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<https://doi.org/10.51889/2022-1.2077-6861.25>G.KOSMAGANBETOVA*¹, K. AGANINA²¹Caspian University of Technology and Engineering named after Sh. Yessenov (Aktau, Kazakhstan),²Kazakh National Pedagogical University named after Abai (Almaty, Kazakhstan)gulzhazira.kosmaganbet@gmail.com¹; aganinak@mail.ru²**FORMATION OF ENTREPRENEURIAL COMPETENCY OF EDUCATION
MANAGERS TAKING INTO ACCOUNT THE CHALLENGES
OF THE 21ST CENTURY***Abstract*

The article deals with the problem of studying modern methods and technologies for the formation of entrepreneurial competency of education managers during the period of the increasing importance of entrepreneurial education, taking into account the challenges of the 21st century. Entrepreneurial competency at the present stage is the main ability of the future when there is a need to master and form this competence not only by economic specialists or entrepreneurs but also by any professional. Educational organizations have different opinions of applicants, scientists of the pedagogical direction, and over time need more in-depth research. On the recommendation of scientists, to form entrepreneurial abilities in a student, a teacher needs to master this competency. Well, the formation of this competency consists of several modern methods. In this regard, the article presents the results of a comparative study of programs of organizations of entrepreneurial education in the development of entrepreneurial competencies. The works of foreign scientists on the abilities and talents included in the number of entrepreneurial competencies are widely considered and analyzed. At the end of the article, the characteristics of teachers with entrepreneurial competencies are given.

Keywords: Entrepreneurial competence; Entrepreneurial thinking; Entrepreneurship education; Entrepreneurial pedagogy; Education managers.

Introduction. New technological changes are becoming a new way of working, living and communicating. In the current 21st century, the period of intensive transformation, new changes in the needs of society, is facing challenges at all levels. In general, the biggest challenge is not only self-transformation but also rapid development in economic, educational, political, social, scientific and other areas. That is, these social changes, along with the education of young professionals, lead to an increase in communication skills and sustainable development.

In this regard, professionals need to be ready for lifelong learning. Due to the exponential growth of all information, information quickly becomes obsolete, so continuous development is the only way to meet the requirements of the 21st century and it is important to use technology skillfully. In modern times, information and

communication technologies are widely used in such areas as industry, science and business. The introduction of new technologies in education creates some difficulties for students and teachers. It is also a great time for education professionals to change. The nature of education is changing. [1]

Many educational organizations are also recognizing programs and opportunities for exemplary teacher training, making changes to meet the needs of 21st-century students, and focusing on entrepreneurship education. Entrepreneurship plays a key role in the development of the economy of any state. In this regard, the formation of civilized modern entrepreneurship in the economic space of Kazakhstan is one of the most important strategic factors for sustainable economic development and achieving a normal standard of living for the population. It is entrepreneurial income

that is the most important internal source of economic development, and as a result, genuine entrepreneurs are the productive force that turns into a strategic factor in the development of the national economy [2].

For economic development, it is necessary to have a mass of entrepreneurs with the appropriate abilities, knowledge, professionalism and relevant experience [3].

The importance of training and retraining of senior personnel is noted by the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, which indicates the need for the formation of a personnel reserve of managers from among the leaders in their field, as well as the introduction of an assessment of the activities of heads of educational organizations, the organization of certified management qualification courses for heads of educational organizations [4].

In this regard, one of the most important directions of economic development in modern Kazakhstan is the preparation of high school students for entrepreneurship. In this direction, the Ministry of Education recommended the introduction of the subject “Fundamentals of Entrepreneurship and business” into the educational process of secondary schools [5].

The main body. Currently, in Kazakhstan, the training of managers in entrepreneurial education in state educational institutions is carried out in different directions. As T.A. Volshina noted: “a modern teacher should be not only a high- quality teacher, but also a manager who has mastered the basics of managing the education system, creating innovations necessary for the state, society and the market” [6].

Society as a whole develops not only from entrepreneurs, but also from professionals with entrepreneurial competence. Modern educational standards include general, general professional competencies, systems of critical thinking, development and implementation of projects, teamwork and leadership, and communication accepted in the pedagogical field. These competencies are directly related to the education market, where entrepreneurship can be organized.

Entrepreneurial competence of education managers is formed through the development of innovative perspectives and opportunities in education. The entrepreneurial competence of education managers is achieved through the formation of the following qualities and the transformation of entrepreneurial education:

- organizational (initiative, professionalism, risk, decision making)
- creativity (creativity, innovation)
- management (leadership, responsibility, self-confidence) [7].

Entrepreneurial competence is an integrative originality of interrelated special abilities necessary to achieve success in the professional activities of a teacher [8].

In accordance with the needs of the 21st century, the automation of artificial intelligence, robotics, business processes lead to a decrease in the share of human capital. Thanks to this, the structures of production and business are changing, the portfolio of employers’ competencies based on innovative values is changing. In the first place was 4K – creativity, critical thinking, collaboration and communication [9].

At the same time, managers and graduates of educational institutions are required to introduce not only hard skills, but also soft skills, constantly updating their competencies and offering continuous education. In the 2018 Global University Entrepreneurial Spirit Student’ Survey (GUESSS), 3,425 student participants indicated that 1,615 respondents were interested in entrepreneurship, and 64% believed they were entrepreneurial. About 20% of 1615 respondents noted the need for entrepreneurial competencies and skills [10].

Methods. For Research on the formation of entrepreneurial competency of education, managers are used theoretical research methods, bibliography and special studies, books and periodicals and more than 50 scientific works of researchers of far and near countries of the world have been studied. The studied methods and methodologies for the formation of entrepreneurial competencies in education managers were analyzed, materials on the creation of a training module for teachers for the

formation of competency as entrepreneurial and initiative were studied. The works of the studied scientists were analyzed and synthesized for use in the development of entrepreneurial skills, depending on the learning conditions in our country, during the writing of the theoretical part of the study, consultations were held with professors from the Putra Malaysia University, and the Kazakh National Pedagogical University named after Abai, as well as professors from the University IOWA from the USA, and Bath Spa University from London. And used axiomatic research methods for study, have been studied normative references as Law of Republic of Kazakhstan on Education dated July 27, 2007 №319-III, the state program of development of education in the Republic of Kazakhstan for 2011-2020, also about confirmation the state program for the development of Education and Science Republic of Kazakhstan for 2020-2025 years.

In addition, at the stage of theoretical research, new modern methods of formation of entrepreneurial competence were considered, moreover, the following new requirements and changes of the 21st century were developed. The development of digital technologies, technological capabilities offers new requirements for the development of entrepreneurial competence, the development of new capabilities. The research analyzes new methods, exploring new challenges of the 21st century. The training programs of teachers of entrepreneurship of foreign educational organizations have been studied, new modern, highly effective experiments have been synthesized.

Research result. In the research work carried out to study the methods of formation of entrepreneurial competence of managers in the field of education, considering the new challenges of the 21st century, the following results can be traced in the works of domestic and foreign scientists. The development of entrepreneurial competencies is currently becoming a very relevant area, universities and organizations in the world are conducting several studies in this direction, one of which in the book

Daniele Morselli Change laboratory examines creativity, innovation, the development of risk management abilities through entrepreneurial education. The realization of the idea shows that lifelong learning competencies are initiative and entrepreneurial feelings. This literature says that teachers can teach students these abilities only when they become entrepreneurs themselves. The Change Laboratory is aimed at developing initiative and entrepreneurship through on-the-job training of teachers. The Change Laboratory has an impact in two directions. The first type of influence affects the creation of a new concept and idea, i.e., the renewal of pedagogy and learning. Well, the other side is that in the process, when implementing new solutions, the teaching staff develops their collective transformational power and can turn an idea into action. In this laboratory, students and teachers learn through entrepreneurship, not about entrepreneurship. According to the recommendation of the European Commission, competence is a set of knowledge, skills and abilities related to the context: (1) communication in the native language; (2) communication in a foreign language; (3) mathematical competence and key competencies in science and technology; (4) ICT competence; (5) training; (6) public and civic competence; (7) initiative and business sense, (8) culture [11].

In entrepreneurial education in Europe, the development of entrepreneurial ability and thinking is aimed at recognizing the social importance of entrepreneurship. Internationally, North America is a leading venture capitalist, dynamic in entrepreneurial education, and entrepreneurship is a major indicator of economic growth. America is acquiring a special long tradition in entrepreneurial education to realize and commercialize research, innovation, knowledge. According to American scientists Neck and Corbett: “we define entrepreneurship education as developing the mindset, skillset, and practice necessary for starting new ventures”. Entrepreneurship education in China is at an early stage of development, courses in educational institutions are growing and developing at a rapid pace [12].

Table 1

Comparative analysis of business education and enterprise training in Europe

Entrepreneurial focus	Enterprise focus
How to start a business, including the basic processes of starting a business	Intensive training is the pedagogical pedagogy of the enterprise
How to plan and launch a new venture business	Knowledge required to work effectively in a rapidly changing market
How to develop and manage a business	How business works, especially small business
Improving the skills and behavior needed to run a business	Human as a business person

The Change Lab aims to develop the entrepreneurial skills of school teachers. This study uses a method of teaching business and initiative skills through entrepreneurship rather than through knowledge of entrepreneurship. The Entrepreneurship Introductory Course is designed for undergraduate students of any faculty with a focus on non-business students. It runs over 15 weeks and aims to (1) raise awareness and interest in entrepreneurship, (2) explore key terms and concepts, and (3) test the process of generating and presenting ideas. The report discusses what inspires the student and the topics covered in the interview lessons. The second task is a team one and involves developing a business idea with an emphasis on key aspects of the new venture, such as a value proposition. The event has a variety of outcomes that modernize the business learning process: an idea brief, a three-minute elevator presentation to raise money with potential investors, a consumer-focused showcase, potential investor videos on YouTube, and a finale. a report summarizing the key elements of the business plan [12].

Change Laboratory also offers 5 aspects of a business and entrepreneurship based on a Survey for self-testing, aimed at determining the results of the work of entrepreneurial teachers:

1. Entrepreneurship learning outcomes and how and why assessment forms
2. Active entrepreneurship training
3. Entrepreneurship training
4. Networking activities
5. Being an entrepreneur is a lifelong pursuit of education and professional development.

In addition, seven workshops were organized to implement the Change laboratory. The first workshop had two goals: to get acquainted with the conceptual tools and start studying the current situation. At this stage, a specialist was hired to study geodesy and logistics. The fifth workshop was a continuation of the course of geodesy to identify contradictions, the sixth workshop was modelling of new solutions, the last workshop was a continuation of the modelling of new solutions, during which the interdisciplinary project used active didactic flipped class and group work. At the same time, entrepreneurial activity is primarily an economically complex social process, included in the activities of the society [13].

Entrepreneurial activity should take actions based on the perception of opportunities that may differ from the opinions of others. Entrepreneurs use heuristics to create their judgments, thus it is necessary to eliminate the uncertainty [14].

Entrepreneurial teachers are people who are passionate about education, inspiring, open-minded, confident and flexible [15].

They are student and action-oriented, able to listen and sell ideas. They are good team players and masters of communication. Entrepreneurial managers in the field of education include external experts in the training, focusing on life experience. It also supports project-based interdisciplinary learning, group work and collaboration. The classroom is understood as a room for conflict, giving space for different opinions, decisions and ideas. The work of the European Commission “Guide for Teachers” has given several definitions to teachers with

entrepreneurial competence, ie an Entrepreneur is a teacher-trainer, who pays attention to the individual competencies in working with each student.

Given that entrepreneurial education is not only learning to do business but also the development of knowledge and skills, the opportunity to implement ideas, we come to the following conclusions:

– Teachers cannot teach entrepreneurship if they are not entrepreneurs;

– Entrepreneurial competence requires active methods of realizing the innovative and creative abilities of students.

– Entrepreneurial competencies and skills can be formed only through the real-life learning experience.

– Entrepreneurial competence can be taught in individual and general disciplines.

– Entrepreneurship training programs require teachers to work not only with the educational organization but also with the outside community.

– Teachers and educational organizations cannot realize their ambitions without partners with business organizations.

In addition, an analysis of the experience of foreign universities in the formation of entrepreneurial competence, The University of Jyväskylä Finland has introduced several mandatory modules on entrepreneurship: “Introduction to Entrepreneurship”, “Basics of Know-How Business and Entrepreneurship”, “Civic Principles and Entrepreneurship”.

Entrepreneurship in technological education and physical education was also introduced. In the 2013-2014 academic year, an international master’s program was launched based on the course “Entrepreneurship and Innovative Education.” As a result, the level of entrepreneurial competence of students has increased, leaving positive feedback.

Group T Leuven Education College in Belgium at the Institute for the Training of Entrepreneurial Teachers “3 Es” in the main focus:

– Education: developing students’ abilities in four pillars of education within UNESCO, learning to be, learning to know, learning to do, learning to live together;

– Engineering: creating conditions for the formation of a creative and strong learning environment for teachers;

– Enterprising: creation through courage, innovation, leadership [16].

The main purpose of this school is to form flexible, creative, entrepreneurial educators in the school and society. They use some innovative pedagogical methods in the formation of entrepreneurial thinking, such as competency and talent-based teaching, professional practice, teamwork in the project, each student is responsible for their learning process, professors act as coaches, ICT and new media, flexible learning environment.

The prerequisites for the success of this educational organization are:

– Mission and vision: they introduced into the curriculum the concept of education based on the four pillars of UNESCO and the “3 Es”.

– Ability to find the right people: GROUP T – Leuven Education College attaches great importance to the recruitment of new teachers and believes that they work well, they are professionals who are creative, inventive and entrepreneurial

– Placement of experiment: new pedagogical methods and proactive projects require experimental approaches to new spaces, teachers.

As a result, GROUP T – Leuven Education College graduates receive very positive feedback from their workplaces.

In Greece, the University of Ioannina, Department of Early Childhood Education has a program to train teachers in entrepreneurship education. Prospective teachers will take part in training courses (2-3 weeks) during the academic year. They work with organizations to improve their skills in schools:

– School teachers and directors work together,

– Real school life-based learning and hands-on learning;

– Creation of innovative portfolios.

Prerequisites for success: quality theoretical knowledge, good teamwork skills, use of ICT.

The curriculum of the Finland organization HAMK Professional Teacher Education Unit includes the following modules: basic pedagogical theory and professional training,

joint training with organizations for teachers of professional pedagogy. Since 2006, 3 credit courses on the basics of entrepreneurship have been introduced. Since 2012, several modules on Entrepreneurship Education have been added:

– Society, working life and education (4 credits): determines the entrepreneurial education required to work.

– Learning Guide (7 credits): Teachers have the opportunity to promote entrepreneurship in any learning environment.

– Educational network (3 credits): teachers learn the possibility of networking with enterprises and other stakeholders.

– Training for teachers (15 credits) on business expertise [16].

Studying the experience of these analyzed teachers in entrepreneurial education and capacity building, the requirements of the new century require the updating of new skills managing and teaching methods.

Discussion. Given the new requirements of the 21st century, the following results can be obtained on the question of how to support the formation of entrepreneurial competency of education managers. Firstly, in the definition of entrepreneur education manager or manager, the main required competencies are perseverance and initiative, as well as the ability to master ICT and flexibility to change, i.e. the need for lifelong learning in modern times. Secondly, the entrepreneurial education manager, despite the difficulties in conducting his courses, the use of teamwork and project work, and thirdly, the acquisition of entrepreneurial, autonomous approach. The fourth characteristic is the ability to connect and establish cooperation between the disciplines of the educational organization with the disciplines of the outside world. The main work is the organization of interdisciplinary projects. The fifth feature is not only to be entrepreneurial education managers in the educational organization but also to be an entrepreneurial teacher in the external world of professional development. In addition, entrepreneurial competencies and skills are formed only through the application of real-life

experience. Entrepreneurship programs should be supported in pedagogical institutes. Teachers and schools cannot achieve their ambitions without collaborating with businesses and stakeholders.

As foreign experience shows, the results of the interdisciplinary project were associated with the transition from lectures to active didactics, which offers students to train teachers, not about entrepreneurship, but through entrepreneurship.

In addition, the methods of educational organizations:

– Training of well-initiated entrepreneurial teachers;

– Pedagogical educational organizations must clearly define their business goals and missions;

– Entrepreneurial education managers training programs new pedagogy using modern methods: project, active and independent, free learning.

– Qualitative continuation of professional development of teachers.

– Development of pedagogical-managerial networking.

Conclusion Entrepreneurial competency is used as a concept in contexts such as the introduction of new creative innovations, risk-taking, initiative, planning and action management. [17]

Based on this research, the impact of education on the pedagogical entrepreneurial competency of education managers was considered. In this study, the entrepreneurial competence of education managers plays an initiating, guiding, supporting role in the teaching of entrepreneurship to students through the development of pedagogical thinking.

Research shows that interdisciplinary projects can improve the entrepreneurial skills of teachers. However, the acquisition of entrepreneurial competence does not happen automatically by grouping teachers, i.e. the formation of competencies is a complex and dynamic process. In addition, the study notes that the entrepreneurial competence of teachers develops as a result of special institutional programs.

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XXI ғасыр сын-қатерлерін ескере отырып білім беру менеджерлерінің кәсіпкерлік құзыреттілігін қалыптастыру

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Аңдатпа

Мақалада 21 ғасырдың сын қатерлерін ескере отырып, кәсіпкерлік білім беру маңыздылығы өскен кезеңде білім беру саласы менеджерлерінің кәсіпкерлік құзыреттілігін қалыптастырудың заманауи әдістері мен технологияларын зерттеу мәселесі қарастырылады. Кәсіпкерлік құзыреттілік қазіргі кезең және болашақтың негізгі қабілеттері болып отыр, бұл құзыреттілікті экономикалық бағыттағы мамандар немесе кәсіпкерлер ғана емес, кез-келген кәсіби маман иелену, қалыптастыру қажеттілігі туындауда. Білім беру ұйымдарында педагогикалық бағытта ізденушілердің, ғалымдардың әр түрлі пікірлері бар, және уақыт өткен сайын терең зерттеуді қажет етіп отыр. Ғалымдардың ұсынысы бойынша кәсіпкерлік қабілеттерді білім алушыға қалыптастыру үшін педагог өзінің осы құзыреттілікті игеруі қажет. Ал, бұл құзыреттілікті қалыптастыру бірнеше заманауи дағдыларды мен әдістерді құрайды. Осыған орай, мақалада кәсіпкерлік құзыреттілікті дамытуда кәсіпкерлік білім беру ұйымдарының бағдарламаларының салыстырмалы зерттеу нәтижелері баяндалған. Кәсіпкерлік құзыреттілік қатарына жататын қабілеттер мен таланттар жөнінде шетел ғалымдарының еңбектері кеңінен қарастырылып, талдау жасалған. Мақала соңында кәсіпкерлік құзыреттілікті иеленетін педагогтар сипаттамасы берілген.

Түйін сөздер: Кәсіпкерлік құзыреттілік; кәсіпкерлік ойлау; кәсіпкерлік білім беру; кәсіпкер педагог; білім беру саласы менеджерлері

Формирование предпринимательской компетентности менеджеров образования с учетом вызовов XXI века

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Аннотация

В статье рассматривается проблема изучения современных методов и технологий формирования предпринимательской компетентности менеджеров сферы образования в период возрастания значимости предпринимательского образования с учетом вызовов 21 века. Предпринимательская компетентность в современном мире и является основными способностями будущего, когда возникает необходимость овладеть, сформировать эту компетентность не только специалистами экономического профиля или предпринимателями, но и любым профессионалом. Образовательные организации имеют разные мнения соискателей, ученых педагогического направления, и со временем нуждаются в более глубоком исследовании. По рекомендации ученых для формирования предпринимательских способностей у обучающегося

педагогу необходимо овладеть данной компетенцией. Ну а формирование этой компетенции составляет несколько современных методов. В связи с этим в статье изложены результаты сравнительного исследования программ организаций предпринимательского образования в развитии предпринимательских компетенций. Широко рассмотрены и проанализированы труды зарубежных ученых по способностям и талантам, входящим в число предпринимательских компетенций. В конце статьи дается характеристика педагогов, обладающих предпринимательскими компетенциями.

Ключевые слова: Предпринимательские компетенций; предпринимательское мышление; предпринимательское образование; педагог предприниматель; менеджеры образования

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БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫН ТӘРБИЕЛЕУ ҮРДІСІНДЕ ОТБАСЫ МЕН МЕКТЕПТІҢ ӨЗАРА ӘРЕКЕТТЕСТІГІНІҢ ТЕХНОЛОГИЯСЫ

Аңдатпа

Бүгінгі күні жеке тұлғаны тәрбиелеу міндеті бірінші орынға шығады. Оны шешудің басты құралы – тәрбие қызметінің барлық субъектілерінің (педагогтардың, ата-аналардың, балалардың) өзара бірлескен іс-әрекеті. Бұл жұмыстың мақсаты – бастауыш мектеп жасындағы балаларды тәрбиелеу үрдісінде мектеп пен отбасы арасындағы қарым-қатынасты орнату, үрдістің тиімділігін арттырудың мүмкін болатын жолдарын зерттеу. Осы тақырыпты зерделегеннен кейін алынған нәтижелер бала тәрбиесіндегі мектеп пен отбасы арасындағы қарым-қатынастың теориялық және практикалық негіздері, олардың көзқарастарында ортақ және ерекше белгілерді анықтау, сондай-ақ осы үрдісті жетілдіру бойынша ұсыныстарды тұжырымдау болып табылады. Бұл зерттеудің практикалық құндылығы мынада: бастауыш мектеп жасындағы балаларды тәрбиелеудің ұсынылып отырған құралдары мен әдістерін ата-аналар да, мұғалімдер де баламен қарым-қатынас орнатуды жақсарту және сәйкесінше оған тиімді әсер ету, оқушыны қоғамдық қатынастардың толыққанды қатысушысы ретінде қалыптастыру үшін пайдалана алады. Бұдан әрі жұмыстың болашағы осы зерттеуде баяндалған және педагогикалық пен отбасылық тәрбие тұжырымдамасының мазмұнын тікелей ашатын қалыптасқан теориялық негізі бола алады.

Түйін сөздер: тәрбие; бастауыш мектеп; оқушылар; педагогикалық өзара әрекеттесу; мұғалім; ата-аналар.

Кіріспе. Бүгінгі таңда отбасы мен мектеп кішкентай тұлғаны дамытудың бір-бірін толықтыратын екі бағытына айналууда. Әрине, олардың тәрбиелік функциялары әртүрлі, бірақ олардың өзара әрекетсіз баланың табысты дамуы мүмкін емес. Дәл осы әрекеттесуде баланың ерекшеліктері туралы түсінік қалыптасады және ол арқылы тұлғаның толық қалыптасуы жүзеге асады. Мұғалімнің өзі ата-аналарға баланың даму

ерекшеліктерін түсінуге, тәрбиені бірлесіп жүзеге асыруға көмектеседі.

Кіші мектеп жасындағы балаларды тәрбиелеу үрдісі өте көп уақытты қажет етеді және маңызды. Тәсілді дұрыс таңдау, қажетті құралдарды пайдалану, жұмыс әдістерін дамыту, мұның бәрі оны басқалармен қалыпты қарым-қатынас жасай алатын, өзін-өзі дамыта алатын тұлға ретінде тәрбиелеу мен қалыптастыруда маңызды рөл атқарады.