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Resumen

En todo el mundo, y también en Letonia, las personas acceden al mundo post-materialista, en el que existe un elevado bienestar material y en el que se buscan otras cualidades más allá de la subsistencia. Esta dinámica de desarrollo continuo implica nuevas tareas para la educación, que ha de reaccionar adecuadamente a los cambios en el entorno social, cultural y empresarial. La educación tradicional, que se encarga básicamente de la transmisión de los conocimientos anteriores a las generaciones futuras, está siendo reemplazada por un nuevo modelo, cuyo objetivo es garantizar la preparación para la vida en la sociedad del futuro. Los docentes juegan un papel importante en el desarrollo de esta sociedad. La profesión docente se vuelve más y más complicada y los cambios en la educación y la sociedad establecen nuevas demandas para el maestro. Y algunas de estas son: el desarrollo del talento de la nueva generación; la mejora de su potencial de crecimiento y bienestar personal y; la adquisición de una serie de conocimientos y habilidades complejas que necesitarán como ciudadanos y trabajadores. En relación con los cambios mencionados, los profesores no solamente tendrán que adquirir nuevos conocimientos y habilidades, sino también desarrollar nuevas competencias para poder integrarse en el mercado laboral con más éxito. El autor fija el foco de atención en las condiciones que contribuyen a aumentar la competitividad en el mercado laboral y en el conocimiento de las competencias que influyen en el desarrollo de la competitividad de los docentes.

Abstract

People all over the world, also in Latvia, come into the post-materialistic world, where due to the material wealth they look for other life qualities. The current dynamic and continuous development of the society sets a task for education to react appropriately to the changes in the social, culture and business environment. The traditional classical education, which basically takes care of the previous knowledge transmission to future generations, is being replaced with a new understanding, whose aim is to guarantee preparation for life in the future society. However, it does not keep us away from studying different conformities to natural laws which promote definite outcomes of education processes. Teachers play an important role in the society's development. The teacher's profession becomes more and more complicated. The changes in education and society set new demands for the teacher's profession. One of the teachers' tasks is to develop the talents of the new generation, improve the potential for their personal growth and welfare, as well as to acquire a range of complicated knowledge and skills, which they will need as citizens and employees. In connection with the mentioned changes, teachers will have not only to acquire new knowledge and skills, but also develop their competences in order to integrate into labour market more successfully. The author would like to pay her attention to the terms which would help to increase teachers' competitiveness in labour market, find out the competences which influence the development of teachers' competitiveness.

Palabras clave

Competitividad de los docentes; competencias; emprendimiento

Keywords

Teachers competitiveness; competences; entrepreneurship.

1. Introduction

There two types of knowledge society understanding, which relatively can be called as exclusive and inclusive. The first understanding has got three characteristics:

- 1) the significance of the new technologies in problem solving and state development,
- 2) the role of sciences and investment into the society's formation,
- 3) perception of economics in the international competence categories.

Thus, an exclusive knowledge society understanding is based on an assumption that the formation of knowledge society and its functioning is mostly the scientists' task, and lots of social problems will be solved through the development of new technologies. Namely, in this case the knowledge is emphasized and interpreted as the object of competence. On its turn, the other knowledge society understanding is called inclusive. In its centre there are not technologies, but a human being. There is no doubt that one of the most important science and education tasks is to provide technological innovations, promote the economic competitiveness. But science definitely has to interact with a wider society, forming other know-how and skills, which help the individuals to find their own way in the social environment, conducting important and educating functions. (Brednikovs, 2011)

What does the term competitive mean? In general understanding competitiveness is an ability to be better than others at the set goals achievements in the positions' reinforcement battle in the internal and external market. Who is a competitive teacher in our education system today? This is the one who is studying, knowledge former, entrepreneur (Figure 1).

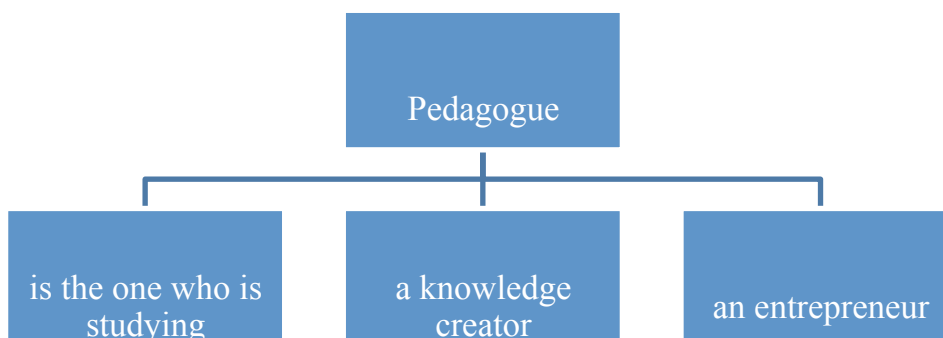


Figure1: Pedagogue's Role Nowadays

Nowadays a teacher is not the only source of knowledge which controls knowledge acquired by children. Varied information can be found not only in text books, but also in the information technology environment. Due to this reason the teacher's role has changed essentially. In the teacher's pedagogic work there appear new significant roles:

Teacher is the one who is studying

The teacher is into the life-long learning process, he/she constantly improves the knowledge and skills which are connected with the development of the pupils' abilities, study management, problem assessment and solving in the pedagogic practice, etc. Lots of researches prove that teachers use more and more time to study themselves.

Teacher- a knowledge creator

The new technologies give the teachers an opportunity to acquire some knowledge using not only the study literature, but also information technologies. The teacher creates pupils' knowledge and collates it in certain, thematically organised system. The possibility to create websites and use them in the study process is also being used.

Teacher – an entrepreneur

The teacher arranges a room equipped with modern technologies, raises money with the help of projects in order to provide the pupils with the necessary gadgets (computers, computer beamers, interactive board, etc.). The usage of technologies in the study process allows us to vary the formation of problem solving skills in classes. It also gives the teacher an opportunity to show his/her creativity and talents.

Every person acquires principally other solutions to different problems. It needs independence in judgements, open and flexible thinking, readiness to assess the new information critically, the skill to distinguish an opinion from facts, readiness to reassess own judgements and not to perceive the solutions as final and irrevocable. Teachers are not any longer only the givers and pupils the takers; therefore the professional competence has to be high.

The professional competences are explained in different ways, mostly as a set of particular knowledge, skills and attitudes. As there still isn't one common understanding which explains clearly the essence of competence, then in future I will turn to a competitive teacher's skills and their preconditions for development.

The European Union and its membership countries have defined competitive and modern education as one of the main driving forces for the economic welfare and social security promotion. In the European Development Strategy "Europe- 2020" three out of five goals are closely connected with education – promotion of employability, development of research, improvement and innovation, increase of education level. The membership countries of the European Union have agreed upon eight basic skills which are needed for personal development, civic activity and employment possibilities in the society, assuming that the youth had acquired these skills by the end of basic school education, which in this way form the base for the further studies and work life. However, when analysing the skills and descriptions showed in the table, I can make a conclusion that their topicality first of all has to be attributed to the teachers.

Skills	Description
Communication in mother tongue	An ability to express concepts, thoughts, feelings, facts and opinions both orally and in a written form, an ability to interact in a linguistically appropriate and creative way in a full scale social and culture context.
Communication in foreign languages	The same way as in mother tongue , but in relation to foreign languages
Mathematic competences and basic knowledge in nature sciences and technologies	An ability to develop and apply mathematic thinking in order to solve the range of problems; an ability and wish to use the set of knowledge and methodologies in order to explain the material world
Digital competence	Assertive and critical usage of information technologies by the society, whose base is the ICT basic knowledge: usage of computers, ability to communicate and take part in social networks.
Learn to learn	An ability to organise and regulate own study process both individually and in groups, control own time efficiently, acquire, assess and assimilate new knowledge, be ready for new knowledge and skills in different contexts.
Social and civic competences	All forms of behaviour which have to be controlled in order a person would be able to socialize efficiently and constructively, and also in case of a necessity solve a conflict.
Significance of initiative and entrepreneurship	A drive to change oneself and ability perceive, support and adapt innovation created by external factors; responsibility for own activities (positive or negative), developing a strategic vision, setting and achieving goals, being motivated to obtain success.
Awareness of culture and expression	Values awareness of a creative idea, significance of experience and emotions' expression in different media, including music, body expression and visual art.

Table 1 A competitive Teacher's Skills
(European Communities. KEY COMPETENCES FOR LIFELONG LEARNING, European Reference Framework, 2007)

The content of the teacher's professionalism and advancement changes in the current situation. Moreover, changeability and flexibility become the main aspects, encountering a large number of changes and challenges which cannot be predicted in advance. The teacher constantly has to follow and adapt to the new situations in order to be able to respond to them in a constructive way any time, maintaining own prestige and the society's loyalty, provide competitiveness. (D.Blūma, 2010)

The speed of changes' development in education makes the teachers' role and their professionalism more topical, as well as the requirements of the teachers' professional competences.

In order to guarantee the essence of teachers' professionalism and promote the development of competitiveness, the author would like to highlight three preconditions.

2. A competitive teacher's personality

F. Diesterweg writes that a teacher has to be a pedagogically educated person who all his/her life, inspired by the science spirit, continues to develop his/her education. A teacher has to maintain the values of the job and awareness of its dignity.

It is considered that a modern teacher's task is to be intellectual, follow the topicalities, be alert, notice every child's talents and encourage the children to develop them. A good and competitive teacher is active, charismatic, and creative with a good sense of humour. A teacher has to be a personality; a teacher has to possess a competence and inspiration. In order to implement the above mentioned facts into the teacher's characterization, the author would like to emphasize the topicality of the teacher's personality thinking skills, because our surrounding environment changes a lot now and the information circulation happens very quickly. The previously acquired knowledge get obsolete rapidly, lots of controversial statements fight for a place in the system of our opinions. In the conditions of abundant information there is an essential problem about the usage of information, which needs a critical approach to be solved. A huge amount of information has become easily accessible. However, its usage creates problems. The teachers, who use the presentation making programmes, without its help are not quite often able to explain the idea included in the computer files and formulate thoughts.

The main changes in education are connected with the transition from teaching as the basic activity of the education process to the pupils and very teachers' studies. Neither teachers, nor pupils, nor the society are quite ready for this transition right now. Therefore a significant aspect of teachers' professionalism is the ability to change not only oneself, but also help pupils, their parents and society understand and prepare for the necessity to study. J.Adolfson (Norstropa, 1996) says "I don't think that it is possible to teach people something. It is not possible to pour in knowledge like in an empty vessel. However, people are able to acquire a lot themselves. (...) the teacher's task is to inspire pupils and to create such conditions, so that the study process would be more successful (...) homogeneous training, whether it is a lecture or project, means the "death" of educating.

It is undeniable, but it is not sufficient enough. The professional competence is also important.

3. The compliance of the teacher's professional competence with the labour market

The prospective teachers relate the prestige of the profession with the quality of the teachers' training programme and how they are acknowledged and supported both on the school and national level, so that they would be able to work successfully in the chosen profession.

The level of education means "the knowledge about life," the knowledge towards which a person has got a certain attitude, which he/she has created and is able to use. The level of education is also characterized by a constant care of own improvement – continuous self-education, as well as the awareness of own knowledge and skills prospects. J. Holt writes that in education process an important thing is the one which every particular human being finds as valuable, and not what others consider as valuable and compulsory acquirable. Being in full agreement with the colleague that the subjective significance awareness – "I am learning essential and necessary things", is a decisive indicator of the education quality. (Lapiņa, Rudiņa 1997). This opinion is essential on any education level. Both the perspective and existing teachers should be aware that the professional and higher education provides a concept about pedagogy and methods, but the acquired knowledge and skills

are orientated towards a particular time. Therefore a teacher needs to improve the professional competence continuously and be open to all innovations.

4. Culture of organisation as the competitiveness' influencing factor

A teacher cannot implement the professional competence outside a particular environment. The environment, in which the teacher implements the pedagogic and upbringing process, characterizes the culture of the existing organization, which is able both to promote and delay the teacher's competitiveness and influence the teacher's work. Quite often the managers of companies, including educational establishments, pay their attention to the topicalities of marketing, advertising, forgetting that one of the competitiveness' preconditions nowadays is the knowledge and understanding about the people's behaviour, about conscious and unconscious aspects of relationships and ability to analyse what can happen between people when collaborating in groups, making decisions and sharing resources. In this period of changes such problems as employees' disloyalty, pessimism, demotivation, high stress level, conflicts, insufficient information flow.

5. Conclusions

In order to guarantee a healthy competition in the labour market, the most essential preconditions are:

- 1) When changing the education paradigm, the teacher's role also changes. Teachers have to improve their knowledge all the time in order to be able to organize the knowledge acquisition for their pupils.
- 2) Professional knowledge in the corresponding science branch, a skill to implement self-studies and teach a personality which constantly develops.
- 3) In the current society one has to agree with the variety (inclusive education, society), that is why empathy and social capital are important. The ability to understand one another, cooperate, work in a team, manage and solve conflicts, which is provided by a successful organization culture and which promotes a teacher's competitiveness in the labour market, are included there.

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