

About Development of Competitive Personality Features in Children of 5-6 Years Old

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Abstract: Many key competences of emotional-volition component of competitive personality start to develop even in pre-school age. Appropriate psychological-pedagogical support (follow-up) from adults' side facilitate development of child personality features which will get him ready to be successful in life. Emphasized by the author set of project positions allows to build efficient educational space which will allow to develop competitive personality in children at the age of 5-6. The contents and results of the experiment are presented in the article.

Key words: Competitiveness • Features of competitive personality • Project positions “Personified developing environment” • “Obstacles to competitive behaviour” • “Reflexion of one's own behaviour” • “Organization of psychological-pedagogical support”

INTRODUCTION

Competitiveness is socially-oriented system of abilities, characteristics and features of personality. It characterizes potential ability of a man to be successful, determines adequate personified behaviour of a man, provides internal confidence in oneself, harmony with external world.

In foreign studies devoted to management theory, psychology, sociology, problem of competitiveness was always on the 1st place. Solution of this problem is fairly considered as a key to success in life. R. Burns, K. Rogers, A. Maslow [1-3] and others analyze in their works key components of self: self-evaluation, self-realization, self-actualization of personality.

Since 90s of the last century Russian scientists actively investigated the problem of formation of competitive personality. Yu. Konarzhevsky, T. Shamova, L. Mitina, V. Andreev [4-7] and other authors investigated various aspects of development of competitive personality at the stages of general, professional and post-graduate education.

In theory and practice of pre-school education of Russia the notion “competitiveness” was considered as non-relevant for decades. At present time Federal state educational standards emphasize the significance of development of the most important characteristics of emotional-volition component of personality in children

under school age. These are: independence, self-evaluation, creative initiative, communicative skills. Importance of development of mentioned characteristics at early age was mentioned in the work of Valerian F. Gabdulchakov.

Such characteristics can not form themselves on their own, independently. There must be necessary conditions, efficient technologies, mechanisms of interaction between all participators of education process.

The problem of this study: organization of psychological-pedagogical process for inculcation of competitive features in children aged 5-6.

The aim of the study: to identify the set of project positions for efficient building of integral process which will allow to form competitive features in senior pre-school children.

Methods: Based on the analysis of literature [4, 5, 9] the following project positions have been identified: “personified developing environment”, “obstacles to competitive behaviour”; “reflexion of one's own behaviour”, “organization of psychological-pedagogical support”. Their integration, in our opinion, will facilitate building of integral process of development of emotional-volition component of competitive personality.

Our experimental study covered 4 kindergartens of Kazan. After getting permission from their parents we interviewed 100 children aged 5-6 years. The process and

the results of development of competitive features in senior pre-school child were monitored by means of diagnostics of self-evaluation, creative initiative and communicative skills. The level of self-evaluation was measured by V.G. Shchur method. Every child was asked to place himself (herself) on one of the steps of a staircase depicted in the picture. Children were explained that the worst children stand on the lowest step, the best ones - on the highest. If a child chooses the highest steps it means that his level of self-evaluation is high. 2 lowest steps signalize about underestimation, negative attitude to oneself, lack of confidence. The levels of development of creative and communicative initiative were investigated by method of N. Korotkova, P. Nezhnova [10]. This method is based on observation of children while they are playing their games, perform creative activities, communicate.

Main Part: Features of competitive personality can be formed in specially organized environment. On the one hand, it must provide objective opportunities of interaction with other children and competent grown-ups. On the other hand, it must create conditions for independent activity of a child in accordance with individual tasks of development. This project position will help to determine specifics and general architectonics of developing environment, its orientation to individual characteristics, interests, needs of every child.

Project positions “obstacles to competitive behaviour”. All kinds of child's activity inevitably related to psychological barriers of cognitive, communicative, regulation and other character. Psychological obstacles disclose the essence of competitive behaviour, they are incentive, necessary condition and criterion of personality development at the same time. They can be reasonably used for identification of individual aims of child development, specification of the contents and selection of tools of the psychological-pedagogical support.

Development of competitive personality is a development of reflexive personality. Reflexion as psychological process allows the participators of education process to assess themselves adequately - how they are seen by others. This project position includes new reflexive component into the system of relationship "child-grown-up", "child-child", "child-developing environment": it is knowledge and estimate of one's own potential, abilities. Such knowledge will help child to plan game-like, cognitive, creative activity, communication.

Project position “organization of psychological-pedagogical support” suggests use of educational technologies of psychological-pedagogical support, well established procedures to monitor characteristics of competitive personality.

Initial level of development of some characteristics of competitive personality in the beginning of experiment (September of 2012) of children aged 5-6 is shown in the Table 1.

In accordance with mentioned above project positions we constructed a special model of personified subject-developing environment in experimental groups. The model is based on principles of informativity, variability, transformation ability. Multi-functional space of kindergarten group is divided into activity centers filled with various developing materials. Children choose activities in accordance with their individual tasks of development, interests. They have opportunity to associate with other children, present themselves and the results of their activity, to manifest communicative initiative, creativity.

Planning of psychological-pedagogical support of children development is based on principles of complex-topic coverage, integration of educational spheres, active interaction with parents.

Main form of organization of education process is project activity. In the course of everyday discussion of the projects' topics children develop ability of reflexion and self-evaluation, ability to think and express their own opinion. Experiment showed that children like to share news, make presentations (reports) made on previous day with the aid of their parents. Important component of topic discussion is its didactic part. At this time children together with parents plan and organize activities in activity center. 1-2 projects are being realized simultaneously. Results of activity in centers are demonstrated at completion of the work. At this time the problems are discussed, the perspectives are outlined. Game-like activity is of utter importance. For example, game "magic chair" facilitates development of self-evaluation by means of self-expression. A child is offered to sit on magic chair and recall tender words with which he was called in family, kindergarten, with which he can call himself. Game "a toy" develops communicative skills. In the course of the game a child have to try to persuade his friends to give desired object for some time.

Elimination of barriers to competitive behaviour in early childhood, to a great extent, depends on attitude of

Table 1: Levels of development of self-evaluation, creative and communicative initiative of children at initial stage of experiment

Groups	Self-evaluation levels (%)			Levels of creative initiative (%)			Levels of communicative initiative (%)		
	High	Norm	Low	High	Sufficient	Low	High	Sufficient	Low
Experimental	20	32	48	6	36	58	12	26	62
Reference	18	38	44	6	34	60	12	38	50

Table 2: The levels of development of self-evaluation, creative and communicative initiative of children in experimental and reference groups at the end of experiment

Groups	Self-evaluation levels (%)			Levels of creative initiative (%)			Levels of communicative initiative (%)		
	High	Norm	Low	High	Sufficient	Low	High	Sufficient	Low
Experimental	46	48	6	42	48	10	66	34	0
Reference	22	54	24	10	52	38	24	50	26

parents towards their child. Many parents at the beginning of experiment characterized their children as non-adaptive, weak, non-independent, non-communicative. In order to make parents understand actual tasks and problems of child development we organized round table, training course "How to interact with shy child", "Let us help child become independent", "Let us develop talents" etc. In the experiment parents acted as voluntary helpers of a mentor. Mothers and fathers visited group, participated in children activities, supported topics offered by them, helped to solve problems. In the course of experiment we observed increase in the level of oral communication between parents and children, involvement of children into discussion about family problems, respectful attitude of grown-ups towards childhood.

The results of psychological experiment (Table 2) allowed to make conclusion about positive changes in development of self-evaluation, creative and communicative initiatives of tested children in August of 2013.

Significant increment in indicators (number of children with) of high level was observed in experimental groups: self-evaluation - for 26%, creative initiative - 36%, communicative skills - 54%.

The indicators of low level of self-evaluation and creative initiative reduced significantly in experimental groups. Low level of creative initiative was not found at all. Increase of interest in non-standard solution of tasks, ability to stand for their own opinion, make choice was observed in experimental groups. Children in reference groups still demonstrated the indicators of low level: from 24% in self-evaluation, up to 38% in creative initiative.

CONCLUSIONS

Pre-school education has significant potential for development of important characteristics of emotional-volition component of competitive personality. These are: adequate self-estimate, initiativity, creativity, communicative skills.

Optimal integration of project positions: "personified developing environment"; "obstacles to competitive behaviour"; "reflexion of one's own behaviour", "organization of psychological-pedagogical support" facilitate integration and interaction of 2 social institutes: family and kindergarten. It allows to realize special technology of psychological-pedagogical support, allow every child to feel his potential, dynamics of his growth, confidence in his own abilities.

The results of experiment allows to make general conclusion. Mentioned project positions and their realization in educational space of kindergarten create optimal conditions for development of important characteristics of emotional-volition component of competitive personality of children aged 5-6.

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