



(за професійним спрямуванням)», підвищуючи професійний рівень викладача, окреслюючи нові вимоги до професійної майстерності викладання, вимагаючи чіткої організації роботи з кожним студентом під час навчального процесу.

Чітко організована і правильно спланована робота з ЕОР активізує мислення сучасного студента, сприяє розвитку творчих, креативних, дослідницьких здібностей студентів, підвищує мотивацію навчання тощо.

Запропонована методика забезпечення навчальної дисципліни ЕОР допомагає урізноманітнити й увиразнити навчальний процес відповідно до вимог кредитно-модульної системи навчання. Тема статті є перспективною і потребує подальших досліджень.

ЛІТЕРАТУРА:

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WORLD THEORY AND PRACTICE OF FORMATION THE ENTREPRENEURIAL COMPETENCE OF YOUNG PEOPLE

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У статті порушено проблему пошуку інноваційних засобів формування підприємницької компетентності молоді. Здійснено спробу аналізу чинників молодіжного підприємництва в країнах із різним рівнем розвитку економіки. Встановлена тенденція зменшення мотивації молоді до підприємництва зі збільшенням стабільності економіки та рівня соціального життя в країні. Представлено досвід міжнародної неприбуткової організації Enectus щодо використання сили підприємницької дії для покращення якості життя та життєвих стандартів людей із різними потребами. Обґрунтовується доцільність застосування методу проектів як інструменту формування підприємницької компетентності молоді.

Ключові слова: *молодіжне підприємництво, підприємницька компетентність, чинники мотивації до підприємництва, індекс підприємницьких намірів, структура підприємницької компетентності молоді.*

В статье затронута проблема поиска инновационных средств формирования предпринимательской компетентности молодежи. Предпринята попытка анализа факторов молодежного предпринимательства в странах с разным уровнем развития экономики. Установлена тенденция уменьшения мотивации молодежи к предпринимательству с увеличением стабильности экономики и уровня социальной жизни в стране. Представлен опыт международной неприбыльной организации Enectus по использованию силы предпринимательского действия для улучшения качества жизни и жизненных стандартов людей с различными потребностями. Обосновывается целесообразность применения метода проектов как инструмента формирования предпринимательской компетентности молодежи.

Ключевые слова: *молодежное предпринимательство, предпринимательская компетентность, факторы мотивации к предпринимательству, индекс предпринимательских намерений, структура предпринимательской компетентности молодежи.*

Maikovska V.I. WORLD THEORY AND PRACTICE OF FORMATION THE ENTREPRENEURIAL COMPETENCE OF YOUNG PEOPLE

The article deals with the problem of finding innovative means of forming the entrepreneurial competence of young people. An attempt has been made to analyze the factors of young people entrepreneurship in countries with different levels of economic development. It has been established the tendency to reduce the young people



motivation to entrepreneurship activity with an increase in the stability of the economy and the level of social life in the country. The experience of the international nonprofit organization Enactus on using the power of entrepreneurial action to improve the quality of life and living standards of people with different needs is presented. The expediency of using the method of projects as an instrument for forming the entrepreneurial competence of young people is substantiated.

Key words: *young people entrepreneurship, entrepreneurial competence, factors of motivation for entrepreneurship, index of entrepreneurial intentions, structure of entrepreneurial competence of young people.*

Introduction. Modern society is characterized by typical for transformational society rapid changes in all spheres of life that depend on global migration processes, drive the economics and industry, and influence the development of the culture of interethnic relations and information space. These transformational processes relate to the educational sphere as the fundamental component of the formation of the outlook of the individual [1, p. 5]. At the same time, entrepreneurship is a natural component of an economy oriented towards market forms and management practices. In a transformational society of the twenty-first century, it is considered as the most productive form of management. For the young generation it is the main or secondary form of employment. That is why the problem of forming the entrepreneurial competence of young people is an actual problem in the world [2, p. 70].

The analysis of recent researches and publications made it clear that the problems of training of young people to the life in a transformational society are at the center of researchers' attention. The trends of the interaction between higher education and the labor market in the European Union were studied by N. Mospan, the theory and practice of intra-firm training of production staff in Japan and South Korea were studied by N. Pazura. Theoretical and methodical principles of professional training of specialists in the field of tourism and hotel management in educational institutions of the USA and Canada were studied by N. Gornyak and S. Babushko, in educational institutions of France – by O. Palamarchuk, in educational institutions of New Zealand – by L. Ermak, in educational institutions of Mexico – by L. Balahadze, in educational institutions of Turkey – by M. Malysheva. The preparation of specialists of economic profile in higher educational institutions (universities) in the USA became the object of attention of G. Voronka, O. Nauholnikova and L. Ohnivko, in Great Britain – A. Naidonova and L. Panasenko, in Germany – G. Spasenko, in Poland – G. Sorokun and A. Zagorodnaya. The professional preparation of specialists in international relations and international business specialists at the universities of the USA was discovered by O. Tarasova and M. Veluschak. Pedagogical

technologies of the formation of the professional competence: of future managers at USA universities were studied by S. Sokolovsky; of future managers at universities of the agrarian profile of Poland Republic – V. Karichkovsky; of future specialists in personnel management at universities of Great Britain – A. Rozlach; of future medical marketers at German universities – H. Belousova. The research of world experience and Ukrainian perspectives of implementation competent approach in modern education were conducted by N. Bibik, O. Lokshina, O. Ovcharuk, L. Parashchenko, O. Pometun, O. Savchenko, S. Trubachev and others. Unfortunately, the results of the scientific search did not allow finding publications in which the object of the study was the experience of world theory and practice of forming the entrepreneurial competence of young people.

Aim of the study. The purpose of the paper is to identify factors of the formation of the enterprise competence of young people and to identify tools that are effective in the conditions of foreign experience and which are appropriate in Ukrainian education realities.

Presentation of the main material of research. The entrepreneurial competence is classified by A. Khutorsky as social and labor competence, by I. Ermakov – as a vital competence [1, p. 47]. According to the documents of Council of Europe, it is determined as the key competence [3, p. 114]. Modern employers in the most countries usually do not have any pretenses to the level of knowledge of higher educational institutions' graduates, at the same time they mark young specialists' insecurity and lack of experience in the process of making professional and socially meaningful decisions as a defect of their professional preparation [1, p. 17].

The concept “entrepreneurial competence”, in the most cases, is understood by scientists as the behavior model which is a complex of personal or business qualities, the formation of which helps to solve certain business tasks successfully. An absence in the structure of this complex one of its components reduces the general competence of the individual in business activities. The greater the number of components formed in the structure of the entrepreneurial competence



of the young person, the more likely the person will solve business tasks [3, p. 115].

The study of the entrepreneurial competence structure and factors of its formation is the leading goal of the GUESSS project (Global University Entrepreneurial Spirit Students Survey). Established in 2003 on the initiative of the Swiss Research Institute of Small and Medium Business and Entrepreneurship at the University of St. Gallen (KMU-HSG), it is one of the largest in the world research of the youth entrepreneurship. Researches of 2003, 2004, 2006, 2008, 2011, 2013/2014 and 2016 years are based on the study of the role of universities and their training programs in formation the entrepreneurial competence of young people [4].

The first wave of data collection was conducted in 2003 among the students of the University of St. Gallen. The second wave in 2004 provided the involvement of 5 000 students from the European Business School (EBS) to study the career ambitions of young people in Switzerland and Germany and was called "ISCE" (International Review of University Entrepreneurship). The third wave in 2006 covered 37 thousand students from 14 countries. In 2008, the study attracted 63 000 students in 19 countries and it was named GUESSS. Information on the fifth, sixth and seventh wave of data collection is given in Table 1 [5, p. 10]. The eighth wave of the study is scheduled for 2018.

In the study of GUESSS, the influence of individual characteristics (age, sex, level and education, family status, social origin) and the influence of society on the first steps of young people in business are studied. The information is collected through an on-line student survey. The materials of the questionnaire are prepared by the international team of coordinators from the Swiss Research Institute of Small Business and Entrepreneurship and the Family Business Center at St. Gallen University, and by the Department of Management and Entrepreneurship of the University of Bern. Since 2006, one copy of the on-line questionnaire is sent to official national teams that distribute it among the students of their country. The information is collected and processed

by the national coordinators' teams of the research country.

The results of the study are published in the GUESSS International Reports and GUESSS National Reports according to the information of each country, and as academic articles in the International Academic Journal Publications and in the official publication of the University of Baylor (Texas, USA) "Practitioner-oriented Studies" [5, p. 11].

In a study of 2016, among the post-Soviet countries, 15 universities of Belarus, 30 higher educational establishments in Kazakhstan and 31 universities in Russia participated [4]. Ukraine has never participated in this project on its own. Through the intermediary of the Belarusian Trade and Economic University of Consumer Cooperatives, 73 Ukrainian students from the Kharkiv Trade and Economic Institute of KNTEU, Kharkiv State University of Food and Trade and the Poltava University of Economics and Trade (which prepared the presentation of their teams at the VIII International Youth Championship and entrepreneurship – 2016 in Gomel) took part in the on-line survey.

The results of the 2016 study indicate that the largest percentage of those wishing to become entrepreneurs immediately after graduation showed Belarusian students – 26,9%. In the Kazakhstan Republic, immediately after graduation students want to be middle businesses workers (18%), big businesses workers (27%) or small businesses workers (10%). Almost 11% of Russian students immediately after graduation plan to work on themselves and become entrepreneurs (for comparison – the average world figure in this area is 8,77%).

Five years after graduating from the university, approximately 52,4% of young people in the Kazakhstan Republic represent themselves as business owners, what is 14% higher than the international indicator (38,2%). In the Belarus Republic, five years after graduation, 56,8% of students plan to become founders of their own business, while in Russia – 51,28%. The main goal of entrepreneurial initiatives for 75% of young people in Kazakhstan is to improve their financial status. In the Belarus Republic, the desire to create a business is dominant for 75% of medical stu-

Table 1

Scale of the last three studies of GUESSS [5, p. 10]

| Study period | Number of countries, who participated in the survey | Number of universities participating in the study | Number of students who participated in the study |
|--------------|---|---|--|
| 2011 year | 26 | 500 | 93 000 |
| 2013 year | 34 | 759 | 109 026 |
| 2016 year | 50 | 1 000 | 122 000 |



dents, 60% – among students of legal and economic area. 71% of Russian students are positive about entrepreneurship as a way to improve their own financial status. Unfortunately, the absence of the Ukrainian National Report – 2016 does not provide relevant statistics for comparison. Consequently, young people in post-Soviet space have merely mercantile motives for entrepreneurship.

An important indicator of the availability of entrepreneurial competence is the index of entrepreneurial (business) intentions, which is evaluated on a scale from 1 (corresponds to the statement “I find myself thinking about entrepreneurship”) to 7 (corresponds to the statement “Ready to be an entrepreneur”). For Russian students it is 4,45; for Byelorussian – 4,57; for the Kazakhs – 5,04; for the Ukrainians – 5,25 (the average in the world is 4,33). At the same time, this indicator for students from Poland is 4,08; USA – 3,72; Great Britain – 3,71; Finland – 3,26; Austria – 2,88; Germany – 2,82; Norway – 2,73; Sweden – 2,7; Japan – 2,44 [4]. These figures suggest a tendency to reduce the motivation to entrepreneurship with an increase in the stability of the economy and social life in the country.

Enactus, an international nonprofit organization, has significant practical experience in formation the entrepreneurial competence of young people. It brings together students, lecturers and businessmen around the world who use the power of entrepreneurial action to improve the quality of life and living standards of people with different needs [6]. Annual Enactus regional and national competitions are an opportunity for business representatives to evaluate the results of business activity of the higher education institutes teams. The national competitions winner gets the right to represent his country at the Enactus World Cup.

Leadership and career initiatives of young people create at the Enactus environments significant opportunities for learning and sharing experiences, help to meet potential employers, and allow representing universities abroad.

As of 01.01.2018, Enactus members have 70 500 students enrolled in 1 700 universities from 36 countries and 440 corporate partners. Students have created 4 900 projects and have spent on their implementation 5 850 000 hours. Unlike the GUESSS project, Ukraine is an active participant of Enactus, and Enactus centers in the country are Kyiv, Kharkiv, Odessa and Lviv (Table 2).

Students from Enactus countries have different geography and level of socio-economic development, but they have the same values (Table 3). Values of Enactus are components in the structure of entrepreneurial competence of young people [3, p. 116].

The international organization Enactus has been developing since 1975 and is currently the largest nonprofit organization that contributes to the quality of life of millions of people through learning the principles and values of a market economy. The mission of Enactus is absolutely in line with the challenges of the twenty-first century: to achieve global progress through entrepreneurial action. Enactus, like other non-profit organizations around the world, co-operates with the United Nations: an Enactus headquarter has signed a memorandum with the UN headquarter for cooperation on the joint achievement of the Sustainable Development Goals.

Enactus general management is provided by members of the Enactus Headquarters Board of Directors, members of the countries Board of Directors, as well as members of the National Advisory Councils. Each country has

Table 2

Enactus Centers in Ukraine [6]

| City | Institution where an Enactus command was created |
|-------------|--|
| Kiev | Vadym Hetman KNEU Kiev National University of Technology and Design National University of State Tax Service of Ukraine National University of Food Technology |
| Kharkiv | National Technical University “KhPI” Ukrainian Engineering and Pedagogical Academy Kharkiv Institute of Finance and Kharkiv Trade and Economics Institute of KNTEU S. Kuznets KNUU A.M. Beketov Kharkiv National University of Municipal Economy Kharkiv National University of Radio Electronics V.N. Karazin KNU |
| Odessa | Odessa State Academy of Civil Engineering and Architecture Odessa National Academy of Communications Odessa National Polytechnic University I.I. Mechnikov ONU |
| Lviv | Ivan Franko LNU National University “Lviv Polytechnic” Ukrainian Catholic University |



Table 3

Values of Enactus [6]

| Values of Enactus | The essence of Enactus values |
|-------------------|---|
| Imagination | Each crisis creates opportunities, each test gives a chance to upgrade and to improve. Everything we do is born from the ability to see the potential where others do not see. |
| Courage | The willingness to try, to fail, and to learn to create something new is as important as the passion for success. The desire to lead you can't be replaced, especially when what you do is something new and the result is not obvious. |
| Determination | Significant changes are not easy. This requires the ability to overcome seemingly insurmountable obstacles and to solve serious problems. We have the perseverance to do everything we need until we achieve the results we seek. |
| Partnership | There is no greater force for change than the team of people who personally give themselves to each other and the lives of the people we want to help. |
| Responsibility | Each initiative or project we take on ourselves is judged by the only significant measure: how efficiently we create a substantial progress in the lives of those whom we serve. |
| Curiosity | We are delighted with the search for new perspectives and denial of outdated assumptions because we know effective leadership requires continuous learning. |

Table 4

Examples of Enactus projects [6]

| Title of the project | The higher education institution | The essence of the project |
|----------------------|----------------------------------|---|
| Ukraine | | |
| "Children of rain" | S. Kuznets HNEU | A project for assisting parents and rehabilitation centers in conducting training sessions for children with autism. Development of a special computer program, which includes 4 modules, including 3D human imitation, animated video with elementary rules of conduct, the only PECS card bank and developing mini-games. |
| "iLearn" | Vadim Getman KNEU | Development of an online platform for the preparation of children from children's homes and boarding schools for external independent assessment using modern educational and IT technologies. |
| "Enactus pillows" | HIF KNTEU | A project to help women-seamstresses in organizing their own business. The project takes into account the problem of recycling garbage. |
| "Andreev'kas Beaver" | KhTEI KNTEU | A project to help unemployed people in rural areas in the organization fur farms. The project takes into account the problem of efficient use of resources. |
| "Ecobag" | ZhNU | A project to create a sewing factory in Zhytomyr region based on the shelter for women who have suffered from domestic violence. Students taught six unemployed women to make and sell eco-bags. |
| "Upper Saltov" | UEPA | Project on increasing incomes of the historic and archaeological reserve "Upper Saltov" in the Kharkiv region. The Enactus team of UEPA taught its employees the skills of advertising and promoting the nature reserve on the Internet to increase the number of tourists from the city. |
| Kyrgyzstan | | |
| "Medicall" | KNMU | A project to create an online site for choosing medical services |
| "Fancyart" | AUTsA | A project to get acquainted artists with relevant knowledge about the market and methods for promoting their own production |
| "Crazy hands" | KTU Manas | A project to provide familiarization of single mothers with topical knowledge on the sale of handmade products |
| "Freelife" | KNLA | A project to assist prisoners in obtaining income from sales of products created in places of deprivation of liberty |
| "IBordo" | OshNU | A project to support rural residents in organizing a profitable tourist facility |
| "Kinder club" | KRSU | Project on the women training to create an alternative model for a kindergarten |



Enactus representatives, which are contact persons for teams. The Head of Enactus or the Program Manager can be the coordinator. Each individual higher education institution can have only one Enactus command. Also, not only students of the economic branch can participate in Enactus: the university team should make efforts to involve students from different fields of study.

Enactus team members devote their talents to projects that improve people's lives. By increasing the opportunities of people and improving their lives, students increase the success of entrepreneurs, transfer their skills to the unemployed, help with employment, teach families the basics of financial security, create a base for strengthening the economic situation of the needy, etc. Examples of projects created by students of Ukrainian teams in comparison with the projects of teams from Kyrgyzstan are presented in Table 4.

Creating projects allows students to develop their business and leadership qualities, sense of responsibility and service to society. Participation in Enactus forms students understanding of the possibilities of creative contribution of business in the social, economic and environmental spheres of society, emphasizing their potential as business leaders of the future. Employers view Enactus as the main source of socially responsible business talents.

Enactus brings together business and higher education and it is a top-notch international instrument for formation leadership and entrepreneurial competencies of young people. Involving students in the non-profit activities of Enactus allows at the international level to implement socially-based and behavioral approaches to organizing young people professional training and is a way of modernizing the career development process and socio-economic adaptation of youth in the society of 21 century.

Conclusions of the research. From the mentioned above, it is possible to make the following conclusions: the transition to a competent approach means reorientation from the process to the result of education in the activity dimension, as well as consideration of this result in terms of ensuring the ability of the

graduate to meet the new labor market demands and to have the appropriate potential for practical solutions of problems in social and professional life. The analysis of the context of the use the concept "entrepreneurial competence" allows us to understand it as a socially established educational result. The results of the GUESSS project in 2016 show that potentially young people from the post-Soviet countries are more focused on this result than in other countries. This suggests the existence of prerequisites for the formation the entrepreneurial competence of young people, which should be reflected in the process of professional training. The results of the Enactus organization activity prove the effectiveness of the method of the projects as an instrument for forming entrepreneurial competence of young people. At the same time, it is not possible to disclose all aspects of this problem in the article. So, further scientific researches are associated with the development of a system of tools for implementation the experience of Enactus organization in the process of professional training for the providing a high level of the index of entrepreneurial intentions of young people.

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