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PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION OF ENTREPRENEURIAL CULTURE OF FUTURE TEACHERS

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Abstract. In order to create a high-quality educational environment, it is necessary to train future teachers who are able to quickly adapt to modern conditions - the conditions of market relations, as well as act constructively. The characteristic of personality competitiveness can serve as a value guideline in the preparation of future teachers: "This is the concentration of life skills that allow to be ready for a dynamically changing present and an uncertain future. It is the ability to use the challenges of an uncertain future to your advantage". Modern conditions necessitate the training of a future teacher as a competitive specialist who is able to develop his own professional growth strategy, has entrepreneurial abilities and professional mobility. A modern teacher should provide high-quality educational services that meet the needs of the individual, the labor market, society, and the state.

Education and science play a leading role in the development of the state economy and are the main transforming force of society. The role of education lies in the ability to influence the development of various trends in society, to prepare the young generation to solve global and local problems of our time. The number of competitive and qualified specialists capable of rapidly developing the country's economy depends on the quality of education. In this regard, we cite the statement of V.B. Yezhelenko: "The quality of education should increase along with the number of qualitatively educated members of society" [1].

Key words: entrepreneurial culture, future teachers, students, organizational and pedagogical conditions, education.

Introduction. The implementation of updated educational content in the educational system of the Republic of Kazakhstan, the creation of educational organizations based on public-private partnership, the transition of educational organizations to per capita financing, the implementation of high-quality training of competitive teaching staff, academic freedom of universities, the adoption of the law "On the status of a teacher" - all these factors contribute to improving the quality of education and determine the vectors of development of the national educational system in terms of market relations. During the meeting on further modernization of education of the Republic of Kazakhstan dated November 21, 2018, topical issues of modernization of the domestic educational system were considered in accordance with the directions of the State of the Nation Address "Increasing the welfare of Kazakhstanis: increasing income and quality of life" [2].

If the general issues of the formation of entrepreneurship among students have been relatively studied, then there is a lack of research regarding the research into the formation of an entrepreneurial culture among students of a pedagogical educational program. This actualizes the need to conduct special research aimed at studying the psychological and pedagogical foundations of entrepreneurship and substantiating conceptual approaches to creating a system of professional training for university students in this field of activity.

It is important to note that the adherence to traditional educational models among students of a pedagogical educational program conflicts with modern requirements for preparing future teachers for entrepreneurial activity. There is a need for a qualitative update of educational programs, the teaching technologies used and the activation of other resources and didactic and technological capabilities of professional pedagogical education. In this regard, in our study, the

identified problem will be concretized using the example of the formation of an entrepreneurial culture of future teachers.

Materials and Methods. As a result of analyzing the state of the problem of forming an entrepreneurial culture among university students, contradictions were identified:

- between the updated requirements of modern society for the existing system of university education for training competitive specialists and the real level of development of entrepreneurial culture among graduates, necessary for the effective performance of professional activities;

- between the need to form an entrepreneurial culture among students and the insufficient conceptual justification of the psychological and pedagogical conditions for its formation in the university environment;

- between the student's professional need to master the entrepreneurial culture, which determines his effectiveness as an education specialist, and the insufficient development of the model for the formation of the entrepreneurial culture of future teachers.

As A.V. Gladysheva and O.N. Gorbunova note in their research [3], "one of the most important patterns of modern development of society is the close relationship between socio-economic progress and the improvement of one of the social institutions – education". The modernization of all spheres of activity of modern society sets a clear vector for reforming the educational system, aimed not only at training highly qualified personnel. The central place in the educational system is occupied by the teacher, the social role used by the teacher to influence the development of certain trends in society through the preparation of a new generation to solve pressing socio-economic problems. In this regard, there is a need to form an innovative and time-relevant form of teachers and create conditions for their successful socialization and self-realization. The solution to this problem, according to the authors, lies in the development of entrepreneurial culture among future teachers.

Theoretical basis of entrepreneurial culture formation. The period of entry of a novice teacher into professional activity is important for his personal and professional development and at the same time is characterized by tension. In the context of the transition of the education system to market relations, a young teacher may face additional adaptation difficulties. In our opinion, the development of entrepreneurial abilities at the stage of university studies will contribute to a more successful adaptation and further professional self-realization of young teachers in modern market conditions [4, pp. 191-193].

According to L.A. Trusova, "the expansion of the activities of private educational institutions (kindergartens, schools, universities and various educational centers) fully justifies the possibility of entrepreneurship in the field of education..." [5]. It should be noted that entrepreneurial activity in the field of education works much more widely than the creation and operation of a private educational organization. This activity includes initiatives and innovations aimed at improving the level and quality of the educational process, improving the education sector as a whole and its individual components. State organizations also develop various areas of entrepreneurial activity, which are mainly paid educational services, as well as related services of food, accommodation, cultural and leisure, etc. This sphere of entrepreneurship allows citizens to more fully realize their educational needs. According to scientists, the solution of modern problems of the educational system is impossible without the use of market mechanisms to improve its efficiency, as well as strengthening the role of the entrepreneurial component of educational activities [6].

Psychological and pedagogical conditions for entrepreneurial culture formation. This gives rise to the need to train specialists-educators of a new formation, characterized by initiative, ability to make decisions, establish business communications, project and strategic thinking, professional mobility. As T.A. Voloshina notes, "a modern teacher should be able to provide not only quality educational services, but also to create new ones that meet the needs of the market, society, and the state; to be a successful education manager who knows the basics of educational systems management" [7].

Scientific works on the essence of the competence approach in education (E.A. Terentyeva [8], I.A. Revin, D.L. Tsybulevskaya [9], Yu.B. Rubin [10]), on the content of the concepts of “entrepreneurial culture” and “entrepreneurial competence” (R.M. Shaidullina [11], Yu.M. Gavrilenko, A.V. Dudko [12, pp. 78-82]) and others are the theoretical and methodological basis for the formation of entrepreneurial culture.

In 2018, the educational standards of higher education in pedagogical areas of training identified such categories of universal and general professional competencies as systemic and general professional thinking, project development and implementation, teamwork and leadership, communication, self-organization and self-development, legal bases of activity, development of educational programs and interaction with participants in educational relations. All these competencies are directly related to the educational services market, the graduate's ability to organize entrepreneurial activities in the field of education and develop educational products in accordance with the needs of society and taking into account legal norms.

Based on the research of Yu.B. Rubin, R.M. Shaidullin, Yu. M. Gavrilenko, A.V. Dudko and others, it can be determined that the entrepreneurial culture of a future teacher in modern conditions is an integrative personality quality characterizing the development of motivational (values and meanings), cognitive (knowledge, skills), operational and activity (ways of activity) components that ensure the improvement of the quality and innovation of professional functions, self-development and self-realization, as well as professional mobility. With this approach, the formation of an entrepreneurial culture within the framework of professional training of students, including the pedagogical specialty, provides for the organization of the educational process, including the integration of the content of the main educational program and an additional program in the field of entrepreneurship.

The formation of an entrepreneurial culture of a future teacher should be considered as an educational process, which is a purposeful pedagogical impact aimed at developing motivation, readiness and ability directly to entrepreneurial activity, as well as to reveal one's own potential and personal qualities. First of all, in order to increase the effectiveness and success of future professional activities.

Motivation for entrepreneurial activity of students of pedagogical specialties should be carried out by disclosing and understanding the opportunities and prospects for innovative development of the field of education, the importance of educational entrepreneurship in the socio-economic development of the country.

The development of the readiness and ability of future teachers for entrepreneurial activity is carried out on the basis of the transfer of entrepreneurial knowledge and the formation of such entrepreneurial qualities and abilities as:

- organizational (entrepreneurial spirit, initiative, risk-taking, determination, independence);
- creative (creativity, heuristics, innovation);
- communicative (sociability, empathy, diplomacy);
- managerial (leadership, responsibility, integrity, self-confidence) [13].

The formation of an entrepreneurial culture of students in the educational process presupposes the presence of necessary conditions that determine the possibility of its course, effectiveness and effect.

Organizational and pedagogical conditions are studied by some scientists as pedagogical conditions, including a set of possibilities (methods) that ensure the effective achievement of the goals of the pedagogical process as a result of purposefully planned selection and design. Another group of scientists interprets organizational and pedagogical conditions as a set of external circumstances of the pedagogical process and internal possible conditions for ensuring the purpose, system and effective result of the educational process. A.A. Volodin and N.G. Bondarenko consider organizational and pedagogical conditions to be “characteristics of the pedagogical system”, which reflects the system of possibilities of the spatial educational environment necessary for its effective functioning and development.

Considering organizational conditions as support for the possibility and support for the implementation of pedagogical conditions, the authors emphasize the equivalence and integrity of the two components of this concept, i.e. as a spatial environment of education.

Generalization and clarification of the views of various authors on the definition of organizational and pedagogical conditions made it possible to identify the following signs as the main indicators:

- 1) purposefulness – levels and examples for achieving pedagogical goals;
- 2) consistency – form a solution system, synergistic effectiveness of pedagogical tasks;
- 3) manageability – can be used to manage the educational process or its elements;
- 4) adequacy – compliance with a certain structure of the pedagogical process.

Conclusion. Thus, organizational and pedagogical conditions should be understood as the features of the pedagogical system, reflecting a set of external and internal capabilities (prerequisites, conditions, requirements) and ensuring goal-setting, process environment, development management and the effectiveness of the formation of students' entrepreneurial culture. At the same time, the complex of organizational and pedagogical conditions is determined by the structure of this process.

Based on the analysis of existing approaches, taking into account the specifics of pedagogical activity, the concept of entrepreneurial culture of future teachers was clarified. "Entrepreneurial culture of future teachers is an integrative quality of personality, including value-motivational, cognitive, emotional-volitional and behavioral components, providing readiness for entrepreneurial activity in the field of education".

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ ПРЕДПРИНИМАТЕЛЬСКОЙ КУЛЬТУРЫ БУДУЩИХ ПЕДАГОГОВ

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Аннотация. Для создания качественной образовательной среды необходимо готовить будущих педагогов, способных оперативно адаптироваться к современным условиям - условиям рыночных отношений, а также конструктивно действовать. Ценностным ориентиром при подготовке будущих педагогов может служить характеристика конкурентоспособности личности: «Это сосредоточение жизненных навыков, позволяющих быть готовым к динамично меняющемуся настоящему и неопределенному будущему. Это способность использовать вызовы неопределенного будущего в свою пользу». Современные условия вызывают необходимость подготовки будущего педагога как конкурентоспособного специалиста, способного выработать собственную стратегию профессионального роста, обладающего предпринимательскими способностями и профессиональной мобильностью. Современный педагог должен предоставлять качественные образовательные услуги, соответствующие потребностям личности, рынка труда, общества, государства.

Образование и наука играют ведущую роль в развитии экономики государства, а также являются главной преобразующей силой общества. Роль образования заключается в возможности оказывать влияние на развитие различных тенденций в обществе, готовить молодое поколение к решению глобальных и локальных проблем современности. От качества образования зависит количество конкурентоспособных и квалифицированных специалистов, способных стремительно развивать экономику страны. В этой связи приведем утверждение В.Б. Ежеленко: «Качество образования должно возрастать наряду с количеством качественно образованных членов общества» [1].

Ключевые слова: предпринимательская культура, будущие педагоги, обучающиеся, организационно-педагогическими условия, образование.

БОЛАШАҚ ПЕДАГОГТАРДЫҢ КӘСІПКЕРЛІК МӘДЕНИЕТИН ҚАЛЫПТАСТАСЫРУДЫҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ

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Аннотация. Сапалы білім беру ортасын құру үшін қазіргі заманғы жағдайларға - нарықтық қатынастардың жағдайларына тез бейімделе алатын, сондай-ақ сындарлы әрекет ете алатын болашақ мұғалімдерді даярлау қажет. Болашақ мұғалімдерді даярлаудағы құндылық бағдары тұлғаның бәсекеге қабілеттілігінің сипаттамасы болуы мүмкін: "бұл динамикалық өзгеретін қазіргі және белгісіз болашаққа дайын болуға мүмкіндік беретін өмірлік дағылардың шоғырлануы. Бұл белгісіз болашақтың сын-қатерлерін өз пайдасына пайдалану мүмкіндігі". Қазіргі жағдайлар болашақ мұғалімді бәсекеге қабілетті маман ретінде даярлау қажеттілігін тудырады, ол өзінің кәсіби өсу стратегиясын жасай алады, кәсіпкерлік қабілеті мен кәсіби ұтқырлығы бар. Қазіргі мұғалім жеке тұлғаның, еңбек нарығының, қоғамның, мемлекеттің қажеттіліктеріне сәйкес келетін сапалы білім беру қызметтерін ұсынуы керек.

Білім мен ғылым мемлекет экономикасының дамуында жетекші рөл атқарады, сонымен қатар қоғамның негізгі түрлendіруші қүші болып табылады. Тәрбиенің рөлі – қоғамдағы әртүрлі тенденциялардың дамуына әсер ету, жас үрпақты қазіргі заманның

ғаламдық және жергілікті мәселелерін шешуге дайындау. Ел экономикасын қарқынды дамытуға қабілетті, бәсекеге қабілетті және білікті мамандардың саны білім сапасына тікелей байланысты. Осыған байланысты В.Б. Ежеленко: «Қоғамның білімді адамдарымен қатар білім сапасы да артуы керек» [1].

Түйін сөздер: кәсіпкерлік мәдениет, болашақ педагогтар, білім алушылар, ұйымдастырушылық-педагогикалық жағдайлар, білім беру.