



CONTENT AND FORMS OF MODERN TRAINING OF FUTURE SPECIALISTS FOR ENTREPRENEURSHIP ACTIVITY

Svetlana Alekseeva ¹, Liudmyla Yershova ²

- 1 Doctor of Pedagogical Sciences, Senior Researcher of the Professional Careers Laboratory Institute of Vocational Education and Training of NAES of Ukraine, <http://orcid.org/0000-0002-8132-0465>, e-mail: sv-05@ukr.net
- 2 Doctor of Pedagogical Sciences, Associate Professor, Deputy Director of Institute of Vocational Education and Training of NAES of Ukraine, <https://orcid.org/0000-0002-2346-5842>, e-mail: l.yershova@hotmail.com

Abstract.

Relevance is determined by the need to justify the latest approach to staff training, able to accept modern challenges, effectively solve professional problems and organize business activities in accordance with market needs.

Purpose: to determine the features of the content and forms of modern training of future professionals for entrepreneurship activity.

Methods: theoretical (induction and deduction, external and internal analysis, synthesis, generalization – to study the content and forms of training future qualified professionals for entrepreneurship in vocational educational institutions); empirical (questionnaires, self-assessment – to identify the readiness of young people for entrepreneurship); mathematical and statistical (vertical and horizontal analysis – to assess changes in the structure and dynamics of survey indicators, statistical analysis and testing of statistical hypotheses – to assess the consistency of indicators).

Results: the analysis of scientific, statistical and journalistic sources testifies to urgency of a problem of formation of the content, forms and methods of preparation of the future skilled workers for entrepreneurship activity; on the basis of analysis and generalization of the obtained empirical data it has been found that most young students positively perceive entrepreneurial values and attitudes, dream of starting their own business, aware of the risks and problems associated with entrepreneurial activity, recognize lack of psychological, economic and legal knowledge, necessary to open and run own business.

Conclusions: the main characteristics that should be inherent in the modern content of training future professionals for entrepreneurship activity (innovation, sociality, humanization) are determined; the forms of educational activity that are the most effective for the formation of entrepreneurial competence (incubation, acceleration, grant programs to support startups; online courses on social entrepreneurship; psychological workshops; video lectures; e-portfolio) are characterized.

Keywords: *innovative entrepreneurship, startup, entrepreneurial activity, entrepreneurial competence, self-management.*

Introduction. The laws of economics and world experience show that sustainable economic development in the long run depends not so much on the ownership structure and real resource potential of the country, but on entrepreneurship, provided by active and consistent development of the most advanced achievements of domestic science, technology and advanced foreign experience in research and innovation. Each country, taking into account its national characteristics and individual situation,

builds its own innovation strategy in such a way as to harmonize as much as possible social needs, available resources, internal and external factors of economic development. The realities of the current stage of market transformation in Ukraine indicate that the Ukrainian economy is not fully suitable for effective functioning in today's market environment. Promoting the growth of small businesses can be an effective way to quickly create new jobs, eliminate unemployment, overcome the negative processes in

the economy of depressed regions. In such circumstances, proper preparation of young people for entrepreneurship activity in educational institutions is an effective way to solve many pressing socio-economic problems. Thus, there is the need to substantiate the requirements for the content and forms of training of future professionals who are ready to accept modern challenges, effectively solve professional problems and organize business activities in accordance with market needs.

Sources. The issues of training future specialists capable of entrepreneurial activity have a historical, legal, socio-economic and political basis. Significance for the world and national economy of the problems of entrepreneurship development is actualized in the laws of Ukraine 'On Education' (2017), 'On Vocational (Professional-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 Strategy for Sustainable Development 'Ukraine – 2020' (2015), the Strategy for Small and Medium Business Development in Ukraine for the period by 2020 (2017), in the UNO Priority Goals for Sustainable Development until 2030 (2015).

The article aims to analyze the features of the content and forms of modern training of future professionals for entrepreneurship activity.

Methods: theoretical: induction and deduction, external and internal analysis, synthesis, generalization – to study the content and forms of training future qualified professionals for entrepreneurship activity in vocational education institutions; empirical – methods of questionnaires, self-assessment – for the formation of a representative set of empirical observations; mathematical and statistical: vertical and horizontal analysis – to assess changes in the structure and dynamics of survey indicators, statistical analysis and testing of statistical hypotheses – to assess the consistency of indicators. Statistical data processing has been performed using software packages Microsoft Excel, SPSS.

Results and discussion. Modern youth actively perceives entrepreneurial values and attitudes. According to the survey conducted by the laboratory of professional career of the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine (2019) as part of an all-Ukrainian experiment, the positive attitude of students to entrepreneurship shows their desire to engage in independent entrepreneurship, including

14.13% (93 people) consider themselves to be ready for entrepreneurship during training and 60.03% (395 people) plan to engage in small business after graduation. 658 people took part in the survey. There were students of the Higher Vocational School № 11 (Khmelnitsky), Vinnytsia Center for Vocational Education of Processing Industry (Vinnytsia), Lviv Higher Vocational Art School (Lviv), Odessa Higher Vocational School Trade and Food Technologies (Odessa), the Regional center of Professional Education of Garment Production and Services of Kharkiv region (Kharkiv), Cherkasy Professional Road Lyceum (Cherkasy)

To the question 'What do you need to organize your own business?' 37.69% of respondents admitted that they were insufficiently familiar with the economic mechanisms of running a small business; 32.52% – do not have enough knowledge important for successful business; 20.21% – testified to the lack of legal knowledge; 20.97% – stated that they do not have start-up capital to start their own business (Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine (Alekseeva and Sokhatska, 2020).

The study of the conditions of preparation of future specialists for entrepreneurial activity in vocational educational institutions allows to single out the main requirements for the organization of modern educational process, namely: ensuring innovation, sociality and humanization, which should be reflected in the content and forms of preparation of future specialists for entrepreneurship activity in conditions of small business development.

Innovation in entrepreneurship can be considered as an activity to use the results of scientific research and development or other scientific and technical achievements. This leads to the emergence of qualitatively new and better (in properties) goods or services sold on the market or technologies used in practice. The scope can be used to identify production (technical, technological), economic, environmental, information, integrated, scientific and methodological, trade, organizational and managerial, financial, legal innovations. Such innovations are focused on the introduction of new economic incentives, changes in technology, production technology, the introduction of a qualitatively new level of practical implementation of scientific inventions, innovation proposals, energy savings, coverage of advanced forms and methods of scientific, methodological and educational activities (e.g. introduction of distance learning based on new use of special techniques), services and providing them with a new

quality. Thus, innovation is an activity that is directly related to the production of new scientific ideas, their implementation in the tangible and intangible spheres, which leads to the release of new competitive goods, works and services. In innovative entrepreneurship, the leading role belongs to mental work, the result of which is innovation and its implementation. The development of innovative entrepreneurship depends on many factors, but the determining factor among them is the level of education of the population, training of scientific personnel who are able not only to generate new ideas, inventions or discoveries, but also to put them into practice. The availability of a sufficient number of highly qualified scientific personnel can ensure the development of science, technology, technology at a faster pace and at lower cost. Therefore, the defining subject of innovative entrepreneurship should be individuals engaged in this activity, creative individuals who develop and implement innovations in various sectors of the economy.

The content of training future professionals for entrepreneurship activity should include an innovative component that will contribute to the formation of a highly educated, self-sufficient personality with an innovative type of thinking and activities that can adequately respond to today's challenges. The purpose of such training is to form a system of knowledge and practical skills in the creation and management of startups at the initial stage, preparation for participation in incubation, acceleration and grant programs to support startups among young students of vocational educational institutions. In the process of training, future professionals must learn to focus on the main issues related to the functioning of startups, understand how to develop own startup, have the first project with a business model, marketing plan, prospects to develop this project further in incubation or acceleration programs.

It should be noted that to create projects with a strong business culture and startup infrastructure, in September 2020 the initiative 'Entrepreneurship University' was presented, implemented by a network of startup incubators YEP together with the Ministry of Digital Transformation of Ukraine, Ministry of Education and Science of Ukraine, Ukrainian Startup Foundation, with the support of the USAID Competitive Economy of Ukraine Program. The participants of the 'Entrepreneurship University' will receive mentoring support from the network of startup incubators YEP, the Ukrainian Startup Fund, Cisco, OKKO, Genesis and other partners of the in-

itiative. In particular, the network of startup incubators YEP – creates an ecosystem of youth entrepreneurship in Ukraine and Eastern Europe, which opens the prospects of personal and professional development for young people, in particular, to try themselves in entrepreneurship and start own startup in three months (Ministry and Committee for Digital Transformation of Ukraine, 2020).

The development of startup culture in Ukrainian educational institutions and the formation of future professionals' entrepreneurial skills is a critical component of creating an effective ecosystem for the development of innovative entrepreneurship activity in Ukraine. In the global economy, startups play an important role in the development of technology, the creation of new industries and new jobs. At the state level, Ukraine has declared support for startups and innovative businesses. With this in mind, state funds and support programs are being created. Private venture funds and accelerators are also developing. Innovation and entrepreneurship must become the main driver of growth and the transition of vocational education to a qualitatively new level.

The second important feature of the content of training future professionals for entrepreneurship activity is its social component, aimed at acquiring knowledge and skills related to improving social protection, working conditions and nature, solving problems of health protection, culture, environmental protection, occupational safety and health, comfortable working conditions, professional training, retraining and advanced training of personnel. In general, it is believed that all enterprises, in the future, should become social, i.e. have social value and, at the same time, be profitable. The social component of the content of training future professionals for entrepreneurship activity is focused on obtaining a set of future professionals' knowledge and skills necessary to effectively start own social business or participate in social projects. Young people need to reveal the importance and necessity of social entrepreneurship, its planning, features of the organization, search for funding and marketing, evaluation of activity performance and further development of social enterprise.

Social entrepreneurship is a relatively young business tool in Ukraine, which responds to social challenges through innovative concepts, creates additional social value and, at the same time, generates income for its further development. One of the main rewards for a social entrepreneur is the recognition of his/her mission and work results.

According to the catalog of social enterprises, as of 2016/2017 in Ukraine there were 150 social enterprises of various organizational and legal forms and public organizations. However, some experts believe that their number is much larger and can reach almost 1,000 units. The unique role of social entrepreneurship is emphasized by the European Committee of the Regions, which in its official document 'Eastern Partnership deliverables for 2020: The contribution of local and regional authorities' (2018) calls for 'concrete measures to develop social entrepreneurship as a form of non-formal education among youth and adults' at the local and regional levels, which solves local problems, generates profits, creates working places and promotes their social innovation development'. The social entrepreneurship sector in Ukraine still depends on foreign support. In particular, with the assistance of international partners in Ukraine, a series of online courses on social entrepreneurship have been developed, revealing its essence, features, directions and prospects for development. For example, the online course 'Social Entrepreneurship and Competitiveness' (EdEra-PLEDDG: SE, 2019), developed and implemented by the Federation of Canadian Municipalities with financial support from the Ministry of International Affairs of Canada. There is also an interesting online course 'Social Entrepreneurship: Design Thinking and Uncertainty' (VUM on-line, 2020), which is located on the distance learning platform of the Open University of Maidan, which disseminates the ideas of civil society in Ukraine.

In the preparation of future professionals for entrepreneurship activity, it is advisable to use cash flow or board transformation games. This approach is actively used by the CBO 'Rotary Club Kyiv International', aiming to raise the level of financial literacy of young people in Ukraine and teach them, with joint efforts, to solve financial challenges in society; to form generations of Ukrainians who know how to use a wide range of financial instruments, easily open and develop their businesses, begin to form themselves as entrepreneurs and investors in the school. The use of Cash Flow and other board games / modulation programs in brainstorming allows to teach young people to solve financial challenges in teams, use financial instruments, calculate risks.

It is also worth noting that the development of entrepreneurial competence of future professionals is closely linked to the ability of young people to self-knowledge, self-regulation, self-control, self-development and self-improvement. That is, an important component of preparing young people for

activities in the field of small business and an effective form of organizing work with young students in quarantine restrictions, is self-management (Yershova, 2020, p.2; Yershova, 2019). For the formation of young students' personal innovations, necessary for the successful opening and running own business, a pedagogical technology for the development of entrepreneurial competence of future qualified personnel using elements of self-management is developed. This is a system of step-by-step pedagogical actions aimed at using forms, methods, techniques of self-management for the guaranteed development of future qualified personnel qualities, skills and abilities required for future entrepreneurial activity (Yershova, 2020, p.15)]. We offer several forms of technology implementation that are effective in quarantine conditions: psychological workshops, video lectures, e-portfolio.

Psychological workshop is a system of diagnostic and counseling procedures created to systematically communicate information about the individual to young students, the formation of their ability to determine the characteristics of their own temperament, character, emotional and volitional sphere and communication, compose their own self-portrait, identify favorable and unfavorable, for entrepreneurial competence, traits and qualities, build a strategy for personal development and professional career. This form can be implemented on the basis of the approved program of psychological diagnosis and counseling approved by the pedagogical council. Psychologists, social educators, class teachers, invited specialists can be involved in the program implementation. Classes and consultations can be conducted both on the basis of an educational institution (for example, a career center) and online.

To form the content of the program, a psychologist, social educator or class teacher selects the techniques necessary for the psychological diagnosis of young students. Before each test, the specialist must acquaint young students with a specific psychological phenomenon to be studied. Testing can take place individually online or in small groups in optional classes, group consultations, class hours, etc. in compliance with the necessary conditions for this type of work. After completing the test, each student must determine his/her own level of development / formation / detection of the phenomenon under study and record the results in a special notebook. If you have the technical capabilities, you can create an interactive online notebook. Based on the findings of all the tests included in the program, each student makes his/her own self-portrait, which indicates the traits and qualities that are favorable and

threatening for running own business. After writing own self-portrait, students create a strategy of self-realization of the individual (Loznytsia, 2001, p.442), where they determine the trajectory of their professional career and the stages of formation of their own business.

Video lectures – the organized viewing and discussion of documentaries and feature films on the topic of entrepreneurship. This is a very effective form of development of students' personal tumors, important for starting and running their own business. The purpose of this form of work with students – based on watching and discussing popular feature and documentary films to acquaint students with real and artistic images of successful entrepreneurs, analyze specific situations of success, struggle for their own ideals and values, ways to overcome difficulties used by heroes, social responsibility, etc.

This form of work, showing the stories of real people and successful business projects, stimulates students' interest in entrepreneurship activity and is very convenient for working in the classroom, in extracurricular activities and remotely. It can also be used during the holidays, without distracting students from the preparation and conducting classes. To increase the pedagogical effectiveness of this form of work for each film, teachers should prepare a list of questions that students should look for answers in the review process. After watching, it is suggested to organize a discussion of films, which can take place: at the classes, classes in certain disciplines, remotely on social networks or with the help of such messengers as Microsoft Teams, Zoom, Skype, etc. The best forms for discussion – talkings, writing works of thought, reasoning, essays.

It is possible to offer viewing of known documentary films from a cycle 'Unknown Ukraine. Essays on our history' for the organization of this kind of work. These are one hundred and eight 15-minute Ukrainian documentaries made by the National Cinematography of Ukraine (Kyivnaukfilm Film Studio) in 1994 –1996, dedicated to the history of Ukraine. Among them, it is worth paying attention to two films about the life and work of famous Ukrainian entrepreneurs: film 75 'Earth-feeder' (2011) is dedicated to the families of Khanenko, Kharytonenko, Branytsky, Tereshchenko; film 80 'New Owners' (2011), depicts the flourishing of capitalist relations in Ukraine, industrial activities and charity of the Tereshchenko, Semerenko, Brodsky, Deshchinsky, Kryakov families. Among the modern documentaries, the TV series 'Game of Fate', created with the support of the Ukrainian Cultural Founda-

tion, is noteworthy. To form the images of successful Ukrainian entrepreneurs, it will be useful to review the cycle 'Semerenko' (2007): Part 1. 'Platon', Part 2 'Vasyl', Part 3. 'Levko', Part 4. 'Volodymyr'. The film 'The Tereshchenko Family' (2015), made by the Contact film studio commissioned by the Ukrainian Institute of Memory, is very informative.

The viewing and discussion of feature films about various aspects of entrepreneurship activity can also have a powerful educational effect (Harbukh, 2018). Feature films can be provocative, such as 'Thank You for Smoking', 'Boiler', 'Corporation', 'Dallas Buyers Club', 'Limit of Risk', which allows you to organize an interesting discussion about personal and social responsibility in business. and ways to counter manipulative technologies. Feature films also have a powerful motivating effect, such as the drama 'The Man Who Changed Everything', cultivate civic feelings, like the novel 'Atlantis Shrugged', teach to believe that a business idea can be created even at a young age, as this is shown in the biographical tape 'Social Network'. This form of work teaches young people a critical perception of information about the business world, which has a positive effect on the axiological component of their future professional activity (Ershov, 2019).

An electronic portfolio is an electronic resource for storing and disseminating information about the achievements of future qualified employees of a particular educational institution. The purpose of this form of work is to record and accumulate achievements, track the growth of professional skills, present the results of activities and successes during studies at the educational institution. This is a very promising way to develop such important abilities for entrepreneurship activity as self-motivation, self-esteem, self-education, self-actualization, self-presentation. The student's work on the content of the e-portfolio ensures the development of his/her skills of self-diagnosis, self-motivation, self-development and self-improvement. In the portfolio, the student presents his/her abilities, values, plans, achievements, honors and awards in the main areas of his/her life - personal ('I-personality' – the best personal traits, qualities, properties, important for personal and professional success and social recognition), family ('I-family' – the most important family values, traditions, plans), social ('I-citizen' – socially responsible skills, civic competencies, experience of volunteering and charity), professional ('I-professional' – professional goals and values, examples of professional activity, master classes, skill presentations, etc.).

Electronic student portfolios can be created on the website of the educational institution as separate personal pages. The information contained in them may contain hyperlinks to numerous documents stored in cloud services, on the pages of other sites, the Internet, etc. Thus, information about the student's progress becomes available to the general public and may be of interest to potential employers while studying in educational institution. At the same time, the e-portfolio has a fairly wide range of practical implementation depending on the technical capabilities of the educational institution, ICT competencies of teachers and students.

The application of the described forms of work in the activities of the educational institution for the formation of entrepreneurial competence of future professionals opens up special opportunities for establishing strong interdisciplinary links. In particular, working on a psychological self-portrait of a person can combine the efforts and experience of psychologists, social workers, class teachers, teachers of history, language and literature: class teacher or social educator organizes testing, psychologist conducts individual consultations on the basis of results, language teachers help to create students' own psychological self-portrait as a work-reflection on their features, qualities, prospects of development. Working on an e-portfolio brings together computer science teachers (who administer the educational institution's website, create a local network of private portfolios, teach students to upload content to their pages, prepare presentations, edit films, etc.), psychologists and class teachers (who teach students to archive their successes and achievements, identify tasks for self-development and self-improvement, form skills of self-presentation), masters, methodologists and teachers (teach to systematically record and effectively present the results of professional activity of students during industrial practice).

Thus, provided proper training and motivation of teachers, the presence of a cohesive and creative teaching staff, even during quarantine restrictions, it is possible to organize interesting and effective work in the educational institution to prepare students for future entrepreneurship activity by self-management.

Conclusions. Based on the analysis and generalization of empirical data obtained during the survey of students of vocational educational institutions conducted by the laboratory of vocational careers of the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine (2019), it has been found that most young people positively perceive entrepreneurial values

and attitudes, dream of starting own business. They are aware of the risks and problems associated with business activities, recognize the lack of their own psychological, economic and legal knowledge necessary to start and run own business. The main characteristics of the content of training future professionals for entrepreneurship activity are: innovation (orientation of the content of education on the formation of highly educated, self-sufficient personality with an innovative type of thinking and activity capable of responding to today's challenges; application of teachers' innovative educational technologies; development of students' creativity and critical thinking; acquaintance of young students with modern innovative business ideas), sociality (focus of the content of future developers of business ideas on mastering the knowledge and skills important for social business, which allows to solve important problems for society, while gaining economic profit), humanization (orientation of the content of education on the acquisition of knowledge, formation of skills and abilities important for the study of future professionals of their own personality, providing the conditions necessary for the full formation of the educational institution 'I-concept' of personality; information needed to make students aware of their capabilities and prospects; formation of their skills of self-development and self-improvement; education of will, self-respect, dignity, justice, purposefulness, responsibility, etc.).

The forms of educational activity are characterized and they are the most effective for formation of business competence: incubation, acceleration, grant programs of support of startups (for formation of skills of development and realization of business ideas), online courses on social business (for acquaintance with the content, maintenance, features, directions and prospects of development of socially-oriented business projects), psychological workshop (a system of diagnostic and counseling procedures, created to systematically inform students of personal information, the formation of their ability to determine the characteristics of their own temperament, character, emotional and volitional sphere and communication, make own self-portrait, identify favorable and unfavorable traits and qualities for the formation of entrepreneurial competence, build a strategy for personal development and professional career), video lectures (the organized viewing and discussion of documentaries and feature films on entrepreneurship issues in order to develop students' personal neoplasms that are important for starting and running their own business), electronic portfolio (electronic resource for storing and disseminating

information about the achievements of future skilled employees of a particular educational institution).

A promising area of research should be the development of practical recommendations for the

implementation of the characterized forms of work (described in the paper) in the activities of vocational (professional-technical) education.

List of references

Alekseeva, S. and Sokhatska H., 2020. Shaping a Cognitive Component of Entrepreneurial Competency during Professional Training of Future Specialists. *Professional Pedagogics*, 1(20), pp. 130-137. <https://doi.org/10.32835/2707-3092.2020.20>

EdEra-PLEDDG: SE, 2019. Соціальне підприємництво та конкурентоспроможність [online] (Останнє оновлення 01 Лютий 2020) Доступно: <<https://courses.ed-era.com/courses/course-v1:EdEra-PLEDDG+SE+2018/about>> [Дата звернення 06 Жовтень 2020].

БУМ on-line, 2020. Про проект [online] Доступно: <<https://vumonline.ua/about-project/>> [Дата звернення 06 Грудень 2020].

Yershova, L., 2019. Developing entrepreneurial competency of future qualified specialists using self-management technology. *Scientific herald of the Institute of vocational education and training of NAES of Ukraine. Professional Pedagogy*. 2019, 2(19), pp. 92-100. <https://doi.org/10.32835/2707-3092.2020.19.92-100>.

Yershova, L., 2020. The technology for developing entrepreneurial competency in future qualified specialists using self-management elements. *Professional Pedagogics*, 1(20), pp.151-159. <https://doi.org/10.32835/2707-3092.2020.20.151-159>.

Гарбух, Н., 2018. 10 фільмів, які допоможуть вам краще зрозуміти бізнес. *MC.today: media for creators*. [online] Доступно: <<https://mc.today/10-filmiv-yaki-zaminyat-vam-biznes-osvitu-os-chomu-pidpriemtsyu-varto-yih-pereglyanuti/>> [Дата звернення 14 Вересень 2020].

Єршов, М.-О., 2019. Проект розвитку аксіологічної сфери майбутніх ІТ-фахівців у системі неформальної освіти. В: *Професійне становлення особистості: Х міжнародна науково-практична конференція*. Хмельницький, Україна, 7-8 Листопад 2019. Хмельницький: б.в., с. 138-139.

Земля-годувальниця. Фільм 75. *Невідома Україна. Нариси нашої історії*, 2011. [online] Доступно: <https://www.youtube.com/watch?v=iaJcHNR1_dc&list=PLAD668906F49BD5D3&index=74> [Дата звернення 15 Вересень 2020].

Інститут професійно-технічної освіти НАПН України, 2019. *Аналітичні матеріали за результатами моніторингу сформованості готовності учнів до підприємницької діяльності, проведеного в межах експерименту всеукраїнського рівня за темою «Формування готовності майбутніх кваліфікованих робітників до підприємницької діяльності»*. [online] Доступно: <https://ivet.edu.ua/images/activity/eksperymentalna-robota/zvity/2020_Analitychni_materialy_Pidpriemnytstvo.pdf> [Дата звернення 10 Жовтень 2020].

Лозниця, В.С., 2001. *Психологія менеджменту. Теорія і практика*: навч. посібник. К.: ЕксОб.

Міністерство та Комітет цифрової трансформації України, 2020. *Студенти вивчатимуть інноваційне підприємництво в 76 українських університетах*. [online] (Останнє оновлення 22 Вересень 2020) Доступно: <<https://thedigital.gov.ua/news/studenti-vivchatimut-innovatsiyne-pidpriemnitstvo-v-76-ukrainskikh-universitetakh>> [Дата звернення 06 Жовтень 2020].

Нові власники. Фільм 80. *Невідома Україна. Нариси нашої історії*, 2011. [online] Доступно: <<https://www.youtube.com/watch?v=hP8k1RNdKkQ&list=PLAD668906F49BD5D3&index=79>> [Дата звернення 10 Вересень 2020].

Родина Терещенків: документальний фільм, 2015. Український інститут пам'яті [online] Доступно: <<https://www.youtube.com/watch?v=7X34o0CkAbk>> [Дата звернення 12 Вересень 2020].

«Семеренки»: Ч.1. «Платон», Ч.2 «Василь», Ч.3. «Левко», Ч.4. «Володимир», *Гра долі: телецикл*, 2007. [online] Доступно: <<http://hradoli.com/naukovtsi-biznesmeni-metsenati/>> [Дата звернення 12 Вересень 2020].

Translated & Transliterated

Alekseeva, S. and Sokhatska H., 2020. Shaping a Cognitive Component of Entrepreneurial Competency during Professional Training of Future Specialists. *Professional Pedagogics*, 1(20), pp. 130-137. <https://doi.org/10.32835/2707-3092.2020.20>, [in English].

Professional Pedagogics/2(21)'2020

EdEra-PLEDDG: SE, 2019. *Sotsialne pidpriemnytstvo ta konkurentospromozhnist* [Social entrepreneurship and competitiveness] [online] (Ostannie onovlennia 01 Liutyi 2020) Dostupno: <<https://courses.edera.com/courses/course-v1:EdEra-PLEDDG+SE+2018/about>> [Data zvernennia 06 Zhovten 2020].

VUM on-line, 2020. *Pro proekt* [About the project] [online] Dostupno: <<https://vumonline.ua/about-project/>> [Data zvernennia 06 Hruden 2020].

Yershova, L., 2019. Developing entrepreneurial competency of future qualified specialists using self-management technology. Scientific herald of the Institute of vocational education and training of NAES of Ukraine. *Professional Pedagogy*. 2019, 2(19), nr. 92-100. <https://doi.org/10.32835/2707-3092.2020.19.92-100>, [in English].

Yershova, L., 2020. The technology for developing entrepreneurial competency in future qualified specialists using self-management elements. *Professional Pedagogics*, 1(20), pp.151-159. <https://doi.org/10.32835/2707-3092.2020.20.151-159>, [in English].

Harbukh, N., 2018. *10 filmiv, yaki dopomozhut vam krashche zrozumity biznes*. *MS.today: media for creators* [10 films that will help you better understand business]. [online] Dostupno: <<https://mc.today/10-filmiv-yaki-zaminyat-vam-biznes-osvitu-os-chomu-pidpriyemtsyu-var-to-yih-pereglyanuti/>> [Data zvernennia 14 Veresen 2020].

Yershov, M.-O., 2019. *Proiekt rozvytku aksiolohichnoi sfery maibutnikh IT-fakhivtsiv u systemi neformalnoi osvity* [A project of development of the axiological sphere of future IT specialists in the system of non-formal education]. V: *Profesiine stanovlennia osobystosti: Kh mizhnarodna naukovo-praktychna konferentsiia. Khmelnytskyi, Ukraina, 7-8 Lystopad 2019* [Professional development of personality: X International scientific-practical Conference]. Khmelnytskyi: b.v., s. 138-139.

Zemlia-hoduvalnytsia. Film 75. Nevidoma Ukraina. *Narysy nashoi istorii* [Nursing land. Film 75. Unknown Ukraine. Essays on our history], 2011. [online] Dostupno: <https://www.youtube.com/watch?v=iaJcHNR1_dc&list=PLAD668906F49BD5D3&index=74> [Data zvernennia 15 Veresen 2020].

Institut profesiino-tekhnichnoi osvity NAPN Ukrainy [Institute of Vocational Education of NAES of Ukraine], 2019. *Analitichni materialy za rezultatamy monitorynhu sformovanosti hotovnosti uchniv do pidpriemnytskoi diialnosti, provedenoho v mezhakh eksperymentu vseukrainskoho rivnia za temoiu «Formuvannia hotovnosti maibutnikh kvalifikovanykh robitnykiv do pidpriemnytskoi diialnosti»* [Analytical materials based on the results of monitoring the readiness of young students for entrepreneurship activity, conducted as part of an all-Ukrainian experiment on 'Formation of readiness of future skilled workers for entrepreneurship activity']. [online] Dostupno: <https://ivet.edu.ua/images/activity/eksperymentalna-robo-bota/zvity/2020_Analitichni_materialy_Pidpriemnytstvo.pdf> [Data zvernennia 10 Zhovten 2020].

Loznytsia, V.S., 2001. *Psykholohiia menedzhmentu. Teoriia i praktyka: navch. posibnyk* [Psychology of management. Theory and practice: training manual]. K.: EksOb.

Ministerstvo ta Komitet tsyfrovoy transformatsii Ukrainy [Ministry and Committee for Digital Transformation of Ukraine], 2020. *Studenty vyvchatymut innovatsiine pidpriemnytstvo v 76 ukrainskykh universytetakh* [Students will study innovative entrepreneurship at 76 Ukrainian universities]. [online] (Ostannie onovlennia 22 Veresen 2020) Dostupno: <<https://thedigital.gov.ua/news/studenti-vivchatymut-innovatsiine-pidpriemnytstvo-v-76-ukrainskikh-universitetakh>> [Data zvernennia 06 Zhovten 2020].

Novi vlasnyky. Film 80. Nevidoma Ukraina. *Narysy nashoi istorii* [New owners. Film 80. Unknown Ukraine. Essays on our history], 2011. [online] Dostupno: <<https://www.youtube.com/watch?v=hP8k1RNDkKQ&list=PLAD668906F49BD5D3&index=79>> [Data zvernennia 10 Veresen 2020].

Rodyna Tereshchenkiv: dokumentalniyi film [The Tereshchenko Family: Documentary], 2015. Ukrainskyi instytut pamiaty [Ukrainian Institute of Memory] [online] Dostupno: <<https://www.youtube.com/watch?v=7X34o0CkAbk>> [Data zvernennia 12 Veresen 2020].

«Semerenky»: Ch.1. «Platon», Ch.2 «Vasyl», Ch.3. «Levko», Ch.4. «Volodymyr», *Hra doli: teletsykl* [‘Semerenki’: Part 1. ‘Plato’, Part 2 ‘Vasyl’, Part 3. ‘Levko’, Part 4. ‘Volodymyr’, Game of Fate: TV series], 2007 [online] Dostupno: <<http://hradoli.com/naukovtsi-biznesmeni-metsenati/>> [Data zvernennia 12 Veresen 2020].

Зміст і форми сучасної підготовки майбутніх фахівців до підприємницької діяльності

Світлана Алексєєва ¹, Людмила Єршова ²

- 1 доктор педагогічних наук, старший науковий співробітник лабораторії професійної кар'єри Інституту професійно-технічної освіти НАПН України
- 2 доктор педагогічних наук, доцент, заступник директора ПІТО НАПН України

Реферат.

Актуальність: якість освітнього процесу значною мірою визначається рівнем сформованості педагогічної майстерності педагогів; формування педагогічної майстерності майбутніх педагогів у закладах вищої освіти залежить від групи чинників, врахування яких сприятиме підвищенню результативності цього процесу.

Мета: з'ясування сутності поняття «педагогічна майстерність» та її структурних компонентів, визначення чинників, що впливають на результативність формування педагогічної майстерності майбутніх педагогів у закладах вищої освіти.

Методи: теоретичні: аналіз психолого-педагогічних джерел, наукових праць присвячених проблемам формування педагогічної майстерності – для з'ясування сутності поняття «педагогічна майстерність» та її структурних компонентів; узагальнення та систематизація – для визначення чинників, що впливають на результативність формування педагогічної майстерності майбутніх педагогів у закладах вищої освіти.

Результати: проаналізовано основні підходи до трактування поняття «педагогічна майстерність» та визначення її структурних компонентів. Схарактеризовано педагогічну майстерність як інтегративне особистісне утворення, яке поєднує у собі загальні й професійні компетентності, здібності до педагогічної діяльності, володіння педагогічною технікою (внутрішньою та зовнішньою), сформованість відповідних професійно особистісних якостей, здатність до творчості та педагогічної взаємодії з учасниками освітнього процесу на рефлексивній основі й неперервної освіти впродовж життя. Виокремлено та коротко схарактеризовано три групи чинників, що впливають на формування педагогічної майстерності майбутніх педагогів: соціально-економічні, особистісні та технологічні. Зазначено, що соціально-економічні чинники впливають на потреби учнівської молоді вступати на навчання за освітніми програмами, що здійснюють підготовку вчителів; особистісні й технологічні чинники є визначальними під час навчання у закладах вищої освіти.

Висновки: підготовка майбутніх педагогів у закладах вищої освіти й формування педагогічної майстерності зокрема має здійснюватися з врахуванням таких груп чинників: соціально-економічних, особистісних та технологічних.

Ключові слова: педагогічна майстерність, майбутні педагоги, структурні компоненти педагогічної майстерності, чинники формування педагогічної майстерності, заклади вищої освіти.

Received: 14 July 2020
Accept: 14 September 2020