



# PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE OF FUTURE MASTERS IN PHYSICAL CULTURE AND SPORTS

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## **Abstract.**

*Relevance:* high-quality training of Masters in Physical Culture and Sports for entrepreneurial activity is determined by the needs of society in creating a network of sports and recreation institutions accessible to the general population, whose activities are aimed at preserving people's health. The paper reveals the pedagogical conditions for the development of entrepreneurial competence of future Masters in Physical Culture and Sports (PCaS). The development of entrepreneurial competence of future Masters in Physical Culture and Sports is due to the creation of an appropriate educational and developmental environment in higher educational institutions, which integrates the processes of professional training in the field of Physical Culture and Sports and preparation for entrepreneurial activity.

*Aim:* to analyze the existing pedagogical conditions for the development of entrepreneurial competence in domestic higher educational institutions and, in particular, institutions for training specialists in Physical Culture and Sports (PCaS); to substantiate the expediency of implementing the pedagogical conditions proposed by the author of the paper.

*Methods:* to solve the given tasks, theoretical analysis, generalization of data from scientific and methodological literature have been used. We have also conducted an expert assessment of the circumstances that affect the level of professional training of future Masters in PCaS and the rating estimation of the pedagogical conditions for the development of entrepreneurial competence, which are often found in scientific research and methodological recommendations of domestic and foreign teachers.

*Results:* based on the results of an expert assessment of the circumstances that affect the level of professional training of future Masters in PCaS and a rating assessment of the pedagogical conditions for the development of entrepreneurial competence, the following pedagogical conditions for the development of entrepreneurial competence have been determined: involvement of Master's degree students in the development of business plans; practicing skills of creating business projects; stimulating positive motivation for the development of entrepreneurial competence of future Masters in PCaS in the process of professional training; introduction of the course 'Entrepreneurial activity in the field of Physical Culture and Sports' to the content of professional training of future Masters in Physical Culture and Sports; application of simulation-role learning technologies within the implementation of personalized education and trends of practice-oriented learning.

*Conclusions:* the main conditions for successful development of entrepreneurial competence (involvement of undergraduates in goal-setting and planning of joint and individual educational activities; use of forms of organization of creative and project activities; organization of interaction with successful business entities; creation of psychologically comfortable educational environment for acquaintance with modern sports enterprises and organizations) are determined; the most effective forms and means of forming entrepreneurial competence of future Masters in PCaS (development of business plans, creation of business projects and startups; use of business games; application of problem and project training; intensification of extracurricular activities of students on the basis of business centers, consulting centers, career centers) are substantiated.

**Keywords:** *entrepreneurial activity, professional competence, entrepreneurial competence, Master's degree, branch of Physical Culture and Sports.*

**Introduction.** The objective need to train Masters in Physical Culture and Sports for entrepreneurship activity is crystallized against the background of the growing need of society to create a network of sports and recreation facilities accessible to the general population, whose activities are aimed at maintaining human health, development of physical culture and sports in Ukraine. To this end, the regulatory framework for the development of small and medium-sized businesses in Ukraine is being improved, as well as the existing problems of employment of graduates of higher educational institutions are being solved.

**Sources.** The problem of entrepreneurship development in Ukraine and the world and entrepreneurial competence of the subjects of the educational process is studied in the following thematic areas: theory and history of entrepreneurship in Ukraine and the world (L. Yershova, T. Lazanska, S. Pryshepa, O. Romanovsky, J. Stoner, R. Umerov, I. Tsygilyk, J. Schumpeter, etc.); development of personal qualities of an entrepreneur, in particular, the formation of entrepreneurial competence (N. Akaev, L. Bazyl, G. Matukov, N. Pobirchenko, V. Orlov, O. Protsenkot, etc.); teaching the basics of entrepreneurship in professional educational institutions (D. Aistrakhanov, Z. Varnaliy, O. Klimko, V. Kolot, S. Mocherny, etc.).

The problem of development of components of entrepreneurial competence was studied by foreign (J. McClelland, R. Brockhouse, R. Kiyosaki, J. Fleming, R. Mitchell, etc.) and domestic psychologists (L. Karamushka, O. Kredentser, S. Maksimenko, Yu. Pachkovsky and others). In foreign scientific literature and pedagogical practice, the study of problems of entrepreneurship and, in particular, entrepreneurial competence, has a long history. The phenomenon of entrepreneurship has developed on a large scale since the beginning of the twentieth century. Based on the analysis of the works of P. Drucker, A. Marshall, D. Ricardo, F. Hayek, J. Schumpeter, and others, the characteristic features of this phenomenon are identified – initiative and independence, innovation and creativity, systematicity (regularity, professionalism, consistency) and risk, legal and social responsibility, the purpose of making a profit.

**The article aims** to identify and characterize the pedagogical conditions of formation of entrepreneurial competence of future Masters in Physical Culture and Sport in institutions of higher education, to substantiate the most effective forms and means of pedagogical activity.

**Methods:** to solve the given tasks, theoretical analysis, generalization of scientific and methodological literature have been used. An expert assessment of the circumstances affecting the level of professional training of future Masters in PCaS and the rating estimation of pedagogical conditions for the development of entrepreneurial competence, which are often found in scientific research and methodical recommendations of domestic and foreign teachers, has been conducted.

**Results and discussion.** The development of entrepreneurial competence as a complex integral quality of future professionals contributes to the harmonization of their individual interests with public demands. Motivation to acquire the ability to entrepreneurship, the development of appropriate value orientations, the ability to implement the knowledge in professional and entrepreneurial activities acquired in the higher educational institutions can and should be laid in the process of training. In this regard, there is a need to determine and scientifically substantiate the pedagogical conditions for the development of entrepreneurial competence of future Masters in Physical Culture and Sports.

In modern information and educational content, pedagogical conditions are mostly considered as certain, artificially created circumstances relating to the goals, content, organizational forms, technologies, methods, tools and other components of training the future professionals to achieve the goal and obtain quality results. They are visualized as a set of correlations of the relevant psychological and pedagogical process to a particular educational environment or pedagogical system.

Concretization of the essence of pedagogical conditions (for the development of entrepreneurial competence of future Masters in Physical Culture and Sports and the scientific and methodological support in the process of professional training of such specialists) requires consideration of the essential characteristics of the scientific category. For the most part, authors of scientific works use the term 'pedagogical conditions' if they want to show a holistic pedagogical process, emphasize certain aspects or components. The peculiarity of pedagogical conditions is that they 'by themselves, without activity, can not become a new reality, produce it, they only create the possibility of a new thing as the conditioned one' (Philosophical Encyclopedic Dictionary, 2002, p. 531). In view of this, in clarifying the essence of the studied category we take into account the following characteristics of pedagogical conditions: universality in the field of higher education,

originality in the training of future Masters in Physical Culture and Sports, as well as dynamism, flexibility, relevance to a particular local educational space of the University or Faculty of Physical Culture and Sports. According to the specified essential characteristics, according to O. Romanovsky (2002a, p.54-64), in determining the pedagogical conditions for the development of entrepreneurial competence of Masters in Physical Culture and Sports, we focus on the concept of entrepreneurial education. We support the scientist's opinion that in outlining the strategic vectors and target guidelines of higher education, the key goal is to determine the acquisition of entrepreneurial qualities of citizens, regardless of their chosen profession or specialty. It is the entrepreneurial worldview, appropriate entrepreneurial types of behavior and skills that are important to be developed among all students, regardless of whether or not they show the ability to do business. 'Entrepreneurial education', says the scientist, 'cultivates the ability to be a leader, teaches and instills other business qualities necessary in the business environment of different cultures and peoples; provides individuals with the necessary knowledge about the profession and cultivates related business skills, so that a person can make the right choice of profession and acquire the ability to work in various areas of business; teaches the future entrepreneur the ways to choose and rationally use technological tools for personal and business decisions; forms the ability to communicate professionally as a listener and a speaker at public and business meetings'. (Romanovsky, 2002b, p. 118).

The development of entrepreneurial competence of future Masters in Physical Culture and Sports is due to the creation of an appropriate educational and developmental environment in higher educational institution, which integrates the processes of professional training in the field of Physical Culture and Sports and preparation for entrepreneurial activity. This process requires the creation of an integrated set of pedagogical tools that provide a variety of cyclical and non-cyclical influences on the worldview positions and motivation of future Masters in PCaS in relation to entrepreneurship activity, mastery of entrepreneurial competence.

Among the pedagogical conditions for the development of entrepreneurial competence of students of higher educational institutions, researchers note those ones that, in their opinion, are traditional: the use of methods to enhance cognitive and entrepreneurial activity (problem-based learning); intensification of the learning process; the use of interdisciplinary links, as well as those ones that can be

characterized as aimed at the development of entrepreneurial qualities: giving priority in the process of professional training of business games that mimic production situations in business and form personal and professional qualities of the entrepreneur; solving special multilevel, problem-solving tasks that provide intensive emotional and intellectual work of students; accumulation of business experience. Among the tasks of entrepreneurship education, scientists highlight the problem of forming an economic worldview, awareness of the need for tasks to conserve resources, education of a respectful attitude to any kind of work and labour activity, in general; developing the ability to creatively manipulate data from all the functional aspects of business and entrepreneurship needed to make informed management decisions.

One of the primary positive qualities of the personality of an entrepreneur and athlete is his/her leadership qualities. A person with leadership qualities is the most authoritative person in any community. Such a person plays a central role in organizing joint activities and regulating relationships in social society. An entrepreneur cannot but be a leader, because he must unite people around him and inspire them to achieve a high goal. He will succeed in business only if he can convince his employees of the ability to achieve such a level of performance of tasks that previously seemed inaccessible to them. This ability of the leader is closely related to such qualities as the ability to create optimistic plans, strengthen hopes for success, explain the essence of innovation, unite the team in crisis situations and etc. According to A. Meneghetti (2004, p. 17), a leader is a person who, satisfying his own selfishness, realizes the public interest. Developing his own activities, he distributes material goods and provides employment for hundreds of people. At the same time, the leader stimulates progress in society and revives the economy, which gives impetus to the evolution of society.

We draw attention to the fact that the pragmatic concept of entrepreneurship considers the activities of entrepreneurs in the field of Physical Culture and Sports not to be only as a certain selfish manifestation of the desire for personal enrichment, but as socially useful and socially significant work. Business entities have a need for public recognition of their activities and results. In addition, in the process of preparation for such activities, it makes sense for business entities to motivate the achievement of high positive evaluations of their business by society. It should be noted that this need is due not only to the form of altruism and humanitarianism, but a

conflict of selfish interests of business entities, competition between them, and this leads to the need to appeal to society to search comparisons of competitors' actions and identify the best ones. Winners in the competition are only those entrepreneurs who have proven to society that they have a competitive advantage over rivals (Rubin, 2016, p. 145). Future Masters in the field of Physical Culture and Sports must be ready for such a struggle. Their ideas about success in entrepreneurship should include a socially useful component of entrepreneurial activity. This position is advantageous in business. For the successful entrepreneur, money is a tool for business development, not an end in itself. The experience of the most companies in the field of Physical Culture and Sports shows that the desire to just make a lot of money is a dead-end position. The development of entrepreneurial competence of future specialists in the field of Physical Culture and Sports should be aimed at understanding the position and needs that arise in the process of business activity and are related to the attitude of consumers to sports and health services and physical culture.

In defining and substantiating pedagogical conditions that promote the formation of entrepreneurial qualities, researchers emphasize the need to take into account such individual and personal characteristics of the subjects of educational processes as purposefulness, organization, thinking, memory, motivational and volitional sphere, etc. According to R. Kiyosaki and the others (2014, p. 79), people who have no experience and undertake to organize their own business, sometimes feel helpless and confused because they are accustomed to following other people's orders. Even, if such a person is characterized by challenging diligence, but has no experience in setting goals, planning his actions, the ability to set priorities and manage his time, as well as determine the sequence of necessary actions, it will be difficult for him to count on success in business. These skills are just as important as the ability to use a checkbook, make business plans and analyze financial statements. We consider it inexpedient to train an athlete to be an economist or an accountant in preparation for professional activities. The task of higher educational institutions is to open for the Master of Science student the opportunity to see his own prospects, and the formation of those qualities that will ensure the achievement of life and professional success.

Scientific statements about the importance of individual teaching, research and independent work of students for the development of entrepreneurial competence are important in the context of research.

They allow to integrate the training of future Masters as specialists in Physical Culture and Sports and business entities, enable integrity as an holistic process of education, upbringing, socialization and self-development of the individual; implementation of business and creative cooperation with commercial structures in the field of Physical Culture and Sports; implementation of active interaction of such commercial structures with socio-pedagogical structures, which opens up additional opportunities for the use of material and social conditions for the implementation of deep and comprehensive preparation for entrepreneurial activity; application of a systematic approach to the development of a program of joint activities, which allows to increase the scientific and methodological validity and effectiveness of training; providing flexibility and variability of the training system, which opens space for pedagogical search, innovation and self-development, rapid updating of knowledge and social experience of young people.

Based on these considerations, scientists justify the need to supplement classroom classes in mastering the courses on 'Fundamentals of Economics and Entrepreneurship Activity', 'Management and Marketing of Physical culture and Sports Activities', 'Fundamentals of Advertising and Marketing in Tourism', etc., purposeful extracurricular activities for students, which allow to attract additional resources (time, educational technologies, types of activities, information, etc.) in order to harmonize the theoretical and practical components of the educational process in accordance with the objectives of training and education of potential business entities.

In search of favorable pedagogical conditions, we pay attention to such a form of extracurricular activities as participation in the business club, which has a high level of motivational attractiveness for young people and allows the implementation of the widest range of different activities (subject-practical, design, creative, communicative, etc.), the use of modern educational technologies. Participation in the work of the business club is an important organizational and pedagogical condition for ensuring the unity of theoretical and practical components of training the future professionals with the basics of entrepreneurship. The leading idea of the organization of the educational process, focused on achieving the goals of education and upbringing of potential business entities, is to integrate classroom classes on studying courses 'Fundamentals of Economics and Entrepreneurship', 'Management and marketing of Physical Culture and Sports activities' and extracurricular activities of future Masters in PCaS.

Having substantiated the extracurricular work as one of the main pedagogical conditions for the formation of entrepreneurial qualities of Master of Science students, we propose to carry it out within the activities of the consulting center. The researcher considers the pedagogical significance of such a center within the framework of development and substantiation of the content (determination by future Masters, not teachers), forms (priority of individual forms of education), methods of educational work of the training-consulting center based on partnership between consultant (teacher) and Master's student, as well as the functional roles of the consultant and the relevant phases of counseling (preparation, diagnosis, planning, implementation, completion, adjustment). The use of active learning technologies (game, problem, contextual, etc.) in the process of mastering the disciplines, as well as taking into account educational achievements in extracurricular work in certification, ensure the achievement of targets in the formation of future Masters in PCaS as potential business entities.

A significant part of researchers pays special attention to project activities and the application of the project method in the following areas:

- development of criteria for selection of the content of educational material, taking into account the specifics of educational business planning;
- creation of teaching methodology based on a combination of reproductive and creative activities with the priority of the latter ones;
- organization of individual, group and collective cognitive activity;
- maximum use in the teaching of the independence of Master's students to form the skills of reflexive analysis;
- shifting the emphasis, in the process of creating a business project, to the imagination, creating creative images, but not to the economic real efficiency of the project and its implementation;
- organization of economic training practice in actually operating commercial firms;
- formation of positive motivation in choosing a professional activity focused on entrepreneurship;
- application of reflective cross-technologies of the situation center as a means of group work of students in a collective mode on creation of the project in the conditions of support of work by service group.

One of the crucial conditions for the development of entrepreneurial competence of students is the deepening and consolidation of entrepreneurial thinking, personal characteristics in accordance with

market requirements. Among the pedagogical conditions that will contribute to the effectiveness of the process of formation of entrepreneurial competence G. Matukova (2015, p. 187) identifies the following:

- application of an integration approach to the study of economic disciplines;
- organization of educational communicative space and modeling of communicative situations of professional character;
- taking into account the levels of professional adaptability of economic professionals;
- ensuring the relationship of educational material of fundamental economic disciplines with the content of economic activity of enterprises;
- approaching the process of preparing students for the practical activities of an entrepreneur-innovator, the development of his personal entrepreneurial vision.

The effectiveness of the development of entrepreneurial competence of future Masters in Physical Culture and Sports depends on the motivation for the development of entrepreneurial competence, maximum concentration of attention on the educational process, the atmosphere of successful cooperation between teachers and students, adherence to correct tactics and strategies for assessing academic success, intensifying their independent activities, etc. High motivation, according to N. Pobirchenko (2007, p. 265), is the main psychological source of effective work, and it is provided by such factors as conformity of the content and the form of the organization of training, rest and work directed on formation of skills of partnership and cooperation; creative nature of joint activities; encouragement and prospects for growth in education and work.

The research analyzed above is about the formation of certain components of entrepreneurial competence of future Masters in PCaS, and not about holistic formation, which in the system of professional training of Masters in Physical Culture and Sports should be presented as a dynamic personal-professional phenomenon that ensures success in business.

The components of entrepreneurial competence of Masters in Physical Culture and Sports include:

- the ability to think innovatively, generate promising ideas, turning them into new technologies in order to achieve goals and make a profit;
- the ability to search for new market opportunities for business;
- the ability to work faster, more beyond the proposed requirements and in conditions of uncertainty;

- the ability to quickly assess the economic and social conditions of entrepreneurial activity;
- the ability to develop business plans for the creation and development of new organizations, activities, products;
- the ability to make decisions, willingness to take responsibility for the consequences of decisions;
- the ability to formulate a goal, switch to an alternative strategy to achieve the goal;
- understanding the essence of the problem and the ability to find an innovative solution to the problem in standard and non-standard situations;
- the ability to establish connections, negotiate, communicate with various partners, enter into effective agreements;
- the ability to control the use of resources, ensure optimal allocation of resources between operations and projects;
- the ability to create business and work networks from different participants;
- the ability to attract attention;
- the willingness to take risks, the ability to manage risk;
- the readiness for personal and professional self-development;
- the ability to critically assess personal strengths and weaknesses.

The presented list of components of entrepreneurial competence of future Masters in Physical Culture and Sports makes it possible to specify the pedagogical conditions and create a program for the development of entrepreneurial competence aimed at gaining practical experience of entrepreneurial activity. Among the forms of education, preference should be given to involvement of Master's students in the development of business plans, practicing skills of creating business projects to form entrepreneurial thinking in the process of planning the development of commercial enterprises in the field of PCaS and in cooperation with entrepreneurs; modeling fragments of entrepreneurial activity during research, Master's practice, development of course and other educational projects. Educational entrepreneurial activity can be carried out in the form of educational associations based on the material base of the faculty, higher educational institutions.

The peculiarity of the pedagogical conditions of the development of entrepreneurial competence of future Masters in PCaS is due to their basic employment opportunities. According to the current legislation, Masters in Physical Culture and Sports with entrepreneurial competence can hold positions

that, in our opinion, have direct access to entrepreneurship. That is, teachers of Physical Culture and Sports in higher educational institutions; teachers of Physical Rehabilitation in higher educational institutions; coaches in the chosen sport; Physical Rehabilitation specialists; instructors (organizers) of sports and mass work at the factory, private company or at the place of residence; specialists in the operation of sports facilities; employees of state or public bodies of Physical Culture management; employees (manager) of sports clubs, sports and recreation camps; Physical Education instructors in fitness centers, clubs; instructors and methodologists in Physical Culture and Tourism at enterprises and institutions, at the place of residence and in areas of public recreation; specialists-researchers in the field of Physical Education, Sports and Tourism, organizers (managers, instructors) of tourist work; leaders of sports and fitness clubs, sports and health camps; sports coaches, professionals of security structures, in their career development, can become entrepreneurs, managers, start their own business, which will be successful because it is somehow related to their main profession.

Based on the results of expert assessment of the circumstances affecting the level of professional training of future Masters in PCaS, and rating assessment of pedagogical conditions for the development of entrepreneurial competence, which are most common in research and guidelines of domestic and foreign teachers, the following pedagogical conditions were identified:

1. Involvement of Master's students in the development of business plans, development of skills to create business projects in order to form entrepreneurial thinking in the process of planning the development of commercial enterprises in the field of PCaS and in cooperation with entrepreneurs.

2. Stimulation of positive motivation for the development of entrepreneurial competence of future Masters in PCaS in the process of professional training.

3. Introduction of the author's course 'Entrepreneurial activity in the field of Physical Culture and Sports' to the content of professional training of future Masters in Physical Culture and Sports.

4. Application of technologies of imitation-role learning within the implementation of personalized education and trends of practice-oriented learning.

**Conclusions.** Based on the analysis of the identified pedagogical conditions for the development of entrepreneurial competence of future Masters in Physical Culture and Sports, the most effective forms and means of work are substantiated: development of business plans, creation of business

projects and startups; use of business games that simulate production situations in business and form the personal and professional qualities of the entrepreneur; inclusion of special multilevel, problem tasks that provide intensive emotional and intellectual work of students in the educational process; intensification of extracurricular activities of students (based on business centers, counseling centers, career centers), which allow to attract additional resources (time, educational technologies, activities, information) in order to harmonize the theoretical and practical components of the educational process in accordance with learning objectives and education of potential business entities, etc. This is due to changes in the structure of education and the growing activity of business incubators, most often located on the basis of higher educational institutions. It is shown that startups are fast becoming an integral part of the process of the continuing education,

as well as the subject of study of investment companies. It is established that the successful development of entrepreneurial competence is in those higher educational institutions, where: future Masters in the field of PCaS are involved in goal-setting and planning of joint and individual educational activities; the use of various forms of organization of creative and project activities is provided, which stimulates independent activity and activity of Master of Science students; organized interaction of future Masters with the subjects of successful business activity; a psychologically comfortable educational environment is created, in which acquaintance with modern sports enterprises and organizations is carried out, which in general enables obtaining productive knowledge and formation of relevant skills and abilities.

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## **Педагогічні умови розвитку підприємницької компетентності майбутніх магістрів з фізичної культури і спорту**

**Андрій Молдован**

заступник декана з навчально-організаційної роботи Чернівецького національного університету імені Юрія Федьковича

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### **Реферат.**

*Актуальність:* Якісна підготовка магістрів з фізичної культури і спорту до підприємницької діяльності зумовлена потребами суспільства у створенні мережі спортивно-оздоровчих закладів, доступних для широких верств населення, діяльність яких спрямована на збереження здоров'я людей. У статті розкриваються педагогічні умови розвитку підприємницької компетентності майбутніх магістрів з фізичної культури і спорту (ФКіС). Розвиток підприємницької компетентності майбутніх магістрів з фізичної культури і спорту зумовлений створенням у ЗВО відповідного освітньо-розвивального середовища, яке інтегрує процеси професійної підготовки в галузі фізичної культури і спорту та підготовки до підприємницької діяльності.

*Мета:* проаналізувати існуючі педагогічні умови для розвитку підприємницької компетентності у вітчизняних ЗВО і зокрема у закладах з підготовки фахівців із фізичної культури і спорту (ФКіС). Обґрунтувати доцільність їх запровадження в закладах вищої освіти.

*Методи:* для вирішення поставлених завдань використовували теоретичний аналіз, узагальнення даних науково-методичної літератури. Також було проведено експертне оцінювання обставин, які впливають на рівень професійної підготовки майбутніх магістрів з ФКіС і рейтингової оцінки педагогічних умов розвитку підприємницької компетентності, що найчастіше зустрічаються в наукових дослідженнях та методичних рекомендаціях вітчизняних і зарубіжних педагогів.

*Результати:* за результатами проведеного експертного оцінювання обставин, що впливають на рівень професійної підготовки майбутніх магістрів з ФКіС, було визначено наступні педагогічні умови розвитку в них підприємницької компетентності: залучення студентів магістратури до розроблення планів підприємницької діяльності; відпрацювання навичок створення бізнес-проектів; стимулювання позитивної мотивації до розвитку підприємницької компетентності майбутніх магістрів з ФКіС у процесі професійної підготовки; запровадження

курсу «Підприємницька діяльність у галузі фізичної культури і спорту» до змісту професійної підготовки майбутніх магістрів із фізичної культури і спорту; застосування технологій імітаційно-рольового навчання в межах реалізації персоналізованої освіти та тенденцій практико-орієнтованого навчання.

*Висновки:* визначено основні умови успішного розвитку підприємницької компетентності (залучення магістрантів до цілепокладання і планування спільної та індивідуальної освітньої діяльності; використання форм організації творчої та проєктної діяльності; організація взаємодії із суб'єктами успішної підприємницької діяльності; створення психологічно комфортного освітнього середовища для ознайомлення із сучасними спортивними підприємствами та організаціями); обґрунтовано найбільш ефективні форми й засоби формування підприємницької компетентності у майбутніх магістрів ФКіС (розроблення планів підприємницької діяльності, створення бізнес-проєктів і стартапів; використання ділових ігор; застосування проблемного та проєктного навчання; активізація позааудиторної діяльності студентів на базі бізнес-центрів, консультаційних центрів, центрів кар'єри).

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**Ключові слова:** *підприємницька діяльність, професійна компетентність, підприємницька компетентність, магістр, галузь фізичної культури і спорту.*

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