



PEDAGOGICAL TECHNOLOGY OF FORMATION OF INTEREST IN ENTREPRENEURIAL ACTIVITY AMONG STUDENTS OF PROFESSIONAL (VOCATIONAL) EDUCATIONAL INSTITUTIONS

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Abstract.

Relevance. The development of professional interest in entrepreneurship is one of the key principles of building a modern market economy in Ukraine, focused on Western values and European integration. The use of innovative pedagogical technologies in the process of forming entrepreneurial competence of future specialists promotes human capital development, growing interest of students of professional (vocational) education in entrepreneurship, increasing their business activity, forming traits and qualities important for shaping the modern generation of Ukrainian entrepreneurs.

Purpose: to characterize the pedagogical technology of formation of interest in entrepreneurial activity among students of professional (vocational) educational institutions.

Methods: analysis and synthesis – in order to determine the state and level of development of the outlined problem; comparison – to study the features of the researched phenomenon functioning in Ukraine and in countries with a significant share of small business in the structure of GDP, generalization – to draw conclusions about the possibility of using appropriate technologies in VET institutions.

Results: based on the analysis of scientific sources, it is found that the formation of students' interest in entrepreneurship lacks innovative technologies developed or adapted for students of VET institutions; the example of Japan, as a country with a large share of small business in GDP, shows, how, with the financial and administrative support of educational institutions, innovative pedagogical technologies contribute to the formation of students' interest in entrepreneurship, high business culture and social responsibility; the pedagogical technology of formation of interest in business activity among students of domestic establishments of professional (vocational) education is characterized on an example of creation of the business plan of the future business (cafe); the stages of work on the introduction of this technology and the content of each stage of the event are substantiated.

Conclusions: the use of innovative pedagogical technologies in the formation of interest in entrepreneurship among students of vocational (professional-technical) education will enhance the entrepreneurial activity of students, increase their social status and ensure the achievement of social effect – creating new jobs through employment, tax increases, improving the quality of goods and services.

Keywords: *pedagogical technology, business planning, professional interest, human capital, entrepreneurship.*

Introduction. Entrepreneurship is an independent, initiative, systematic, (at one's own risk) economic activity carried out by business entities (entrepreneurs) in order to achieve economic and social results and make a profit (1, Article 24). This is

the first task, and at the same time – the goal of entrepreneurship. Entrepreneurial activity enriches society, its individual segments, physical or legal persons. Entrepreneurs provide for themselves and their families and contribute to the growth of the country's

welfare. Small and medium-sized businesses become guarantors of stability and sustainable development of both the state and civil society; both economic and political components of the lives of their citizens.

At the same time, many Ukrainians still have no practical business experience and spend most of their lives working in public and private enterprises. In doing so, due to staff reductions, because of war, pandemic and economic crisis, they face unemployment, the need of finding jobs and retraining.

The way out of this situation may be the timely preparation of students of vocational (professional-technical) education (hereinafter – VET institutions) to solve the problems they may face after graduation, such as the need to create a job for themselves and additional working places for employed persons. This can be achieved by the use of innovative pedagogical technologies that can increase the interest of students in the training of future entrepreneurs.

Pedagogical technology is a set of psychological and pedagogical attitudes that determine a special set and layout of forms, methods, techniques, teaching methods, educational tools; it is an organizational and methodological tool of the pedagogical process (Likhachev, 1991, p.104).

Sources. Problems of professional interest in entrepreneurship are studied by many domestic scientists. Historical and psychological-pedagogical aspects of preparing schoolchildren for entrepreneurial activity in Ukraine are studied by S. Alekseeva, L. Bazil, M. Vachevsky, I. Hrytsenok, V. Dryzhak, L. Yershova, D. Zakatnov, S. Melnykov, V. Orlov, N. Pobirchenko, R. Pustoviit, K. Starchenko, M. Tymenko, O. Topol. The formation of interest in a particular type of professional activity, along with other elements that regulate the behavior of the individual in the process of choosing a profession were considered in the works of B. Afanasyev, O. Bodalev, L. Vygotsky, M. Dobrynin, D. Elkonin, V. Ivanov, O. Leontiev, N. Morozova, L. Rubinstein.

Theoretical and practical issues of introduction of technological approaches to the modernization of the education system are reflected in the scientific works of Yu. Babansky, V. Bepalko, P. Halperin, P. Erdniev, L. Zorina, M. Clarin, L. Landa, I. Rachenko, N. Talyzina and others. Studies of N. Abashkina, K. Bakhanov, V. Bondar, B. Bloom, S. Goncharenko, O. Savchenko, T. Selevka, V. Korneeva, O. Pometun and others are also devoted to the analysis of the essence of the concept 'pedagogical technology'.

We will focus on several basic definitions of the concept of 'learning technology'. In particular, S. Honcharenko (1997, p. 225) emphasized that it is 'a systematic method of creating, applying and defining the whole process of learning and acquiring knowledge, taking into account technical and human resources and their interaction, which aims to optimize education'. D. Yarmachenko considered pedagogical technology as 'a set of means and methods of reproduction of theoretically substantiated processes of teaching and education, which allow to successfully realize the given educational goals' (2001, p.359). Other educators believe that pedagogical technology is a clear scientific design and accurate reflection of pedagogical actions that guarantee success (Kryvshenko et al., 2006, p. 318). According to O. Padalka and A. Nisimchuk (1995, p. 9), pedagogical technology is a foreseen model of the system of actions of teachers and students, which must be implemented in an optimally organized educational process in order to form high professionalism.

The application of technological approaches to education is mainly considered in the formation of general education subjects at the school level. There is a clear lack of innovative technologies developed or adapted for the formation of entrepreneurial competence of students of VET institutions (Alekseeva ta Sokhatska, 2020).

Attempts to adapt modern pedagogical technologies for the formation of entrepreneurial competence for certain professions are found in separate methodological manuals prepared by engineering and pedagogical staff and teachers of certain disciplines of VET institutions. However, they do not have a sound scientific research base, and the effectiveness of their application is of local importance.

The purpose of the article is to characterize the pedagogical technology of formation of interest in entrepreneurial activity among students of vocational (professional and technical) educational institutions.

Methods: analysis and synthesis – in order to determine the state and level of development of the outlined problem; comparison – to study the features of the researched phenomenon functioning in Ukraine and in countries with a significant share of small business in the structure of GDP, generalization – to draw conclusions about the possibility of using appropriate technologies in the VET institutions

Results and discussion. To form the most effective technologies for training future entrepreneurs and increase interest in entrepreneurship, it is necessary to take into account the experience of

highly developed countries with a significant share of small business in the structure of GDP, such as Japan. It is a country where small and medium-sized businesses thrive alongside international giant corporations. There are a large number of small businesses in this country. Almost all the first floors of private houses are occupied by workshops, small factories, shops, restaurants, printing houses, dry cleaners, gas stations and outpatient clinics, which employ 3-5 people. These workers are usually members of the same family. Family dynasties pass on their jobs, professionalism and reputation from generation to generation. And the most importantly – big and small businesses do not interfere with each other, big business depends largely on small one, forming a single thing.

Small business in Japan can be divided into three categories: family farms (about 32% of the total number of small businesses in the country), legal entities (20%) and private entrepreneurs (48%). Japan's small business employs between 6 and 12 million companies (the exact figure is difficult to name, as even one private hairdresser is already a small business). This is more than 90% of the total number of enterprises in the country. They employ 80% of all people employed in the economy (Japan's population as a whole is 127 million people). Japanese manufacturers are known abroad for the brands of several dozens of the largest corporations, but a huge contribution to the Japanese economy is made by small businesses. We can say that it is the basis of the country's prosperity. Small businesses account for more than 53% of Japan's GDP (Delo, 2015).

Figures for comparison: in Japan, the share of small business is 53% of GDP; and in Ukraine – 12%. The difference is quite significant. The formation of interest in entrepreneurial activity arises mainly in the family environment, and the educational institution through the use of innovative technologies should promote its development and the formation of readiness for entrepreneurial activity.

Practical implementation, formation of interest in entrepreneurial activity combines pedagogical technology of project-based learning with mass cultural events. Every autumn, a 'cultural festival' called 'bunkasai' is held in Japanese schools. During the festival, schoolchildren and students have the opportunity to demonstrate their talents: each class or school club prepares some kind of entertainment program. Clubs usually stick to their theme. For example, a craft club can teach everyone the craft and sell wares during the festival, and a music club can delight visitors with a concert. Junior and high school students are required to participate in this

event, and this is voluntary for high school students. Most schools hold the festival in late October or early November. It lasts from one to three days, but the preparation takes a week or more. At the time of preparation, training is suspended and participants spend days inventing costumes and decorations, drawing advertising posters, agreeing with the school board on the timing of events and etc. Students are even allowed to spend the night at school to have more time to prepare.

Working groups are created with the following structure: the head, his deputy and officials (from different classes), namely: the executive committee (chairman of the student council and his deputy); general management group; exposure group; group for making booklets, leaflets and posters; a group that deals with street tents; food organization group; group for preparation of platforms for performances. The school allocates money from the budget in the amount of 30,000 yen per class (makes branded T-shirts), and if something more is needed, students invest their money. The funds are used to purchase paints, paper, and other props (Syrix, 2013).

Practical implementation of pedagogical technologies in Ukrainian VET institutions on the example of creating a business plan for future business (coffee house)

There are already enough ready-made business plans for future business on the Internet, so the use and preparation of a training event will not be as difficult as it may seem at first glance.

Stages of work on the introduction of technology:

- determining the level of readiness of education applicants to draw up a business plan (to begin with, the student must understand the following economic categories – competitors, target audience, revenue, costs, staff, marketing, profits, pay-back period);

- formation of a business template, the complexity of which is determined by the teacher of economic disciplines depending on the level and degree of training of the education applicant (business template should be easy to understand, contain a minimum amount of theoretical material and calculations, have a ready-to-solve algorithm, concise design, have illustrations and links for a better idea of what a business should look like);

- distribution of education applicants by appropriate groups: risk managers, accountants, director and his deputies (2 persons), bartender, waiters, cleaners, catering, group for the production of booklets, leaflets and posters, site preparation group).

Certain groups receive topics of abstracts in the areas of their activities in the future practical event. In addition, a seminar is planned to discuss the topics that have been researched.

Event (project) to increase interest in business on the example of 'Coffee House'

The theme of the cafe depends on the specialization of students of the educational institution: cooks, cooking (in addition to coffee, home-made dishes can be served); designers; tailors (can prepare costumes for the future cafe, create outdoor advertising); car service (to decorate a coffee house for a workshop).

Distribution of responsibilities among students.

First of all, regardless of the specified staff of the cafe, all students of the group where the event will be held should take part, idle students will be a strong demotivating factor for those who work.

Typical staff: director – 1 person; deputies – up to 4 people; accountant; cashier; barista; waiters; cook (if the direction of VET institution - cooking); marketers (design, advertising); interior designers; others – application, decoration of the premises, creation of the appropriate atmosphere, agitation, creation and distribution of advertising leaflets in the educational institution.

Stages of preparation for the event.

1. Planning stage (September) – creation of the necessary methodological base:

- development of an action plan, preparation of handouts, tasks for staff, definition of staff responsibilities, etc.;

- registration, approval of the action plan with the deputy director of the educational institution;

- students' fulfillment of homework, essays on the topic (duties of the director of the cafe, the accountant of the cafe, the profession of 'barista', etc.);

- preparation of an abstract of 1-2 pages (the text should be concise and accessible so that the reader can easily understand the main functions of the director, accountant of the cafe and other members of the team.

After checking and discussing homework, the prepared methodical material is distributed: for the director – functional responsibilities; for deputies – delegation of part of the duties of the director in functional areas: personnel, advertising, finance, art design; for accounting – the creation of a financial plan (simplified scheme, table of income); for the cashier – the book of the account of incomes.

2. Preparatory stage (October) – creation of material base: equipment (coffee maker, kettle, thermos, water bottles – reserve); menu creation; consumables (coffee, sugar, coffee sticks, candies, paper cups, napkins, gloves); creation of flyers; making a banner with the name of the cafe; applique and toys to decorate the cafe.

3. The final stage (November) – the implementation of the event in the educational institution.

It is very likely that the student will remember well the event in the form of creating own business 'Coffee House', but the theory without further consolidation will be forgotten by 80% in three months. To stimulate interest, it is also possible to distribute revenue among the participants or a cultural event can be done in the form of a trip to the museum or exhibition for the money earned.

Conclusions. Based on the analysis of scientific sources, it is found that the use of innovative pedagogical technologies is mostly considered through the formation of the content of general education subjects at the school level. Obviously, there is a lack of innovative technologies developed or adapted for the formation of entrepreneurial competence among students of VET institutions. Attempts to adapt modern pedagogical technologies for the formation of entrepreneurial competence for certain professions are found in separate methodological manuals prepared by engineering-pedagogical staff and teachers of certain disciplines of VET institutions. However, they do not have a sound scientific research base, and the effectiveness of their application is of local importance.

The example of Japan, as a country with a large share of small business in GDP, shows how innovative pedagogical technologies contribute to the formation of students' interest in entrepreneurship, the formation of a high culture of business and social responsibility. Emphasis is placed on the fact that pedagogical technologies are organically combined with the implementation of planned mass events of a particular educational institution, and young students of primary and secondary levels are required to participate in them. Proof of the high motivating effect of such activities is the high percentage of high school students who participate in them, despite the fact that these events are no longer mandatory for high school students. It is emphasized that educational institutions financially support the implementation of such motivating activities and allocate certain training time for their preparation.

The pedagogical technology of formation of interest in entrepreneurial activity among students of domestic institutions of vocational (professional-

technical) education is characterized on the example of creating a business plan for future business (coffee house). The stages of work on the introduction of technology and the content of each stage of the event are substantiated.

It is proved that the application of innovative pedagogical technologies of formation of interest in entrepreneurial activity among students of

vocational (professional-technical) educational institutions will promote the intensification of entrepreneurial activity of students, increase their social status and ensure the achievement of social effect – creation of new jobs, increase of tax amounts, improving the quality of goods and services.

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Педагогічна технологія формування в учнів закладів професійної (професійно-технічної) освіти інтересу до підприємницької діяльності

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Реферат.

Актуальність. Розвиток професійного інтересу до підприємницької діяльності є одним із ключових принципів побудови сучасної ринкової економіки в Україні, орієнтованої на західні цінності та Європейську інтеграцію. Застосування інноваційних педагогічних технологій у процесі формування підприємницької компетентності майбутніх фахівців, сприяє розвитку людського капіталу, зростанню інтересу учнів закладів професійної (професійно-технічної) освіти до підприємницької діяльності, підвищенню їх ділової активності, формуванню рис та якостей, важливих для формування сучасного покоління підприємців України.

Мета: охарактеризувати педагогічну технологію формування в учнів закладів професійної (професійно-технічної) освіти інтересу до підприємницької діяльності.

Методи: аналізу й синтезу – з метою визначення стану й рівня розробленості окресленої проблеми; порівняння – для вивчення особливостей функціонування досліджуваного феномену в Україні та в державах зі значною часткою малого бізнесу в структурі формування ВВП, узагальнення – для формування висновків щодо можливості застосування відповідних технологій у закладах ЗП(ПТ)О.

Результати: на основі аналізу наукових джерел, з'ясовано, що для формування в учнівської молоді інтересу до підприємницької діяльності бракує інноваційних технологій, розроблених чи адаптованих для учнів ЗП(ПТ)О; на прикладі Японії, як країни з великою часткою малого бізнесу в структурі ВВП, показано, як за фінансової та адміністративної підтримки закладів освіти інноваційні педагогічні технології сприяють формуванню інтересу учнів до підприємницької діяльності, формуванню високої культури бізнес-діяльності та соціальної відповідальності; охарактеризовано педагогічну технологію формування інтересу до підприємницької діяльності в учнів вітчизняних закладів професійної (професійно-технічної) освіти на прикладі створення бізнес-плану майбутнього бізнесу (кав'ярня); обґрунтовано етапи роботи над упровадженням даної технології та зміст кожного етапу проведення заходу.

Висновки: застосування інноваційних педагогічних технологій формування в учнів закладів професійної (професійно-технічної) освіти інтересу до підприємницької діяльності сприятиме активізації підприємницької

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активності здобувачів освіти, підвищенню їхнього соціального статусу та забезпечуватиме досягнення соціального ефекту – створенню через зростання самозайнятості нових робочих місць, зростанню обсягів податків, підвищенню якості товарів і послуг.

Ключові слова: *педагогічна технологія, бізнес-планування, професійний інтерес, людський капітал, підприємництво.*

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