



SCIENTIFIC APPROACHES TO THE DEVELOPMENT OF ENTRE-PRENEURIAL COMPETENCE OF FUTURE PERFORMING ARTISTS IN PROFESSIONAL COLLEGES

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Abstract.

The relevance of the article is predetermined by the increasing public interest in the creative industries and the growing demand of future performing artists to acquire in professional colleges such competencies that would allow future professionals to do business in this field.

Aim: substantiation of scientific approaches to the development of entrepreneurial competence of future performing artists in professional colleges.

Methods: study of scientific sources and pedagogical documentation – for the analysis of scientific works and to identify the state of the problem; analysis and synthesis, generalization – for substantiation of scientific approaches to the development of entrepreneurial competence of future performing artists in professional colleges.

Results: it has been identified and characterized the main scientific approaches to the development of entrepreneurial competence of future performing artists in professional colleges, which are designed to provide the methodological integrity of the studied phenomenon (systematic, competent, personality-oriented, subject-activity, integrative, existential, axiological).

Conclusions: It was substantiated the purpose of each of the selected scientific approaches to the development of entrepreneurial competence of future performing artists in professional colleges: systematic (aimed at identification of patterns, structuring the content of the educational process); competent (provides the ability of future performing artists to do business, their readiness to improve their professional activities throughout life); personality-oriented (focused on creating pedagogical conditions for the disclosure and development of personal qualities of artists, needed to start their own business in the creative industries sector); subject-activity (focused on creating appropriate conditions for future performing artists to gain experience in implementing their own business ideas); integrative (determines the interconnection of all educational components to achieve a synergistic effect from mastering the educational program); existential (contributes to the formation and development of the need to improve life (their own, family, society) by opening and running their own business); axiological (aims to form a system of values and value relations in future performing artists for doing business, taking into account the needs and interests of the individual, family, society, state).

Keywords: *scientific approach, entrepreneurship, entrepreneurial competence, Professional Junior Bachelor, performing artist.*

Introduction. The rapid development of innovative technological solutions in the creative industries sector has led to public requests for training

professionals capable of working in a modern innovative economy, including in the fields of culture and art (Chechetova & Chechetova-Terashvili,

2019, pp. 48-51). In order to increase the competitiveness of creative products, increase turnover, expand the participation of small and medium enterprises in export activities, it is necessary to provide performing artists not only with professional knowledge, skills and abilities, but also provide the conditions necessary for entrepreneurial competence. In fact, domestic vocational education in artistic direction is designed to train competitive professionals who are able to work in conditions of intensive development of small business, to promote the creation of business incubators, to stimulate innovation.

An important shortcoming of professional training of future performing artists in Ukraine is the low motivation to show entrepreneurial initiative and insufficient level of readiness for entrepreneurial activity, inherent in the content of vocational education, as well as low level of entrepreneurial competence of future professionals by improving the content of educational programs, results, educational components (Maykovska, 2017, p.113).

We must proceed from the fact that scientific approaches are considered as a guide for building a scientific theory, serve as a theoretical basis for building research methods (Luzan, 2021, p. 49). Also we pay attention to the provisions on the need to take into account, in the process of professional development of the individual, balanced use of various conceptual approaches that open up different opportunities for self-knowledge and self-development (Orlov et al., 2010, p. 137). Thus, the need to substantiate scientific approaches that can ensure the methodological integrity of the development of entrepreneurial competence of future performing artists in professional colleges is outlined.

Sources. Theoretical and methodological aspects of training future professionals for entrepreneurship have been considered in the works of L. Bazyl, V. Baidulin, L. Bondariev, M. Vachevskyi, I. Hrytsenok, L. Yershova, D. Zakatnov, M. Lyashenko, V. Maykovska, G. Matukova, I. Serecina, V. Slipenko, M. Callous and others. Theoretical and methodological principles of art education are covered in the works of S. Alieksieieva, V. Orlov, O. Rudnytska, M. Yevtikh and others. However, the problem of selection and substantiation of scientific approaches, the most optimal for ensuring the effective preparation of future performers for entrepreneurial activity in creative industries sector, remains promising.

The paper aims is to substantiate scientific approaches to the development of entrepreneurial

competence of future performing artists in professional colleges.

Methods: study of scientific sources and pedagogical documentation – for the analysis of scientific works and to identify the state of the problem; analysis and synthesis, generalization – for substantiation of substantiate scientific approaches to the development of entrepreneurial competence of future performing artists in professional colleges.

Results and discussion. In the process of analyzing the source base of the research, scientific approaches were highlighted and substantiated, the most optimal for ensuring effective preparation of future performing artists for entrepreneurial activity in creative industries sector. The system of selected approaches (systematic, competent, personality-oriented, subject-activity, integrative, existential, axiological) should provide the methodological integrity of the studied phenomenon.

A systematic approach in the preparation of performing artists in professional colleges is aimed at identifying various aspects of entrepreneurial competence, identifying relationships between its components, establishing patterns that emerge in the development of the phenomenon under study, structuring the content of the educational process and more. The analysis of sources showed that due to the systematic approach the organization of the educational process in the college can be directed to improving the methodological culture of teachers through the formation of their ability to synthesize pedagogical methods for effective implementation of pedagogical tasks. The system approach also reflects the basic system connections and components of training professionals, allows the development of a methodological system of training future professionals as a dynamic integrity of interconnected elements (unity of goals, content, forms, methods, innovative learning technologies) (Alieksieieva, 2018, p. 106). The system approach is designed not only to study the specifics of the system as a complex object, but also to explore the features of all components, the nature of their interaction, to look for ways to create a system with more efficient operation (Yershova, 2015, pp. 53-54). In the process of system analysis, revealed not only the causes of phenomena, but also the further influence of the result on the causes that created them. (Luzan, 2021, p. 51).

According to the systematic approach in the conditions of professional pre-higher education, it is planned to develop a structure for the training future performing artists, which is aimed at combining the ability for different forms and ways of self-express-

sion of artists and increasing their competence in financial activities, in order to optimize educational programs, program results, educational components and create proper educational and methodological support of the educational process for the development of entrepreneurial competence. The educational process is based on the interaction of components that will combine classroom and extracurricular, theoretical and practical activities, self-education and group work of students.

The assimilation of professional knowledge, skills and abilities, professionally important qualities and values that develop the ability of artists to engage in business activities and financial success in this area is ensured by the competent approach. This approach builds the ability of future performing artists to improve their professional activities throughout life and readiness to overcome the challenges of modern creative industries. It allows to transfer the emphasis from the process of accumulating normatively defined knowledge, skills and abilities to the plane of forming the ability to act in practice, which enhances the practical component of training (Alieksieieva, 2018, p. 119). The need to include a competent approach in the system of professional pre-higher education for future performing artists is determined by the change in modern trends, the introduction of technologies in business, development of key competencies (Odnoroh, 2019), digitalization of the educational process, digital skills and digital culture (Yershov, 2019).

The essence of a personality-oriented approach in professional pre-higher education lies in the identification and disclosure of the applicant's own capabilities, self-realization and self-expression in future professional activities (Stadniichuk, 2019). This approach involves focusing pedagogical attention on creating pedagogical conditions in colleges of an artistic profile, that are favorable for revealing the development of all personal qualities and abilities of each student, important for the discovery and conduct of their own business. The preparation of future performing artists for entrepreneurial activity based on this approach focuses on the individuality, the disclosure of personal potential, the uniqueness of future performing artists, taking into account the peculiarities of the work of artists, which has an applied nature. This approach is especially relevant in the implementation of modern personality-oriented model of the educational process, which allows individualization of the training of future professionals, personalization of the educational environment (Alieksieieva, 2018, p. 118).

The subject-activity approach is focused on creating in colleges of an artistic profile the conditions necessary for the formation of the skills and abilities of independent entrepreneurial activity in future performing artists, personal experience in identifying and developing the features and qualities necessary for business, creating, presenting and implementing their own business ideas. Subjectivity is the applicant's right to his own activity, identity, self-determination, self-realization and self-actualization in life and professional activity using own life and professional trajectory (Yahupov, 2015, p. 130). Activity is considered as a professional activity that is formed due to the need to independently implement their own business ideas. The application of the subject-activity approach in the process of development of future performing artists of entrepreneurial competence allows them to build their own career trajectory by preparing for opening and successfully running their own business in creative industries sector.

The integrative approach determines the interconnection and complementarity of all educational components that ensure the development of entrepreneurial competence of future performing artists. Using this approach makes it possible to establish links between knowledge of the disciplines of training and disciplines that directly ensure the development of entrepreneurial competence, so that future artists can create and develop their own creative or intellectual capital. This approach helps applicants to identify and use the resources of previously established professional skills and abilities, to open new opportunities for self-realization in the modern innovative economy.

The existential approach is focused on the formation of future performing artists' ideas of freedom as a personal responsibility for the results of their own choice. Being aware of own actions and their motivation, the future specialist can consider them as phenomena, in relation to which he becomes free and can, at its discretion, to change, replace and improve their professional qualities (Orlov et al., 2010, pp. 137-138). Most performing artists do not seek to adapt to new conditions, but want to start their own business, take the initiative, express themselves in free labor activity. This approach ensures the development of the inner need of artists for the constant self-improvement of their lives, the lives of their families and society by opening and running their own business.

The axiological approach is designed to form a system of worldview orientations, as well as personal, family, professional, civil and other values of future performing artists, which would promote

transparent, responsible, honest and successful business for the benefit of the needs of the individual, family, society, state. For future professionals, this approach also forms universal and professional value orientations, which are a kind of personality movement in society. The ratio of personal, national, public (state) and universal values in the process of forming the main priorities of society is crucial for the development of the state (Yershova, 2015, p. 55). Preparation of applicants in the conditions of professional pre-higher education based on the axiological approach consists in the awareness of their own self-worth, continuous professional self-development (Alieksieieva, 2018, p. 117). It has also been established that in the process of development of future performing artists of entrepreneurial competence an important place is occupied by professional interest, attitudes, needs for self-expression and self-realization, which develop on the basis of value orientations.

Conclusions. Based on the analysis of modern scientific sources, scientific approaches are substantiated that are the most optimal for effective development of entrepreneurial competence of future performing artists in professional colleges: systematic (aimed at identification of patterns, structuring

the content of the educational process); competent (provides the ability of future performing artists to do business, their readiness to improve their professional activities throughout life); personality-oriented (focused on creating pedagogical conditions for the disclosure and development of personal qualities of artists, needed to start their own business in the creative industries sector); subject-activity (focused on creating appropriate conditions for future performing artists to gain experience in implementing their own business ideas); integrative (determines the interconnection of all educational components to achieve a synergistic effect from mastering the educational program); existential (contributes to the formation and development of the need to improve life (their own, family, society) by opening and running their own business); axiological (aims to form a system of values and value relations in future performing artists for doing business, taking into account the needs and interests of the individual, family, society, state).

We see prospects for further research in the use of sound scientific approaches to develop organizational and pedagogical conditions for the development of entrepreneurial competence of future performing artists in professional colleges.

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НАУКОВІ ПІДХОДИ ДО РОЗВИТКУ ПІДПРИЄМНИЦЬКОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ХУДОЖНИКІВ-ВИКОНАВЦІВ У ФАХОВИХ КОЛЕДЖАХ

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Реферат.

Актуальність статті зумовлена підвищенням інтересу суспільства до креативних індустрій та зростанням запитів майбутніх художників-виконавців щодо набуття у фахових коледжах таких компетентностей, які б давали змогу майбутнім фахівцям здійснювати підприємницьку діяльність у цій галузі.

Мета: обґрунтування наукових підходів до розвитку підприємницької компетентності майбутніх художників-виконавців у фахових коледжах.

Методи: вивчення наукових джерел і педагогічної документації – для аналізу наукових праць і виявлення стану досліджуваної проблеми. аналіз і синтез, узагальнення – для обґрунтування наукових підходів до розвитку підприємницької компетентності майбутніх художників-виконавців у фахових коледжах.

Результати: виокремлено й охарактеризовано основні наукові підходи до розвитку підприємницької компетентності майбутніх художників-виконавців у фахових коледжах, покликані забезпечити методологічну цілісність досліджуваного феномену (системний, компетентнісний, особистісно-орієнтований, суб'єктно-діяльнісний, інтегративний, екзистенційний, аксіологічний).

Висновки: обґрунтовано призначення кожного з виокремлених наукових підходів до розвитку підприємницької компетентності майбутніх художників-виконавців у фахових коледжах: системний (спрямований на визначення закономірностей, структурування змісту освітнього процесу); компетентнісний (забезпечує здатність майбутніх художників-виконавців до бізнес-діяльності, їхню готовність удосконалювати професійну діяльність упродовж життя); особистісно-орієнтований (зосереджений на створенні педагогічних умов для розкриття і розвитку особистісних якостей митців, необхідних для відкриття і ведення власної справи в галузі креативних індустрій); суб'єктно-діяльнісний (орієнтований на створення належних умов для набуття майбутніми художниками-виконавцями досвіду реалізації власних бізнес-ідей); інтегративний (зумовлює взаємозв'язок усіх освітніх компонентів для досягнення синергетичного ефекту від опанування освітньої програми); екзистенційний (сприяє формуванню і розвитку потреби вдосконалювати життя (своє, родини, суспільства) шляхом відкриття і ведення власної справи); аксіологічний (спрямований на формування системи цінностей і ціннісних відносин у майбутніх художників-виконавців для ведення бізнесу з урахуванням потреб та інтересів особистості, родини, суспільства, держави).

Ключові слова: науковий підхід, підприємництво, підприємницька компетентність, фаховий молодший бакалавр, художник-виконавець.

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