



EXPERIMENTAL VERIFICATION OF THE EFFECTIVENESS OF PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE OF FUTURE ARTIST-PERFORMERS IN SPECIALIZED COLLEGES

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Abstract

Relevance. The relevance of the article stems from the need to align the training of future performing artists with the demands of modern enterprises in the artistic sector, as well as the lack of experimentally validated methodologies for developing entrepreneurial competence in specialized colleges with an artistic focus.

Objective: To experimentally verify the effectiveness of identified pedagogical conditions and the developed methodology for fostering entrepreneurial competence in future performing artists within specialized colleges.

Methods: Observation, questionnaires, testing, surveys, and monitoring of entrepreneurial competence development levels were employed to experimentally validate the results of implementing pedagogical conditions for enhancing entrepreneurial competence in future performing artists. Quantitative and qualitative analyses were used to interpret the outcomes of the experimental research, while methods of systematization and generalization were applied to formulate conclusions derived from the pedagogical study.

Results: The effectiveness of the developed methodology was evaluated; statistical data collected during the ascertaining and formative stages of the experiment were presented to confirm its effectiveness and to determine the dynamics of entrepreneurial competence development in future performing artists.

Conclusions: The establishment of specific pedagogical conditions in educational institutions and the application of the developed methodology proved effective, as evidenced by an increase in the number of future performing artists with high and medium levels of entrepreneurial competence development. Specifically, according to the value-motivational criterion, the increase was 23.5% and 0.5%, respectively; according to the personal-reflective criterion – 7.5% and 4.0%; and according to the cognitive-activity criterion – 4.4% and 22.6%.

Keywords: *entrepreneurial competence, pedagogical experiment, pedagogical conditions, methodology for developing entrepreneurial competence in future performing artists in specialized colleges with an artistic focus.*

Introduction. Proper preparation of young people for entrepreneurial activities within educational institutions is an effective means of addressing many pressing socio-economic challenges (Aleksieieva & Yershova, 2020, p. 45). In the context of war and post-war recovery, mastering the fundamentals of entrepreneurship becomes as crucial for performing artists as technical proficiency and creative vision.

Future performing artists are no longer limited to creating artistic works; they are also actively engaged in management, marketing, financial planning, and audience communication, particularly through the use of digital technologies. Education plays a pivotal role in developing entrepreneurial abilities, as innate predispositions, without proper cultivation, do not ensure the effective realization of future specialists in

entrepreneurship (Polishchuk & Kavtysh, 2022, p. 21). The educational process must be structured to foster entrepreneurial competence in specialists by enhancing their motivation (Yershova, 2017). The development of entrepreneurial skills and abilities in future performing artists can occur either through the spontaneous influence of external circumstances or through targeted educational efforts, provided that specific, well-substantiated pedagogical conditions are met.

Sources. In designing the diagnostic toolkit for the pedagogical experiment, existing methodologies aligned with predefined criteria and indicators were selected. To assess the development of the value-motivational criterion, the "Motivation for Professional Activity" methodology by K. Zamfir, modified by A. Rean, was employed (Kokun et al., 2021, p. 156). T. Ehlers' "Motivation for Success" methodology was used to evaluate the presence of success-oriented motivation, measuring the strength of the drive to achieve goals and succeed (Kokun et al., 2021, pp. 146-148). To determine the level of development of the personal-reflective criterion, the following tools were applied: O. P. Serheienkova's "Self-Assessment of Abilities for Self-Education and Personal Development" questionnaire, which provides insights into the self-education and self-development capacities of future performing artists (Yehorova et al., 2014, pp. 111-114); and O. Shmelyov's study on risk propensity, which is significant for psychological forecasting of decision-making processes under uncertainty, including in entrepreneurial activities (Lemak & Petryshche, 2011, pp. 206-209).

Objective of the Article. The study aims to experimentally verify the effectiveness of the identified key pedagogical conditions and the developed methodology for fostering entrepreneurial competence in future performing artists within vocational colleges.

Methods. The following methods were utilized: observation, surveys, testing, interviews, and monitoring of entrepreneurial competence development levels—to experimentally validate the outcomes of implementing pedagogical conditions for enhancing entrepreneurial competence in future performing artists; quantitative and qualitative analysis—to interpret the results of the experimental research; and systematization and generalization—to formulate conclusions based on the pedagogical study.

Results and Discussion. The development of entrepreneurial skills and abilities in future performing artists can be achieved either through the spontaneous influence of various factors or through purposeful

efforts, provided that specific, substantiated pedagogical conditions are fulfilled: 1) aligning the content of educational and professional programs with the needs of modern artistic enterprises; 2) employing innovative technologies to develop entrepreneurial competence in future performing artists using digital learning tools; 3) designing an elective educational component titled "Preparation of Performing Artists for Entrepreneurial Activities"; 4) utilizing case studies to enhance the communicative skills of performing artists in their future professional activities (Shesterikova, 2023). Based on the analysis of scientific sources and substantiated pedagogical conditions, a phased methodology for developing entrepreneurial competence in future performing artists within vocational colleges was devised. This methodology, intended for future specialists in the artistic field, comprises three stages: motivational, practical, and analytical.

At the **motivational stage**, the following activities are conducted for future performing artists: discussions and debates during educational events and class hours about the importance of entrepreneurship; reading business-related books followed by discussions of the students' experiences during educational events; and using online educational platforms to independently enhance awareness of entrepreneurship and business. The **practical stage** involves a differentiated selection of technologies, methods, and tools that meet the conditions for developing entrepreneurial competence in future performing artists: the use of digital learning tools; creating personal portfolios using digital means; simulating professional communication scenarios; and developing business plans and entrepreneurial strategies. Attention is also given to the psychological foundations of business management, including assessing the creative potential and life goals of future performing artists, studying personality traits, determining temperament types, and evaluating their capacity for reflection, stress management, and resilience to setbacks. Proposals have been made to amend the descriptions of educational and professional programs for the specialty 023 "Fine Arts, Decorative Arts, Restoration" for obtaining the educational and professional degree of "Professional Junior Bachelor" with the qualification of "Performing Artist," incorporating lectures and practical classes with tasks, case methods, and business games to ensure the skills and abilities necessary for successful entry into the labor market or starting a business in the creative industries. Methodological support has been designed for the elective educational component "Preparation of

Performing Artists for Entrepreneurial Activities," which will be implemented in vocational pre-higher education institutions as part of the elective component of the educational and professional program for the specialty 023 "Fine Arts, Decorative Arts, Restoration" for obtaining the "Professional Junior Bachelor" degree with the qualification of "Performing Artist." The primary focus of the **analytical stage** is the evaluation and analysis of the results of the developed methodology for fostering entrepreneurial competence in future performing artists within vocational colleges, based on the levels of practical skills formation, personal qualities, and capacities for creative exploration and business environment analysis.

To verify the effectiveness of the identified key pedagogical conditions and the developed methodology for enhancing entrepreneurial competence in future performing artists within vocational colleges, a pedagogical experiment is necessary. The experimental research program involves assessing the levels of entrepreneurial competence development in future performing artists within vocational colleges and consists of four interconnected stages (exploratory, diagnostic, formative, and summative). A diagnostic toolkit was developed, incorporating a range of traditional and original methodologies aligned with the established criteria and indicators (Table 1).

Table 1

Program of Experimental Research to Verify the Effectiveness of Pedagogical Conditions for Developing Entrepreneurial Competence in Future Performing Artists within Vocational Colleges

Stage Name	Content of Experimental Work	Scientific Research Methods
Exploratory (2021-2022)	<ul style="list-style-type: none"> • processing of sources on the research topic, which contain information about experimental testing of innovations in the development of entrepreneurial competence of future performing artists (scientific, educational, production-practical and reference sources); • identification of contradictions that need to be resolved in the process of experimental work; • substantiation of the scientific principles of organizing experimental work; • development of an experimental program; • analysis of the current level of development of entrepreneurial competence among future performing artists 	<ul style="list-style-type: none"> • analytical review of scientific literature, • system analysis, • synthesis, • generalization, • comparison, • classification, • testing, • terminological analysis.
Stating (2022-2023)	<ul style="list-style-type: none"> • studying the state of development of entrepreneurial competence of future performing artists in professional colleges; • definition and justification of pedagogical conditions for the development of entrepreneurial competence of future performing artists; • implementation of pedagogical modeling of the development of entrepreneurial competence of future performing artists; • determining criteria and indicators for assessing the levels of development of entrepreneurial competence of future performing artists; 	<ul style="list-style-type: none"> • system analysis, • synthesis, • expert assessment, • ranking, • modeling.

Formative (2023-2024)	<ul style="list-style-type: none"> • testing the developed methodology for developing entrepreneurial competence for experimental verification of the effectiveness of pedagogical conditions; • testing methodological recommendations for college teaching staff regarding the development of entrepreneurial competence of future performing artists; • diagnostics of the levels of development of entrepreneurial competence of future performing artists. 	<ul style="list-style-type: none"> • questionnaire, • testing, • pedagogical observation, • comparison.
Generalizing (2024-2025)	<ul style="list-style-type: none"> • quantitative and qualitative analysis of experimental results and interpretation of the results of experimental work • prospects for further implementation of pedagogical conditions for the development of entrepreneurial competence of future performing artists 	<ul style="list-style-type: none"> • systematization, • generalization, • graphical and tabular representation of results.

After identifying and characterizing the criteria, indicators, and levels of development of entrepreneurial competence in future artist-performers, a diagnostic assessment was conducted among 383 students and 46 pedagogical staff across 12 educational institutions based on the established criteria (value-motivational, personal-reflective, cognitive-activity).

The diagnosis of the levels of development of entrepreneurial competence in future artist-performers at vocational colleges during the

ascertaining stage of the experiment, based on the specified criteria and indicators, indicates that the most developed criterion is the personal-reflective one, followed by the slightly less developed value-motivational criterion, while the least developed criterion is the cognitive-activity one. Across all criteria, the predominant level of development of entrepreneurial competence in future artist-performers is the medium level. The results of the development of entrepreneurial competence in future artist-performers are presented in Figure 1.

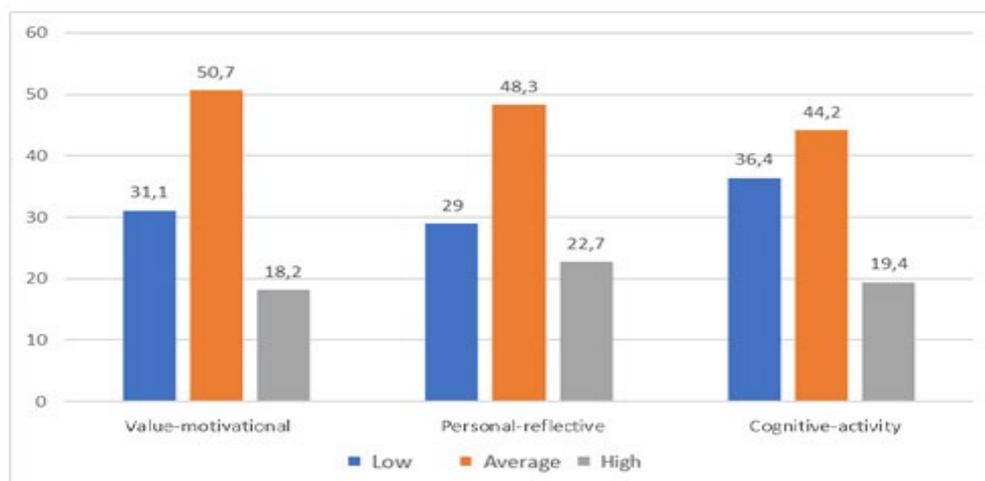


Fig 1. Diagram of the Levels of Development of Entrepreneurial Competence of Future Performing Artists at the Ascertaining Stage of the Experiment

Based on the results of diagnosing the levels of development of entrepreneurial competence of

future performing artists at the ascertaining stage of the experiment, it can be concluded that there is a

need for the phased implementation of the developed methodology and the verification of its effectiveness. The formative stage involved preparing for entrepreneurial activities within the process of professional training of future performing artists in specialized colleges. To confirm the effectiveness of the developed methodology and to determine the dynamics of the development of entrepreneurial competence of future performing artists, a sequential formative experiment was conducted. This approach was chosen because forming control and experimental groups within each institution of specialized pre-higher education proved challenging. A sequential experiment involves testing a hypothesis by comparing the effectiveness of the pedagogical process after introducing a new factor with its effectiveness before the introduction within the same group (Shyian & Vatsiba, 2008). It was necessary to test the research hypothesis, which posits that the development of entrepreneurial competence of future performing artists in specialized colleges will be more effective if specific, substantiated pedagogical conditions are implemented. These conditions include aligning the content of educational curricula with the needs of modern enterprises in the artistic field; employing innovative technologies to foster entrepreneurial competence in future performing artists using digital learning tools; preparing methodological recommendations for educational process stakeholders on developing entrepreneurial competence; and ensuring the development of communication skills of performing artists for their future professional activities.

The experimental research work at the formative stage was conducted at the following institutions: Erdeli College of Arts of the Transcarpathian Academy of Arts, the Separate Structural Unit Kyiv Industrial Specialized College of the Kyiv National University of Construction and Architecture, Oleksandriia Specialized College of Culture and Arts, Vyzhnytsia Specialized College of Arts and Design named after Vasyl Shkribliak, Kaniv Specialized College of Culture and Arts of Uman State Pedagogical University named after Pavlo Tychna, Specialized College of Culture and Arts (Kalush), and Odesa Artistic Specialized College named after M. B. Grekov. The total number of respondents at this stage of the experiment included 226 students and 32 pedagogical staff, confirming the representativeness of the sample (Shesterikova, 2023).

At the formative stage of the experiment, the methodology we developed for fostering entrepreneurial competence in future performing artists in specialized colleges was tested. This methodology was designed based on levels of practical skills formation, personal qualities, and abilities for creative exploration and business environment analysis. Tailored for future specialists in the artistic field, the methodology comprises three stages: motivational, practical, and analytical. The motivational stage includes activities for future performing artists such as discussions and debates during educational events and class hours about the importance of entrepreneurship; reading business-related books and discussing students' experiences during educational activities; and using online educational platforms for self-directed learning about entrepreneurship and business. The practical stage involves a differentiated selection of technologies, methods, and tools to meet the conditions for developing entrepreneurial competence in future performing artists. This includes the use of digital learning tools, the creation of personal portfolios using digital means, modeling professional communication scenarios, and developing business plans and entrepreneurial strategies. Attention is also given to the psychological foundations of business management, including identifying creative potential and life goals of future performing artists, studying personality traits, determining temperament types, and assessing their capacity for reflection, stress management, and coping with setbacks. Proposals were made to amend the descriptions of educational and professional programs for the specialty 023 "Fine Arts, Decorative Arts, Restoration" for obtaining the educational and professional degree of "Junior Specialist" with the qualification "Performing Artist." These amendments include adding lecture and practical sessions with tasks, case studies, and business games to ensure the skills and competencies necessary for successfully entering the labor market or starting a business in the creative industries. Methodological support was designed for the elective educational component "Preparation of Performing Artists for Entrepreneurial Activity," which will be applied in specialized pre-higher education institutions as part of the elective component of the educational and professional program for the specialty 023 "Fine Arts, Decorative Arts, Restoration" for the "Junior Specialist" degree with the qualification "Performing Artist." Additionally, based on the results of the ascertaining

experiment, methodological recommendations were developed for fostering entrepreneurial competence in future performing artists in specialized colleges.

The primary focus of the analytical stage is the evaluation and analysis of the results of the developed methodology for fostering entrepreneurial competence in future performing artists in specialized colleges. This evaluation is based on the levels of formation of practical skills, personal qualities, and abilities for creative exploration and business environment analysis.

The results obtained after conducting the formative experiment, using the same diagnostic tools as those applied during the ascertaining experiment, demonstrated changes. The data from diagnosing the levels of development of entrepreneurial competence of future performing artists based on the value-motivational criterion before and after the formative experiment are visualized in Figure 2.

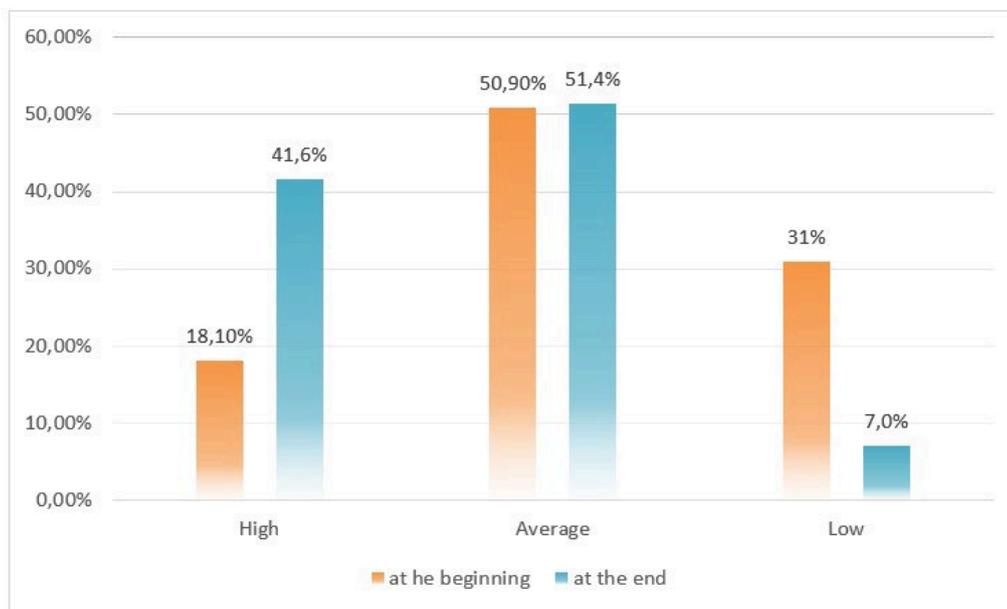


Fig 2. Diagram of the Levels of Development of Entrepreneurial Competence of Future Performing Artists Based on the Value-Motivational Criterion at the Beginning and End of the Formative Experiment

The analysis of the dynamics of entrepreneurial competence development indicates a decrease in the number of future performing artists with a low level of competence by 24.0%, an increase in the average level by 0.5%, and a rise in the high level of development by 23.5% according to the value-motivational criterion. Based on the obtained results, future performing artists have developed an awareness of a sustained need for self-realization, as well as an

understanding that their creativity can serve not only as a means of self-expression but also as a tool for achieving commercial success in the field of creative industries.

The dynamics of the development of entrepreneurial competence of future performing artists according to the personality-reflective criterion before and after the formative experiment is presented in Figure 3.

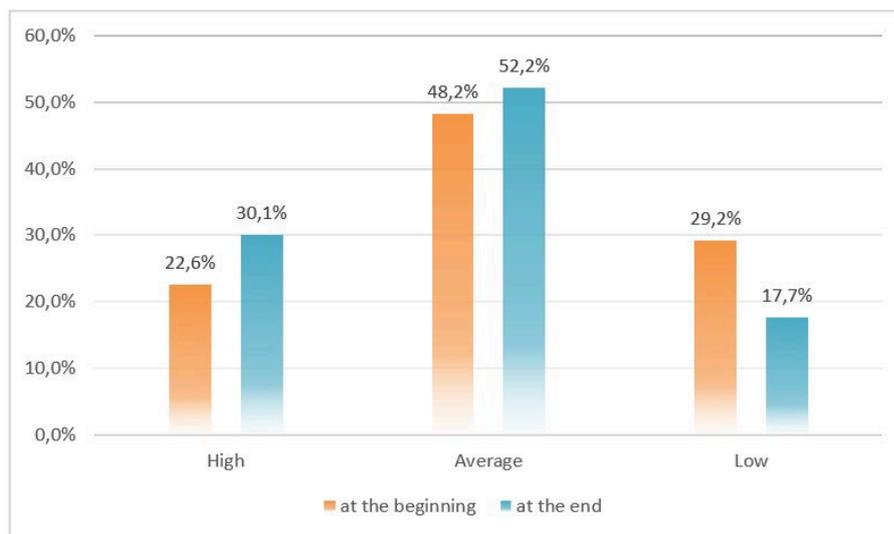


Fig 3. Diagram of the Levels of Development of Entrepreneurial Competence of Future Performing Artists Based on the Personality-Reflective Criterion at the Beginning and End of the Formative Experiment

The analysis of the data on the dynamics of the development of entrepreneurial competence indicates positive changes according to the personality-reflective criterion. Specifically, there was a decrease of 11.5% in the number of future performing artists with a low level of competence, accompanied by an increase of 4.0% in the average level and a 7.5% rise in the high level of development based on this criterion. The personality-reflective criterion is exceptionally significant, as reflection enables future artists to evaluate their achievements, identify mistakes, and draw conclusions for further improvement and the

generation of new ideas. Furthermore, this criterion encompasses a creative aspect, which implies a well-developed ability of future performing artists to creatively seek promising business ideas within the sphere of creative industries, critically perceive situations, and implement and promote their own creative concepts.

Separately, an analysis of the dynamics of the development of entrepreneurial competence of future performing artists based on the cognitive-activity criterion, conducted before and after the formative experiment, is presented for educators and students in Figures 4 and 5.

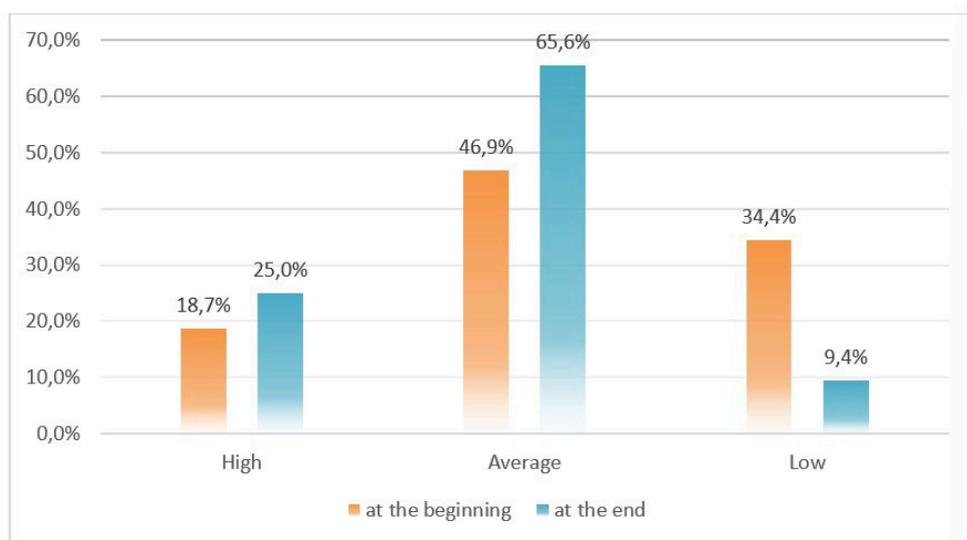


Fig. 4. Diagram of the levels of entrepreneurial competence development of future performing artists based on the cognitive-activity criterion at the beginning and end of the formative experiment (survey of educators)

According to the results of a survey conducted among educators from specialized pre-higher education institutions, based on the cognitive-activity criterion, positive changes were

identified: a decrease in the proportion of the low level by 25.0%, and an increase in the medium level by 18.7% and the high level by 6.3% of the specified criterion.

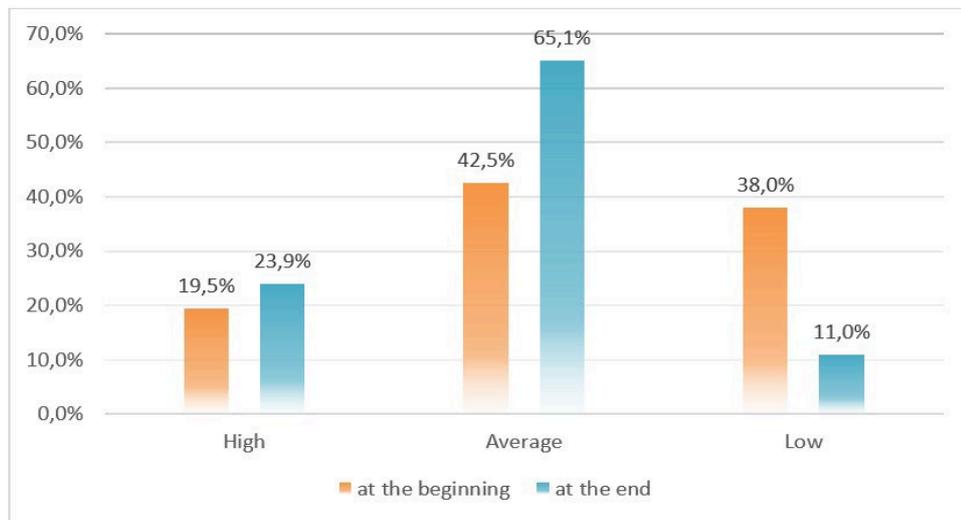


Fig. 5. Diagram of the Levels of Development of Entrepreneurial Competence of Future Performing Artists Based on the Cognitive-Activity Criterion at the Beginning and End of the Formative Experiment (Students' Self-Assessment)

The analysis of self-assessment data from future performing artists regarding the development of the cognitive-activity criterion indicates a reduction in the number of future performing artists with a low level by 27.0%, an increase in the average level by 22.6%, and an increase in the high level of development by 4.4% according to this criterion. The selected set of technologies (information and communication technology, situational modeling, portfolio), methods (research, business games, project-based method, case method), and tools (tests, educational and methodological support,

cases, digital learning resources) proved to be effective and contributed to a positive trend in the development of entrepreneurial competence among future performing artists based on the cognitive-activity criterion.

A consolidated summary table of results enables a comparison of the quantitative changes in the levels of entrepreneurial competence development of future performing artists at the beginning and end of the formative experiment (Table 2).

Table 2

Consolidated Results of the Development of Entrepreneurial Competence of Future Performing Artists at the Beginning and End of the Formative Experiment

Levels	Study groups				Difference, %
	At the beginning of the experiment	At the beginning of the experiment	At the end of the experiment	At the end of the experiment	
	persons	%	persons	%	
Value -motivational criterion					
High	41	18.1	94	41.60	+23.5
Average	115	50.9	116	51.40	+0.5
Low	70	31.0	16	7.00	-24.0
Total	226	100	226	100.00	

Personal-reflective criterion					
High	51	22.6	68	30.10	+7.5
Average	109	48.2	118	52.20	+4.0
Low	66	29.2	40	17.70	-11.5
Total	226	100	226	100.00	
Cognitive -activity criterion (survey of teachers)					
High	6	18.7	8	25.00	+6.3
Average	15	46.9	21	65.60	+18.7
Low	11	34.4	3	9.40	-25.0
Total	32	100	32	100.00	
Cognitive -activity criterion (student self-assessment)					
High	44	19.5	54	23.90	+4.4
Average	96	42.5	147	65.10	+22.6
Low	86	38.0	25	11.00	-27.0
Total	226	100	226	100.00	

After conducting a qualitative analysis of the obtained results based on Pearson's statistical criterion, it was determined that the difference in development levels before and after the formative experiment is statistically significant ($\chi^2_{crit} 5.991 < \chi^2_{emp} 29.812$), and thus reliable. Consequently, the results obtained following the formative stage of the experiment confirm the effectiveness of the identified pedagogical conditions and the efficacy of the developed methodology for fostering entrepreneurial competence in future performing artists at specialized colleges.

Conclusions. The evaluation of the effectiveness of the developed methodology has proven the success of the identified pedagogical conditions, which is reflected in the positive dynamics of the development of entrepreneurial competence among future performing artists. A comparative analysis of the results of implementing the methodology for developing entrepreneurial competence in future performing artists, based on the value-motivational criterion before and after the formative experiment, indicates that the number of

future performing artists with a low level decreased by 24.0%, the proportion with a medium level increased by 0.5%, and the share with a high level of development rose by 23.5%. Regarding the personal-reflective criterion, positive changes were also observed, specifically a reduction in the number of future performing artists with a low level by 11.5%, an increase in the medium level by 4.0%, and a rise in the high level of development by 7.5% according to this criterion. In terms of the cognitive-activity criterion, a decrease in the number of future performing artists with a low level by 27.0% was recorded among students, alongside an increase in the medium level by 22.6% and the high level of development by 4.4% based on this criterion.

Prospects for further research. Future scientific inquiries are envisioned to focus on the development of a pedagogical system for fostering entrepreneurial competence in future performing artists, as well as the creation of effective methodologies and technologies for enhancing entrepreneurial competence among future performing artists in specialized colleges.

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ЕКСПЕРИМЕНТАЛЬНА ПЕРЕВІРКА РЕЗУЛЬТАТИВНОСТІ ПЕДАГОГІЧНИХ УМОВ РОЗВИТКУ ПІДПРИЄМНИЦЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ХУДОЖНИКІВ-ВИКОНАВЦІВ У ФАХОВИХ КОЛЕДЖАХ

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Реферат:

Актуальність статті зумовлена необхідністю забезпечення відповідності підготовки майбутніх художників-виконавців потребам сучасних підприємств художнього профілю та відсутністю експериментально перевірених методик розвитку підприємницької компетентності у фахових коледжах мистецького спрямування.

Мета: експериментально перевірити ефективність визначених педагогічних умов та розробленої методики розвитку підприємницької компетентності майбутніх художників-виконавців у фахових коледжах.

Методи: спостереження, анкетування, тестування, опитування, моніторинг рівнів розвитку підприємницької компетентності – для експериментальної перевірки результатів проведеної роботи з упровадження педагогічних умов розвитку підприємницької компетентності майбутніх художників-виконавців; кількісний та якісний аналіз – для інтерпретації результатів дослідно-експериментальної роботи; методи систематизації та узагальнення – для формулювання висновків, отриманих в результаті проведення педагогічного дослідження.

Результати: здійснено перевірку ефективності розробленої методики; представлено статистичні дані, зібрані на констатувальному та формуальному етапах експерименту для підтвердження її результативності та визначення динаміки розвитку підприємницької компетентності майбутніх художників-виконавців.

Висновки: створення в закладах освіти визначених педагогічних умов та застосування розробленої методики довели свою результативність, засвідчивши зростання кількості майбутніх художників-виконавців з високим і середнім рівнями розвитку підприємницької компетентності: за ціннісно-мотиваційним критерієм – на 23,5% і 0,5% відповідно; за особистісно-рефлексивним – на 7,5% та 4,0%; за когнітивно-діяльним – на 4,4% та 22,6%.

Ключові слова: підприємницька компетентність, педагогічний експеримент, педагогічні умови, методика розвитку підприємницької компетентності майбутніх художників-виконавців у фахових коледжах мистецького спрямування.

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