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

**Nikolai Buyukliyev**

Varna University of Management, Varna, Bulgaria

e-mail: nikbuyukliev@gmail.com

**Abstract.** This article examines the formation of the entrepreneurial culture of students enrolled in educational programs of teacher education in the Republic of Kazakhstan, emphasizes the need to bring traditional teacher training in line with modern socio-economic and market requirements.

The research paper identifies the main contradictions between the updated public expectations for competitive specialists and the existing level of entrepreneurial culture among graduates, and notes the insufficiency of pedagogical models and psychological foundations for the formation of entrepreneurial competencies.

The research article used a theoretical analysis, a synthesis of scientific literature and a comparative review of existing educational standards and practices. The authors consider the psychological and pedagogical conditions necessary for the development of entrepreneurial abilities, with an emphasis on motivation, readiness and practical skills in organizational, creative, communicative and managerial spheres.

A detailed review of modern research, such as A.V. Gladysheva, O. N. Gorbunova, L. A. Trusova, T. A. Voloshina, Yu.B. Rubin and R. M. Shaidullina, allows us to identify the main components of entrepreneurial culture, such as value-motivational, cognitive, operational and activity elements and is the theoretical basis of the research.

In the course of the research, a systematic and structural approach was applied to determine the organizational and pedagogical conditions conducive to the effective formation of an entrepreneurial culture, including the expediency, consistency, manageability and adequacy of the educational process.

In addition, the study analyzes the integration of entrepreneurial content into the programs of basic and additional education, which contributes to professional mobility and the innovative potential of future teachers.

Thus, the implementation of targeted pedagogical measures, the updating of educational programs and structural organizational conditions ensure the development of competencies necessary for entrepreneurial activity in the field of education, thereby increasing the overall quality and innovativeness of pedagogical practice in modern market conditions.

**Key words:** entrepreneurial culture, teacher training, innovation, competence, motivation, professional development, adaptation to the market, self-realization.

### *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, synergetic 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

**Николай Буюклиев**

Варненский университет менеджмента, Варна, Болгария  
e-mail: nikbuyukliev@gmail.com

**Аннотация.** В данной статье исследуется формирование предпринимательской культуры студентов, обучающихся по образовательным программам педагогического образования в Республике Казахстан, подчеркивается необходимость приведения традиционной подготовки учителей в соответствие с современными социально-экономическими и рыночными требованиями.

В исследовательской работе выявлены основные противоречия между обновленными общественными ожиданиями в отношении конкурентоспособных специалистов и существующим уровнем предпринимательской культуры среди выпускников и отмечена недостаточность педагогических моделей и психологических основ для формирования предпринимательских компетенций.

В исследовательской статье использовался теоретический анализ, обобщение научной литературы и сравнительный обзор существующих образовательных стандартов и практик. Авторы рассматривают психолого-педагогические условия, необходимые для развития предпринимательских способностей, с упором на мотивацию, готовность и практические навыки в организационной, творческой, коммуникативной и управленческой сферах.

Подробный обзор современных исследований, таких как А. В. Гладышева, О. Н. Горбунова, Л. А. Трусова, Т. А. Волошина, Ю. Б. Рубин и Р. М. Шайдуллина, позволяет выявить основные компоненты предпринимательской культуры, такие как ценностно-мотивационные, когнитивные, операционные и деятельностные элементы и является теоретической основой исследования.

В ходе исследования применялся системно-структурный подход к определению организационно-педагогических условий, способствующих эффективному формированию предпринимательской культуры, в том числе целесообразности, последовательности, управляемости и адекватности образовательного процесса.

Кроме того, в исследовании анализируется интеграция предпринимательского содержания в программы основного и дополнительного образования, что способствует профессиональной мобильности и инновационному потенциалу будущих учителей.

Таким образом, реализация целевых педагогических мероприятий, обновление образовательных программ и структурные организационные условия обеспечивают развитие компетенций, необходимых для предпринимательской деятельности в сфере образования, тем самым повышая общее качество и инновационность педагогической практики в современных рыночных условиях.

**Ключевые слова:** предпринимательская культура, подготовка учителей, инновации, компетентность, мотивация, профессиональное развитие, адаптация к рынку, самореализация.

## **БОЛАШАҚ ПЕДАГОГТАРДЫҢ КӘСІПКЕРЛІК МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУДЫҢ ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ ШАРТТАРЫ**

**Николай Буюклиев**

Варна Менеджмент Университеті, Варна, Болгария

e-mail: nikbuyukliev@gmail.com

**Аңдатпа.** Бұл мақалада Қазақстан Республикасында педагогикалық білім беру бағдарламалары бойынша оқитын студенттердің кәсіпкерлік мәдениетін қалыптастыру зерттеледі, мұғалімдердің дәстүрлі дайындығын қазіргі әлеуметтік-экономикалық және нарықтық талаптарға сәйкес келтіру қажеттілігі атап өтіледі.

Зерттеу жұмысында бәсекеге қабілетті мамандарға қатысты жаңартылған қоғамдық күтулер мен түлектер арасындағы кәсіпкерлік мәдениеттің қазіргі деңгейі арасындағы негізгі қайшылықтарды анықтады және кәсіпкерлік құзыреттілікті қалыптастыру үшін педагогикалық модельдер мен психологиялық негіздердің жеткіліксіздігін атап өтті.

Зерттеу мақаласында теориялық талдау, ғылыми әдебиеттерді жалпылау және қолданыстағы білім беру стандарттары мен тәжірибелеріне салыстырмалы шолу қолданылды. Авторлар ұйымдық, шығармашылық, коммуникативтік және басқару салаларындағы мотивацияға, дайындыққа және практикалық дағдыларға баса назар аудара отырып, кәсіпкерлік қабілеттерін дамыту үшін қажетті психологиялық-педагогикалық жағдайларды қарастырады.

А. В.Гладышева, О. Н. Горбунова, Л. А. Трусова, Т. А. Волошина, Ю. Б. Рубин және Р.М.Шайдуллина сияқты заманауи зерттеулерге егжей-тегжейлі шолу құндылық-мотивациялық, когнитивті, операциялық және белсенділік элементтері сияқты кәсіпкерлік мәдениеттің негізгі компоненттерін анықтауға мүмкіндік береді және зерттеудің теориялық негізі болып табылады.

Зерттеу барысында кәсіпкерлік мәдениеттің тиімді қалыптасуына ықпал ететін ұйымдастырушылық-педагогикалық жағдайларды, оның ішінде білім беру процесінің орындылығын, дәйектілігін, басқарылуын және барабарлығын анықтау үшін жүйелік-құрылымдық тәсіл қолданылды.

Сонымен қатар, зерттеу болашақ мұғалімдердің кәсіби ұтқырлығы мен инновациялық әлеуетіне ықпал ететін негізгі және қосымша білім беру бағдарламаларына кәсіпкерлік мазмұнның интеграциясын талдайды.

Қорыта айтқанда, нысаналы педагогикалық іс-шараларды іске асыру, білім беру бағдарламаларын жаңарту және құрылымдық ұйымдық жағдайлар білім беру саласындағы кәсіпкерлік қызмет үшін қажетті құзыреттерді дамытуды қамтамасыз етеді, осылайша қазіргі заманғы нарықтық жағдайларда педагогикалық практиканың жалпы сапасы мен инновациялылығын арттырады.

**Түйін сөздер:** кәсіпкерлік мәдениет, мұғалімдерді даярлау, инновация, құзыреттілік, мотивация, кәсіби даму, нарыққа бейімделу, өзін-өзі жүзеге асыру.