



# ORGANIZATION OF INNOVATIVE EDUCATIONAL ACTIVITY FOR FORMATION OF READINESS OF FUTURE QUALIFIED WORKERS FOR ENTREPRENEURSHIP

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## Abstract.

*The relevance* of the study is determined by the growing popularity of domestic enterprises and associations in the field of trade and catering and their entry into world markets. All this necessitates a qualitatively new level of training students to form their readiness to conduct independent business.

*Purpose:* to substantiate the peculiarities of the organization in the institution of vocational (professional and technical) education of innovative educational activities to form the readiness of future professionals (in the field of trade and food technology) for entrepreneurship.

*Methods:* theoretical analysis of scientific sources – to clarify the level of research on the problem of forming the readiness of young students for entrepreneurship; empirical (study and analysis of pedagogical experience in the state educational institution "Odessa Higher Vocational School of Trade and Food Technology", work plans, training programs for future skilled workers – to identify features of organization of innovative educational activities in the institution of vocational (professional-technical) education; questionnaire-diagnostic (online survey of students on self-assessment of readiness for entrepreneurship in the conditions of small business development); SWOT-analysis – to identify the strengths and weaknesses of organization of innovative educational activities in the educational institution).

*Results:* the relevance of the study of the readiness of future specialists (in the field of trade and food technology) for entrepreneurship on the basis of the state educational institution «Odessa Higher Vocational School of Trade and Food Technology» is substantiated; the results of the analysis of the online survey of students on self-assessment of readiness for entrepreneurial activity in the conditions of small business development are presented; the basic forms and methods of work of pedagogical collective on formation of readiness of students for business are characterized.

*Conclusions:* the SWOT-analysis has shown the importance of an experimental study of the problem of developing the readiness of future professionals (in the field of trade and food technology) for entrepreneurship on the basis of the state educational institution "Odessa Higher Vocational School of Trade and Food Technology"; it has been found out that students are aware of the importance of forming readiness for entrepreneurial activity and development of entrepreneurial competence in educational institutions; the need of young people to improve ICT skills, psychological readiness to do business, legal and economic training, professional mobility and rapid adaptation of school graduates to modern conditions of production, development of creative abilities, civic position and national consciousness; the main tools for preparing students for entrepreneurship are presented (introduction of the program "Fundamentals of Innovative Entrepreneurship"; updating the content of topics "Small Business Management", "Fundamentals of Marketing" taking into account the specifics of small business in trade and catering; introduction of a series of trainings on student readiness to entrepreneurial activity; training of pedagogical workers for realization of tasks of innovative educational activity).

**Keywords:** *vocational education, entrepreneurial competence, readiness for entrepreneurial activity, sphere of trade and food technologies.*

**Introduction.** Market relations in Ukraine are characterized by the active development of small business, which determines a number of relevant requirements for the system of training future skilled workers (Radkevych, 2018; Zakatnov, ed., 2018). It is obvious that in the conditions of formation and intensive development of market economy the leading form of management is the enterprise as a special kind of production and trade activity. Under such conditions, a person becomes an active subject in the labor market, has the opportunity to freely dispose of his qualifications as fixed capital. A skilled worker with an innovative style of thinking, the ability to generate and implement new original ideas, solve creative problems, use the acquired knowledge in business becomes competitive in the labor market. Professions in the field of trade and restaurant industry are becoming increasingly popular, enjoying widespread demand among both the population and the labor market. In addition, there is a strong entry of domestic enterprises and associations in world markets. All this necessitates the achievement of a qualitatively different, more modern, level of training of students to ensure their future readiness for self-employment. Therefore, it is important to provide conditions for the implementation of innovative educational activities in the institutions of vocational (professional-technical) education in the field of trade and catering. This opens opportunities for the accumulation of intellectual and material resources of the educational institution for experiments, in particular, to form the readiness of young people for entrepreneurship.

**Sources.** The need to form the readiness of future skilled workers for entrepreneurial activity is enshrined in the Laws of Ukraine "On Education" (2017), "On Vocational Education" (1998), "On Development and State Support of Small and Medium Enterprises in Ukraine" (2012), National program to promote the development of small business in Ukraine (2000), the National Doctrine of Education Development of Ukraine in the XXI century (2002), the National Strategy for Education Development in Ukraine for 2012-2021 (2009), the Strategy for Sustainable Development "Ukraine – 2020" (2015), Concepts "New Ukrainian School" (2016), Strategies for the development of small and medium enterprises in Ukraine until 2020 (2017), the Medium-Term Priority Action Plan of the Government for the period until 2020 (2017), Concepts for the implementation of state policy in the field of vocational (professional-technical) education "Modern vocational (professional-technical) education" for the period up to 2027

(2019). These issues are also addressed in documents of international importance, in particular, in the Copenhagen Declaration (2002) and the Bruges Communiqué (2010). At the same time, the lack of research on the problem of forming the readiness of future skilled workers for entrepreneurial activity in the field of trade and food technology has been clarified. Some aspects of the formation and development of graduates of vocational education institutions of career and entrepreneurial competence and the formation of their readiness to start their own business have been the object of scientific attention of domestic researchers: S. Alieksieieva (2019), D. Zakatnov (2018), L. Yershova (2019); 2020), M. Tkachenko (2018), V. Orlov (2019), V. Radkevych (2018), I. Serecina (2019) and others. At the same time, the study of the readiness of future professionals for business in the field of trade and food technology is still relevant.

**The purpose** is to substantiate the peculiarities of the organization of innovative educational activities for the formation of the readiness of future specialists (in the field of trade and food technology for entrepreneurship) in the institution of vocational (professional and technical) education.

**Methods:** theoretical analysis of scientific sources – to clarify the level of research on the problem of forming the readiness of young students for entrepreneurship; empirical (study and analysis of pedagogical experience in the state educational institution "Odessa Higher Vocational School of Trade and Food Technology", work plans, training programs for future skilled workers – to identify features of organization of innovative educational activities in the institution of vocational (professional-technical) education; questionnaire-diagnostic (online survey of students on self-assessment of readiness for entrepreneurship in the conditions of small business development); SWOT-analysis – to identify the strengths and weaknesses of organization of innovative educational activities in the educational institution).

**Results and discussion.** The pedagogical staff of state educational institution «Odessa Higher Vocational School of Trade and Food Technologies» took part in conducting all-Ukrainian experimental work on the formation of readiness of future skilled workers for entrepreneurial activity carried out under the scientific guidance of the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine. The urgency of the experiment is due to the insufficient level of formation

of entrepreneurial competence of future skilled workers in vocational education institutions and their readiness for entrepreneurial activity in the conditions of intensive development of small business of trade and culinary direction.

The hypothesis of research and experimental work was the assumption that the formation of the readiness of future skilled workers for entrepreneurship will be more effective if the necessary organizational and pedagogical conditions are provided in the educational institution, namely: to update the content of disciplines of general-professional, professional-theoretical and general educational training with a component of innovative entrepreneurship; to develop methods of forming the readiness of future skilled workers for entrepreneurial activity in state educational institution «Odessa Higher Vocational School of Trade and Food Technologies»; to develop a set of educational and methodological support for the study of innovative entrepreneurship.

In accordance with the tasks and the plan-schedule of research and experimental work of the all-Ukrainian level, an order was issued for the vocational school with the indication of creative groups for the implementation of specific tasks of experimental work; a meeting of the pedagogical council was held to determine the plan of the experiment on the selected topic, where the concept, hypothesis, scientific apparatus of experimental work were discussed and the expected results were predicted, a survey of students and SWOT-analysis were conducted to identify strengths and weaknesses of experimental work.

According to the results of the SWOT-analysis, the weaknesses include: insufficient level of educational and methodological support of the educational process to form the readiness of future skilled workers for entrepreneurial activity; lack of training courses on the formation of entrepreneurial competence of future skilled workers in trade and restaurant business. The strengths of the experiment are the long-term experience of conducting innovative educational activities by the creative team of state educational institution «Odessa Higher Vocational School of Trade and Food Technology», the willingness of the teaching staff to introduce new forms of learning, innovative pedagogical technologies, advanced pedagogical experience; availability of teachers' innovative developments in the training of skilled workers in trade and restaurant business ("Cook", "Confectioner", "Baker", "Supply Agent", "Food Seller; Cashier"); establishing active and effective cooperation of educational institutions with enterprises-customers of personnel.

In order to conduct research work, agreements were signed with a number of enterprises-employers that facilitate the implementation of the tasks of the experiment. Among them there are: restaurants ("Alexandrivsky", "Chelentano", "Kolyba", "Pechersky", "Emotions", "Tai Rai", "M-1", "Gastromania", "Boxing", "Tokyo House", "Seville", "Full Zen", "Savory"), Ltd. (Everest Restaurant "Cactus", "John Mack", "Toga", "By the Sea", "Mozart Hotel", "Universal", "Nick"), private entrepreneurs (Chichelnyska, Manikhina, Bakhnan, Kalkutina, Rybachok, Kovalyov, Dolinska, Andrienko, Akopov, Bravarenko, Kiryazov, Savina), cafe ("Sherlock", "In the clearing", "Garlik", "Duet", "Rickshaw"), "Satiated belly", "Tatiana", "Noodles", "Meat", "Kefir"), pizzeria "At the Fountain", hotel "Ark Palace", network "Sushi WOK", private enterprises "Polibza" and "Antonenko", several networks of supermarkets, canteens of the plant "Promzvyazok", educational Complex "Prosvita" and secondary schools (8, 31, 54, 83, "Degrees"), etc.

Within the framework of the scientific-practical conference "Scientific and methodological support of vocational education and training" (2020), the participation of pedagogical staff of the vocational school was ensured in webinars on the topics: "Standardization of professional higher education: problems and prospects", "Career counseling: experience and perspectives", "Ways of modernization of vocational (professional-technical) education taking into account the progressive European experience", "Distance vocational training in the context of digitalization of education", "Methodological bases of development of SMART-complexes for training skilled workers", "Implementation of project technologies in vocational training of future skilled workers". The webinar "Preparation of students of vocational (professional-technical) education for entrepreneurship" provided active participation in the discussion on the topic: "Career-entrepreneurship".

Creative achievements during the first stage of the experiment were the participation of students and teachers in regional competitions: "Business plan for the establishment of a restaurant", which took place on the basis of Odessa National Economic University (Result: 1st place); "The best business idea", which took place on the basis of Odessa business school WAVE. (Result: 1st place; nominal scholarship awarded to the winner); "The best innovative project" on the topic: "Theoretical and methodological foundations of training future skilled workers for entrepreneurship in the development of small and medium-sized businesses" (Result: Diploma of the winner).

In order to determine the readiness of future skilled workers for entrepreneurial activity, the experiment conducted online surveys and testing, which covered 127 students in the professions of cook, confectioner, baker, supply agent, food seller; cashier controller.

The results of the analysis of the obtained results

have shown that 74.02% of respondents have a stable interest in entrepreneurship, 12.6% – combine entrepreneurship with learning and only 6.3% of students do not show interest in this activity. The distribution of respondents by the criterion of experience in business has shown that 66.14% have no experience of independent business (Fig. 1).

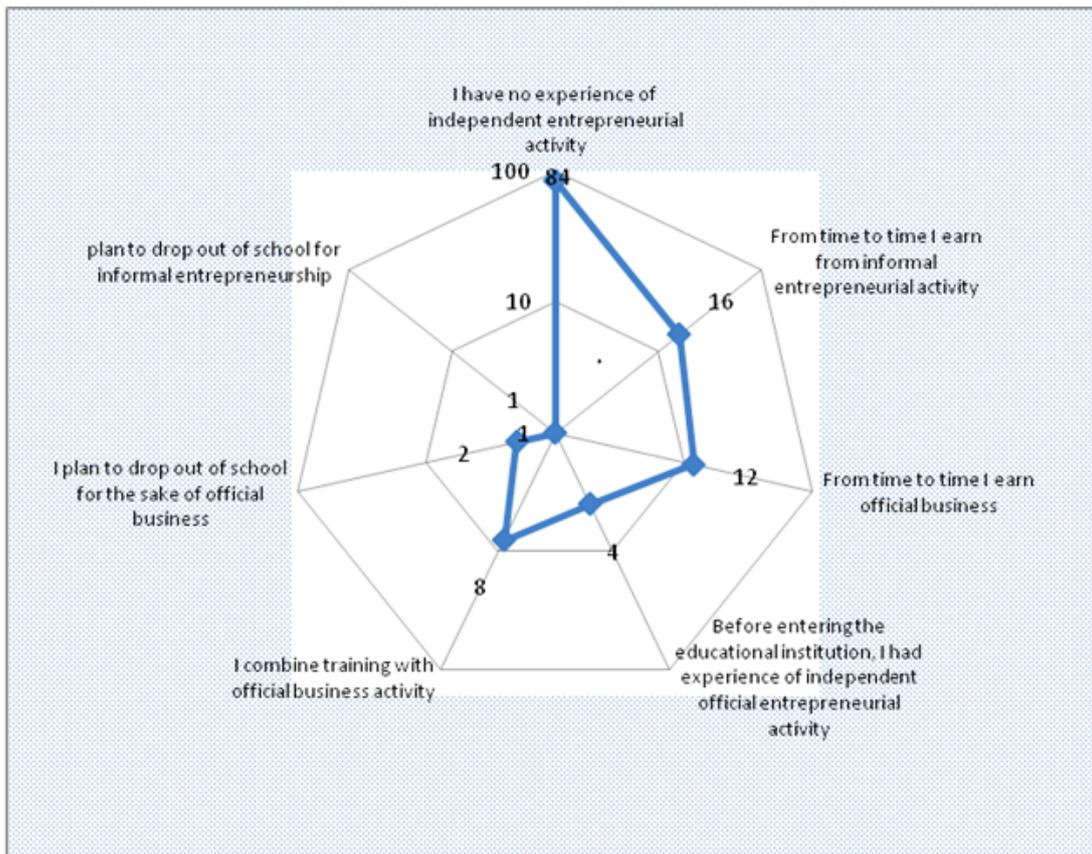


Fig.1. Availability of entrepreneurship experience

When asked about the availability of relevant knowledge, information and resources needed to start own business, about 83% of respondents

have said that they need additional knowledge and experience in entrepreneurship (Fig. 2).

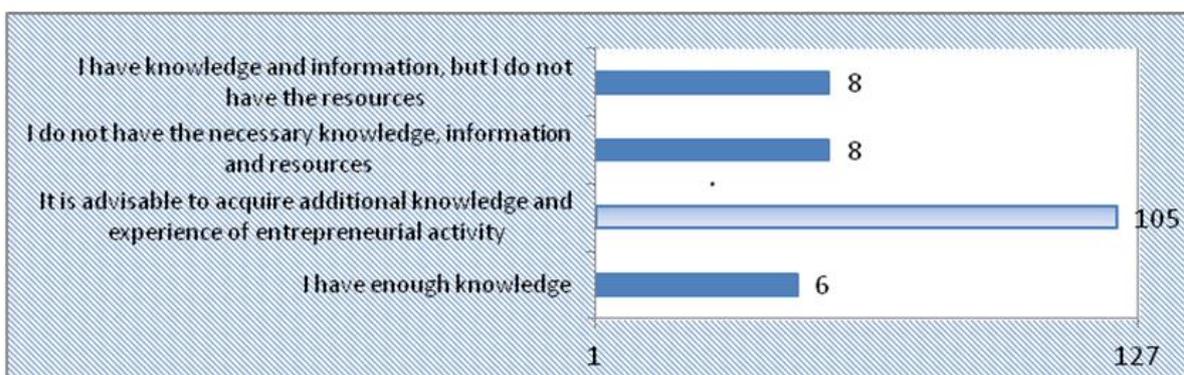


Fig.2. Availability of knowledge and resources to start own business

Questionnaire survey of students on the level of their awareness of the legislative and regulatory framework regulating business activities in the field of small business has revealed that: 89% do not know the mechanisms

and algorithms for starting their own business; 92% – are not familiar with the main financial and legal documents; 94.5% – do not have the skills to analyze the state and trends of the labor market (Table 1.)

Awareness of students in issues of legislation and regulations

Answer options	Number of answers	%
I know the mechanisms of starting my own business	45	35,43
I do not know the mechanisms and algorithms for starting my own business	113	88,98
I am familiar with the list of basic documents needed to run my own business in a small-scale business	10	7,87
I am not familiar with the list of basic documents needed to run my own business in a small-scale business	117	92,13
I know the main trends of the domestic labor market	12	9,45
I do not know how to analyze the labor market, I do not know its features	120	94,49

Clarification of the main trends in IT education in Ukraine (Bazeliuk, 2018; Humennyi, 2013; Humennyi and Radkevych, 2016; Yershov, 2019a; 2019b; 2020; Odnoroh, 2019), led to inclusion of questions on the formation of future skilled workers' ICT skills in the list of questionnaires. Thus, it has been

found that students are aware of the importance of information and communication technologies for opening and running the successful business. At the same time, as the survey has shown, they also recognize the existence of the need for their improvement (Fig. 3).

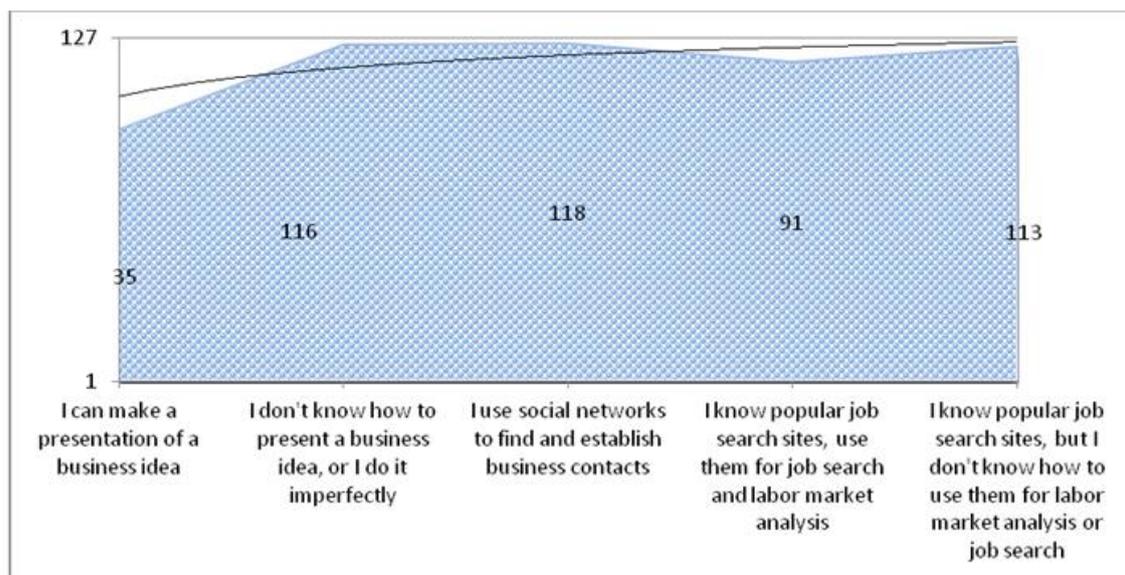


Fig.3. Students' self-assessment of own ICT skills

The study of the psychological readiness of respondents to do business has shown that 18.9% of respondents say that they know the psychological characteristics and reserves of their own personality, needed to organize their own business. At the same time, 74% of respondents have admitted that they do

not even have the basic psychological knowledge necessary to run their own business. Almost 30% say that they are familiar with the psychological traits and qualities that are favorable for the organization of their business, but do not know how much these traits and qualities are developed in them

personally. At the same time, almost 93% of students have undergone various types of diagnostic psychological testing in their lives, but admit that it has not been systemic. As students had the opportunity to choose several answers to each question, it was found that, realizing the importance of psychological training, young people also recognize the special importance of such factors as personal connections (61.42%) and financial security (93.7%). At the same time, almost 70% of students have expressed the belief that psychological readiness is crucial for achieving success in business. Thus, the experiment should solve the problem of providing psychological training of future professionals for entrepreneurship.

It should be noted that an integrated approach to learning, designed to ensure the development of students' systematic, creative thinking, cognitive activity, independence, interest in knowledge contributes to the formation of entrepreneurial competence of future restaurant professionals. In the process of establishing interdisciplinary links in the lesson, the teacher has the opportunity to use integrated learning material (complex tables; interdisciplinary tasks; simultaneous work with several textbooks or manuals; messages and abstracts of interdisciplinary content, etc.). In integrated classes, students have the opportunity to study subjects comprehensively, comparing them. This provides a holistic perception of reality as a necessary prerequisite for the formation of a scientific worldview. It is also necessary to organically combine the subjects of general education, special training and industrial training, coordinating their goals and objectives, complementing and enriching the content. To master a certain profession, it is advisable to use knowledge, skills and abilities of a general nature. Binary lessons, which are a synthesis of generalized knowledge, are best suited for this. For example, conducting a binary lesson on economics and educational practice allows you to comprehensively organize theoretical and practical training. Binary practical classes can be conducted in the form of production meetings based on the results of professional activities (students use factual data, analyze real processes, errors, explain the reasons for their occurrence, find reserves to improve the results).

Interdisciplinary links in the institution of vocational (professional-technical) education are built according to the following algorithm: general education disciplines – general technical – vocational-theoretical and vocational-practical training. Interdisciplinary links help to more effectively influence students' perceptions of learning material. For example, in obtaining information on the topic of "Business Planning" (question "Feasibility study of a business idea"), future professionals in the field of trade and catering rely on the principles and categories studied during the study of "Fundamentals of Economics". Knowledge of the discipline "Fundamentals of Legal Knowledge" is the basis for studying the topic "Organizational and legal forms of enterprise and entrepreneurial activity." Students can use knowledge of the disciplines "Accounting" and "Enterprise Finance" to calculate the financial costs required to implement a business idea in the practical work of developing a "business plan".

We emphasize that the global informatization of society requires changes in methodological approaches to the preparation and conduct of lessons. Therefore, to improve the educational process, teachers need to use information and communication technologies that will increase the level of teaching, bring learning outcomes closer to educational standards, help to take into account different learning conditions and different levels of student training. The lesson with the use of ICT clearly saves the time of the teacher and the student, allows the student to work at his own pace, helps the teacher to work with students individually and differently, provides operational control and evaluation of learning outcomes.

Appropriate criteria for selection of methods and forms of preparing students for entrepreneurship by teachers are compliance with teaching methods: principles, goals, objectives and content of innovative educational activities; educational opportunities of students (age psychological, gender); learning conditions provided by the time plan for the assimilation of educational information; the level of pedagogical skills of teachers, etc. Each teacher determines the best methods for the lesson, given that they should help students consciously perceive information, be active in the learning process, provide the ability to self-realization and self-affirmation.

The formation of the readiness of future specialists in trade and food technology can be carried out not only during theoretical and practical training in institutions of vocational (professional-technical) education, but also in extracurricular activities. Extracurricular activities make it possible to maintain students' interest in the learning process, to achieve increased interest in entrepreneurship. This contributes to the expansion and deepening of knowledge, motivates to use them in own business activities. Extracurricular activities also develop such traits as neatness, perseverance, responsibility for the task. In a broad sense, extracurricular activities include both independent cognitive activity and participation in specialized circles and clubs, organization and holding of debates, round tables, seminars, "master classes", quizzes, participation in scientific and practical conferences, competitions, magazines and newspapers.

For example, at the classes of the group "Entrepreneurship" students improve knowledge, skills and abilities important for entrepreneurship, gain personal experience in solving specific practical problems related to the functioning of the enterprise. The circle prepares students for self-knowledge, self-affirmation and self-expression. The circle unites like-minded people with a common interest in business. Therefore, the classes provide special opportunities for the formation of cognitive and research activities, improving the skills and abilities of students. This contributes to the formation of readiness for entrepreneurial activity. Classes should be conducted according to the work plan, using active forms (discussion, round table, interactive mini-lectures, projects, games, etc.).

The formation of entrepreneurial traits (responsibility, communication, organizational skills) is facilitated by such events as "Business Lady", "New Year", "Teacher's Day", etc., which contain tasks and competitions related to the identification of knowledge, skills, abilities, traits and qualities necessary for successful business. Entrepreneur must be able to communicate with people, persuade them, encourage cooperation. Therefore, for the development of communicative and organizational skills it is necessary to hold conferences, debates, discussions, intellectual games, etc.

An effective extracurricular form of work on the formation of youth readiness for entrepreneurship is

the creation of an "Entrepreneurship Club" in the educational institution, designed to unite active, creative students, capable of economic thinking, who want to self-determination in small business development. The task of such a club should be to prepare young people for work in new socio-economic relations, to develop motivation for entrepreneurial activity, to provide assistance in developing business plans, to develop a culture of entrepreneurship, etc. To this end, the "Entrepreneurship Club" may hold meetings with local entrepreneurs, representatives of the state executive power; training sessions, economic "Club of the Funny and Inventive", psychological testing, psychological and legal counseling, etc.

Didactic games that develop student activity, the ability to navigate independently in business situations, maintain a stable interest in entrepreneurship, are an effective method of forming the entrepreneurial competence of future professionals in the field of trade and food technology. In particular, the business game "Stock Exchange" simulates the situation of trading on the stock exchange. In the process of the game, young people learn the rules of conduct of stock brokers, have the opportunity to show intelligence, communication and organizational skills, the ability to make quick decisions, take responsibility.

Conducting quizzes promotes the development of practical thinking of students, develops their ability to analyze business situations, contributes to the improvement of professional skills. In particular, conducting a quiz on "The importance of advertising in business" gives students the opportunity to consolidate and expand their professional knowledge about the importance of advertising in business, growth in production, quality of services and goods, finding markets for products.

In accordance with the Law of Ukraine "On Promoting Social Formation and Development of Youth in Ukraine" (Verkhovna Rada of Ukraine. Legislation of Ukraine, 2019b) and in order to stimulate the activity and creativity of students and the development of entrepreneurial competence, it is advisable to hold scientific and practical conferences on "Business Development. Factors of success and obstacles", competitions "The best business project", "Own business" and others. For example, under the terms of the competition, students must demonstrate their willingness to formulate and

defend their own business idea, present their own business plan and justify it.

As the practice of innovative educational activities of state educational institution "Odessa Higher Vocational School of Trade and Food Technology" shows that the expected results can be achieved only by integrating the described methods and forms of work with young students.

**Conclusions.** The SWOT-analysis of the experimental research of the problem of development of readiness of future specialists in the field of trade and food technologies of state educational institution "Odessa Higher Vocational School of Trade and Food Technologies" is carried out, the results of online survey of students on self-assessment of readiness for entrepreneurial activity in the conditions of small business development are analyzed, various methods and forms of work of pedagogical collective on formation of readiness of youth for entrepreneurial activity are analyzed. The conducted SWOT-analysis has testified to the importance of the experimental research of the problem of development of readiness of future specialists in the field of trade and food technologies for entrepreneurial activity on the basis of state educational institution "Odessa Higher Vocational School of Trade and Food Technologies". It has been found that: in the conditions of small business development, students realize the importance of

forming readiness for entrepreneurial activity in educational institutions; young people need to improve ICT skills, psychological readiness to running their own business, legal and economic training, increase the level of professional mobility and adaptation to modern production conditions, development of creative abilities, civic position and national consciousness. It is proved that in order to ensure proper conditions for the development of youth traits and qualities, skills and abilities important for entrepreneurial activity, it is necessary to: implement the program "Fundamentals of Innovative Entrepreneurship", which provides psychological, economic and legal preparation of young people to start and run their own business; update the content of the topics "Small Business Management", "Fundamentals of Marketing" taking into account the specifics of small business in the field of trade and catering; to introduce a series of trainings on the formation of readiness of students of state educational institution "Odessa Higher Vocational School of Trade and Food Technologies" for entrepreneurial activity; to organize systematic extracurricular activities; to provide high-quality training of pedagogical staff for the implementation of innovative educational activities to form the readiness of young people to open and successfully run their own business.

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## ОРГАНІЗАЦІЯ ІННОВАЦІЙНОЇ ОСВІТНЬОЇ ДІЯЛЬНОСТІ З ФОРМУВАННЯ ГОТОВНОСТІ МАЙБУТНІХ КВАЛІФІКОВАНИХ РОБІТНИКІВ ДО ПІДПРИЄМНИЦЬКОЇ ДІЯЛЬНОСТІ

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### Реферат:

*Актуальність* дослідження визначається зростанням популярності вітчизняних підприємств і об'єднань сфери торгівлі і громадського харчування та їхнім виходом на світові ринки, що обумовлює необхідність досягнення якісно нового рівня підготовки учнів для формування в них готовності до ведення самостійної підприємницької діяльності.

*Мета:* обґрунтувати особливості організації в закладі професійної (професійно-технічної) освіти інноваційної освітньої діяльності з формування готовності майбутніх фахівців сфери торгівлі і технологій харчування до підприємницької діяльності.

*Методи:* теоретичний аналіз наукових джерел – для з'ясування рівня дослідженості проблеми формування готовності учнівської молоді до підприємницької діяльності; емпіричні (вивчення та аналіз педагогічного досвіду у ДНЗ «Одеське вище професійне училище торгівлі та технологій харчування», робочих планів, програм підготовки майбутніх кваліфікованих робітників – для виявлення особливостей організації інноваційної освітньої діяльності в закладі професійної (професійно-технічної) освіти); опитувально-діагностичні (онлайн-опитування учнів щодо самооцінювання готовності до підприємницької діяльності в умовах розвитку малого бізнесу); SWOT-аналіз – для виявлення сильних і слабких сторін організації в закладі освіти інноваційної освітньої діяльності).

*Результати:* обґрунтовано актуальність дослідження готовності майбутніх фахівців сфери торгівлі і технологій харчування до підприємницької діяльності на базі ДНЗ «Одеське вище професійне училище торгівлі та технологій харчування»; представлено результати аналізу онлайн-опитування учнів щодо самооцінювання готовності до підприємницької діяльності в умовах розвитку малого бізнесу; охарактеризовано основні форми й методи роботи педагогічного колективу з формування готовності учнів до підприємницької діяльності.

*Висновки:* проведений SWOT-аналіз засвідчив важливість експериментального дослідження проблеми розвитку готовності майбутніх фахівців сфери торгівлі та технологій харчування до підприємницької діяльності на базі ДНЗ «Одеське вище професійне училище торгівлі та технологій харчування»; з'ясовано, що учні усвідомлюють важливість формування в закладах освіти готовності до підприємницької діяльності та розвитку підприємницької компетентності; виявлено потребу молоді в удосконаленні ІКТ-навичок, психологічної готовності до ведення власної справи, правової й економічної підготовки, професійної мобільності й швидкої адаптації випускників училища до сучасних умов виробництва, розвитку творчих здібностей, громадянської позиції та національної свідомості; представлено основні інструменти формування готовності учнів до підприємницької діяльності (запровадження програми «Основи інноваційного підприємництва»; оновлення змісту тем «Менеджмент малого бізнесу», «Основи маркетингу» з урахуванням специфіки малого бізнесу у сфері торгівлі й громадського харчування; запровадження серії тренінгів з формування готовності учнів до підприємницької діяльності; підготовка педагогічних працівників для реалізації завдань інноваційної освітньої діяльності).

**Ключові слова:** професійна освіта, підприємницька компетентність, готовність до підприємницької діяльності, сфера торгівлі і технологій харчування..

Received: 18 May 2021

Accept: 30 June 2021