

THEORETICAL MODEL FOR THE DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE OF FUTURE PERFORMING ARTISTS

Liudmyla Shesterikova

Postgraduate Student, Institute of Vocational Education of National Academy
of Educational Sciences of Ukraine, Ukraine
e-mail: milashest25@gmail.com, orcid.org/0000-0002-8303-4294

Summary

Creative industries stimulate the development of a modern innovative economy, which necessitates the quality training of professionals in the field of creative industries – highly qualified, creative, self-motivated, nationally conscious, civically active, and socially responsible. Future performing artists, provided their development of professional, digital, entrepreneurial, and other competencies crucial for the post-war recovery of Ukraine, will be able to make a significant contribution to the sustainable development of society. To ensure a comprehensive vision of the development of entrepreneurial competence among future performing artists, the method of theoretical modeling was applied. Therefore, the article theoretically justifies a model for developing entrepreneurial competence future performing artists in vocational colleges, which consists of four interconnected blocks (perspective and target, theoretical and methodological, content and process, control and result). The result of implementing this model is the justification of conditions necessary for improving the training of future performing artists for entrepreneurship. Future artists should be capable of independently managing their lives and careers, able to enter the labor market as employees or self-employed individuals, and also to establish their own business with a cultural direction. A promising direction of research is the development of a methodology for the development of entrepreneurial competence future performing artists, which includes describing a set of relevant methods, systems of techniques and methods.

Key words: entrepreneurial competence, performing artist, vocational college, entrepreneurial activity, entrepreneurship, creative industries.

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1. Introduction

In the modern world, entrepreneurship and creativity significantly intersect in the business space and are interconnected, with creative industries seen as a progressive technology for the development of a modern innovative economy, which necessitates the training of qualified professionals for the artistic field. Entrepreneurship practice, especially at the level of small businesses, enables successful solutions to population employment issues, the involvement of human potential for the creation of new material and spiritual goods, overall economic and social development of the country (*Zemka, 2017: 110*). The post-war period will determine the need for professionals in the field of creative industries who will respond to current trends and societal values. Society and the state face a national task of modernizing Ukrainian education, which is realized through shaping the value system and ideals of civil society in future professionals, preparing morally, spiritually mature, independent, active, and competent citizens who live and work in the conditions of an information society (*Seredina, 2022: 16*). In the context of

digitalization, future performing artists have the ability to make an active contribution to society, enter the labor market as hired workers or self-employed individuals, and establish their own businesses with cultural and socially significant directions (*Shesterikova*, 2023: 449). Innovative development in education requires the creation of new learning technologies capable of effectively preparing future artists for professional activity (*Bulakh*, 2015: 157). It is known that a future artist engaged in entrepreneurial activity, using creativity as a resource, is capable of implementing innovations to improve business efficiency (*Tkachuk* 2015: 501). Therefore, the preparation of future performing artists for entrepreneurship must be systematic, developing the qualities, skills, and abilities of individuals capable of perceiving today's changes and taking responsibility for the decisions.

The aim of this article is to design and theoretically justify a model for developing entrepreneurial competence future performing artists in vocational colleges.

2. Methods of the study

In order to ensure a comprehensive understanding of the development of entrepreneurial competence future performing artists in vocational colleges, the method of theoretical modeling was utilized based on the implementation of relevant pedagogical conditions. This method is a scientific approach grounded in the examination of an object by using its copy (model) and is known from certain sides determined by the researcher (*Dobronravova et al.*, 2018: 169). Models can serve as a basis for further improving the pedagogical process, determining key management parameters, and monitoring its effectiveness (*Slipenko & Kobernyk*, 2020: 161). The modeling process involves using methods such as systemic analysis, generalization, and comparison at all stages. By applying the method of systemic modeling, a holistic content-functional model for the development of entrepreneurial competence future performing artists was developed. The model includes defined methodological approaches, principles, structural components, stages, forms, pedagogical conditions, criteria, and levels of entrepreneurial competence development. The developed model enables positive dynamics in the development of entrepreneurial competence future performing artists, thereby enhancing the educational process.

3. Literature review

Scientific and methodological works on pedagogical modeling and dissertation studies containing models for developing entrepreneurial competence have been analyzed. Scholars such as A. Bukatseli, O. Tkachuk, A. Kholodnytska, N. Chechetova, T. Chechetova-Terashvil, and others have studied the issue of creative entrepreneurship in the cultural sphere. The preparation of youth for entrepreneurial activity has been addressed in the works of L. Bazyl, V. Baidulin, L. Bondarieva, I. Hrytsenok, L. Yershova, D. Zakatnov, H. Kovtun, V. Maikovska, H. Matukova, I. Seredina, V. Slipenko and others. Models for developing entrepreneurial competence have been projected in their dissertation research by O. Zemka, A. Moldovan, I. Seredina, V. Slipenko, M. Strelnikova, M. Tkachenko and others.

4. Structure of the model

The structure of the model for the development of entrepreneurial competence future performing artists includes four interrelated blocks: perspective and target, theoretical and methodological, content and process, control and result (Fig. 1).

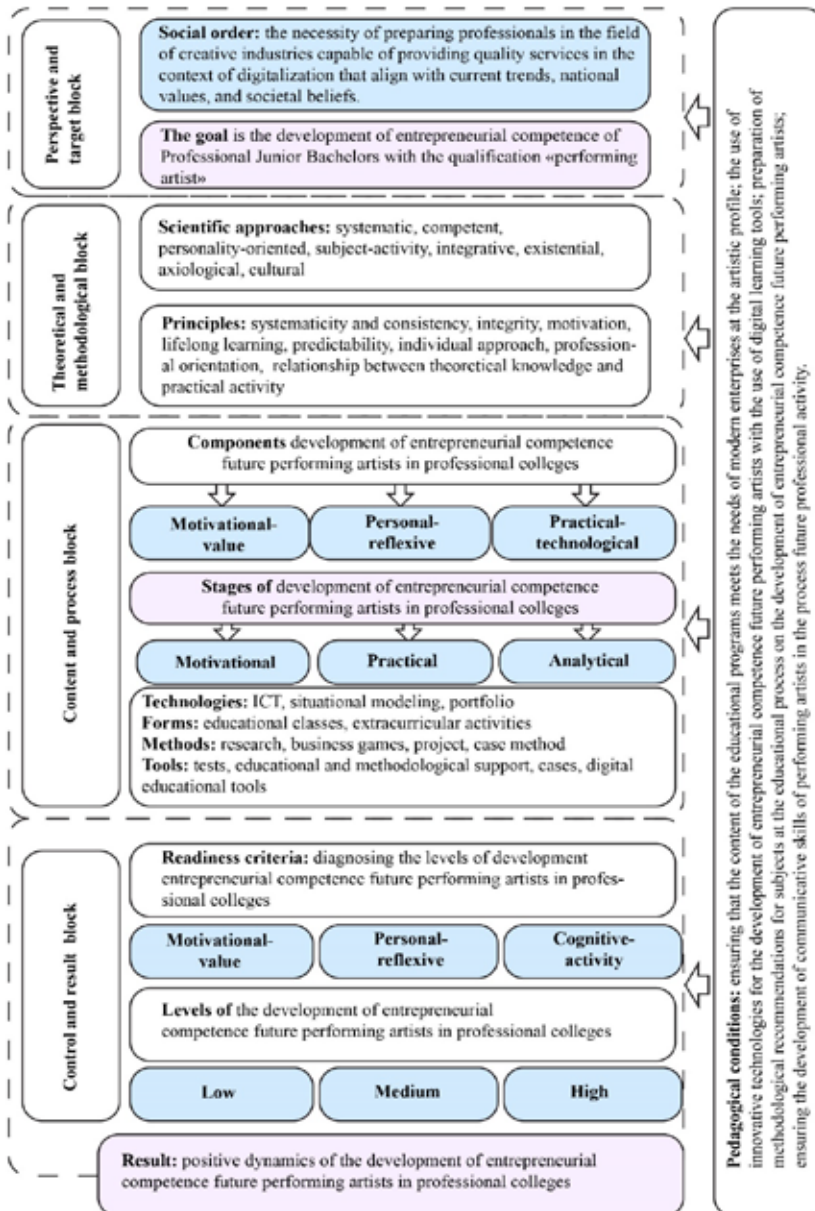


Fig. 1. Model of Development of Entrepreneurial Competence Future Performing Artists in Vocational Colleges

The perspective and target block contains such components as social order and the goal of developing the entrepreneurial competence of future performing artists. The social order presented as a request from society for the preparation of specialists in the field of creative industries capable of providing high-quality services in the conditions of digitalization, corresponding to current economic trends, national values, and societal beliefs. The goal of developing entrepreneurial competence of Professional Junior Bachelors with the qualification as "performing artist" is to fulfill the social order for the training of competitive professionals in the field of creative industries, competent in financial activities, nationally conscious, civically active, socially responsible, capable of independently managing the development of their lives and careers.

In the theoretical and methodological block the key concepts of the researched scientific problem are substantiated, and a range of scientific approaches and principles optimal for ensuring effective preparation of future performing artists for entrepreneurial activities in the field of creative industries are identified and characterized.

The concept of «entrepreneurial competence of future performing artists» can be interpreted as an integrative property of the personality that takes into account and synthesizes: personal qualities favorable for the self-realization of artists in the field of creative industries; motives and values that determine the direction of their creative activity; knowledge, abilities, skills and a certain experience of successful artistic activity, the mastery of which contributes to the effective conduct of business activities for the self-realization of performing artists in the conditions of the modern innovative economy, ensures their readiness to overcome the challenges of modern creative industries and the ability for business activities and financial success in this area (*Shesterikova, 2022: 17*).

The system of scientific approaches for the development of the entrepreneurial competence of future performing artists includes the following approaches: systematic (aimed at identification of patterns, structuring the content of the educational process, combining the ability to various forms and methods of self-expression of artists); competent (provides the ability of future performing artists to continuously improve their professional activities throughout life and readiness to adapt to changing trends in the conditions of digitalization); 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); cultural (determined by socio-historical, methodological, ethical prerequisites and aimed at understanding professional activity by future performing artists as a societal and personal value).

The organization of the process for developing entrepreneurial competence future performing artists is based on a system of principles: systematicity and consistency, integrity, motivation, lifelong learning, predictability, individual approach, professional orientation, relationship between theoretical knowledge and practical activity. The interrelationship of the determined methodological approaches and principles ensures the implementation of targeted development of entrepreneurial competence future performing artists in vocational colleges.

The content and process block of the model includes structural components, stages, pedagogical technologies, methods, forms, means of developing the entrepreneurial competence of future performing artists.

Taking into account the specificity of professional activities in the artistic sphere, four structural components of entrepreneurial competence future performing artists in vocational colleges have been identified and characterized (motivational-value, personal-reflexive, practical-technological). All components are interconnected and complement each other, characterize the ability of future artists to make decisions on the basis of acquired knowledge, abilities, skills and experience.

The model reflects the sequential process of developing the entrepreneurial competence future performing artists in the form of three stages: motivational, practical, and analytical.

In the first motivational stage, stimulation of the professional activities of future performing artists is envisaged through facilitating interaction with other spheres of art and business. It is important to point out to future artists the opportunities for self-realization and successful entry into the job market or starting their own business.

The second practical stage is implemented through conducting educational classes and extracurricular activities aimed at improving communication and organizational skills, financial literacy, and business activity to develop entrepreneurial competence.

The third analytical stage involves assessing and analyzing the results of the developed methodology for the development of entrepreneurial competence future performing artists in vocational colleges, according to the levels of practical skills and abilities, personal qualities, and abilities for creative exploration, as well as analysis of the business environment.

For the development of entrepreneurial competence future performing artists, it is important to apply various forms of work, such as educational classes (lectures, seminars, practical classes), and extracurricular activities (participation in various professional events). A complex of technologies (information and communication technology, situational modeling, portfolio), methods (research, business games, project-based learning, case method), and tools (tests, educational and methodological support, cases, digital educational tools) have been selected for the implementation of the process of developing entrepreneurial competence future performing artists.

The control and result block of the model includes criteria for diagnosing levels (motivational-value; personal-reflexive; cognitive-activity), respectively, indicators for each level and results evaluated by levels (low; medium; high).

To ensure the interconnection of blocks within the model for developing entrepreneurial competence future performing artists, four most significant experimentally determined and theoretically substantiated pedagogical conditions were taken into account: 1) ensuring that the content of the educational programs meets the needs of modern enterprises at the artistic profile; 2) the use of innovative technologies for the development of entrepreneurial competence future performing artists with the use of digital learning tools; 3) preparation of methodological recommendations for subjects at the educational process on the development of entrepreneurial competence future performing artists; 4) ensuring the development of communicative skills of performing artists in the process future professional activity. The result of implementing the presented model is a positive dynamics of the development of entrepreneurial competence future performing artists in professional colleges.

5. Conclusions

Based on our theoretical analysis, we have developed and theoretically substantiated a comprehensive model for the development of entrepreneurial competence future performing artists in vocational colleges. In implementing this model, future performing artists should be capable of independently managing their lives and careers, be able to enter the labor market as employees or start their own businesses in the field of creative industries.

Promising research directions include the development of a methodology for the development of entrepreneurial competence future performing artists, which includes describing a set of methods, a system of techniques, and approaches, its approbation and experimental verification of the effectiveness of identified pedagogical conditions.

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