



THE TECHNOLOGY FOR DEVELOPING ENTREPRENEURIAL COMPETENCY IN FUTURE QUALIFIED SPECIALISTS USING SELF-MANAGEMENT ELEMENTS

Lyudmila Yershova

Doctor of Pedagogical Sciences, Associate Professor, Deputy Director of Institute of Vocational Education and Training of NAES of Ukraine
https://orcid.org/0000-0002-2346-5842, email: l.yershova@hotmail.com

Abstract.

The relevance of the paper is due to the need of the post-pandemic labor market for specialists, capable of self-development, self-improvement and self-sufficiency, with formed skills of effective usage of time and psychological resources, readiness to build a successful business career.

Purpose: to characterize the technology of development of entrepreneurial competence of future qualified personnel using self-management elements.

Methods: analysis and synthesis – in order to clarify the level of development of researched problem; generalization – to formulate conclusions and recommendations for the use of technologies of self-management in the process of entrepreneurial competence development.

Results. The basic determinants of necessity to acquaint future specialists with the basis of self-management for the development of entrepreneurial competence (competition, request to creativity, intensive digitalization of doing business, business stress, crisis of the domestic economy) are substantiated. The structure of entrepreneurial competence identifies the main components (valuable-motivational, cognitive, reflexive-evaluative, activity) and each of them has (connected with self-management) own personal resources, necessary for entrepreneurial competence formation (self-awareness, system of personal needs, self-motivation, knowledge about yourself, the world, the labor market and entrepreneurial activity, the level of requirements and self-esteem of the person, self-education, self-actualization and self-presentation). Scientific and technological-descriptive aspects of pedagogical technology of development of entrepreneurial competence of future qualified personnel using self-management elements are presented. The main stages of achieving the clearly defined results are described – the formation of student youth's entrepreneurial competence using self-management means (motivational-stimulating, strategic-planning, coordinating, organizational-executive, procedural-acting).

Conclusions: Pedagogical technology of development of entrepreneurial competence of future qualified personnel using self-management elements is presented as a system of phased pedagogical actions of training, studying and personality development, directed at using the forms, methods, self-management techniques for guarantee development of future specialists' qualities, skills, necessary to start and run own business. The aim to use the technologies of self-management in the process of the development of entrepreneurial competence (formation and ability to use personal and professional results) and basic requirements (optimization of personal time levels, rational use of intellectual, physical and emotional resources, growth of activity productivity) are formulated. For the successful development of entrepreneurial competence, it is important to teach a person: to build the right strategic scheme of personal and criminal development; to familiarize it with mechanisms of operational responses to harsh social-economic, political, cultural transformations; to develop memory, thinking, creativity, sociability; to train freedom; to manage own psycho-emotional states; to summarize and integrate life experience. It is shown that everything is possible if the person continuously works at himself through the achievement of the ability to self-observation, self-analysis, self-control, self-regulation, self-improvement. The person's life and professional success will directly depend on the level of formation of the mentioned qualities.

Keywords: *professional education, self-government, entrepreneurial competence, career competence, key competencies.*

Introduction. The global pandemic has become a challenge for all people's life activity, highlighting the problems associated with specialists' professional training content due to the needs of post-pandemic labour market. The predetermined duration of quarantine changed the paradigm of economic and personal relations, which sharpened the attention of education applicants due to the needs to obtain such competencies which would promote the specialist's mobility, the ability to self-development, self-improvement and self-employment, the skills to use effectively his time and psychological resources.

The article aims to characterize the technology of development of entrepreneurial competence of future qualified personnel using self-management elements.

Methods: analysis and synthesis – in order to clarify the level of development of researched problem; generalization – to formulate conclusions and recommendations for the use of technologies of self-management in the process of entrepreneurial competence development.

Materials. Modern scientists define self-management as: optimal use of time (L. Seivert), self-development of creative personality (V. Andreev), consistent and purposeful use of effective methods, techniques and technologies of self-realization and self-development of creative potential (A. Kibanov); self-assessment, overcoming personal limitations (M. Woodcock, D. Francis), self-management to achieve personal goals (M. Doronina, V. Raspopov, F. Tokarev), the art of managing own time, life and career through self-esteem, self-determination, self-development (I. Karpichev), self-direction of own activity on achievement of the certain purpose (V. Kolpakov), increase of level of the business culture (O. Khrolenko), achievement of personal and career success (B. Schwalbe, H. Schwalbe), ability to be successful (O. Shtepa, etc.). Generalization of the described concepts allows to highlight one feature common to all. They all consider self-management at three levels: self-management of the individual, team and organization. Despite the proven importance of self-management for achieving success in professional activities, the problem of substantiating the effectiveness of the use of elements of self-management for the development of entrepreneurial competence of future qualified personnel remains relevant. A number of educational and methodological publications on self-management issues have also been developed in Ukraine (Kredisov, 2009; Krikun, 2014; Lukashevych, 2010; Yashkina, 2010).

Results and discussion. The main determinants of the need to acquaint future professionals with the basics of self-management are the cardinal changes taking place in the world – society, economy, politics,

culture and education (Ershov, 2019a; 2019b; Ershova, 2017; Odnoroh, 2018; 2019; Seredina, 2019). Among them there are:

competition: the development of small business, the growing demands of labor markets for employee skills, the intensity of changes in entrepreneurship require from future professionals not only a certain set of professional knowledge, but also the development of modern skills of management and doing business;

demand for creativity: the creative potential of the employee has become the most valuable capital of the enterprise, which helps to survive in the conditions of ever-increasing competition;

intensive digitalization of doing business: necessitates increasing the CIT (computer and information technology)-competence of future professionals in educational institutions of all levels;

business stress: the tension and riskiness of entrepreneurial activity leads to an increase in emotional load, which requires from future entrepreneurs the ability to manage their emotions and use time resource;

crisis of the domestic economy: the risk of job loss increases the importance of self-management, as self-development of the individual, his ability to self-employment become a condition for his survival in the labor market.

Thus, self-management is a conscious purposeful management of the person's professional activity and personal development in order to effectively use and develop own resources (intellectual, physical, emotional), meet own needs and achieve the goals of the organization (Ershova, 2019). Such management is carried out by selecting a set of rational methods of labor management and personal development.

Pedagogical technology of development of entrepreneurial competence of future qualified personnel using elements of self-management is a system of step-by-step pedagogical actions on training, education and development of the person directed on use of forms, methods, techniques of self-management for guaranteed development of future specialists' qualities, abilities and skills, necessary to start and do successful business.

Thus, the purpose of applying self-management technologies in the process of developing entrepreneurial competence is to form the readiness and ability of the individual to achieve personal and professional success. The main tasks – the optimization of the individual's time spent, the rational use of intellectual, physical and emotional resources, increasing activity productivity.

We proceed from the fact that in the structure of entrepreneurial competence of the individual we can

distinguish: valuable-motivational, cognitive, reflexive-evaluative and activity components. Each of these components contains certain personal formations related to the ability of the person to manage his time, the development of his own personality, the process of improving his life.

The valuable-motivational component of entrepreneurial competence is characterized by: the student's steady interest in entrepreneurial activity; positive motivation to start own business; inclusion of the ideal image (formed in the student's mind) of entrepreneurial activity into the system of personal, social, career and professional values.

The cognitive component is characterized by the presence of a system of personal knowledge (economic, legal, psychological and pedagogical) about yourself (features of cognitive, emotional-volitional, communicative sphere; physical, intellectual, emotional capabilities and their compliance with the requirements of the particular business; personal qualities necessary for starting and successful implementation of entrepreneurial activity), about the world (philosophical, political science, sociological, religious, economic) and future entrepreneurial activity (labor market; business idea; business plan; types, stages, strategies and ways of business career development).

The reflexive-evaluative component is characterized by the formation of the student's self-consciousness (self-orientation), developed reflexive ability (to see and evaluate yourself from all possible sides), the presence of a certain set of personal qualities that reflect the level of personal self-consciousness (formed will, critical thinking, developed emotional intelligence, sociability, readiness for entrepreneurial activity, social and civic responsibility, ability to self-analysis, adequate self-assessment, objective assessment of the results of own educational and practical activities, ability to solve possible problems that are likely to arise at different stages of entrepreneurial career, etc.). Therefore, an important component of the entrepreneurial competence of future professionals can be considered a number of skills closely related to the reflective ability of the individual:

- independent acquisition of knowledge, skills and abilities which are important for entrepreneurial activity;
- making own decisions;
- self-assessment of own actions and their results;
- self-organization of interaction with other people;
- self-presentation;
- self-motivation;
- readiness for constant self-development and self-improvement, etc.

The activity component is characterized by: the

inclusion of the student in the process of vocational education as a subject who has recognized entrepreneurship as the direction of his professional career; the student's activity in accordance with the accumulation and development of relevant (important, relevant to business) professional competencies; formation of the ability to produce business ideas and make plans for their practical implementation.

The level of formation of this component is determined by the activity of the individual, which is closely related to individual mental characteristics (type of nervous system, temperament, inclinations, dominant instincts), emotional properties (level of aggression, empathy, conflict, resistance to stress), personal qualities (character, communication and organizational skills, will), etc.

The activity component is expressed, on the one hand, – through the willingness of the individual to participate in various interactive activities that promote the formation of entrepreneurial competence, and on the other hand – through his ability to organize own time space for which there would be the necessary conditions. Thus, it is possible to measure the level of formation of the activity component of entrepreneurial competence by organizing the recording of student activity in: interactive forms of classroom work (presentations, reports, participation in discussions, didactic quests, etc.); extracurricular life of the educational institution (participation in contests, exhibitions, competitions, conferences), public and volunteer movement, team and independent project activities.

Thus, *the guaranteed result of technology* is a set of *personal formations* on which the main components of entrepreneurial competence are based: self-awareness, personal value system, self-motivation, knowledge about yourself, world, labor market and entrepreneurial activity, level of requirements and self-esteem, self-education, self-actualization and self-presentation.

These personal formations are due to the age of students of vocational education institutions (15-17 years), which is associated with the transition from adolescence to youthful periods of personal development. This must be taken into account when choosing the forms, methods, techniques of pedagogical influence.

The main formation is *the self-consciousness* of the individual, as the ability to look at yourself from all possible angles. This is a crucial psychological and pedagogical phenomenon, which forms another equally important – "*I-concept*" of personality, as the ability to five "self-" self-observation, self-analysis, self-control, self-regulation and self-improvement (Bazyl and Ershova, 2019 , pp. 18-19).

During this period, another key new formation is actively developing – *self-esteem*, as a subjective attitude of the person to his/her successes and failures. Entrepreneurial competence involves the formation of a realistic level of requirements and the formation of adequate self-esteem. This allows the future entrepreneur to be ready to accept defeats, analyze their causes, realistically assess prospects, produce realistic business ideas.

Finally, another new formation that is activated during training – is the ability of the individual to *self-education* – a conscious transformation of the personality (overcoming negative traits and developing positive ones). At the heart of self-education – the use of developed will, as the ability of the individual to restrain himself and force (restrain from what you really want, but that hinders self-development and self-improvement; force to do what you do not want, but it is very important to achieve goals).

During this period, the future specialist must also learn to *self-actualize* – to determine and prove the level of his influence, significance, relevance, and *self-presentation* – the ability to present himself/herself, his/her capabilities and skills to others, society, labor market, consumers the most beneficial and effectively.

For the timely formation of young person's new formations, a system of pedagogically substantiated actions, supported at all levels of management of the education system is required. In particular, the continuity of psychological and pedagogical training of young people for entrepreneurial activity should be ensured at the national level. Tasks for the formation and development of entrepreneurial competence and readiness for entrepreneurial activity should be distributed among educational institutions of all levels (from new Ukrainian school (NUS) to higher education school).

At the level of the educational institution, all pedagogical procedures should be focused on the guaranteed achievement of the set goals, providing prompt feedback, systematic evaluation of current and final results in the formation and development of young people's entrepreneurial competence.

One of the key tasks of social-humanitarian education in institutions of all levels should be the

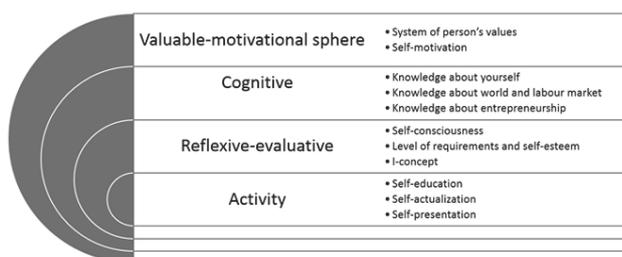


Fig. 1. Personal formations, being important for the modeling of entrepreneurial competence of students

preparation of children and youth for the implementation of self-management as a technology of success. The important task of pedagogical education should be the preparation of teachers for the effective use of self-management technologies in the educational process; to this end, it is necessary to include the course "Self-Management" in all educational programs of training, retraining and advanced training of psychological and pedagogical staff.

The pedagogical technology of development of entrepreneurial competence of future qualified personnel with the use of elements of self-management has scientific and procedural-descriptive aspects.

The scientific aspect involves the design of the pedagogical process of development of entrepreneurial competence by means of self-management (definition of purpose, goals, content, forms and methods).

The purpose of pedagogical technology of formation of entrepreneurial competence by means of self-management (strategic goal) is to design such pedagogical process that will guarantee formation in student's youth of the set of personal innovations necessary for formation of entrepreneurial competence (self-consciousness, value system, self-motivation, knowledge about yourself, the world, the labor market and entrepreneurial activity, level of requirements and self-assessment of personality, self-education, self-actualization and self-presentation).

The main tactical goals of the technology are:

– to unite the teaching staff around the idea of preparing young people for entrepreneurial activity (there is no unity of opinion – no result);

– to inscribe the purpose and goals of technology in the educational process of the educational institution so that all key documents set out the goal – the formation of entrepreneurial competence and recognition of the importance of developing students' self-management skills (no development of students' self-management skills (no official recognition of the idea – no result);

– to ensure the systematic acquisition by students of knowledge about themselves, society, labor market, entrepreneurship through: correction of the content of educational programs; selection of appropriate forms and methods of educational, extracurricular and after-classes activities; combining all the efforts of the team into a single system of business competence (no system – no result);

– to motivate pedagogical staff to study and implement technologies of self-management by involvement in scientific and experimental work, advanced training, introduction of a system of material and moral incentives (no motivation of staff – no result).

Procedural and descriptive aspect of technology involves the definition of a clear algorithm, specific content, methods and tools selected for each stage of achieving the expected result – the formation of student youth's entrepreneurial competence through self-management.

Motivational and stimulating stage. At this stage, a creative team (center) should be formed in the educational institution, united by a common system of pedagogical values and a common goal – to create the conditions necessary for the formation of student youth's entrepreneurial competence. The administration of the educational institution should take care of proper theoretical and methodological training of pedagogical staff for the introduction of self-management technologies in the educational process and extracurricular activities for their further use for the development of entrepreneurial competence of students (pedagogical readings, methodical seminars, webinars, round tables, advanced training, etc.). Creating conditions for the introduction of self-management technologies and development of entrepreneurial competence in the educational process should be officially recognized as one of the priorities of the educational institution (for example, as a task of the Educational Development Strategy, as part of the educational program, activity direction of career center, etc.). It is necessary to develop mechanisms to stimulate the creativity of teachers. Establishing strong links between educational institutions and various groups of stakeholders interested in developing the entrepreneurial competence of future professionals can be an additional source of moral and material incentives for teachers to develop a willingness to implement self-management technologies in the process of professional training of students.

Therefore, it is quite obvious that without the motivation of the teaching staff it is impossible to provide the necessary motivation for students. Only the convinced teacher is able to convince the student, reveal his inner emotional reserves, important for the acquisition of knowledge, skills and abilities necessary for entrepreneurial activity. Motivation of student youth to entrepreneurial activity; educating the respect for time as a material from which human life is woven; formation of the ability to rationally use one's own psycho-emotional resources; development of young people's ability to self-actualization, self-presentation, self-improvement, etc. – should become cross-cutting themes included in the educational, developmental and upbringing goals of each lesson conducted in the educational institution. The important role will be played by the general style of the teaching staff: activity punctuality of teachers, their respect for the time of students, selection of relevant and rational tasks, the formation of adequate training load. etc.

Strategic planning stage. At this stage, the teaching staff (creative group):

- is determined by the strategy of joint creative activity (strategic goal – the formation and development of young people's sustainable interest in entrepreneurship, readiness for it and entrepreneurial competence, understanding the importance of self-management to achieve goals);

- document the orientation of the staff of the educational institution to achieve the tactical objectives defined by the strategy (creating conditions for theoretical and methodological training of the team, selection of appropriate forms and methods of work, making changes to educational and work programs, concluding agreements with different groups of stakeholders, etc.).

Coordinating stage. This is a particularly responsible stage, as the lack of clear coordinated actions of the entire teaching staff makes it impossible to achieve certain strategic and tactical goals, i.e. does not allow to achieve the goal. Therefore, it is very important to form a certain coordination center and give it the official authorities necessary for the prompt and effective solution of working tasks. Features of the formal approach to the creation of the coordination center are: authoritarian assignment of responsibilities for coordination to deputies, methodologists, psychologists, other team members without their consent (forced appointment), the creation of additional workload "on the voluntary basis" without changes in employee's pay; selection by the head of the coordination center of the person without experience in this field of activity and authority in the team; disregard for the views of students (student self-government, trade union). As the experience of implementing many pedagogical projects shows, it is at this stage that the process of realization of the pedagogical idea slows down. Many educational institutions have not lost the formal Soviet approach, which, in fact, enshrined in educational institutions "academic feudalism", incompatible with business thinking, without which it is impossible to form students' entrepreneurial competence. The coordination center should not only develop a general work plan for the development of entrepreneurial competence using elements of self-management, but also ensure its systematic implementation. To write it, you can use the program of the discipline "Fundamentals of Innovative Entrepreneurship" developed by the Institute of Vocational Education and Training for Vocational Education Institutions, which contains a separate module "Self-Management" (Vocational Education. 2019. № 2 (83). P. 33-35. Available : <https://lib.iitta.gov.ua/717529>).

Organizational and executive stage. This is the creation of conditions for the direct introduction of

appropriate pedagogical innovations (methodologies, technologies, forms, methods, etc.) into the educational process that will form young people's self-management skills and promote the realization of strategic objectives of educational institutions for future entrepreneurship.

Optimal forms of work on the formation of entrepreneurial competence are: the study of the basics of innovative entrepreneurship as a separate discipline; correction of the content of the general education course "Economics" and the general professional course "Fundamentals of sectoral economics and entrepreneurship"; distribution of tasks for studying the sections of the program "Fundamentals of Innovative Entrepreneurship" between teachers of all disciplines taught in educational institutions, out-of-school institutions, by psychologists, social workers, stakeholders (lectures, video lectures, web tours, discussions, workshops, competitions, contests, etc.).

Recommended teaching methods are: targeted discussion, brainstorming, "inventory of the list of weaknesses", "brainstorming, on the contrary", Gordon's method, survey, testing, discussion, heuristic method, cost analysis method, matrix structure method, "dreams about the impossible", electronic portfolio, project method, etc.

Procedural and effective stage: direct implementation of the pedagogical process that ensures the functioning of the elements of self-management defined by technology and adapted to the conditions of the vocational education institution.

We offer to focus the attention of student youth on such basic areas of self-management as: own time management (time-management), management of personal development (self-management), life development management (life-management). The task of modern vocational education is to provide the conditions necessary for acquainting future professionals with these technologies, which are an effective tool for forming their personal, professional and life success and the main motivators for the formation of youth readiness for entrepreneurship.

The study of the topic "Time Management" involves acquainting students with: the peculiarities of time as an important human resource; the main tasks of "time management"; methods of determining "time eaters" and optimizing emotional and time costs for work tasks implementation; basic requirements for the organization of the workplace; the technique of drawing up the agenda, keeping a business diary; the content of the technology of interviews and negotiations; methods of electronic self-report by means of creating an electronic portfolio, etc.

The topic "Management of personal development", often formulated as "Self-management", is designed to acquaint students with the peculiarities of the formation and development of personality, in

particular, to show the role of heredity and environment for the formation of human readiness for success; to reveal the hidden reserves of mental cognitive processes of the individual (feelings, perception, memory, thinking, imagination, attention); to explain the exceptional importance of emotions and will for the formation of the successful personality, the influence of temperament and character on the formation of professionalism; to show the importance of communication for starting own business and running a successful business; to explain the communicative nature of business, show the importance of conflicts in the activity of the entrepreneur, ways to resolve and prevent them; to learn to determine and adjust the level of requirements and self-esteem of the individual, acquaint with the limitations and incentives of personal development. Particular attention should be paid to the study of the "self-concept" of personality and the formation of students' ability to exercise self-observation, self-analysis, self-control, self-regulation and self-improvement.

The topic of "Life and Career Development" or "Life Management" is of particular importance for building a strategy for personal development and professional career. To do this, it is proposed to: teach young people to determine their own creative potential, life goals and values, individual management style; explain the essence and role of personal and professional career; learn to identify strategic, tactical and operational goals of life and career development planning; draw up a plan for the employment interview.

Conclusions. Pedagogical technology of development of entrepreneurial competence of future qualified personnel with the use of elements of self-management is presented as a system of step-by-step pedagogical actions on training, education and personal development aimed at using forms, methods, techniques of self-management for guaranteed development of future specialists' qualities, skills, necessary for starting and doing the successful business. The purpose of application of self-management technologies in the process of development of entrepreneurial competence (formation of readiness and ability of the person to achieve personal and professional success) and main tasks (optimization of time expenses, rational use of intellectual, physical and emotional resources, activity productivity growth) are formulated. For the successful development of entrepreneurial competence it is important to teach the individual: to build the right strategic scheme of personal and career development; to acquaint him/her with the mechanisms of prompt response to rapid socio-economic, political, cultural transformations; to develop memory, thinking, creative abilities, sociability; to bring up will; to manage own

psycho-emotional states; to generalize and integrate life experience, etc. It is shown that all this is possible only under the condition of continuous human work on yourself through the education of the ability to self-

observation, self-analysis, self-control, self-regulation, self-improvement. The person's life success will directly depend on the level of formation of his/her qualities.

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УДК 377/378:[005.336.2:316.334.23]:005-021.464

Технологія розвитку підприємницької компетентності майбутніх кваліфікованих кадрів із використанням елементів самоменеджменту

Людмила Єршова

доктор педагогічних наук, доцент, заступник директора ІПТО НАПН України

Реферат.

Актуальність статті зумовлена потребою постпандемічного ринку праці у фахівцях, здатних до саморозвитку, самовдосконалення і самозайнятості, зі сформованими навичками ефективного використання часових та психологічних ресурсів, готовністю до побудови успішної підприємницької кар'єри.

Мета: охарактеризувати технологію розвитку підприємницької компетентності майбутніх кваліфікованих кадрів із використанням елементів самоменеджменту

Методи: аналіз і синтез – з метою з'ясування рівня розробленості досліджуваної проблеми; узагальнення – для формулювання висновків і рекомендацій щодо використання елементів самоменеджменту у процесі розвитку підприємницької компетентності.

Результати. Обґрунтовано основні детермінанти необхідності ознайомлення майбутніх фахівців з основами самоменеджменту для розвитку підприємницької компетентності (конкуренція, запит на креативність, інтенсивна діджиталізація ведення бізнесу, стресовість бізнесу, кризовий стан вітчизняної економіки). У структурі підприємницької компетентності особистості виокремлено основні компоненти (ціннісно-мотиваційний, когнітивний, рефлексивно-оцінний, діяльнісний) і в кожному з них виділено пов'язані з самоменеджментом особистісні утворення, необхідні для формування підприємницької компетентності (самосвідомість, система особистісних цінностей, самомотивація, знання про себе, світ, ринок праці і підприємницьку діяльність, рівень домагань і самооцінка особистості, самовиховання, самоактуалізація та самопрезентація). Представлено науковий та процесуально-описовий аспекти педагогічної технології розвитку підприємницької компетентності майбутніх кваліфікованих кадрів із використанням елементів самоменеджменту. Охарактеризовано основні етапи досягнення очікуваного результату – формування в учнівської молоді підприємницької компетентності засобами самоменеджменту (мотиваційно-стимулюючий, стратегічно-планувальний, координуючий, організаційно-виконавчий, процесуально-дієвий).

Висновки: Педагогічна технологія розвитку підприємницької компетентності майбутніх кваліфікованих кадрів із використанням елементів самоменеджменту представлена як система поетапних педагогічних дій з навчання, виховання й розвитку особистості, спрямованих на використання форм, методів, прийомів самоменеджменту для гарантованого розвитку у майбутніх фахівців якостей, умінь і навичок, необхідних для відкриття й успішного ведення власної справи. Сформульовано мету застосування технологій самоменеджменту у процесі розвитку

підприємницької компетентності (формування готовності і здатності особистості досягати особистісного та професійного успіху) та основні завдання (оптимізація особистістю часових витрат, раціональне використання інтелектуальних, фізичних та емоційних ресурсів, зростання продуктивності діяльності). Для успішного розвитку підприємницької компетентності важливо навчити особистість: вибудувати правильну стратегічну схему особистісного та кар'єрного розвитку; ознайомити її з механізмами оперативного реагування на стрімкі соціально-економічні, політичні, культурні трансформації; розвивати пам'ять, мислення, творчі здібності, комунікабельність; виховувати волю; керувати власними психоемоційними станами; узагальнювати й інтегрувати життєвий досвід тощо. Показано, що все це можливо лише за умови безперервної роботи людини над собою через виховання здатності до самоспостереження, самоаналізу, самоконтролю, саморегуляції, самовдосконалення. Життєвий і професійний успіх людини на пряму залежатиме від рівня сформованості у неї даних якостей.

Ключові слова: *професійна освіта, самоменеджмент, підприємницька компетентність, кар'єрна компетентність, ключові компетентності.*

Received: 22 May 2020

Accpt: 12 June 2020