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A MODEL FOR DEVELOPING ENTREPRENEURIAL ACTIVITY AMONG FUTURE TEACHERS IN THE CONTEXT OF UNIVERSITY EDUCATION

Abstract

The purpose of the article is to consider the developed model for the development of entrepreneurial activity of future teachers in university education, aimed at integrating entrepreneurial competencies into the professional training process. The relevance of the research is determined by the need for students of pedagogical specialties to develop skills that meet the requirements of an innovative educational environment and global changes in their professional activities. The research used a modeling method, which made it possible to systematize approaches and identify the key components of the model. The target component defines the purpose and objectives aimed at developing students' motivation and professional competencies necessary for the successful implementation of educational projects. The content component includes cognitive, motivational-value, and activity blocks, which ensure the comprehensive development of knowledge, motivation, and practical skills. The procedural component is based on the application of modern pedagogical approaches, such as competence-based, learner-centred, and project-based approaches, and also includes principles, teaching methods, pedagogical conditions, forms of organization, and means that contribute to the effective cultivation of entrepreneurial capacity among students. The assessment and outcome component is aimed at monitoring and assessing the level of formation of entrepreneurial competencies. A schematic representation illustrates the structure and interrelation of model components. This model ensures the consistency and effectiveness of the process of fostering entrepreneurship in future teachers within university education. It was preliminarily tested in a small pilot group of pedagogy students, confirming its applicability and relevance. Its implementation contributes to the formation of future teachers' readiness for entrepreneurial activity, the development of leadership skills, creativity, and the ability to adapt to dynamic changes in the educational environment.

Keywords: model for developing entrepreneurial activity, components of entrepreneurial activity development, entrepreneurial activity, future teachers, university education.

Introduction

The development of entrepreneurial activity in universities is an important tool for developing students' leadership and willingness to solve complex professional tasks. Modern research shows that this kind of activity helps to increase students' creativity, critical thinking, and independence, which makes them more prepared for the dynamic labor market conditions [1]. In addition, the formation of such competencies helps future teachers to develop innovative educational programs and successfully manage educational projects [2], [3]. Such training allows future teachers to actively participate in their creation, acting as initiators of transformations in the educational system.

The modeling method used in this study allows us to systematically present the structure and interrelationships of the components of the entrepreneurial activity development model, including such components as targeted, meaningful, procedural, and evaluative-effective. The use of modeling as a scientific research method has many advantages, including the possibility of systematizing theoretical material and building integrative approaches for the formation of entrepreneurial behavior. This method also allows considering the cultural and educational context, which makes the development of models flexible and adaptable to various educational environments.

Thus, this research is aimed at developing a model for the development of entrepreneurial activity of future teachers, which will effectively integrate entrepreneurial competencies into the

teacher training process, which, in turn, will ensure the readiness of university graduates to perform new professional tasks in the face of global challenges.

Materials and methods of research

The present study is devoted to the development of a model for the development of entrepreneurial activity of future teachers in university education. To achieve these goals, the modeling method was used, which allowed us to systematize the theoretical material and identify the key components of the model. To achieve the research objectives, a systematic analysis of scientific literature was conducted in the Scopus, Web of Science, and Google Scholar databases. Additionally, methods of systematization and generalization were used, which helped to identify the main approaches and principles underlying entrepreneurial education, as well as to conduct a comparative analysis of successful educational practices.

The model was developed in several stages: analysis of relevant literature, identification of key components of the model, development of a conceptual structure, and assessment of its practical applicability. Special attention was paid to the procedural component, which includes approaches, pedagogical conditions, methods, and tools that best contribute to the formation of entrepreneurial competencies among students. The results of the study are presented in the form of a diagram of the developed model, which includes all the key components. Qualitative methods, including thematic analysis, were used to analyze and systematize the data.

In addition to the theoretical design, a limited pilot implementation of the model was carried out among third-year students of the 6B01110 Pedagogy and Psychology educational program at Abai Kazakh National Pedagogical University. During the pilot, students participated in project-based learning activities and completed reflective reports. Observational data and student feedback indicated the practical relevance and potential effectiveness of the proposed model in fostering entrepreneurial competencies.

Results and its discussion

As a result of the study, a model for developing entrepreneurial activity among future teachers was created and is illustrated in Figure 1.

The four key components of the model for the development of entrepreneurial activity of future teachers in university education - target, content, procedural, assessment, and outcome components - are selected based on their theoretical and practical significance.

The target component includes setting goals and objectives, which makes it possible to direct the entire process of implementing the model toward achieving specific results. This corresponds to research, which notes that target orientation helps to integrate educational approaches with the real needs of the labor market [5].

The content component includes cognitive, motivational-value, and activity blocks. Research shows that they contribute to the integration of knowledge, skills, and motivation necessary for the successful professional realization of future teachers [6].

The procedural component is based on the inclusion of approaches, pedagogical conditions, forms, methods, and tools.

The assessment and outcome component emphasizes the need for regular evaluation of achievements and feedback. The inclusion of monitoring and diagnostic elements makes it possible to measure the level of professional competencies and motivation of students, which is confirmed in modern research on the importance of evaluating educational processes [7].

Subsequently, each of these components and their elements will be analyzed in greater depth, accompanied by a theoretical rationale and an exploration of their practical applications.

The target component serves as the basis for the entire model, ensuring that the educational process within the framework of university education is oriented towards achieving specific results. The main goal of this component is to develop the entrepreneurial potential of future teachers. Research shows that the integration of the development of entrepreneurial competencies into the educational process helps to increase the flexibility of teachers, develop

their project skills, and the ability to innovate in the educational process [8]. Three key objectives have been formulated to achieve this goal.

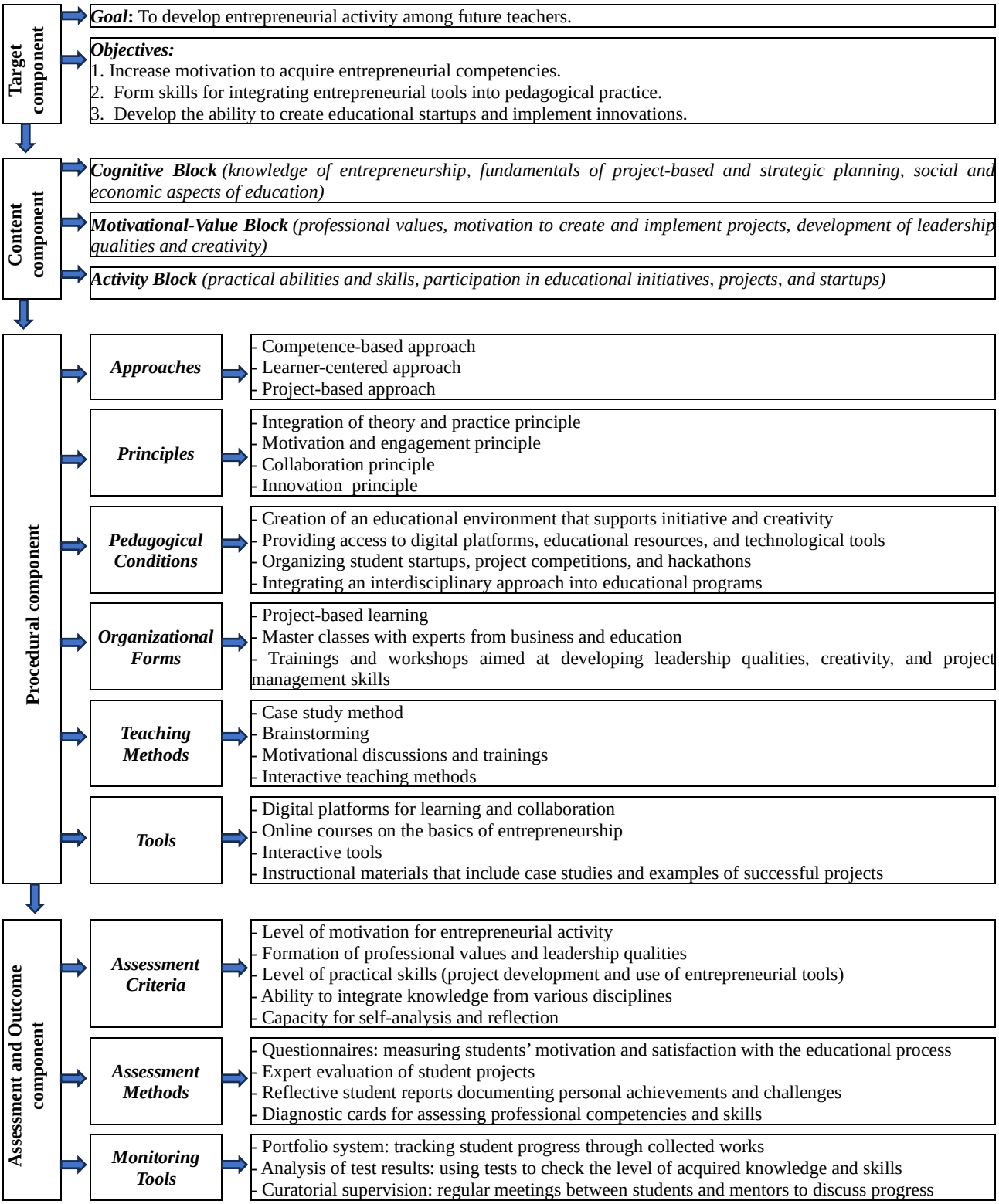

Figure 1 - Model for Developing Entrepreneurial Activity Among Future Teachers

Note: This model is developed for students of the educational program 6B01110 Pedagogy and Psychology

The first objective - increasing motivation to master entrepreneurial competencies - focuses on the importance of the motivational component in the educational process. The formation of internal motivation for enterprise-oriented behavior contributes to the active involvement of students in the learning process. As the Kathayat study (2022) shows, a high level of motivation is a fundamental factor contributing to success in entrepreneurial activity [8. - 82]. R.M. Ryan and E.L. Deci show that motivation is closely related to the autonomy and inner satisfaction of students, which stimulates their desire for professional development [9].

The second objective, the formation of skills for integrating entrepreneurial tools into pedagogical practice, aims to prepare future teachers to apply modern educational tools in real conditions. The importance of this task lies in the need for future teachers to develop not only theoretical knowledge but also practical skills that are applicable in real conditions. In modern conditions, teachers should be able to apply strategic planning, develop projects, and use modern technologies to solve professional problems. Leon emphasizes that programs focused on project-based learning and practical application of knowledge contribute to the development of students' skills in integrating innovative approaches into professional practice [10].

The third objective is to develop the ability to create educational startups and introduce innovations. This area is associated with the need to develop strategic thinking, analytical skills, and leadership qualities that will allow teachers to develop and implement educational projects.

Thus, the implementation of the target component based on scientific approaches and research confirms its effectiveness and practical significance. Setting clear goals and objectives helps structure the learning process to ensure concrete results.

The content component consists of three interrelated blocks – the cognitive, motivational-value, and activity blocks. The cognitive block is formed in educational situations where mastery goals predominate. It is this orientation that, as Urdan and Kaplan emphasize, leads to deeper information processing strategies and sustained interest in the subject, while focusing only on external success indicators (performance goals) leads to "superficial strategies and short-term memorization" [11. - 2]. This block is aimed at developing knowledge about entrepreneurship, project and strategic planning, as well as the socio-economic aspects of education. According to research, a solid foundation in entrepreneurship enables future teachers to comprehend market processes and their educational impact [12]. Thus, the cognitive block is based on active, problem-oriented learning, where knowledge is considered a prerequisite for entrepreneurial decision-making and innovation.

The motivational-value block builds on the ideas of self-determination theory, where internal motivation plays a crucial role in achieving goals and activating entrepreneurial engagement among students [13]. This block emphasizes the importance of developing an internal drive for entrepreneurial activity, which leads to greater persistence, creativity, and initiative. Both internal incentives (such as the desire to contribute to innovative educational practices) and external motivators (such as social recognition) are considered. A clear system of values helps students build psychological resilience, while leadership qualities and creative thinking allow them to effectively respond to challenges and generate original solutions.

The activity block is supported by the concept of "learning through action" proposed by D. Kolb, which is especially important for developing real-world skills [14]. As noted, "Entrepreneurship education and training programmes improve students' abilities and skills in performing the various tasks and roles of an entrepreneur, giving them practical opportunities to apply their ideas" [15]. This block focuses on building the skills needed to participate in educational initiatives and entrepreneurial projects. Teamwork, hackathons, and business idea competitions enhance students' critical thinking and problem-solving capacity.

Altogether, the content component of the model, structured according to cognitive, motivational-value, and activity blocks, ensures a systematic and integrated approach to the formation of entrepreneurial potential among future teachers. This structure reflects the

theoretical foundations and practical implications confirmed by contemporary research in teacher education.

The procedural component of the model includes educational approaches, principles, pedagogical conditions, forms of organization, methods, and learning tools**.** This component is key to the implementation of the model, as it provides a practical component for the development of entrepreneurial competencies among future teachers. The procedural component of the model is based on competence-based, learner-centred, and project-based approaches.

The competence-based approach ensures the development of key skills, knowledge, and abilities necessary for successful professional activity and for the implementation of entrepreneurial activity. This approach is focused on achieving concrete results, which meet the requirements of modern educational standards and the demands of the labor market. Recent findings confirm that even the learning format (e.g., E-learning) can strengthen competence development: the use of online entrepreneurship courses enables students to access materials flexibly and develop entrepreneurial competencies in a structured manner [16. - 12]. Thus, the digital educational environment expands the opportunities for cultivating flexible, practice-oriented skills required by the labor market.

A learner-centred approach was included in the model, as it allows taking into account the individual characteristics of students, their motivation, and needs. This approach focuses on creating an educational environment that promotes personal self-realization and the development of internal motives for entrepreneurial activity. In this logic, a “psychologically safe zone” is created in which mistakes are viewed as part of the learning process [17]. This reduces the anxiety of failure and enhances intrinsic motivation for the enterprise. A learner-centered approach also involves considering what "reasons" students use to justify their entrepreneurial intentions. According to Behavioral Reasoning Theory, it is value orientations and cultural contexts that shape these explanations and influence students’ intentions to act entrepreneurially. Analyzing these reasons allows educators to tailor learning tasks to students’ actual motivational drivers.

The project-based approach was chosen for its ability to encourage students to actively participate in educational initiatives aimed at solving real-world problems. This approach is especially effective in the formation of entrepreneurial activity, as students are involved in real projects where they can apply their knowledge and skills. Research on entrepreneurial self-efficacy (ESE) shows that involvement in startup projects significantly improves students’ confidence to overcome challenges and persist in entrepreneurial efforts [16. - 4].

The principles of integration of theory and practice, motivation and engagement, cooperation, and innovation ensure the implementation of the procedural component.

The principle of integration of theory and practice ensures a harmonious combination of theoretical knowledge and its application in real conditions. This alignment strengthens students' ability to plan, launch, and manage educational projects and entrepreneurial initiatives. Research confirms that students working with real-world cases and projects demonstrate a higher level of knowledge acquisition and skill development, such as creativity and adaptability [18].

The principle of motivation and engagement is aimed at creating conditions conducive to the formation of students' inner interest in educational and entrepreneurial activities. It is based on motivation theories such as the theory of self-determination, which emphasizes the importance of autonomy, competence, and social interaction in the educational process [19]. This principle also considers the complex nature of fear of failure, which, depending on context, may either hinder or stimulate effort. Empirical evidence shows that "fear of failure should be considered not only as a barrier, but also as a possible source of motivation encouraging students to work harder to achieve success" [20]. Recognizing this ambivalence allows the teacher to transform a potentially negative emotion into a positive driver of project activity.

The principle of cooperation is focused on the development of teamwork skills, which is of critical importance in business activities. This principle is based on the ideas of the theory of social identity. Collaboration with external mentors and local stakeholders contributes to the creation of sustainable partnerships and expands students' access to real entrepreneurial opportunities.

The principle of innovation contributes to the formation of students' ability to generate new ideas and implement innovative approaches in their professional activities. Modern research highlights that intrinsic motivation and self-efficacy, reinforced by theories like self-determination and social cognitive theory, are linked to students' willingness to experiment, solve complex problems, and adapt to change. The application of these approaches provides future teachers with effective strategies for adaptation and successful implementation of innovative changes in a dynamically developing educational environment [21].

Pedagogical conditions play a crucial role in ensuring the practical implementation of the model. They create the basis for the implementation of approaches, principles, and methods that contribute to the development of professional and personal competencies of students.

The first pedagogical condition is the creation of an educational environment that supports initiative and creativity. Such an environment promotes the active interaction of students, the development of their independence, creative thinking, and involvement in the learning process. It creates an environment where students can experiment, develop ideas, and offer innovative solutions, which is especially important for entrepreneurial activity.

The second pedagogical condition is the provision of access to digital platforms, educational resources, and technological tools. Digital learning environments allow flexible participation in entrepreneurship education regardless of location or schedule. In addition to improving digital literacy and adaptability, these platforms enhance the personalization of learning, thereby fostering motivation and engagement in entrepreneurial projects.

The third pedagogical condition is the organization of startups, project contests, and hackathons. Such events help students acquire project management and teamwork skills, as well as develop leadership skills and the ability to cope with real challenges. The practice of "open entrepreneurial ecosystems", including challenge contests and joint project sessions with external stakeholders, has proven effective at European universities [22]. Such formats increase students' sense of responsibility for results and develop risk management skills.

The fourth pedagogical condition is the integration of an interdisciplinary approach into educational programs. This approach allows students to apply knowledge from different fields to solve complex problems, which, in turn, forms entrepreneurial thinking. A systematic review by Galvão et al. showed that interdisciplinary programs contribute to the development of systems thinking, which is necessary to find non-standard solutions in entrepreneurial tasks [23]. It is advisable to combine modules of economics, pedagogy, and ICT in the curricula.

The forms of organization of the educational process are an important aspect of the model of development of entrepreneurial activity of future teachers.

The first form of organization is project-based learning. Project-based learning develops creativity, teamwork skills, and the ability to manage complex tasks. This method helps students learn to allocate resources effectively, assess risks, and apply strategic thinking—core elements of entrepreneurial competency. Project-based (learning-by-doing) formats indeed "foster an entrepreneurial spirit" and consolidate key soft skills through real teamwork [24].

The second form of organization is master classes with the involvement of experts from business and education. Such events provide students with the opportunity to interact with professionals, receive valuable advice, and study successful cases. Master-classes with business experts act as the recommended extra-curricular component that "links students with external stakeholders" [25].

The third form of organization is training and workshops aimed at developing leadership skills, creativity, and project management skills. Such activities are an integral part of entrepreneurial education, as they build students' confidence in their abilities and the ability to effectively manage teams. Trainings and skills-oriented workshops enhance students' self-efficacy and leadership, i.e., their "perceived behavioural control" in entrepreneurial projects [26].

Teaching methods determine how students acquire entrepreneurial knowledge and skills. The use of these teaching methods allows students to develop a wide range of skills and competencies essential for entrepreneurial success. It also helps to create a motivational educational environment in which students actively participate in the learning process and prepare to solve real professional problems.

The first method is the Case study method, which allows students to analyze real or simulated scenarios, identify key problems, find solutions, and evaluate their effectiveness. Case studies are widely used in entrepreneurial education because they foster strategic thinking, decision-making, and risk assessment skills.

The second method, brainstorming, is aimed at generating ideas and finding creative solutions. Brainstorming stimulates creativity and collaboration, as well as helps to develop flexibility in thinking. This method is especially effective for developing innovative projects and startups, as it allows students to come up with original ideas without fear of being criticized.

The third method is motivational conversations and pieces of training. Such methods are aimed at strengthening students' self-confidence and developing their inner motivation. Motivational talks and coaching trainings "strengthen entrepreneurial passion and self-efficacy, reducing fear of failure", therefore they increase students' confidence in their abilities [27. - 8].

The fourth method is interactive teaching methods. These include discussions, role-playing games, and simulations that actively involve students in the learning process. These methods develop communication, teamwork, and problem-solving skills, which are necessary for developing entrepreneurial competencies.

Learning tools play a crucial role in the development of the entrepreneurial activity of future teachers, as they provide access to educational resources necessary for the formation of key competencies and skills.

Digital learning and collaboration platforms such as Microsoft Teams, Zoom, and Trello promote teamwork, project management, and effective communication skills. These platforms also provide opportunities for creating virtual workgroups, which is especially important for project activities.

Online entrepreneurship courses offered by platforms such as Coursera, Udemy, and EdX provide access to educational materials developed by leading universities and experts in the field of entrepreneurship. These courses develop basic knowledge about entrepreneurship, including planning, marketing, and management, and facilitate independent study of the material and allowing students to adapt the learning process to their individual needs.

Interactive tools such as simulations and business games allow students to simulate real business situations, which develop their analytical and practical skills. Interactive tools, including simulations and business games, have shown high efficiency: students' participation in "business simulators or games" develops analytical and practical skills, deepens their understanding of the dynamics of entrepreneurial activity and risk management [16. – 13].

Educational materials, including case studies and examples of successful projects, give students the opportunity to explore real-world examples of entrepreneurial activity. They allow analysis of the strategies and solutions used by successful entrepreneurs and the application of these strategies in practice.

Thus, the procedural component of the model integrates modern approaches, methods, and forms of education aimed at developing the entrepreneurial activity of future teachers. The

choice of each element is based on its proven effectiveness and scientific validity, which is confirmed by the above studies.

The last component of the model for the development of entrepreneurial activity of future teachers is the *assessment and outcome component*. It plays a key role in providing feedback and quality control of the educational process. It includes assessment criteria and methods, and monitoring tools. This component makes it possible to measure the level of formation of the necessary professional competencies, motivation, and practical skills among students, as well as to assess the success of the model implementation in educational practice.

The *assessment criteria* include: 1) the level of motivation for entrepreneurial activity, since students' high motivation contributes to their active participation in educational initiatives and the implementation of their own projects; 2) the formation of professional values and leadership qualities assess students' abilities to effectively manage projects, make decisions and work in a team; 3) the level of practical skills such as project development and the use of entrepreneurial tools; 4) the ability to integrate knowledge from various disciplines; 5) the ability to introspect and reflect evaluates students' ability to analyze their actions, identify problems and find solutions..

The assessment methods aim to provide a comprehensive analysis of the level of competence development and student achievement within entrepreneurial activity.

The survey reveals the level of internal motivation, satisfaction with the educational process, and students' perception of the effectiveness of implemented pedagogical approaches. The use of questionnaires helps to adapt educational strategies in accordance with the real needs of students. This method is supported by recent large-scale studies; for example, the survey of 519 students from five Chinese universities, which confirmed the reliability of questionnaires for assessing motivation, entrepreneurial self-efficacy, and intentions [27. - 2]. Similarly, Passavanti et al. applied pre- and post-test surveys to assess changes in EI, SE, and entrepreneurial learning among engineering students, which confirms the effectiveness of the questionnaire method [28].

The evaluation of projects carried out by students by experts allows us to evaluate the practical application of knowledge and skills acquired in the educational process. The participation of experts increases the realism and practical significance of project evaluation, as well as ensures the objectivity and reliability of the data obtained on the quality of acquired knowledge and skills.

Students' reflective reports are another effective method that allows them to record their personal achievements and difficulties. This method allows students to analyze their educational experience, identify their strengths and weaknesses, and formulate a strategy for further development.

Diagnostic charts offer a structured tool for objectively tracking the formation of specific competencies, such as innovation, planning, and the ability to implement entrepreneurial initiatives.

Monitoring tools include a portfolio system, analysis of test results, and curatorial control. The portfolio system allows you to track students' progress through the accumulation of completed work, which is confirmed by research on the importance of this system in educational practice. The analysis of test results is used to check the level of mastery of knowledge and skills, and regular meetings of students with their supervisors help to discuss their progress and solve emerging difficulties.

Thus, the assessment and outcome component ensures ongoing monitoring and evaluation of the model’s effectiveness, facilitates the development of entrepreneurial competencies, and supports the personal and professional growth of future teachers.

To verify the applicability of the developed model, a limited pilot implementation was carried out. The pilot was conducted among third-year students of the 6B01110 "Pedagogy and

Psychology" educational program at Abai Kazakh National Pedagogical University. This stage aimed to test the procedural component of the model in a real educational setting.

During the pilot phase, students participated in a series of project-based learning sessions, master classes, and collaborative startup simulations. They also completed reflective reports and participated in structured discussions to evaluate their understanding and engagement. Data collection included observation, feedback forms, and qualitative analysis of student reflections.

Preliminary results demonstrated a noticeable increase in motivation, initiative, and teamwork skills. Students showed greater interest in integrating entrepreneurial thinking into pedagogical practice. Additionally, reflective reports indicated improved understanding of project planning and risk assessment, confirming the relevance of the selected methods and tools.

Although the pilot was limited in scope, it provided initial empirical support for the model's practical value. These findings suggest that the model can be successfully implemented in teacher education programs to foster entrepreneurial competencies and prepare students for innovative professional roles in education.

Conclusion

The conducted research allowed for the theoretical substantiation and development of a model for the development of entrepreneurial activity of future teachers in university education. Based on the analysis of modern theoretical and methodological approaches to entrepreneurial education and taking into account the specifics of the professional training of teaching staff, a conceptual model was constructed reflecting the interrelation of value-motivational, substantive, and procedural components of the formation of relevant competencies.

The use of methods of theoretical modeling, systematization, and comparative analysis ensured the scientific validity of the proposed model, contributing to the formation of a holistic view of the pedagogical conditions necessary to activate the entrepreneurial potential of students. The key directions of integrating the entrepreneurial component into the educational process have been identified, which makes it possible to position the developed model as a methodological basis for improving the content and organization of professional training for future teachers.

To confirm the relevance and practical feasibility of the model, a limited pilot testing was carried out among third-year students of the 6B01110 Pedagogy and Psychology program at Abai Kazakh National Pedagogical University. The pilot included project-based learning activities and reflective assignments, which demonstrated students' increased engagement and the applicability of the model in real educational conditions.

The research results have the potential for practical application and can be used in the process of designing educational programs focused on the formation of students' initiative, social responsibility, and readiness for innovative and entrepreneurial activities. The presented model opens up prospects for further empirical research aimed at clarifying its effectiveness and adapting it to various institutional conditions of the functioning of the higher pedagogical education system.

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МОДЕЛЬ РАЗВИТИЯ ПРЕДПРИНИМАТЕЛЬСКОЙ АКТИВНОСТИ БУДУЩИХ ПЕДАГОГОВ В УСЛОВИЯХ УНИВЕРСИТЕТСКОГО ОБРАЗОВАНИЯ

Аннотация

Целью статьи является рассмотрение разработанной модели развития предпринимательской активности будущих педагогов в условиях университетского образования, направленная на интеграцию предпринимательских компетенций в процесс профессиональной подготовки. Актуальность исследования обусловлена необходимостью формирования у студентов педагогических специальностей навыков, соответствующих требованиям инновационной образовательной среды и глобальным изменениям в их профессиональной деятельности. В рамках исследования использовался метод моделирования, что позволило систематизировать подходы и выявить ключевые компоненты модели. В целевом компоненте определена цель и задачи, направленные на формирование у студентов мотивации и профессиональных компетенций, необходимых для успешной реализации образовательных проектов. Содержательный компонент включает когнитивный, мотивационно-ценностный и деятельностный блоки, что обеспечивает комплексное развитие знаний, мотивации и практических умений и навыков. Процессуальный компонент базируется на применении современных педагогических подходов, таких как компетентностный, личностно-ориентированный и проектно-деятельностный подходы, а также включает принципы, методы обучения, педагогические условия, формы организации и средства, способствующие эффективному развитию предпринимательского потенциала студентов. Оценочно-результативный компонент направлен на мониторинг и оценку уровня сформированности предпринимательских компетенций. Схематическое представление иллюстрирует структуру и взаимосвязь компонентов модели. Модель была предварительно протестирована на небольшой пилотной группе студентов педагогического направления, что подтвердило её применимость и актуальность. Ее внедрение способствует формированию у будущих педагогов готовности к предпринимательской деятельности, развитию лидерских качеств, креативности и способности адаптироваться к динамичным изменениям образовательной среды.

Ключевые слова: модель развития предпринимательской активности, компоненты развития предпринимательской активности, предпринимательская активность, будущие педагоги, университетское образование.

УНИВЕРСИТЕТТІК БІЛІМ БЕРУ ЖАҒДАЙЫНДАҒЫ БОЛАШАҚ ПЕДАГОГТАРДЫҢ КӘСІПКЕРЛІК БЕЛСЕНДІЛІГІН ДАМЫТУ МОДЕЛІ

Аңдатпа

Мақала мақсаты - кәсіпкерлік құзыреттерді кәсіби даярлау үдерісіне кіріктіруге бағытталған университеттік білім беру аясында болашақ мұғалімдердің кәсіпкерлік белсенділігін дамытуға арналған моделін қарастырып, ұсыну. Зерттеудің өзектілігі педагогикалық мамандықтар бойынша білім алатын студенттердің инновациялық білім беру ортасы мен олардың кәсіби қызметіндегі жаһандық өзгерістер талаптарына сәйкес келетін дағдыларды дамыту қажеттілігімен айқындалады. Зерттеу барысында модельдеу әдісі қолданылды, ол тәсілдерді жүйелеуге және модельдің негізгі құрамдас бөліктерін анықтауға мүмкіндік берді. Мақсаттық компонентте болашақ педагогтардың білім беру жобаларын сәтті жүзеге асыруы үшін қажетті уәждеме мен кәсіби құзыреттерді қалыптастыруға бағытталған мақсат пен міндеттер айқындалады. Мазмұндық компонентке когнитивтік, уәждік-құндылықтық және әрекеттік блоктар кіреді, бұл студенттердің білімі, уәждемесі, тәжірибелік біліктері мен дағдыларын кешенді түрде дамытуға мүмкіндік береді. Үдерістік компонент қазіргі заманғы педагогикалық тәсілдерге (құзыреттілік, тұлғалық-бағдарлы және жобалық-әрекеттік) сүйенеді, сондай-ақ оқыту қағидаттары, әдістері, педагогикалық шарттары, ұйымдастыру формалары мен құралдарын қамтиды, олардың барлығы студенттердің кәсіпкерлік әлеуетін тиімді дамытуға ықпал етеді. Бағалау-нәтижелік компонент кәсіпкерлік құзыреттердің қалыптасу деңгейін бақылауға және бағалауға бағытталған. Сызбалық бейнелеу модель компоненттерінің құрылымы мен өзара байланысын көрсетеді. Бұл модель педагогика мамандығы бойынша оқитын студенттерден тұратын шағын пилоттық топта алдын ала сыналды, бұл оның қолданбалығын және өзектілігін растады. Модельді енгізу болашақ педагогтардың кәсіпкерлік қызметке дайындығын, көшбасшылық қасиеттерін, креативтілігін және білім беру ортасының қарқынды өзгерістеріне бейімделу қабілетін арттыруға септігін тигізеді.

Негізгі сөздер: кәсіпкерлік белсенділікті дамыту моделі, кәсіпкерлік белсенділікті дамытудың компоненттері, кәсіпкерлік белсенділік, болашақ педагогтар, университеттік білім беру.

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