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Psychological and pedagogical principles for the formation of the communicative block in the entrepreneurship competence` structure

Problem statement and its relevance. The results of sociological data allow distinguishing the motives of entrepreneurial activity: high level of income, independence, increase of self-esteem and public recognition, self-development, development of a circle of communication, opportunity to travel [1]. They are explained by a research of the 21st century: the laws of economics have a humanitarian basis, which is based on human relations, humanitarian knowledge, the relevance of the paradigm of the «subject-subject» relationship. In the economic plane, the nature of communication and the role of profit are important not as an arithmetic sum, but as an opportunity to "save face" [2]. Therefore, we admit the topicality of the attention to the problem of psychological and pedagogical principles of the formation of entrepreneurial competence of a person, the development and life of which occur in a market society, as well as the topicality of the purposeful formation of relevant communicative competencies.

Analysis of sources by research topic. Interest in the social aspects of entrepreneurship phenomenon is a characteristic feature of researches in the post-Soviet space because it is based on the assumption: success in entrepreneurship depends on the level of formation of social and psychological readiness for entrepreneurial activity. Thus, D. Meshcheryakov focuses on relationships between subjects within the roles they play in social production [3]. A. Zhuravlev views entrepreneurship as a ménage and economic, and special spiritual and economic activity at the same time [4]. The results of scientific research the main purpose of which was to identify and characterize entrepreneurial qualities were presented by A. Batarshhev, A. Busigin, A. Karpov, L. Kotegov, V. Novikov, T. Obukhova, A. Smirnov, M. Tutushkin. N. Masiuk, T. Konyukhova, V. Chechko allocated information, communication and design competences in the structure of entrepreneurial competence.

The first studies of the structure of the entrepreneur's personality belong to A. Smith. The structure of the entrepreneur's personality in the historical and cultural plane was the focus of J.-B. Sey. L. von Mises and F. Hayek, based on of a deep analysis of the culture of market relations, have identified some individual and personality traits that are important for the pursuit of entrepreneurial activity. Continuing J. Schumpeter's ideas R. Macho, D. Ray, M. Moltz, W. James, and others considered entrepreneurship as a general human behavior aimed at finding the modern economic opportunities for self-realization.

Even though the structure of competence is the subject of scientific research of many national and foreign scholars, the results of the review of the literary sources make it possible to conclude that defined before personality and professionally significant qualities have been studied and structured insufficiently, and the communicative block as a subsystem of this structure and psychological the principles of its formation are substantiated in Ukrainian pedagogical science insufficiently.

The purpose of the study is to analyze the existing experience in the study of the entrepreneurial competence structure, to reveal the content of the communication block, to clarify its role in this structure and to identify the psychological and pedagogical principles of its formation.

Presenting the main material. Modern researchers' views about the entrepreneurial qualities of a person are ambiguous, and the set of qualities required for the entrepreneur is defined differently. We completely agree with L. Aralina, who among the main markers of entrepreneur success allocates thinking and language as dynamic psychic qualities in the

personality structure, while paying due attention to creative abilities [5].

For the most part, researchers group the qualities of an entrepreneur's psychological portrait into blocks: intellectual (competence, combinatorial gift, the level of imagination and intuition development, power of imagination, perspective of thinking), motivational-volitional (risk inclination, desire to fight and to win, need for self-actualization and recognition, the predominance of the motive of achievement over the motive of avoiding failure); communicative (coordinator's talent, ability and willingness to socially-loyal communication). At the same time, the results of the study of the national and foreign scientists' achievements make it possible to conclude that the qualities that determine the essence of entrepreneurial behavior still do not have a clear systematization in the psychological and pedagogical literature. The analysis of purposes and dominant areas of an entrepreneur's activity creates the grounds for their division into blocks in four areas: organizational, communicative, creative and managerial. Nevertheless, the mentioned above researchers note that the ability to establish the connection and to communicate is one of the most important qualities of an entrepreneur's personality. Obviously, we can talk about the presence of the communication block in the structure of entrepreneurial competence.

From a psychological point of view, the importance of communicative abilities is determined by the functions of the communication process, without which entrepreneurship is impossible in principle: 1) information or exchange (transmission of information and its receipt); 2) regulatory (managing behavior in the process of transmitting information, bringing it to the desired standards); 3) managerial (change in the process of transmitting information of installations due to influence on consciousness); 4) emotional (accompaniment of the process of information exchange with corresponding feelings and experiences). Therefore, the mental process of communication in the form of information exchange and human interaction is an integral part of a business (entrepreneurial) activity.

The results of the analysis of the literary are confirmed by empirical data obtained during the author's survey: 35,71 % of students of the Kharkiv region, 14,28 % of the Chernihiv region and 7,14 % of the Poltava region identifies entrepreneurial competence with effective communication in business. 21,43 % of the students of the Kharkiv region, 4,76 % of the Chernihiv region and 7,14 % of the Poltava region call it the key competence for business. 20 % of students of the Kharkiv Trade and Economic Institute of KNTEU called the competence of effective business

communication as the most important result of participation in the «Youth in Entrepreneurship» program.

In the process of communication, its networks are formed. They can be open and closed, personal and group; take various forms and contents, the features of which depend on the purposeful commodity policy of a higher education institution (HEI) [6]. According to this point of view, O. Katkova interprets communicativeness as the ability of the individual to adapt to the conditions of the new social environment, to influence the environment, to persuade, to provoke the sympathy to him, to exchange information effectively [7]. A. Cherniavsky emphasizes that the communicative component of entrepreneurial competence is represented by the experience of interpersonal interaction and the need for project activity [2]. T. Biedarieva notes the importance in the structure of entrepreneurial competence of the following communication skills: the level of language activity development; ability to speak in public; fluency in rhetoric, broadcasting culture, propaganda, and journalism skills; ability to discuss, to formulate thoughts correctly and logically verbally and in writing [8]. V. Demidov refers to the communicative skills into the substructure of experience in the psychological and acmeological structure of entrepreneurial potential [9].

The basis of communication skills is sociability as a person's readiness to establish easily and to maintain positive contacts in communication and interaction with the environment. Sociability is considered by researchers as the ability to communicate freely, to adapt to certain social and psychological circumstances, the ability to show empathy, which allows assessing the situation deeply and objective. The communication process is not just a movement of information, but an active exchange of information, the responsible of which` content lays on the HEI: informing two or more individuals as active subjects affect the effectiveness of the activity. A. Charushina considers sociability as a basis for initiatives formation (creative component) and organizational qualities formation (activity component). 60 % of students surveyed by A. Charushina believe that sociability as a personality trait makes a person more adventurous [10].

According to the author's survey, the sociability as the most important component in entrepreneurial competence structure is allocated by 42,86 % of students of the Kharkiv region, 9,52 % of the Chernihiv region, 32,14 % of the Poltava region. At the same time, the results of detection of sociability level of students of Kharkiv Trade and Economic Institute of KNTEU (based on the R. Ryakhovsky test) show that 50 % of those who

have chosen a specialty in the field of knowledge «24 – Service sphere» has its average level (are able to listen to interlocutor patiently, are able to defend their point of view calmly); 41.67 % – above average (are talkative, can speak on various issues, annoying others); 8.33% – the highest level (are always aware of all cases, can speak on any issue, can take on any case without bringing them to the end). There were no persons with a low sociability level or apparent communication problems among respondents.

A significant role in business communication is played by the elements of «contactless»: the ability to cause people's sympathy; the ability to see oneself "from the outside"; ability to listen; readiness to understand and to persuade; the ability to look at a conflict situation through the eyes of an interlocutor. For this, it is important for the entrepreneur to have such psychological qualities as tolerance, sociability, and persuasiveness, which contributes to bringing ease, spontaneity, and freedom into interpersonal communication; propensity for friendly behavior and establishment of friendly relations; the desire to take the lead, and, where it is appropriate, the role of leader in the group. This personal quality implies the availability of communication skills that help to get acquainted, to find the right form of address to another person, to facilitate contact with a partner and to allow you to maintain a conversation based on the experience of effective gesture, the relevance, and richness of facial expressions, expressiveness of intonations.

The results of the survey of the same students based on the test card of communicative activity (created by O. Leontiev) show that 75 % of them have a high level of such personal qualities as goodwill; openness; interest, activity and flexibility in communication (the other 25 % of students demonstrate a satisfactory level of these qualities). There were no individuals with a low level of personal qualities that provide effective communication activities among the respondents.

An important component of communicativeness is entrepreneurial ethics, which regulates both internal corporate and external relations of the market subject in a single economic space. For the successful organization of the teamwork, the moral factor is important, because people's relationships are built based on mutual respect, mutual assistance and attention to the individual. The link between communicativeness and organizational qualities that shape entrepreneurial ethics was researched by the test created by V. Sinyavsky and B. Fedoroshin. The results are divided as follows: 33,33 % of students have a very high level

of communication skills, 16,67 % – average level, 33,33 % – lower than average level, 16,67 % – low level. The high level of organizational skills has 25 % of students, the average – 16,67 %, the lower than average level – 50 %, and the low level – 8,33 %. During the survey, we have figured out interesting trends. The first one: 87.5% of the fourth-year students have a level of communication which is one or two steps lower than the level of organizational skills; the first-year students have the contrary tendency. The second one: communication level is reduced and the level of organizational skills increases from the first to the fourth year of study. In our firm conviction, this tendency is a consequence of the formation of appropriate competences in the process of professional training.

The revealed communicativeness level of the first-year students of HEI is a consequence of the purposeful activity of institutions of complete general secondary education, which (in accordance with the requirements of the conceptual reform «New Ukrainian School») begun the preparation of pupils as active, enterprising and responsible citizens. According to art. 12 of the Law of Ukraine "On Education" the purpose of education is defined as the comprehensive development, moral education and socialization of a person which should be capable to live in society and to interact with nature in civilization way; to be ready for conscious life choices, self-realization, responsibility, work and civic activity [11]. This goal is achieved through cross-cutting content lines, one of which is Entrepreneurship and Financial Literacy. Each of the cross-cutting lines is seen as a mean of key and specific competencies' integration which was acquired by a student based on learning courses and learning cycles.

The purpose of the cross-cutting line «Entrepreneurial and Production Literacy» is to educate the young generation of Ukrainians to be frugal, to spend money rationally, to plan to spend the money, to stimulate leadership initiatives, to form the will to act successfully in the rapidly changing technological environment. This line is aimed to form: the skill to represent own ideas and initiatives clearly and competently using appropriate language means; to use effective communication strategies to formulate their proposals; to form the skill of self-organization; to be able to evaluate the economic initiative and economic actions; to show a willingness to take responsibility; to admit the communicative competency role for successful life and professional career. Thus, a school program for the Ukrainian language for 5-9 grades pupils proposes next learning resources: texts with models of initiative; business papers (work plan, report, resume, statement, etc.); self-presentations; samples

of advertising. The program for general educational institutions with the Ukrainian language of instruction for students of the 10th grade contains socio-cultural topics such as «Care for your development»; «Active participation in the life of society»; «Allocation of duties and responsibilities»; «Human success formula»; «Planning for financial well-being»; «Responsibility for financial problems in the family»; «How to make money at school age»; «Debt trap»; «My savings»; «Planning your own budget» and more. In the Ukrainian language lessons in the 11th grade: «Specialist` language etiquette»; «Methods of conflict resolution»; «Attitude to lose»; «Business does not develop without trust»; «The story of one success»; «Entrepreneurship of literary heroes»; «Useful habits and valuable traits of enterprising person» and more. Teachers can use different tasks: 1) «compare the meaning of words «business, businessman, entrepreneurship» which were taken from different lexicographic sources»; 2) «read the text «Marketing». Do you agree with the author's statement? «; 3) «look at the pictures with the names of your city's coffee shops. Consider why Ukrainian entrepreneurs give their catering establishments mostly foreign names? Suggest your names for coffee shops using only Ukrainian vocabulary». Thus, the cross-cutting line «Entrepreneurship and financial literacy» is aimed at communicativeness development and at the same time at the patriotic social position formation, because entrepreneurial activity is a positive social phenomenon. It is socially useful (when it does not break the law), and entrepreneurial income is the result of organizational and creative efforts, it is fees for competence and understanding of the situation.

Conclusions. The conducted research let us make the following conclusions. The mental process of communication in the form of information exchange and interaction between people is an integral part of entrepreneurial activity. Therefore, the ability to establish a connection and to communicate is one of the most important entrepreneur`s qualities. That gives a reason to speak about the need to form a communication block in the structure of entrepreneurial competence. It should be represented by described above qualities of the personality, which allows the implementing of the planned projects successfully based on effective business communication. Having summarized the mentioned above, we emphasize the urgent need to create some structure «Business-incubator»-type at HEI that can take responsibility for creating the conditions for such communication [12].

Definitely, it is impossible to cover all aspects of the above-mentioned problem in the paper. So we suggest that further scientific research should be aimed at the development of an integral model of entrepreneurial competence of future service sector specialists.

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Abstracts

МАЙКОВСЬКА ВІКТОРІЯ. Психолого-педагогічні засади формування комунікативного блоку в структурі підприємницької компетентності молоді. У статті порушено проблему наявності психолого-педагогічних засад формування комунікативного блоку в структурі підприємницької компетентності фахівців сфери обслуговування. Проведено аналіз праць вітчизняних та зарубіжних фахівців та з'ясовано, що дослідження соціальних аспектів феномену підприємництва знаходяться в колі інтересів науковців. Розглянуто підходи дослідників до уточнення структури підприємницької компетентності. Обґрунтовано наявність в ній інтелектуального, мотиваційно-вольового і комунікативного блоків. Виявлено, що за сферами діяльності особисті якості підприємця можуть бути згруповані в організаційний, творчий, управлінський і комунікативний блоки. Встановлено, що важливість комунікативних здібностей обумовлюється функціями процесу спілкування як психологічного підґрунтя підприємництва. Окреслено набір особистісних рис і навичок, які забезпечують успіх комунікації. За результатами опитування школярів та студентів здійснено спробу їх характеристики.

Ключові слова: компетентність; підприємницька компетентність; підприємницькі якості особи; комунікація; комунікативні здібності; комунікативність; комунікабельність.

МАЙКОВСКАЯ ВІКТОРИЯ. Психолого-педагогические основы формирования коммуникативного блока в структуре предпринимательской компетентности молодежи. В статье затронута проблема наличия психолого-педагогических

основ формирования коммуникативного блока в структуре предпринимательской компетентности специалистов в сфере обслуживания. Проведен анализ работ отечественных и зарубежных специалистов и выяснено, что исследование социальных аспектов феномена предпринимательства находится в центре внимания ученых. Рассмотрены подходы исследователей к уточнению структуры предпринимательской компетентности. Обосновано наличие в ней интеллектуального, мотивационно-волевого и коммуникативного блоков. Выявлено, что в зависимости от сферы деятельности личные качества предпринимателя могут быть сгруппированы в организационный, творческий, управленческий и коммуникативный блоки. Установлено, что ценность коммуникативных способностей обуславливается функциями процесса общения как психологического базиса предпринимательства. Определен набор личностных черт и навыков, обеспечивающих успех коммуникации. По результатам опроса школьников и студентов предпринята попытка их характеристики.

Ключевые слова: компетентность; предпринимательская компетентность; предпринимательские качества личности; коммуникация; коммуникативные способности; коммуникативность; коммуникабельность.

MAIKOVSKA VIKTORIIA. **Psychological and pedagogical principles for the formation of the communicative block in the entrepreneurship competence` structure.** *The article deals with the problem of the presence of psychological and pedagogical principles of forming a communicative block in the structure of entrepreneurial competence of future specialists` in the service sector. The analysis of the theoretical works of national and foreign experts is carried out. It shows that there is a tendency among scientists to research the social aspects of the entrepreneurship phenomenon. Approaches of researchers to clarify the structure of entrepreneurial competence are considered. The existence of intellectual, motivational-volitional and communicative blocks as parts of entrepreneurial competence is substantiated. It is revealed that by spheres of activity the entrepreneur` personal qualities can be grouped into organizational, creative, managerial and communicative blocks. It is established that the importance of communicative abilities is determined by the functions of the communication process as a psychological basis for entrepreneurship. The set of personal traits, and skills that ensure the success of communication is outlined. An attempt was made to characterize*

them according to the results of a study of pupils and students (future specialists of the service sector).

Keywords: *competence; entrepreneurial competence; entrepreneurial qualities of the person; communication; communicative abilities; communicativeness; sociability.*

MAJKOWSKA WIKTORIA. **Zasady psychologiczne i pedagogiczne kształtowania bloku komunikacyjnego w strukturze kompetencji przedsiębiorczych wśród młodzieży.** Artykuł porusza problem obecności psychologicznych i pedagogicznych zasad kształtowania bloku komunikacyjnego w strukturze kompetencji przedsiębiorczych profesjonalistów z branży usługowej. Dokonano analizy prac specjalistów krajowych i zagranicznych i stwierdzono, że badania społecznych aspektów zjawiska przedsiębiorczości leżą w interesie naukowców. Przeanalizowano podejścia badaczy do wyjaśnienia struktury kompetencji przedsiębiorczych. Uzasadniono istnienie w niej bloków intelektualnych, motywacyjno-wolicjonalnych i komunikacyjnych. Stwierdzono, że według obszarów działalności cechy osobiste przedsiębiorcy można podzielić na bloki: organizacyjny, kreatywny, zarządczy i komunikacyjny. Stwierdzono, że znaczenie zdolności komunikacyjnych zależy od funkcji procesu komunikacji jako psychologicznej podstawy przedsiębiorczości. Zdefiniowano zestaw osobowościowych cech i umiejętności, które zapewniają sukces komunikacji. Zgodnie z wynikami ankiety przeprowadzonej wśród studentów i studentów podjęto próbę ich scharakteryzowania.

Słowa kluczowe: *kompetencje; kompetencje przedsiębiorcze; cechy przedsiębiorcze danej osoby; komunikacja; zdolności komunikacyjne; komunikatywność; towarzyskość.*