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SYSTEM OF PREPARATION OF FUTURE ECONOMISTS FOR ENTREPRENEURSHIP ACTIVITY

Abstract. The article addresses the problem of preparing future economists for entrepreneurial activity. The purpose of the article is to substantiate the structure of the system of preparing future economists for entrepreneurial activity through its reflection - the model of the same name. Used methods: observation, questioning, interviews, testing of students, analysis of literature on the problem of research, curricula and programs.

It has been substantiated that business activity is an independent activity carried out at its own risk, aimed at systematically receiving profits from the provision of various services, the sale of goods, etc. It is revealed that entrepreneurial activity is problematic for the majority of future economists, although many of them strive to start their own business after graduation. It has been established that students of the economics department are familiar with the state policy on creating favorable conditions for the development of small and medium-sized businesses, have a grasp of its state, including the most promising direction of business development in a particular region, etc. However, they are poorly informed about legal acts that underlie the organization of entrepreneurial activities have a general understanding of the technology of drawing up a business plan, the procedure for its approval to the appropriate authorities, their personal potential etc.

It is proved that the activities of the institution of higher education for the preparation of future specialists in the economic sphere and management for this type of work is a holistic educational system that includes interrelated elements that have their own structure: goals and objectives, patterns and principles, organizational forms, methods and means functioning in the system of higher professional education and provide high quality training of future economists to professional activity in general, to entrepreneurial activities, in particular.

The prospect of further research is seen in the experimental verification of the system of preparing future economists for entrepreneurial activity through approbation of its reflection - the model of the same name.

Keywords: training of future economists, entrepreneurial activity, system of preparing future economists for entrepreneurial activity, model of preparing future economists for entrepreneurial activity.

Introduction. Analyses of the socio-economic conditions prevailing over the past two decades, and the results of research by economists have shown that the further development of the labor market and market relations in Ukraine is impossible without the development and improvement of small and medium enterprises. It is these forms of economic activity that create favorable conditions for economic recovery, as the competitive environment develops, additional workplaces are created, structural adjustment is underway, and the consumer sector is expanding.

The development of entrepreneurship leads to a saturation of the market with goods and services, to an increase in export potential, and a better use of local resources. And finally, small enterprises can be created in any sector of the economy in response to the unmet needs of the population, which is their distinctive and important feature [10].

All this contributes to the fact that for a large number of people (and especially for young people), entrepreneurial activity becomes attractive.

The results of student social poll indicate that a significant proportion of graduates would like to have their own business, and not to be employed. The survey of 124 students of the Faculty of Economics showed that the vast majority of them (71.3%) associate their future with business activities, of which 32.6% plan to become owners of private firms and offices. However, they estimate their readiness for

entrepreneurial activity as low - 29.6% of the total readiness for this type of labor activity. The survey also revealed that students would like to acquire relevant knowledge, skills and abilities during training.

All this requires the system of vocational education to carry out systematic and purposeful work on the preparation of student youth for entrepreneurial activities and in the conditions of higher education.

Analysis of sources. Analysis of the scientific literature on the research topic has shown that in recent years a number of studies have been conducted on certain aspects of this subject, in particular, the analysis of conceptual approaches to identifying the nature of such a phenomenon as entrepreneurship, its content, structure, and conditions of functioning. In the works of Y. Avksentyev, V. Bazilevich, A. Batur, A. Belyaev, S. Belaya, Y. Blagodir, A. Galchinskiy, Ya. Dombrovsky, G. Klimko, A. Mazur, S. Mocherniy, V. Savchuk, A. Saykevich, V. Sizonenko, D. Stechenko, N. Suprun and others. Scientists see the essence of entrepreneurial activity in the search for goods and services that an entrepreneur could develop and sell profitably; in the organization of production of goods and services; in the manufacture of goods and services; in the sale of goods and services. In their opinion, entrepreneurial activity is conditioned by the unity of the personal, economic, organizational and managerial elements of this activity.

Entrepreneurship, according to M. Lapusta, is the purposeful activity of the subject (subjects) to implement new combinations of factors of production in the framework of the enterprise he leads on an innovative basis, economic risk, economic responsibility for the final results in order to obtain entrepreneurial income [9].

So, entrepreneurship integrates in itself almost all types of economic activity: production, marketing, personnel management and finance, and others.

In our study, it was not by chance that special attention was paid to entrepreneurship and considered in sufficient detail the various approaches to entrepreneurial activity, because without them it is difficult to evaluate the preparation of future economists for entrepreneurial activity.

According to Y. Shcherbatykh, "it is the psychological component: motivation, attitudes, volitional qualities and other personal characteristics that the person will determine whether the person will become an entrepreneur or not" [12, p. 7]. So, the arming of future specialists in the sphere of economic and management with only knowledge and skills of economic content is not enough today. For successful adaptation of graduates of the Faculty of Economics in the conditions of the modern labor market and market relations, it is important to carry out special work with students in preparing for entrepreneurial activities.

Result. Based on the fact that vocational education is considered as a pedagogical system, we consider the training of future economists and managers in entrepreneurial activity as an important part of this system. Pedagogical systems, like any systems in general, have their own structure, consist of certain elements that are interconnected. The interaction of various elements of the pedagogical system or its subsystems is aimed at achieving a common goal for the system, a general positive result. Such goal is the education, upbringing and development of the individual. The measure of achieving this goal is the result that finds expression in the personality of the graduate, and not in the technology of training, methods of education, organization of the educational process, the creation of a material base and so forth.

Some components of the pedagogical system may have a specific goal, but they also transform a common goal into special tasks (psychological, pedagogical, organizational, etc.). It is considered that all elements of the pedagogical system are not just included in the interaction process, but their main feature is the interaction aimed at achieving the tasks related to training, education and personal development, and in the conditions of the higher education institution - with specialist training.

We presented the system of training future specialists in the sphere of economic and management in business activities in the context of a modern higher education institution in the form of a structural model.

The system-structural approach to the consideration of system objects provides for:

- identifying the elements of the system, their functions, connections and relationships, based on the target settings for its study;
- the selection and analysis of the system-creating factors of one or another set - the object of study;
- description, explanation of the properties and relations of the system, its internal and external relations, the conditions of its functioning and development
- system behavior management, etc.

Modeling as a method of scientific knowledge studies objects of different nature on their material, ideal, physical, mathematical, and other analogues to determine or refine the characteristics of existing or created objects. The model acts as such a prototype substitute that allows you to get new knowledge about it. The basis of the design and use of pedagogical models is the philosophical method of abstraction. It is abstraction that allows you to analyze an object as a whole, highlighting its parts (factors, states, qualities, etc.), establishing the essence of the selected parts [2].

A systematic approach to the pedagogical phenomenon provides for the selection of its main components, as well as the study of the existing relations between them.

The basis for building our model was formed by such parameters as the goal and objectives; laws and principles; content; organizational forms, methods and means of training and education.

From the standpoint of the system-structural approach, according to scientists, the main component of the training is the goal, which defines the principles, content and methods of its implementation in methods, technologies, means and forms [5, p. 39].

As part of our research, the goal is to improve the training of future economists and managers for entrepreneurial activity in the conditions of a modern institution of higher education.

This goal can be specified by a number of pedagogical tasks. The main ones, in our opinion, are:

- providing the future economists with the knowledge of the legal, economic and psychological foundations of entrepreneurship;
- formation of ideas about the role of entrepreneurs in the process of the historical development of mankind, about the socio-economic aspects of the activities of modern entrepreneurship, about the main directions of activities to ensure the security of business, etc.;
- development of economic thinking, abilities to carry out various operations related to mental activity;
- formation of skills and abilities to use knowledge of the mechanisms of cognitive processes in business, to apply business communication skills in business, find optimal strategies in the development of your business, to carry out basic management functions (planning, organization, motivation and control), etc.;
- development of personal qualities of a modern entrepreneur (efficiency, perseverance, interpersonal skills, independence, responsibility, diligence, confidence, ability to take risks, etc.).

Among all the regularity (objectively existing, repetitive, stable and significant connections between phenomena, separate aspects of the pedagogical process), we, following G. Kodjaspirov and A. Khojaspirov, highlight the following:

1) regularities caused by social conditions (dependence of education and training of students on the specific needs of society, the level of development of the economy, national and cultural characteristics, etc.);

2) regularities caused by the human nature itself (the formation of the personality of a future specialist, his preparation for professional activity are directly dependent on their age and individual characteristics);

3) patterns determined by the essence of the pedagogical process organized in the conditions of a modern institution of higher education (the learning process and the process of upbringing, education and personal development are in close interaction and dependence on each other; the interrelation of the student community and a specific personality; the interrelation of tasks, content, forms, methods and means of training and education, etc.) [3, p. 42].

As the initial provisions determining the content, forms, methods, means and nature of the interaction of teachers and students in the holistic pedagogical process, in which the future economist is trained, including business activities, we selected the principles proposed by M. Bulanova-Toporkov, namely: the compliance of the content of vocational education with the modern requirements of society and the projected development of the economy, science and production; orientation of higher education on the development of the personality of the future specialist; the optimal combination of mass, group and individual forms of organization of the pedagogical process in universities; rational use of modern forms and methods of training and education; the principle of consistency; the principle of cooperation of subjects of the pedagogical process [8, p. 46].

An analysis of scientific literature (Yu. Belova [1], N. Kurinaya [4], M. Lyashenko [6], V. Maikovskaya [7], A. Skibitsky [11], I. Yuri [13]) higher education institutions activities and personal experience as a teacher of higher education, showed that the main areas of work for the preparation of future economists for entrepreneurial activity are: theoretical training, practical training and personal training.

Theoretical training is related to solving the problems of providing future economists with special knowledge; practical training is aimed at developing students with relevant skills; personal training involves the formation of personality traits of a modern entrepreneur.

Determining the content of training future economists, we relied on the requirements of the State Standard specialty 051 "Economics", as well as the curricula of academic disciplines of the general training cycle (humanitarian, fundamental), vocational training, disciplines of free choice of the student.

Practice has shown that a sufficiently high level of mastering by future economists knowledge of academic disciplines creates favorable conditions for their preparation for entrepreneurial activity. An important role in the system of training future specialists in the sphere of economic and management belongs to the disciplines of the subject block.

A special place in this system is occupied by the optional subject “The Psychology of Business and Entrepreneurship”, which is read by third-year students of the Faculty of Economics. Its study is aimed at providing students with special knowledge that underlies the psychological aspect of entrepreneurial activity, namely: the structure of the human psyche; cognitive processes in the activities of the entrepreneur and business motivation; emotional and volitional sphere of the personality of the entrepreneur and his personal qualities; communication processes in the activities of the entrepreneur; psychological characteristics of a successful entrepreneur; organization of labor of the entrepreneur and so forth.

An important component of the system of training future specialists in the sphere of economic and management in business is the forms of organization of the educational process (classroom and extracurricular). These are: lectures, practical and seminar classes, conferences, consultations, study tours, round tables, trainings, oral journals, coursework and qualification works, various types of practices, etc.

Its place in the general system of training students of the Faculty of Economics in business activity is occupied teaching methods (explanatory, illustrated, reproductive, partly exploratory, problem statement, research, etc.) and nurture methods (methods of formation of consciousness: story, conversation, debate, example, etc.), methods of organizing activities and shaping the experience of social behavior (schooling, exercise, requirement, assignment, creation of upbringing situations); methods of stimulating behavior and activities (encouragement, punishment, competition).

Among the means used by the higher school to increase the level of readiness of future economists for entrepreneurial activity, we used: curricula and programs; textbooks and tutorials; equipment classrooms; Internet and computer classes; production base of enterprises, organizations and firms; the potential of modern specialists in the sphere of economics and business, etc.

The result of the introduction of the model into the pedagogical process of higher educational institutions can be a sufficiently high level of readiness of future economists for entrepreneurial activity.

Findings. Our research and educational practice show that entrepreneurial activity in certain areas of the country's economy (which is commonly understood as an independent activity at your own risk, aimed at systematically receiving profits from the provision of various services, sales of goods, etc.) is problematic for most future economists, although many of them strive to start their own business after graduation. Our study showed that students of the Faculty of Economics are familiar with government policies to create favorable conditions for the development of small and medium-sized businesses, have an idea of its state, the most promising areas of business development in a particular region, etc. However, they are poorly informed about the existing legal acts underlying the organization of entrepreneurial activity, have a general understanding of the technology of drawing up a business plan, the procedure for its approval in relevant instances, their personal potential, and so forth.

The activities of higher education institutions for the preparation of future specialists in the sphere of economics and management for this type of work can be represented as a holistic educational system that includes interrelated elements that have their own structure: goals and objectives, patterns and principles, organizational forms, methods and means functioning in the system of higher professional education and provide high quality training of future economists to professional activity in general, to entrepreneurial activity, in particular.

The prospect of further research is seen in the experimental verification of the system of preparing future economists for entrepreneurial activity through approbation of its reflection - the model of the same name.

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СИСТЕМА ПОДГОТОВКИ БУДУЩИХ ЭКОНОМИСТОВ ДЛЯ ДЕЯТЕЛЬНОСТИ ПРЕДПРИНИМАТЕЛЬСТВА

Аннотация. В статье раскрыто проблему подготовки будущих экономистов к предпринимательской деятельности. Целью статьи является обоснование структуры системы подготовки будущих экономистов к предпринимательской деятельности через ее отражение – одноименную модель. Использованные методы: наблюдение, анкетирование, беседы, тестирования студентов, анализ литературы по проблеме исследования, учебных планов и программ.

Обосновано, что предпринимательская деятельность – самостоятельная, осуществляемая на свой риск деятельность, направленная на систематическое получение прибыли от предоставления различных услуг, реализации товара и тому подобное. Раскрыто, что предпринимательская деятельность для большинства будущих экономистов является проблематичной, хотя многие из них стремятся после окончания вуза открыть свое дело. Установлено, что студенты экономического факультета знакомы с политикой государства по созданию благоприятных условий для развития малого и среднего предпринимательства, имеют представление о его состоянии, и в том числе, о наиболее перспективном направлении развития бизнеса в конкретном регионе и др. Однако они слабо информированы об имеющихся нормативно-правовых актах, которые лежат в основе организации предпринимательской деятельности, имеют общее представление о технологии составления бизнес-плана, порядка его утверждения в соответствующих инстанциях, своем личностном потенциале и тому подобное.

Доказано, что деятельность учреждения высшего образования по подготовке будущих специалистов в сфере экономики и менеджмента к этому виду трудовой деятельности является целостной педагогической системой, включающей в себя взаимосвязанные элементы, которые имеют свою структуру: цели и задачи, закономерности и принципы, организационные формы, методы и средства, функционирующие в системе высшего профессионального образования и обеспечивают высокое качество подготовки будущих экономистов к профессиональной деятельности вообще, к предпринимательской деятельности, в частности.

Перспективу дальнейших исследований видим в экспериментальной проверке системы подготовки будущих экономистов к предпринимательской деятельности через апробации ее отражение – одноименной модели.

Ключевые слова: подготовка будущих экономистов, предпринимательская деятельность, система подготовки будущих экономистов к предпринимательской деятельности, модель подготовки будущих экономистов к предпринимательской деятельности.

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