



SHAPING A COGNITIVE COMPONENT OF ENTREPRENEURIAL COMPETENCY DURING PROFESSIONAL TRAINING OF FUTURE SPECIALISTS

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Abstract

Relevance: the functioning of the economy of Ukraine in the context of gradual integration into the global economic space requires a modern approach to the education of personnel able to meet the modern challenges, effectively solve professional tasks and organize entrepreneurial activity in accordance with market needs.

Aim: analysis of the preconditions for the formation and identification of prospects for the development of the cognitive component of entrepreneurial competence in the process of future professionals' education.

Methods: self-assessment, questionnaires, graphic methods of depicting statistical data. Statistical data processing was performed using Microsoft Excel, SPSS software packages.

Results: the preconditions of formation and the current state of the system of training future specialists for entrepreneurial activity are investigated. The expediency of pedagogical influence on the development of the formation of the cognitive component of entrepreneurial competence of future specialists has been experimentally tested. Prospects for the formation of components of the pedagogical system of training future professionals for entrepreneurial activity are determined.

Conclusions: the results of experimental research identified the need to strengthen the content of theoretical and practical training of students for entrepreneurship, development of cognitive abilities to master entrepreneurial skills, the formation of a holistic vision of the essence and content of entrepreneurship, development of entrepreneurial thinking of future professionals.

Keywords: *entrepreneurial activity, entrepreneurial competence, pedagogical system, vocational education, cognitive component.*

Introduction. The functioning of Ukraine's economy in terms of gradual integration into the world economic space requires a rethinking of modern economic realities, new approaches to the analysis of transformation processes and education of competent professionals, based on the conceptual foundations of the world economy. This requires an adequate approach to education, able to take on modern challenges, effectively solve professional problems and organize business activities in accordance with market needs.

Sources. The issues of training qualified personnel for entrepreneurial activity have a historical, legal, socio-economic and political basis. Significance for the world and national economy of the problems of small business development are highlighted in the materials of the World Economic Forum (WEF, 2019); the analytical reports of the USAID Leadership in Economic Governance Program, documents of UNDP and other international organizations, statistical and information materials on the state and development of small and medium enterprises of the Ministry of

Economic Development, Trade and Agriculture of Ukraine. Legal bases of the process of ensuring the development of entrepreneurial activity of citizens are specified in the Laws of Ukraine "On Education" (2017), "On Vocational (Technical) Education" (2019), "On Development and State Support of Small and Medium Enterprises in Ukraine" (2013), as well as the National Program for Small Business Development in Ukraine (2013), the National Strategy for Education Development in Ukraine for 2012 – 2021, the Sustainable Development Strategy "Ukraine – 2020" (2015), the Strategy for Small and Medium Business Development in Ukraine for the period before 2020 (2017), in the UN Priority Goals for Sustainable Development until 2030 (2015).

Some aspects of the formation of entrepreneurial competence are considered in the works of such modern scientists as O. Belan, Y. Bilova, D. Zakatnov, L. Ershova, V. Morozova, V. Radkevich, G. Nazarenko, O. Sulaeva, V. Tkachenko, A. Chernyavsky and others. In particular, D. Zakatnov defines the importance of forming a comprehensive pedagogical system, which aims to ensure the process of "economic and entrepreneurial education of youth", is based on a competency approach and forms entrepreneurial competencies in accordance with labour market requirements (Zakatnov, 2018). In the works of L. Ershova competence is defined "as a set of knowledge, skills and personal qualities necessary to solve a wide range of business problems" (Ershova, 2019). In other works, the authors propose to consider entrepreneurial competence as an integrated psychological quality of personality, which is manifested in the motivated ability to creatively search for and implement new ideas and allows solving various problems in everyday, professional, social life.

Despite the broad coverage of issues in research and regulations, the process of formation of entrepreneurial competencies of future professionals requires in-depth study and using a systematic approach in researching of individual components of the pedagogical process.

The paper aim is to analyze the prerequisites for the formation and identification of prospects for the development of the cognitive component of entrepreneurial competence in the process of future professionals' education.

Methods: *theoretical*: induction and deduction, external and internal analysis, synthesis, generalization – to study the conditions of business education the future professionals; *empirical* – methods of self-evaluation; expert evaluation; pedagogical observation – to determine the formation level of indicators, *sociological*: interviews, testing – to collect a representative set of empirical observations;

mathematical and statistical: vertical and horizontal analysis – to assess changes in the structure and dynamics of indicators, graph analytical – to visualize the results, statistical analysis and testing of statistical hypotheses – to assess the consistency of indicators. Statistical data processing was performed using Microsoft Excel, SPSS software.

Results and discussion. Current trends in the labor market and global economic challenges stimulate society to train a new type of special skills such as perceiving and creating innovations, organizing business activities, successful adaptation to the changing unpredictable environment. In this context, the need to improve the quality of vocational education of future professionals and the formation of their ability for entrepreneurial activity is significantly increasing.

Modern youth actively perceives entrepreneurial values and attitudes. This is evidenced by the results of a survey conducted by the laboratory of professional career of the Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine in 2019. The survey was attended by 658 students of the Higher Vocational Schools, such as Khmelnytsky Higher Vocational School №11, Vinnytsia Center for Vocational Education of Processing Industry, Lviv Higher Vocational School of Art, Odessa Higher Vocational School of Trade and Food Technology, Regional Center for Vocational Education of Sewing production and services of Kharkiv region, Cherkasy Professional Road Lyceum.

According to research the question "Do you want to start your own business and start a business?" 82.22% of respondents answered positively, which is 541 people; 14.29% – 94 respondents said that they were not interested in this process. Also, according to the results of the survey, it was found that 61.85% (407 people) have no experience of independent entrepreneurial activity; 20.21% (133 persons) – from time to time earn by informal entrepreneurial activity; 7.6% (50 people) – periodically earn official business activities; 4.71% (31 people) – combine training with official business activities. In addition, 27 people (4.1%) before graduation had experience of independent official business.

Another interesting fact was that modern youth are associate the entrepreneurship with success (405 respondents, or 61.55%). The positive attitude of students to entrepreneurship is evidenced by their answers to the desire to carry out independent entrepreneurial activity, in particular, 14.13% (93 people) are ready for entrepreneurship; 60.03% (395 people) are ready after graduation and 170 students (25, 84%) are not ready for this process.

The results of the research show a high level of students' motivation to start their own business and a

willingness to take responsibility for their professional future. At the same time, the vast majority of students are aware of the importance of acquiring professional skills and competencies to succeed in the field of entrepreneurship, as evidenced by the low percentage of respondents who consider themselves fully ready to start their own business.

One of the study tasks was to find out the students intentions after graduation (see Table 1). According to the research, the vast majority of students keen on to develop in professional field and build a career. At the same time, only 19.15% of students plan to start their own business in the selected branch and 6.53% are ready to work as entrepreneurs in another area.

The investigation let identified the needs of modern youth to organize their own business (Table 2).

The results of the survey showed the need to increase the theoretical and practical training of students for entrepreneurship, which, above all, should be focused on running their own business and

developing skills to use new management methods. Such training should provide a holistic vision of the essence and content of activities, promote the development of entrepreneurial thinking and develop the ability to implement the acquired knowledge in practice.

During the research it was determined that according to students opinion, the content of preparation for entrepreneurial activity should be a separate compulsory discipline (block of disciplines), in particular, 46.35% of respondents (305 people) stated this; 192 people (29.18%) believe that this should be an optional elective; 24.47% (161 people) believe that entrepreneurship training is only some topics in the content of professional disciplines.

The study of the current state of future professionals training for entrepreneurship confirmed the need to update the content of education, taking into account the changes in the labour market and in the country's economy. Selection and structuring of the content of

Table 1
Respondents' answers to the question "After graduation I plan:"

Answer option	Quantity	Percentage
Work in the acquired specialty for hire	247	37.54%
Work in another specialty for hire	40	6.08%
Work in the acquired specialty as an entrepreneur	126	19.15%
Work in another specialty as an entrepreneur	43	6.53%
Get higher education in a specialty close to the specialty acquired in the institution of professional (vocational) education	120	18.24%
Get higher education in a specialty that does not coincide with the specialty acquired in the institution of professional (vocational) education	42	6.38%
I'm not going to work or study	6	0.91%
Other (Armed Forces and so on)	32	4.86%

Table 2
The results of the interviewing of respondents to the question "What do you lack to organize your own business? (you can choose the several answers) "

Answer option	Quantity	Percentage
I am sufficiently informed and experienced	90	13.68%
I am sufficiently informed, but I do not have proper practical experience	183	27.81%
I am well informed, but I do not have the skills of self-presentation in the labor market	104	15.81%
I am well informed, but I do not have the necessary ICT skills to advance my business in today's job market.	80	12.16%
I am sufficiently informed and experienced, but I do not have start-up capital to start my own business	138	20.97%
I feel a lack of legal knowledge	214	32.52%
I do not have enough psychological knowledge about my personality skills, which are important for successful business	133	20.21%
Insufficient knowledge of the economic mechanisms of small business	248	37.69%

training of future specialists for entrepreneurial activity should be carried out in compliance with the basic didactic requirements that ensure the effectiveness of this process.

In this context, the program of training future professionals for entrepreneurship, developed by researchers of the Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine, is merit to attention. The educational variable discipline "Fundamentals of Innovative Entrepreneurship" is designed for students of vocational education, its content is focused on deepening knowledge and the formation of entrepreneurial competence of students.

The program is fully adapted for practical use. There are the content, principles and types of entrepreneurial activity in the conditions of transformation of forms of management of domestic enterprises considering. Some attention is paid to the basics of management, coverage of the stages of business creation in Ukraine, the peculiarities of business planning and the role of marketing for business success. The theoretical material is structured according to the logic with which students learn the basic concepts, economic categories, methods and means of their use in practice. The components of business success, management methods and mechanism of their implementation, organization of business financing process, formation of company development strategy are revealed.

The modern educational paradigm provides for the introduction of purposeful, independent cognitive activity (self-education) of future professionals, the development of their cognitive abilities. Today, there are a large number of educational resources on the Internet, which contain educational economic orientation content.

It is advisable to use as an additional pedagogical tool to strengthen the level of training of future professionals for entrepreneurship the National Platform for Small and Medium Business (Romanska, 2017). This platform contains educational materials that can be used as a basis for self-education. Thus, the educational platform contains a "Useful guide for creative entrepreneurship", which reveals the methodology of development, testing and transformation of creative ideas into real business. This tutorial will help you plan, build and promote your own creative business. Of particular note is the course "Platform for effective regulation PRO" (Strykun, 2017), which contains step-by-step instructions for starting your own business. In addition, the platform is adapted for interactive dialogue with the authorities, in particular, contains an interactive service that allows you to get personalized step-by-step instructions on

starting a business and complying with the law. Users have access to 17 types of business, as well as online tools for regulatory impact analysis, the legal framework of Ukraine on business regulation. The National Platform of Small and Medium Business provides information on recommendations for finding foreign business partners, advice on attracting potential investors, recommendations from successful entrepreneurs who can help to start a business. This platform also provides active consulting, which covers issues of business entities tax control, cessation of economic activity, social entrepreneurship, etc.

To improve the quality of training the future professionals for entrepreneurship, it is necessary to strengthen the content and motivation component by updating the content and forms of learning, deepening students' cognitive skills in learning economic processes and phenomena, to forming an aspiration for personal and professional development.

The study was based on the assumption that the level of formation of the cognitive component of entrepreneurial competence of future professionals depends on the content of the educational process and is subject to regulation through pedagogical influence. Under the cognitive component of entrepreneurial competence of future professionals we mean a set of knowledge that reveals the essence of entrepreneurial activity and important aspects of its manifestation.

During research in the experimental groups were introduced the certain pedagogical measures in order to increase the formation of the cognitive component. In particular, in the experimental groups, pedagogical influence was exercised by participants mastering the materials of the course "Fundamentals of Innovative Entrepreneurship" and educational content of the National Platform for Small and Medium Business. According to the results, it was established that in the course of the research there was a redistribution of the levels of formation of the cognitive component of entrepreneurial competence of future specialists in the control (CG) and experimental (EG) groups of students. The dynamics of redistribution of the results of the ascertaining and formative stages of the study indicates a positive impact of the implemented measures (*Table 3*). Graphic interpretation of the dynamics of changes in the formation level of the cognitive component of future professionals' entrepreneurial competence in control and experimental groups is shown in *Fig. 1*.

Analysis of the results of the study demonstrated a positive trend in the experimental groups, where there is an increase in the high level of formation of the cognitive component of entrepreneurial competence of future professionals and, accordingly, a decrease in low levels.

Table 3

Estimation of the formation level of the cognitive component at the statement and forming stages of the experiment

Experiment stages	Groups	Levels					
		Low		Middle		High	
		%	EG-CG	%	EG-CG	%	EG-CG
Statement	CG	29,36		35,30		43,34	
	EG	29,66	+0,3	35,02	-0,28	43,32	-0,02
Forming	CG	16,59		34,17		49,24	
	EG	7,06	-9,53	35,64	+1,47	57,30	+8

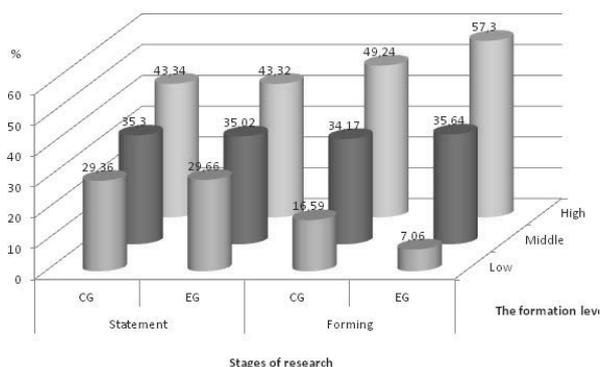


Fig. 1. Dynamics the formation levels of the cognitive component of future specialists' entrepreneurial competence in control and experimental groups

Prospects for further research are the formation of individual components of the pedagogical system of training future professionals for entrepreneurship, taking into account the introduction into the educational process of the proposed pedagogical tools

to increase the level of general entrepreneurial competence of students.

Conclusions. The preconditions for the country's economic growth include the creation of a strong layer of entrepreneurs capable to generating and implementing the innovations, ready to risks and creating a profitable business. The main factor for the formation of such skills among student youth is the development and implementation of a comprehensive multi-component pedagogical system aimed at strengthening the entrepreneurial competencies of future professionals.

According to the results, there is a fairly high level of motivation for entrepreneurship among students of higher vocational schools. At the same time, according to the results of experimental research, we can observed the need to strengthen the content of theoretical and practical training of students for entrepreneurship, the development of the cognitive component of entrepreneurial skills, forming a holistic vision of the essence and content of entrepreneurship, development of entrepreneurial thinking of future professionals.

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Формування когнітивної складової підприємницької компетентності в процесі підготовки майбутніх фахівців

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Реферат

Актуальність Функціонування економіки України за умов поступової інтеграції до світового економічного простору потребує новітнього підходу до підготовки кадрів, здатних приймати сучасні виклики, ефективно вирішувати професійні завдання і організувати підприємницьку діяльність відповідно до потреб ринку.

Мета: аналіз передумов формування та виявлення перспектив розвитку когнітивного компоненту підприємницької компетентності в процесі підготовки майбутніх фахівців.

Методи: самооцінювання, анкетування, графічні методи зображення статистичних даних. Статистична обробка даних здійснювалась із використанням програмних пакетів Microsoft Excel, SPSS.

Результати: досліджено передумови формування та сучасний стан системи підготовки майбутніх фахівців до підприємницької діяльності. Експериментально перевірено доцільність педагогічного впливу на розвиток сформованості когнітивного компоненту підприємницької компетентності майбутніх фахівців. Визначено перспективи формування компонентів педагогічної системи підготовки майбутніх фахівців до підприємницької діяльності.

Висновки: за результатами експериментальних досліджень встановлено необхідність посилення змістовної складової теоретичної і практичної підготовки учнівської молоді до підприємницької діяльності, розвитку когнітивних здібностей для опанування підприємницьких навичок, формування цілісного бачення суті та змісту підприємницької діяльності, розвитку підприємницького мислення майбутніх фахівців.

Ключові слова: *підприємницька діяльність, підприємницька компетентність, педагогічна система, професійна освіта, когнітивний компонент.*

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