



TRAINING OF FUTURE SPECIALISTS FOR ENTREPRENEURIAL ACTIVITY: REALITIES AND PROSPECTS

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Abstract.

Introduction: The urgency is due to the objective need to solve the problem of training future professionals for entrepreneurship, which involves the implementation of innovative, and in particular entrepreneurial initiatives of citizens, the formation of a "comfortable business climate". This will contribute to the economic progress of the Ukrainian.

Purpose: to analyze the current state of training of future specialists in non-economic specialties for entrepreneurial activity, to highlight its main achievements, obstacles and to predict the prospects for the development of entrepreneurial ability in young students VET.

Methods: general theoretical methods of analysis and synthesis of scientific works, comparison and generalization of conceptual views on the research problem.

Results: On the basis of understanding the course and results of democratization and market transformation of the national economy in the Ukrainian state, the need to reform the training of students for entrepreneurship as professionals who must have a high level of professional and key competencies, be deeply acquainted with theories and theories, fluent in techniques and techniques of self-management and navigate in the economic and legal space of entrepreneurial activity, as well as be able to predict and objectively assess the degree of risk of each situation of entrepreneurial activity; *generalized* the need to take into account social factors in the process of reforming vocational and entrepreneurial education of future professionals: reducing population activity and reducing production due to the COVID-19 pandemic and the introduction of quarantine measures; change of priorities in motivation of business activity and behavior of citizens (the motive of caution became the determining motivator of professional activity of experts); *analyzed the* realities of preparing young people for entrepreneurship, related to the development of the introduction of: educational standards for specific professions, educational programs, educational publications, organization and conduct of mass events, online courses, classes, competitions, etc.; *stated* that the purpose of creating these developments is to ensure quality training of applicants of different levels of education for entrepreneurship, as well as the development of entrepreneurship as one of the key competencies; *it was found* that the preparation of students to start their own business is sporadic, and as a result - we have slight changes in the levels of entrepreneurial competence of pupils and students; Insufficient level of special knowledge in the field of market economy and lack of experience of entrepreneurial activity of teachers also reduces the effectiveness of training students for entrepreneurship; real acquaintance of students with the nature of entrepreneurial activity takes place mostly in the system of extracurricular and, in particular, non-formal education.

Conclusions: it is generalized that in the modern scientific and educational space the main purpose of preparing students for entrepreneurship is their acquaintance with the essential nature of this activity, the acquisition of basic knowledge and relevant skills; found that the most important means of developing the ability of subjects to start their own business and successful entrepreneurship is their initial experience as a determining factor in the choice of graduates of general secondary education in such areas of professional activity, which would be associated with entrepreneurship; it is substantiated that the overarching idea of the methodology of development of entrepreneurial competence of future specialists in vocational education institutions is the activation, manifestation and improvement of individual and

personal qualities for successful entrepreneurial activity; proved that as a result of shifting the emphasis from the actual teaching and learning activities of teachers to activate the mechanisms of cognitive activity and creative independence of students, in the educational process provides their mastery of algorithms and ways to independently construct the trajectory of personal growth.

Keywords: *vocational education, entrepreneurship, entrepreneurial activity, preparation for entrepreneurship.*

Introduction. At the end of 2019, the fundamental basis for qualitative economic progress of the world's countries was formed, the key priority of balanced human and social development in Ukraine was recognized as the creation of a human – centered model of economic development, and its main driving force is the effective implementation of the creative potential of the nation (Ukraine 2030, p. 73 Єршова, 2018). The essence of the economic dimension of human creativity is “to identify its impact on entrepreneurship, generate and stimulate innovation, increase productivity and economic growth” (Ukraine 2030, p. 113). In this context, the position of the President of the National Academy of Pedagogical Sciences of Ukraine Vasyl Kremen regarding the “formation of an innovative person” is extremely important. The philosopher, based on the analysis and generalization of the results of monitoring and analytical studies of the Atlantic Council, identifies the following difficulties in the social development of Ukraine: “the nation is rapidly shrinking and aging; the birth rate is significantly lower than the level necessary for normal reproduction of the population; the number of working-age population is decreasing; labor migration is growing, especially vulnerable is the fact that Ukraine is losing intellectual capital; there is a deterioration in the health status of citizens and the quality of their education” (Kremen, Luhovyy & Saukh, 2020, p. 1-2). Such phenomena lead to a shortage of “innovative human capital in all sectors of the economy” (Kremen, Luhovyy & Saukh, 2020, p. 2). Consequently, the problem of training future specialists for entrepreneurial activity is being updated, which provides for the implementation of innovative, and in particular entrepreneurial initiatives of citizens, the formation of a “comfortable business climate” that contributes to the economic development of Ukraine.

Sources. In the modern scientific and educational space, a number of economic theories, concepts are substantiated, the genesis of the formation of entrepreneurship in Ukraine and the world is revealed (Z. Varnalii, L. Yershova, A. Karsrud, R. Kiyosaki, T. Lazanska, S. Pryshchepa, O. Romanovskyi, etc.); the main mechanisms of entrepreneurship and driving sources of business are

clarified from the standpoint of identifying the advantages and risks of interaction in different social groups (O. Ivashchenko, M. Telovata S. Farenky, R. Umierov, etc.); individual and organizational features of successful running of own business, productive communicative interaction, employee cohesion and team formation are defined and characterized (L. Bazyl, D. Zakatnov, L. Karamushka, S. Kovi, O. Kredentser, S. Maksymenko, V. Orlov, N. Pobirchenko, N. Khudiakova, etc.); psychological characteristics of entrepreneurial behavior are revealed and its models are designed (M. Bazunova, V. Moskalenko, Yu. Pachkovskyi, R. Khizrych, etc.); justified theoretical and methodological bases of preparation of applicants of different levels of education for entrepreneurial activity (D. Aistrakhanov, S. Aliexsieieva, M. Vovkovinskyi, I. Hrytsenok, V. Madzigon, A. Moldovan, M. Tkachenko, O. Protsenko, R. Shcherbyna, etc.), as well as concepts and methods of developing entrepreneurial competence of specialists of various specialties (Yu. Bilova, O. Klymko, V. Kolot, G. Matukova, H. Nazarenko, M. Strelnikov, etc.).

Purpose of the article is to analyze the current state of training future specialists of non-economic specialties for entrepreneurial activity, identify its main achievements, obstacles and predict the prospects for developing the ability to do business in students of Vocational (Vocational and Technical) Education Institutions.

Methods. To achieve this goal, general theoretical methods of analysis and synthesis of scientific works, comparison and generalization of conceptual views on the problem under study were used.

Results and discussion. The increased public attention to entrepreneurship as an effective form of small business is a natural, socially significant and justified phenomenon, because it is possible to solve acute socio – economic problems by promoting the successful functioning of small and medium-sized businesses. The processes of democratization of Ukrainian society and market transformation of the national economy make it necessary to modernize the functions of entrepreneurship, and therefore train representatives of various specialties, including: non-economic specialists who have a high level of professional and key competencies,

are deeply familiar with management theories and practices, know the techniques and methods of self-management, are freely oriented in the economic and legal space of entrepreneurial activity, are able to predict and objectively assess the degree of risks and make an adequate management decision in each situation. (Alyeksyeyeva et al., 2020; Yershova, 2017).

However, due to the pandemic and the introduction of quarantine measures for the COVID-19 disease, there is a decrease in population activity and a reduction in production, there is a change in priorities for motivating business activity and people's behavior. In particular, the determining motivator of professional activity of specialists was the motive of caution, and not economic expediency. Changes in a person's preferences for professional work, everyday life and business needs, radically transforming consumer supplies, affected the state of production of goods and the list of services provided. In addition to this, there was an increased demand for the provision of services in digital format, in particular for trade and business, which was due to the transition of enterprises to forms of remote, home-based work and distance learning. Thus, in 2020-2021, the share of retail trade in the Internet network almost doubled (from 1.2% in 2019 to 2.1% in 2020 of the total number of retail trade), and the volume of non-cash payments exceeded 36% of all retail trade volumes in Ukraine. Due to the growth rate of digitalization processes, the progress of introducing digital technologies into economic processes accelerated by 1.5 years (the level of digitalization of the Ukrainian economy, according to the Ministry of Economy, was 5.3%, which corresponds to the projected level of mid-

2023 under pre-pandemic conditions). In this regard, there are new opportunities for business entities to optimize business processes (adaptation of business entities to the new motivation of the population, reducing operating costs, widespread introduction of digital technologies in production processes, reducing the cost of goods and services, increasing labor productivity of employees), development of industrial enterprises, and greening of public activities. Consequently, the recovery of economic activity of citizens and a slowdown in GDP decline became natural. According to statistics from the State Statistics Service, GDP in the third quarter of 2020 decreased by 3.5% compared to the third quarter of 2019, and in the fourth quarter – by 0.5%. Seasonally adjusted GDP in the third quarter of 2020 compared to the second quarter of 2020 increased by 8.5 %, in the fourth quarter of 2020 compared to the third quarter of 2020 – growth of 0.8%. This indicates a transition to the gradual establishment of production activities and adaptation of economic entities to sudden changes in conditions both within the country and abroad. In general, in 2020, GDP decreased by only 4%, which is significantly less than most experts predicted and than was budgeted by the Government (4.8 %). Based on the study and generalization of statistical data on the economic development of Ukraine, real GDP in the fourth quarter of 2021 increased by 1.8% compared to the previous quarter (taking into account seasonally adjusted factor), and by 5.9% compared to the fourth quarter of 2020. In addition, since 2019, despite the existing economic problems and political difficulties, there has been an objective increase in the number of Business Objects, which is graphically represented in the diagram (Fig. 1).

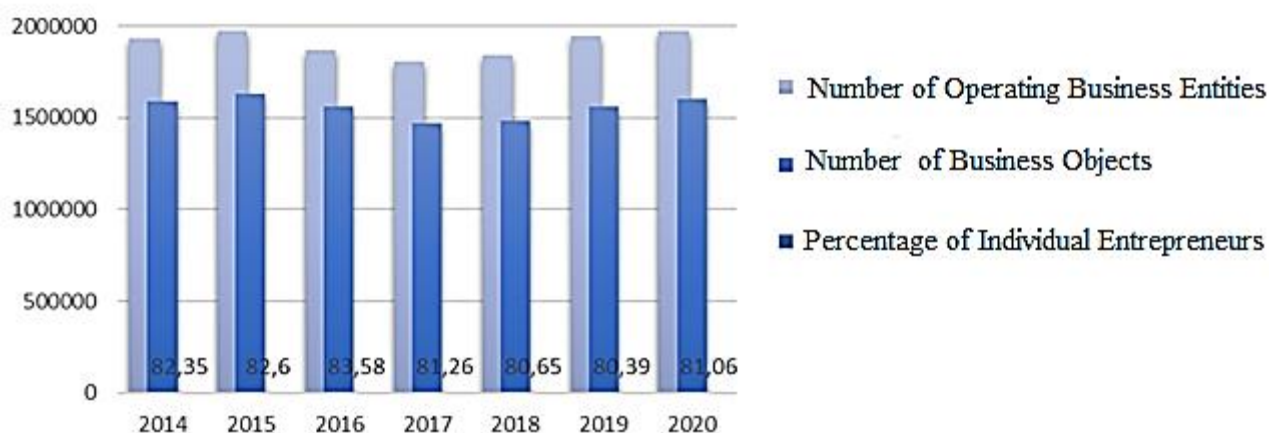


Fig.1 Dynamics of Operating Business Entities (2014-2020)

The study of scientific works and monitoring studies on the state of business entities and summarizing the results of theoretical analysis have identified the main factors in the dynamics of small and medium-sized businesses: current reforms related to deregulation, public procurement; improvement of the legal framework and unification of bankruptcy procedures in the world; changes in the national institutional and legislative policy on small and medium enterprises; development and implementation of concepts, models, technologies and methods of development of entrepreneurial and key competencies, in particular the entrepreneurship of applicants at different levels of education. Taking into account the selected circumstances, scientists, educators and employers began to develop educational standards for specific professions, which, among other things, provide for the formation of entrepreneurial competence (Ministry of Education and Science of Ukraine, 2021); to conclude educational programs (for example, "Fundamentals of Innovative Entrepreneurship" (Alyeksyeyeva et al., 2019; Bazyl and Yershova, 2020); to create numerous educational publications; (author-compiler: G. Karpyuk); "Fundamentals of economic literacy and entrepreneurship" (authors: S. Alyeksyeyeva, L. Bazyl, I. Hrytsenok, D. Zakatnov, etc.), methodical manual "Entrepreneurial competence of future professionals" (authors: S. Alyeksyeyeva, L. Bazel, L. Yershova, etc.); methodical recommendations "From business idea to entrepreneurial success" (authors: V. Baidulin, I. Hrytsenok).

The purpose of creating these developments was to ensure quality training of students of different levels of education in entrepreneurship, as well as the development of entrepreneurship as one of the key competencies in accordance with the European Framework Program of Key Competences (European Commission, 2018). When developing a new State Educational Standard, Training Framework and Teacher Training Programs the EU Framework Programs for Training Entrepreneurship Competencies and Key Digital Competences EntreComp and DigiComp. Promoting entrepreneurial skills is also part of the action Plan to Support the SMEs Development Strategy 2020.

The implementation of the state reform of the New Ukrainian School was launched in 2017. The National Pilot Program was launched from the first grade of Primary School in the 2017/2018 academic year in 100 primary schools in different regions. Subsequently, the Pilot Program was introduced on a national scale in the 2018/2019 academic year,

while on the basis of a similar model, the Pilot Program was simultaneously launched in the second grade; the implementation of the reform will continue and fully extend to the 12-year education system using a competence-based approach. In order to be able to teach under the new competence-based training program, in which entrepreneurship is a key competence, teachers are simultaneously retrained. In 2018, with the support of the European Foundation for Education (EFE), 50 trainers from the country's teacher Development Institutes and 25 NUS regional coordinators were trained in a key competence-based approach and retrain other teachers. It is important that the professional development of teachers continues in the future and is focused on the results of the competence-based training program using teaching methods that are primarily focused on the needs of students. At the same time, future teachers should also be fully prepared for the new teaching method as part of the NUS reform. Existing tools used to monitor the implementation of key competencies have formed the basis for preparing reports on the impact of student-centric teaching methods on students, teachers, and schools. Careful monitoring is carried out through surveys and with the involvement of focus groups consisting of teachers, parents, school principals and other interested parties who participated in the reform of the New Ukrainian school. However, systematic monitoring and a program to assess the formation of key competencies within the entire education system are still lacking. The introduction of a competency-based curriculum at the system level has begun in the field of Vocational Education (VE). Such a program was prepared by scientists of the Institute of vocational education of the National Academy of Sciences of Ukraine "Fundamentals of Innovative Entrepreneurship" and from 2019 is being introduced in the Vocational (Vocational and Technical) Education Institutions in most regions of Ukraine.

The New Standard of Higher Education provides for key entrepreneurial competence, but it has not yet been implemented in all faculties at all universities. At the same time, there are many successful examples in higher education when students gain entrepreneurial experience. In particular, to ensure the formation of an innovative culture of entrepreneurship among students of 25 Higher Educational Institutions, together with the NGO "Platform for Innovative Partnership", the Ministry of Education and Science of Ukraine has created business clubs that systematically conduct advisory classes and trainings (for example, the information day for SMEs "Opportunities and Challenges of Project Activities

for the development of Small and Medium-Sized Businesses in the Region” in 2018 (EUREKA Information Day). At the 4th All-Ukrainian Innovation Festival in 2019 a round table was held on the development of academic entrepreneurship in Higher Educational Institutions and Scientific Institutions of Ukraine. To improve partnership between Higher Education Institutions and Enterprises, the Center for the Development of Corporate Social Responsibility organized the Annual National Forum “Business and Universities”.

For the development of self-employment and entrepreneurship, an action plan for the implementation of the Concept of the State Professional Orientation System has been introduced since 2019. The plan includes entrepreneurship in the professional orientation for young people and provides for the creation of youth centers to encourage entrepreneurship among young people by providing consulting services, holding events for establishing business connections and competitions among young entrepreneurs. In addition, the State Employment Service provides vocational guidance services and conducts entrepreneurship courses, including vocational training for registered unemployed persons in the basics of entrepreneurship. In general, Ukraine invests in the formation of an entrepreneurial mentality among citizens through formal and non-formal education and training (for example, by organizing various awards and competitions for the best entrepreneurial idea or the best business plan for startups). Students of many Higher Education Institutions learn creative entrepreneurship, participate in online courses on entrepreneurship, pitching business ideas, and so on.

In addition, the content of the Internet network is full of hundreds of videos and presentations from businesspersons, scientists about the essence and functions of entrepreneurship, business and entrepreneurship, forms, methods and mechanisms of starting and successfully running your own business, algorithms for developing business plans, “road maps” of starting your own business, etc. Many publications talk about the peculiarities of the formation and development of entrepreneurship, entrepreneurial competence, and individual qualities of a successful entrepreneur’s personality. Numerous psychological and pedagogical studies describe the individual and personal qualities of a successful entrepreneur and businessman, offer interesting diagnostic methods for identifying them, effective models, technologies, methods, techniques and means of preparing applicants of different levels of education for entrepreneurial activity.

According to the results of comprehensive surveys and the use of numerous methods of psychological and pedagogical diagnostics of applicants for Professional Education, conducted by practical psychologists of the Vocational (Vocational and Technical) Education Institutions, basically all students plan their own future in advance. Generalization of empirical data allows us to state that more than 42% of future qualified workers are determined to work in the profession they are mastering at the employer's Enterprise; a third of students (29 %) intend to start their own business and almost the same number plan to continue receiving Higher Education. Therefore, it is important for teachers to provide appropriate conditions for the development of individual and personal qualities of applicants for professional education, which will contribute to their professional and life success in no case trying to “transform” their entrepreneurs. For this purpose, it is desirable, firstly, to analyze the ideas of young students about a successful person; secondly, to convince them of the fallacy of the stereotype of success spread in the mass media, based on material and financial support; third, teach them to apply “SMART-Goal Formulation Technology”, identify ways and resources to achieve goals and apply them accordingly; fourth, help each student identify character strengths, understand their personality, peculiarity and encourage them, relying on these strong qualities, to achieve “their success” in the most comfortable environment (hired work, training, entrepreneurship). The quintessence of this approach is to reject the stereotype of identifying the weaknesses of a person’s character and their development to the level of a generally recognized standard and promote the idea that a person who is aware of their strengths can successfully realize themselves, practically applies the “SMART-Goal Formulation Technology”, is able to determine the best ways to achieve the formulated goals and implement them in their own activities.

In this context, we emphasize our vision of the essence of entrepreneurship as an initiative, innovative, independent activity, carried out at our own risk to generate income with a social effect, based on planning and calculations and focused on the most effective use of available resources and production factors, the desire to realize the creative potential of a person.

In view of this, the ability to entrepreneurial activity in future skilled workers is concretized by the presence of such strong character qualities as initiative; search activity and perseverance; the desire for success; self-belief; purposefulness; reliability and

honesty; communication and recognition of the importance of business relations; a stable conscious desire for self-improvement; hard work, which is expressed through business activity; experience; self-organization; creativity and non-standard thinking; consistency as the ability to systematize labor activity in order to achieve the maximum possible useful effect, taking into account the specific conditions of this activity.

To form a holistic view of the ability of applicants for professional education to engage in entrepreneurship, it is best to apply a set of adapted psychological diagnostic methods to determine the levels of formation of the above qualities. Of course, you can also use comprehensive questionnaires from Internet sources (in particular, the official website of the State Employment Service (URL: <http://profi.dcz.gov.ua/business-test-info/00da099c-657a-4f43-be3c-bde0d052aa75/>), the portal “Build Your Own” (URL: <https://buduysvoe.com/content/proydy-test-i-diznaysya>), tests adapted for the level of high school students, placed in school textbooks (for example, the textbook “Technologies (Standard Level)”, the author I. Yu. Khodzitska et al., 2019) and others. However, we note that it is unacceptable to “blindly copy” questionnaires and use diagnostic methods that are not adapted to local conditions and the level of individual and personal development of students. Therefore, at the stage of identifying the Vocational (Vocational and Technical) Education Institutions students’ ability to do business, it is important to involve practical psychologists of Educational Institutions.

To clarify the ideas of applicants for Vocational Education about a successful person and further discuss them, it is advisable to use the method of heuristic or Socratic conversation, brainstorming, search methods (“map of knowledge of a successful person”, “hypermarket of financial and economic knowledge”, “term from the box”, “labyrinth of entrepreneurship”, “editor of a financial and economic magazine”, “gallery of businessmen and their projects”, “find out who it is?”, facilitated discussion, etc.), as well as methods of reflection (“feelings”, “selfie of business”, “associative series”, “method of finding analogies”, etc.), game methods (“auction of ideas”, “my own entrepreneur”, etc.), methods using information technologies (“student TV debates”, “e-portfolio”, creating a startup, etc.). In order to form students’ beliefs about the fallacy of the stereotype of success spread in society, based on material and financial support, it will be successful to use the

method of Group Discussion, case analysis, “sessions: question-answer”, the method of “decision tree”, “aquarium”.

In the context of familiarizing future specialists with the “SMART-Goal Formulation Technology”, it is advisable to focus on its essence. Note that each letter of the abbreviation SMART characterizes the criterion of effectiveness of the formulated goals (“Specific” – concreteness; “Measurable” – measurability, “Achievable” – reachability, “Relevant” – significance, “Time bound” – time limitation). Let’s highlight the content of each of these criteria. The characteristic of “concreteness” means that each target instruction should be clearly defined as a specific result that the student would like to achieve. You will be able to define the goal concretely and clearly if you provide answers to questions such as: “What result would I prefer to get based on achieving the goal and why?”, “Who else is involved in the goal fulfillment process?”, “Are there any restrictions or additional conditions necessary to achieve the goal?”. The main rule in the formulation of a goal is “one goal – one result”. If the formulation of the goal of a vocational education applicant provides for the achievement of several results, then, accordingly, it is necessary to define several goals. The characteristic of “measurability” allows you to determine whether the goal has actually been achieved and to what extent. The answers to the following questions will help you formulate a measurable goal: “Under what condition can you assume that the goal has been achieved?”, “On the basis of what indicator can we say that the goal has been achieved?”, “What value should this indicator have in order to consider the goal fully achieved?”. The characteristic of “reachability” is the formulation of a goal that is objectively possible to achieve. This implies an adequate assessment of internal and external resources and affects the motivation of the student’s activities. If a person formulates an unattainable goal, then the probability of its fulfillment will be zero. The reach of the goal is determined in accordance with the available internal and external resources of the individual, their experience, as well as possible or existing restrictions (time, labor resources, investment, knowledge and experience of the performer, access to information sources, and the ability to make decisions independently) or additional circumstances. The characteristic of “significance” is specified in terms of relevance and realism, that is, the set goal should have further application of the corresponding result. To formulate a meaningful goal, it is necessary to clearly understand what contribution to achieving the global strategic goals of the enterprise

will be made through the implementation of a specific task. If achieving a goal does not benefit the firm, it will be considered unnecessary and will only mean lost time and resources. The characteristic of “time limitation” of goal formulation means that each goal setting must have a clearly defined deadline for implementation, and its violation will indicate that the goal is not fulfilled. Defining the time frame and limits for achieving the goal allows you to make the activity management process controlling. At the same time, the time frame should be determined taking into account the possibility of achieving the goal in a pre-set time frame.

Conclusions. Thus, in Ukraine, large-scale training of entrepreneurs for entrepreneurship and the formation of entrepreneurial mentality on the basis of formal and non-formal education and training (training, coaching, consulting, online courses, discussions, competitions for the best business idea or the best business plan for startups, etc.). Applicants for higher education master creative entrepreneurship, participate in the pitching of business ideas, etc.

At the same time, the preparation of students to start their own business and successfully conduct business in a particular field of social production, services is unsystematic and sporadic. As a result, we have small changes in the levels of entrepreneurial competence of pupils and students. In addition, the lack of specialized knowledge in the field of market economy and lack of experience in entrepreneurship of teachers also reduces the effectiveness of training students for entrepreneurship.

That is why the real acquaintance of students with the nature of entrepreneurship, according to the fair

considerations of many modern researchers, takes place in the system of extracurricular and, in particular, non-formal education. The most important means of developing the ability of subjects to start their own business and successfully conduct business is their initial experience as a determining factor in the choice of graduates of general secondary education in such a field of professional activity that would be associated with entrepreneurship. The overarching idea of the methodology for the development of entrepreneurial competence of future professionals in vocational education institutions is the activation, manifestation and improvement of individual and personal qualities for successful entrepreneurial activity. As a result of shifting the emphasis from the actual teaching and learning activities of teachers to the activation of mechanisms of cognitive activity and creative independence of students in the educational process provides their mastery of algorithms and ways to independently construct the trajectory of personal growth.

Therefore, the mastering of the content and mechanisms of implementation of the “SMART-Goal Formulation Technology” by applicants for Vocational Education will contribute to their successful self-realization and starting their own business, since it is a powerful tool for formulating effective target guidelines. This technology will allow you to summarize the available information at the goal setting stage, set acceptable deadlines for completing tasks, find out the sufficiency of resources, and provide all participants with clear, accurate, clear and specific tasks.

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ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ ДО ПІДПРИЄМНИЦЬКОЇ ДІЯЛЬНОСТІ: РЕАЛІЇ І ПЕРСПЕКТИВИ

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Реферат.

Актуальність зумовлена об'єктивною потребою розв'язання проблемних питань підготовки майбутніх фахівців до підприємницької діяльності, що передбачає реалізацію інноваційних, а зокрема підприємницьких ініціатив громадян, формування «комфортного бізнес-клімату». Це сприятиме економічному поступу Української держави.

Мета: проаналізувати існуючий стан підготовки майбутніх фахівців неекономічних спеціальностей до підприємницької діяльності, виокремити основні її здобутки, перешкоди й спрогнозувати перспективи розвитку здатності до підприємницької діяльності в учнівської молоді ЗП(ПТ)О.

Методи: загальнотеоретичні методи аналізу і синтезу наукових праць, зіставлення й узагальнення концептуальних поглядів із досліджуваної проблеми.

Результати: на підґрунті осмислення ходу і результатів процесів демократизації й ринкової трансформації національної економіки в Українській державі *обґрунтовано* необхідність реформування підготовки здобувачів професійної освіти до підприємницької діяльності як фахівців, котрі повинні мати високий рівень сформованості професійних і ключових компетентностей, бути глибоко обізнаними з теоріями та практиками менеджменту, вільно володіти техніками і прийомами самоменеджменту й орієнтуватися в економічно-правовому просторі підприємницької діяльності, а також бути здатними прогнозувати й об'єктивно оцінювати ступінь ризиків кожної ситуації підприємницької діяльності; *узагальнено* необхідність урахування суспільних чинників у процесах реформування професійної і підприємницької освіти майбутніх фахівців: зниження активності населення та скорочення виробництва, внаслідок пандемії COVID-19 і запровадження карантинних заходів; зміна пріоритетів у мотивації ділової активності й поведінки громадян (визначальним мотиватором професійної діяльності фахівців став мотив обережності); *проаналізовано* реалії підготовки молоді до підприємництва, що пов'язані з розробленням за запровадженням: освітніх стандартів з конкретних професій, освітніх програм, навчально-методичних видань, організацією та проведенням масових заходів, онлайн-курсів, навчальних занять, конкурсів тощо; *констатовано*, що метою створення цих напрацювань передбачено забезпечення якісної підготовки здобувачів різних рівнів освіти до підприємництва, а також розвитку підприємливості як однієї з ключових компетентностей; *з'ясовано*, що підготовка здобувачів освіти до започаткування власної справи є епізодичною, і як наслідок, – маємо незначні зрушення в рівнях сформованості підприємницької компетентності учнівської і студентської молоді; недостатній рівень спеціальних знань у сфері ринкової економіки і відсутність досвіду підприємницької діяльності педагогів також знижує ефективність підготовки здобувачів освіти до підприємництва; реальне ознайомлення учнів із природою підприємницької діяльності відбувається здебільшого в системі позашкільної і, зокрема неформальної освіти.

Висновки: узагальнено, що в сучасному науково-освітньому просторі провідною метою підготовки здобувачів освіти до підприємницької діяльності вважається їх ознайомлення із сутнісною природою цієї активності, набуття первинних знань і відповідних умінь; встановлено, що найбільш значущим засобом розвитку здібностей суб'єктів навчання до відкриття своєї справи і успішного провадження підприємницької діяльності слугує набутий ними первинний досвід практичної діяльності як визначальний чинник у виборі випускниками закладів загальної середньої освіти такої сфери професійної діяльності, котра була б пов'язана з підприємництвом; обґрунтовано, що наскрізною ідеєю методики розвитку підприємницької компетентності майбутніх фахівців у закладах професійної освіти є активізація, прояв і вдосконалення індивідуально-особистісних якостей для успішної підприємницької діяльності; доведено, що в результаті зміщення акценту з власне викладацько-навчальної діяльності педагогічних працівників на активізацію механізмів когнітивної активності й творчої самостійності учнів, в освітньому процесі забезпечується опанування ними алгоритмів і способів самостійного конструювання траєкторії особистісного зростання.

Ключові слова: професійна освіта, підприємництво, підприємницька діяльність, підготовка до підприємництва.

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