction with other people. Analysis and evaluation of the obtained results has led to the conclusion that the competitiveness indicators that were mentioned by the majority of students form the structure of competitiveness, and it consists of three main components: 1) personality advance component; 2) competence component; and 3) personality flexibility component.

The questionnaire used during the second phase of the research was worked out pursuant to the results described above. The respondents had to arrange competitiveness indications/indicators according to their importance (starting with the most relevant – 1 – to the least relevant one – 26).

The data obtained from all the respondents were compiled and analysed in a way that allowed the authors to compare the opinion expressed by students living in cities and in the country. The average ranges of competitiveness indications were calculated in both the groups – rural and urban secondary school selection groups (Table 1).

At the beginning of data processing the authors determined whether there is the unity or similarity of evaluation comparing the opinion of respondents separately in urban and in rural school group. We determined the coefficient of concordance by means of Kendall’s Test. Since the $p\text{-value}=0.934 > \alpha=0.05$ and Kendall’s Coefficient of Concordance $W=0.008$, the authors have come to the conclusion that there is

no unity as regards the opinion about the importance of competitiveness indications expressed by urban school students and the evaluation differences are great.

The results of the Kendall’s Concordance Test toward rural pupils opinion about competitive person/personality show that $p\text{-value}=0.977 > \alpha=0.05$ and Kendall’s Coefficient of Concordance $W=0.004$ which leads to the conclusion that there is no unity as regards the opinion about the importance of competitiveness indications expressed also by rural school students. Their evaluation differences are relevant as well.

The last task of the data processing was to compare the sums of competitiveness indications average ranges in both the selection groups: in urban and in rural school respondent groups. Kendall’s Correlation Test and Spearman’s Range Correlation Test results give evidence that there is correlation between the two indication sample groups: the sums of competitiveness indications average ranges as evaluated by urban and rural school students as Kendall’s Correlation Coefficient $W=0.785$ and Spearman’s Range Correlation Coefficient $r_s=0.919$.

That means there is no significant difference between the opinion and ideas about personality competitiveness and its indications expressed by urban school students and rural school students. The ecological approach and system approach in pedagogy (Katane, 2007a; Sterling, 2002) help to explain this phenomenon. We have two explanations.

1. The above approaches in educational ecology, cultural ecology, cultural pedagogy and culturology help to substantiate concepts

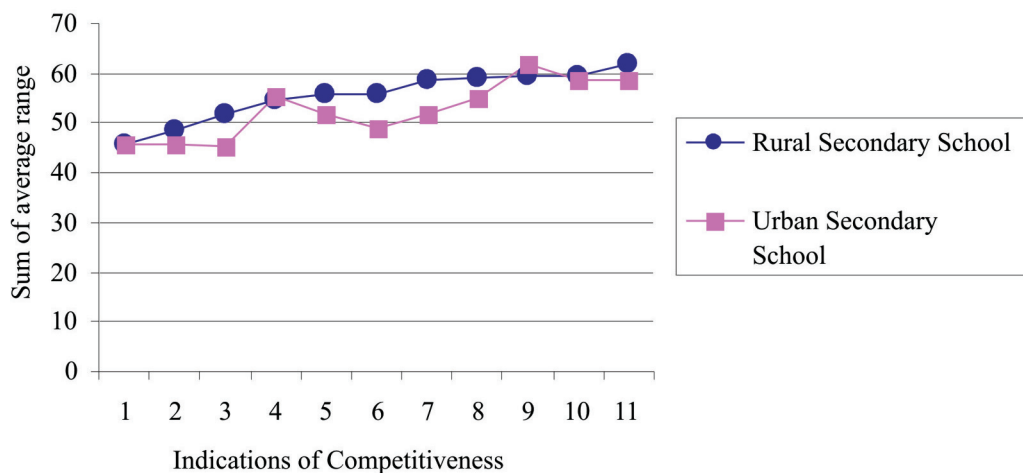


Fig. 1. The contingency between evaluating by both respondents’ groups: the pupils of the rural and urban secondary schools (the most important 11 indications of competitiveness after the sums of the average range).

of culture and subcultures, including youth subculture (Katane, Apermane, Baltu ģite, 2007; Dirba, 2003; 2006). Therefore despite the specific cultural environment of urban and rural schools we should not forget about peer or generation subculture which includes united subculture characteristic to the youth. Consequently, young people are united by the same values, norms of behaviour, etc.

2. All respondents (from both urban and rural schools) developed their opinion about competitive personality in the framework of the project on the national scale "Be the Leader!" It means that they learned the subjects in the framework of the common (joint) business educational program.

The sums of average range of competitiveness indications as evaluated by both urban and rural school student groups give evidence that the most important competitiveness indicators are 11, and the respondents have chosen the following indications (see Fig. 1): 1) perseverance; 2) readiness for risk; 3) operational capability and enjoyment for work; 4) clear goals for life/future; 5) communication skills; 6) talent of being the leader; 7) lack of fear to make mistakes; 8) creativity; 9) skill to insist on one's opinion and persuade other people; 10) cooperation skills; and 11) readiness to overcome difficulties, physical and mental endurance.

Conclusions

1. It is important to study the younger generation's understanding about competitiveness, as well as to promote its development. The results of the average index of competitiveness indications according to the evaluation provided by pupils of both urban and rural secondary schools shows that 11 most significant indicators of competitiveness according to respondents' point of view are: persistence; readiness for risk; operational capability and enjoyment for work; clear aims for life/future; communication skills; ability to be the leader; no fear to make a mistake; creativity; skills to convince others and to defend one's own point of view; cooperation skills; and readiness to overcome difficulties, and physical and mental endurance.
2. There are three approaches for substantiation of personality competitiveness in the pupils' opinion and evaluation: 1) biometrical approach;

2) functional approach; and and 3) structural approach. Our research testifies that structural approach is the combined approach.

3. The obtained results testify that: 1) there is not concordance/unity in the evaluation provided by the pupils of urban schools regarding the significance of competitiveness indications; 2) there isn't concordance/unity in the evaluation provided by the pupils of rural schools as well; in both cases we diagnosed disparities.
4. There is a correlation between two selections of indications: the sums of the average ranges of competitiveness indications according to the evaluation provided by pupils of urban and rural schools. It means that there are no differences between urban and rural respondents' views regarding the significance of competitiveness indications which characterize competitive person/personality, because, in spite of the specificity of cultural environment of urban and rural schools and peculiarities of individual thinking, on the whole there exists a uniform subculture of generations, including youth subculture, with common basic values, norms of behavior, etc.

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Anotācija

Kopš 2005. gada raksta autore vairākos posmos ir veikušas „cilvēka konkurētspējas” pētījumus ar mērķi eksperimentālo pētījumu ceļā noskaidrot Latvijas vidusskolu jauniešu viedokli par jēdziena „konkurētspēja” semantisko nozīmi, jauniešu doto konkurētspējas pazīmju (indikatoru) izvērtējumu. Latvijas vidusskolēnu vērtējumā konkurētspējas visnozīmīgākās pazīmes (indikatoru) ir: neatlaidība; spēja uzdrīkstēties; darbaspējas un darba mīlestība; skaidri dzīves/nākotnes mērķi; komunikatīvās prasmes; spēja būt līderim; nebaidīšanās kļūdīties; radošums; prasme pārliecināt citus un aizstāvēt savu viedokli; sadarbības prasmes; gatavība pārvarēt grūtības; fiziskā un garīgā izturība. Skolēnu dotajos konkurētspējas formulējumos un vērtējumos autore ir nodalījušas šādas metodoloģiskās pieejas: biometriskā, funkcionālā un strukturālā pieeja. Atsevišķi izvērtējot lauku un pilsētu vidusskolu respondentu aptaujas anketas, tika secināts, ka nepastāv vienprātība konkurētspējas vērtējumos ne lauku respondentu grupā, ne arī pilsētu respondentu grupā. Tajā pašā laikā, matemātiski apstrādājot visus iegūtos datus kopumā (salīdzinot konkurētspējas indikatoru vidējo rangu summas), varēja secināt, ka pastāv sakritība Latvijas jauniešu viedokļos par konkurētspējīgas personības galvenajām pazīmēm. Šie rezultāti liecina par to, ka, neskatoties uz lauku un pilsētu kultūrvides atšķirībām, Latvijā pastāv vienota jauniešu subkultūra, t.sk. vienoti uzskati, vērtības, uzvedības normas u.c.