



# DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE IN EDUCATIONAL AND PROFESSIONAL PROGRAMS FOR TRAINING OF PERFORMING ARTISTS

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## Abstract.

*The relevance* of the article is predetermined by the development of youth entrepreneurship in the field of cultural and creative industries and necessity to study the state of preparation of young students for entrepreneurship in institutions of professional pre-higher education in artistic direction.

*Aim:* to analyze active educational and professional programs (hereinafter – EPP) of professional pre-higher education institutions of the specialty 023 «Fine Arts, Decorative Arts, Restoration» to figure out how much they provide the development of entrepreneurial competence of Professional Junior Bachelors in the qualification «performing artist».

*Methods:* study of scientific sources and pedagogical documentation – for the analysis of scientific works and educational and professional programs.

*Results:* the paper indicates the degree of scientific development of the problem; it has been analyzed valid educational and professional programs (hereinafter – EPP) for training of future performing artists, which are published on the websites of professional pre-higher education institutions; it also describes their possibilities for the development of entrepreneurial competence in applicants for education.

*Conclusions:* It was proved the prospects of research issue of developing entrepreneurial competence in future performing artists; it indicates that the training of specialists for entrepreneurial activity have to be systematic (to develop legal, economic, psychological, pedagogical and digital skills, contain a comprehensive program of the development of entrepreneurial competence, which combines classroom and extracurricular, theoretical and practical activities, independent and group work); beside, it reveals a problem of access for students to information on program expected learning outcomes (only 70% of all existing EPP for training of future professional young bachelors in the qualification «performing artist» are published on the official websites of educational institutions); it was clarified that the development of program results which important for starting and running business, contribute such educational components as «Fundamentals of Entrepreneurship and Management», «Fundamentals of Economic Theory», «Theory of Economics», «Management of Socio-Cultural Activities», «Fundamentals of Socio-Cultural Management Activities», but mostly they are selective and therefore only partially ensure the development of entrepreneurial competence in future performing artists; this determines justification of certain organizational and pedagogical conditions that must be created in educational institutions for the development of entrepreneurial competence in future performing artists.

**Keywords:** *entrepreneurship, educational and professional program, entrepreneurial competence, Professional Junior Bachelor, performing artist.*

**Introduction.** Domestic professional education in artistic direction called to prepare competitive professionals who are able to independently control the development of their personality, life and career, have ability to work in the conditions of intensive

development of small business, which requires cultivated entrepreneurial competence. One of the goals of preparation for entrepreneurial activity of future Professional Junior Bachelors in the qualification «performing artists» is to increase the level of

competence of artists in financial activities, which is one of indicators is their willingness for such a risky business as entrepreneurship (Shymanovskiy and Vovkovinskyi, 2015, p. 8 – 9). Professionals must be able to independently manage their lives and careers, to open and successfully run their own business. Certain conditions requires for creating and developing own business, which includes personal interests, reliability of personal protection mechanisms, the ability to reduce uncertainty and risk, the ability to generate resources and manage innovations (Kolot et al., 2017, p. 6). The educational process should be organized accordingly to the development of entrepreneurial competence of the specialist, which achieved by his motivation (Yershova, 2017), development of key competencies (Odnoroh, 2019), disclosure of personal potential and ensuring its transformation so that it becomes an independent entity with ability to achieve the set goal (Seredina, 2018, p. 97). The development of future specialists in digital skills and digital culture is also of paramount importance for success in business (Bazeliuk, 2018; Yershov, 2019).

The process of training performing artists for entrepreneurship involves acquiring the skills to the capacity to act upon opportunities and ideas, and to transform them into values for others. Entrepreneurship requires creativity, critical thinking, taking initiative and perseverance, and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or commercial value. (ANNEX to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning. Office of the General secretary of the European ecology, 2018, p. 37). Whereas the professional activity of performing artists involves a certain specificity of self-expression, there is a need to develop these professionals' entrepreneurial competence to support their creativity and achieve commercial goals.

In order to indicate the level of training for entrepreneurship in professional pre-higher education institutions, it is necessary to analyze the components provided by educational and professional programs (hereinafter – EPP), designed to provide future performing artists with the necessary theoretical knowledge, abilities and entrepreneurial skills. According to EDEBO, there are ten institutions of professional pre-higher education in Ukraine, which train performing artists of the specialty 023 «Fine Arts, Decorative Arts, Restoration» (specializing in graphics and painting). There are only seven of them published the EPP on their websites. It means that future applicants for education who would like to carry out business activities in the chosen specialty,

do not have the opportunity to personally get acquainted with the content of the educational program and understand whether they can develop competencies sufficient to start and run their own business. This indicates the inconsistency of certain EPP with the modern requirements of the National Agency for Higher Education Quality Assurance (hereinafter NAQA), in particular regarding access to the educational program.

**Sources.** The issues of theory and methods of training future professionals for entrepreneurship have been considered in the works of L. Bazyl, V. Baidulin, L. Bondariev, M. Vachevskiy, I. Hrytsenok, L. Yershova, D. Zakatnov, V. Maikovska, G. Matukova, I. Seredina, V. Slipenko and others. Also a number of textbooks and manuals have been published, which set out the legal, economic and psychological issues of youth readiness for entrepreneurship (Z. Varnalii (2003), O. Yemets (2012), Yu. Pachkovskiy (2006), V. Polianko and V. Kruhlianko (2008), V. Syzonenko (2008)). The issues of formation and development of entrepreneurial competence in institutions of professional (vocational) and higher education were considered in dissertations of M. Tkachenko, A. Moldovan, V. Slipenko, M. Strelnikov, S. Stebliuk. However, the analysis of these works shows the underdevelopment of the scientific problem of the development of entrepreneurial competence in future performing artists and the prospects for justification of the conditions which have to be created in institutions of professional pre-higher education.

**The article aims** to analyze valid EPP of professional pre-higher education institutions of the specialty 023 «Fine Arts, Decorative Arts, Restoration» to figure out how much they provide the development of entrepreneurial competence of Professional Junior Bachelors in the qualification «performing artist».

**Methods:** analytical analysis of scientific sources – to determine the level of research problem; analysis and synthesis, generalization, comparison – to analyze educational programs.

**Results and discussion.** The analyzed sources testify to the relevance and prospects of scientific problem of the developing entrepreneurial competence in future performing artists. At the same time, they show that in the institutions of professional pre-higher education lack of providing the conditions necessary for this. It was indicated that the preparation of a specialist for entrepreneurial activity should be systematic, including the developing of knowledge and skills in the correct order in the chosen specialty, to develop the qualities and relevant

abilities of the personality. It was also proved that there is necessity to create a program for the development of entrepreneurial competence, aimed at gaining practical experience of entrepreneurial activity (Bida et al., 2021, p. 32). Accordingly to this, it is obvious the need to supplement classes in such components as «Fundamentals of Economics and Entrepreneurship», «Management and Marketing» intensification of extracurricular activities of students in order to harmonize the theoretical and practical components of the educational process in accordance with learning objectives and education of potential business entities (Moldovan, 2021, p. 16).

In this regard, we set a goal to analyze valid EPP in professional pre-higher education institutions, to

verify how they provide conditions for the development of future professionals in entrepreneurial competence. The main object were the EPP, which are the basis of the training of specialists at the educational and qualification level «professional junior bachelor of fine arts, decorative arts, restoration of art works», as well as professional qualifications which assigned, and based on specializations.

To carry out the analysis, we selected seven EPP for the training of Professional Junior Bachelors in the qualification «performing artist», which are freely available on the websites of institutions of professional pre-higher education of the specialty 023 «Fine Arts, Decorative Arts, Restoration» (Table 1).

Table 1

**List of components created to develop entrepreneurial competence in future performing artists**

Educational institutions	Fundamentals of Entrepreneurship and Management	Fundamentals of Economic Theory	Theory of Economics	Management of Socio-Cultural Activities	Fundamentals of Socio-Cultural Management Activities
1. Transcarpathian Academy of Arts and Facial College of Arts named after A.Erdeli		+			
2. Zhytomyr Applied College of Culture and Arts named after Ivan Ohienko	+		+		
3. Kyiv Industrial Professional College of Kyiv National University of Construction And Architecture	+		+		
4. Alexandria Vocational College culture and arts			+	+	
5. Kamianets-Podilskyi Professional College of Culture and Arts			+		+
6. Dnipropetrovsk Professional College of Arts and Culture	+		+		
7. Vyzhnyts'kyi Koledzh Prykladnoho Mystetstva Im. V.yu. Shkriblyaka	+	+			

It was indicated that each institution can specify a specialization (for example, graphics and painting), which is defined as a «feature of the EPP».

The analysis showed that not all institutions provide preparation of young people for entrepreneurship. Only four of the seven EPP provide the discipline «Fundamentals of Entrepreneurship and Management», (as a selective component), which provides the ability to reveal initiative and entrepreneurship (ability to put forward new ideas, proposals, ability to start a business, initiative). The program result of this educational component is the abilities, knowledge of the fundamentals of entrepreneurship and management, to organize exhibition activities (Educational program «Fine Arts» in the specialty 023 «Fine Arts, decorative Arts, restoration» of the Dnipropetrovsk Professional College of Arts and Culture, 2020). It is assumed that the student must know modern management concepts, theory and practice of management technology, the essence and indicators of socio-economic efficiency, main sources of funding, activities and services of socio-cultural sphere, marketing management and ability to analyze production situations and make optimal management decision, analyze the market and segment it, rationally use available, material, labor and financial resources (Educational program Fine Arts (Painting) of the Zhytomyr Applied College of Culture and Arts named after Ivan Ohienko, 2019).

In other educational institutions, where the discipline «Fundamentals of Entrepreneurship and Management» is not provided, the theoretical fundamentals of entrepreneurial activity can be mastered by studying such educational components as «Fundamentals of Economic Theory» or «Theory of Economics» and «Management of Socio-Cultural Activities» or «Fundamentals of Socio-Cultural Management Activities». These disciplines provide only general theoretical knowledge of entrepreneurship. Disciplines «Fundamentals of Economic Theory» or «Theory of Economics» are usually compulsory components, but also can be selective (Educational program «Fine Arts» (Graphics) of the Kyiv Industrial Professional College of Kyiv National University of Construction And Architecture, 2018). In the absence of the discipline «Fundamentals of Entrepreneurship and Management», they provide only general economic knowledge, and in the presence logically complement it, providing some knowledge (of «economic theory», production process, exchange and consumption, diversity of economic systems, features of modern Ukrainian economic system. various forms of ownership, types of social production, types and functions of money, mechanism

of budget management) and developing appropriate skills (to navigate the global problems of economic development and relations, to delve into into the international division of labor, to determine their places in economic processes, use the services of market institutions, understand the tax legislation of Ukraine) (Educational program Fine Arts (Painting) of the Zhytomyr Applied College of Culture and Arts named after Ivan Ohienko, 2019).

Disciplines «Management of Socio-Cultural Activities» or «Fundamentals of Socio-Cultural Management Activities» are exceptionally selective components, meaningfully related to the compulsory educational components («Fundamentals of Economic Theory» or «Theory of Economics») and also serve as addition to knowledge needed to understand business activities. These disciplines are present through all EPP, which do not have the discipline «Fundamentals of Entrepreneurship and Management». (Educational program «Fine Arts, Restoration» of the Kamianets-Podilskyi Professional College of Culture and Arts).

**Conclusions.** The analyzed sources indicate the relevance and prospects of the study of the development of entrepreneurial competence in future performing artists. The paper indicates that the training of specialists for entrepreneurial activity should be systematic, cover a set of legal, economic and psychological and pedagogical knowledge, contain a comprehensive program of entrepreneurial competence, which combines classroom and extracurricular, theoretical and practical activities, independent, and group work. Researchers of this problem emphasize necessity to supplement classroom classes in such disciplines as «Fundamentals of Economics and Entrepreneurship», «Management and Marketing» intensification of extracurricular activities of students in order to harmonize the theoretical and practical components of the educational process in accordance with learning objectives and education of potential business entities.

At the same time, the analysis of EPP showed that in the institutions of professional pre-higher education lack of providing the conditions necessary for this. Only 70% of all educational and professional programs for training of future professional young bachelors in the qualification «performing artist» are published on the official websites of educational institutions, which reveals a problem of access for students to information about learning outcomes. Most of the analyzed EPP only partially ensure the development of entrepreneurial competence in future performing artists. The best conditions for the development of entrepreneurial competence are provided by

educational programs which provide the opportunity to study selective discipline «Fundamentals of Entrepreneurship and Management» and compulsory («Fundamentals of Economic Theory» or «Theory of Economics»), which serve as a theoretical basis for study fundamentals of entrepreneurship. The combination of selective and compulsory components creates much better opportunities for students to develop entrepreneurial competence. Less conducive for the preparation of students for entrepreneurship are EPP, where instead of the educational component «Fundamentals of Entrepreneurship and Management» are selected selective disciplines «Management of Socio-Cultural Activities» or «Fundamentals of Socio-Cultural Management Activities». It is quite difficult to ensure the develop-

ment of entrepreneurial competence of future professionals, if their EPP contains «Fundamentals of Economic Theory» as a selective discipline and there are no other disciplines provided the development of students' ideas about entrepreneurship in cultural and creative industries. Practically in all analyzed EPP there are not enough types and forms of activity for developing practical skills in future performing artists, which are necessary for self-expression in free labor activity, in process of opening and conducting own business.

It determines the need for further research of organizational and pedagogical conditions for the development of entrepreneurial competence of Professional Junior Bachelors in the qualification «performing artist».

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# РОЗВИТОК ПІДПРИЄМНИЦЬКОЇ КОМПЕТЕНТНОСТІ В ОСВІТНЬО-ПРОФЕСІЙНИХ ПРОГРАМАХ ПІДГОТОВКИ ХУДОЖНИКІВ-ВИКОНАВЦІВ

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## Реферат.

*Актуальність* статті зумовлена розвитком молодіжного підприємництва у сфері культурних і креативних індустрій та необхідністю вивчення стану підготовки молоді до підприємницької діяльності у закладах фахової передвищої освіти мистецького напрямку.

*Мета:* проаналізувати діючі освітньо-професійні програми (далі: ОПП) закладів фахової передвищої освіти з підготовки фахівців за спеціальністю 023 «Образотворче мистецтво, декоративне мистецтво, реставрація», щоб з'ясувати наскільки вони забезпечують розвиток підприємницької компетентності фахових молодших бакалаврів за кваліфікацією «художник-виконавець».

*Методи:* вивчення наукових джерел і педагогічної документації – для аналізу наукових праць та освітньо-професійних програм.

*Результати:* з'ясовано ступінь наукової розробленості проблеми; проаналізовано чинні освітньо-професійні програми (далі: ОПП) підготовки майбутніх художників-виконавців, оприлюднені на сайтах закладів фахової передвищої освіти; охарактеризовано їх можливості щодо розвитку у здобувачів освіти підприємницької компетентності.

*Висновки:* доведено перспективність дослідження проблеми розвитку підприємницької компетентності майбутніх художників-виконавців; з'ясовано, що підготовка фахівців до підприємницької діяльності повинна бути системною (розвивати правові, економічні, психолого-педагогічні й цифрові навички, мати цілісну програму розвитку підприємницької компетентності, поєднувати аудиторні й позааудиторні, теоретичні і практичні види діяльності, самостійну і групову роботу); виявлено проблему доступу здобувачів освіти до інформації щодо очікуваних програмних результатів навчання (на офіційних сайтах закладів освіти оприлюднено лише 70% від усіх діючих ОПП з підготовки майбутніх фахових молодших бакалаврів за кваліфікацією «художник-виконавець»); з'ясовано, що формуванню програмних результатів, важливих для відкриття і ведення власної справи, сприяють такі освітні компоненти як «Основи підприємництва і менеджменту», «Основи економічної теорії», «Економічна теорія», «Менеджмент соціокультурної діяльності», «Основи менеджменту соціокультурної діяльності», проте здебільшого вони мають статус вибіркового і тому лише частково забезпечують розвиток у майбутніх художників-виконавців підприємницької компетентності; це зумовлює потребу обґрунтування певних організаційно-педагогічних умов, що мають бути створені в закладах освіти для розвитку в майбутніх художників-виконавців підприємницької компетентності.

**Ключові слова:** підприємництво, освітньо-професійна програма, підприємницька компетентність, фаховий молодший бакалавр, художник-виконавець.

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