

Students training for innovative entrepreneurial activity: social responsibility competences

Preparación de los estudiantes para la actividad empresarial innovadora: competencias de la responsabilidad social

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ABSTRACT:

The paper reveals the socio-pedagogical features of students training process for innovative entrepreneurial activity in the university; the structure and content of social responsibility competences of students' innovative entrepreneurial activity are defined; based on the results of the study, a foresight-based technology model based on the creative interaction of teachers, students and entrepreneurs, focused on the projecting and implementation of future specialists' social responsibility competencies, is justified. The effectiveness of foresight technology is proved with the help of motivational, cognitive, operational, personal criteria for formation of social responsibility competences of students' innovative entrepreneurial activity in the university educational process.

Keywords: entrepreneurship, innovative entrepreneurial activity, students training, competences of social responsibility, modeling, foresight-technology.

RESUMEN:

El artículo aporta las peculiaridades sociales y pedagógicas del proceso de preparación de los estudiantes para la actividad empresarial innovadora en el centro de enseñanza superior; determina la estructura y contenido de las competencias de la responsabilidad social de la actividad empresarial innovadora de los estudiantes; con base en los resultados de la investigación realizada ha sido definido el modelo de la tecnología foresight, basada en la interacción creativa de los profesores, estudiantes y representantes de empresas, orientados a proyección y realización de las competencias de responsabilidad social de los futuros especialistas. La eficacia de la tecnología foresight ha sido comprobada mediante los criterios de motivación, cognición, operación y personales de madurez de las competencias de la responsabilidad social de la actividad empresarial innovadora de los estudiantes en el proceso educativo del centro de enseñanza superior.

Palabras clave Emprendimiento, actividad empresarial innovadora, capacitación de estudiantes, competencias de la responsabilidad social, modelación, tecnología foresight.

1. Introduction

Analysis of the entrepreneurial socio-economic conditions that have developed over the past decades in

most developing countries shows that their further improvement is impossible without the implementation of entrepreneurial activity innovative forms. It is proved that entrepreneurial activity can be carried out in any sector of the economy as a response to unmet needs and demands of the population, and innovative forms of this activity create favorable conditions for economic recovery, because a competitive environment develops, additional jobs appear, the structural adjustment is more active, consumer sector expands, export potential increases, and regional resources are more efficiently used. These trends for a large number of people (and primarily for young people) determine a steady interest in innovative entrepreneurial activity, giving it a vital importance and priority (Busygin, 2003; Drucker, 2007; Knight, 2003; Tobin, 2010; Schumpeter, 2007; Gorev et al., 2017; Gorev & Kalimullin, 2017; Gorbunova & Mokeyeva, 2017). The results of sociological surveys of student youth indicate that a significant proportion of university graduates would like to have their own business, rather than to be hired. Monitoring of educational institutions economic and non-economic faculties' students shows that the overwhelming majority of them (70.4%) associate their future with entrepreneurial activity, 41.8% of them plan to become owners of private firms and offices. However, they estimate their readiness for entrepreneurial activity only at the level of 35% of the total readiness for this work type. The observations also revealed that the students would like to master the relevant competencies in the course of their professional training (Maksimov 2011). Investigations of significant scientists in the entrepreneurship field (Vifleemskaya, 2003, Johansson & Jenson, 2009; Kostenko, 2000; Tokarenko, 1998; Hisrich & Peters, 2003), proved that the competence in control, planning, organization, coordination of productive spheres and voluntary restriction of entrepreneurial activity occupy a priority place in the structure of these competencies. The first four groups of competences have a direct relationship to management and have already been sufficiently studied (Abdukarimov & Ilyina, 2009; Ilyina I.N., 2009; Ryazanov, 2007; Shpak, 2014; Schumpeter, 2007). The fifth group becomes the subject of researchers study within the boundaries of moral and ethical values system forming problem of entrepreneurship social responsibility for their activities (Dushatsky, 1999; Campbell, Summers, 2004; Kolesnikova, 2003; *Lafley* & Martin, 2013; Simonenko & Melikhov, 2004; Perun, 2007; Potapova, 2012; Masalimova et al., 2017). The received results confirm the tendency of entrepreneurs social responsibility competences priority, which are today one of the most popular competencies for young professionals and their employers. But the activity practice also says that the complex of social responsibility competencies is a supposed project, and not the future reality, since too many changes take place reflecting the reality - the market, consumer preferences, financial conditions and other factors change, new competitive technologies appear and opportunities arise. Therefore, the process of social responsibility competencies forming should be, on the one hand, constant and continuous, and on the other hand - susceptible to changes (Nonaka & Takeuchi, 2011; Potapova, 2012). The revealed tendencies determine the necessity theoretically and methodically substantiate the student's social responsibility competences structure and content in innovative entrepreneurial activity under the conditions of the university educational process. The modeling method, which opens wide opportunities for the reconstruction of the personality's social responsibility competencies and the justification of their structure and content as a target for students training for innovative entrepreneurial activity, effectively contributes to the achievement of this goal. In the course of the research, social and pedagogical features of the students training for innovative entrepreneurial activity in the university were established; the competences' structure and content are defined for students innovative entrepreneurial activity's social responsibility; based on the study results, a foresight-based technology model which is founded on the creative interaction of teachers, students and entrepreneurs, focused on the design and implementation of future specialists' social responsibility competencies, is justified. The effectiveness of foresight technology is proved with the help of motivational, cognitive, operational, personality criteria for the social responsibility competences formation of students' innovative entrepreneurial activity in the university educational process.

2. Literature Review

In the course of the research it was established that in a relatively short period (since the 90s of the XX century), significant theoretical and practical experience has emerged in modern science, representing entrepreneurial activity as a phenomenon, and its separate aspects as strategic tasks: economic, legal, culture-logical, psychological, socio - pedagogical. An important contribution to the understanding of modern entrepreneurship's functional essence is made by J. Schumpeter (2007), who substantiated this phenomenon as a process for identifying and using a new combination of production factors - the innovations implementation. This understanding of entrepreneurship in the study is used as a

fundamental one. Scientific researches devoted to the problems of entrepreneurial activity are demonstratively represented in various modern theories: entrepreneurship history and theory (Weber, 1994; Sombart, 2003), theory and method of effective Control, management for entrepreneurs (Lafley & Martin, 2013; Nonaka & Takeuchi, 2011; Perun, 2007; Potapova, 2012; Shpak, 2014; Schumpeter, 2007; Luneeva & Zakirova, 2017; Cao, Kirilova & Grunis, 2017), the concept of small business and the formation of youth entrepreneurial competencies (Abdukarimov, Ilyina, 2009; Vifleemskaya, 2003; Volgin, 2009; Hisrich & Peters, 2003); designing of entrepreneurship technologies (Busygin, 2003; Johansson & Jenson, 2009; Kostenko, 2000; Kolesnikova, 2003; Slivina, 2008; Cao, Kurbanova & Salikhova, 2017). It is established that recent studies on the students training for entrepreneurial activity change the direction from theoretical research to practical-oriented ones. This trend in the university educational activity is manifested in the projection and implementation of: the curriculum and poly-variative programs of the discipline "Fundamentals of Entrepreneurship and Business" (for various specialties); elective courses in which ideas of entrepreneurship development as one of the important modern qualities of the future specialist personality, the motivation formation for entrepreneurial activity and projecting and implementation of methods for organizing and supporting the activity of beginning entrepreneurs are laid (Dushatsky, 1999; Drucker, 2007; Maksimov, 2011; Chen et al., 2017). At the same time, the methodical fundamentals for university graduates training for entrepreneurial activity and entrepreneurial competencies formation technology among students are being developed (Johansson & Jenson, 2009; Kostenko, 2000; Maksimov, 2011; Shpak, 2014). At the same time, despite a rather wide array of studies on entrepreneurship, there is a need for a scientific and methodical justification of competences structure and content for the students social responsibility - future entrepreneurs of a new generation, prepared for innovative entrepreneurial activity, oriented not only to maximize profits, but also to satisfy the personal needs of society members and the society itself as a whole. Due to the high level of entrepreneurship organization, the needs satisfaction of the individual and society is materialized in the desired income (Busygin, 2003; Drucker, 2007; Dushatsky, 1999; Kolesnikova, 2003; Tokarenko, 1998).

3. Results

3.1. Socio-pedagogical features of the students training process for innovative entrepreneurial activities in the university

It is established that the educational activity of modern universities in future specialists training in the entrepreneurship field is a pedagogical system based on a set of interrelated elements: goals and objectives, regularities and principles, content, organizational forms, methods and means, technologies, criteria for system readiness for implementation process of entrepreneurial activity and indicators of students' readiness for entrepreneurship specific types. The algorithm used in university practice in the process of students training for entrepreneurial activity is revealed, which is based on the interrelation between the motivational, cognitive, operational and personality levels (Maksimov, 2011).

The motivational level presupposes the primary formation of students' motivations, which cause activity and determine its direction - interests, motives, propensities, needs, views, positions, attitudes.

The cognitive level provides for the acquisition of relevant knowledge by students, the development of intellectual abilities and abilities to apply the knowledge gained in practice.

The operational level is focused on forming the graduates' competencies necessary for successful entrepreneurial activity.

The personality level is based on the formation of professional, personally significant competences package of students' innovative entrepreneurial activity.

The experimental verification of the established approaches shows that the correct correspondence of the modern requirements of the personality, society and the state to the goals of entrepreneurial activity is possible if the structure and content of the social responsibility competences of the personality are realized as a target for students training for innovative types of this activity in the university educational process:

- at the motivational level - as appropriate motives, needs and objectives of entrepreneurial activity; understanding of the personal and social significance of entrepreneurial activity results for oneself and society; the entrepreneur's ideological views on his activities' social responsibility; his intentions and attitudes towards business; social preferences and expectations from entrepreneurial activity; the

position of the entrepreneur in relation to himself (self-recognition as an entrepreneur, aspiration for self-development and self-improvement as a future professional);

- at the cognitive level - as a reflection of:

1) the completeness, depth, stability and systematized nature of knowledge about the socio-economic and socio-political situation in the country, in the professional sphere, in entrepreneurial activity, awareness of its specifics and main development trends, tasks set by society and the state in front of small and medium-sized businesses;

2) the requirements of this work activity type to the future specialist's personality;

3) the special knowledge formation about the characteristics of entrepreneurial activities: corporate culture; psychology of the entrepreneur interaction with colleagues on work, clients, investors; the fundamentals of entrepreneurial activity success and business processes effective management; about universal values, professional and ethical norms and rules of communication and behavior; abilities and readiness for further self-education;

- at the operational level - as the formation of:

1) general professional competencies (to determine the strategic objectives of the activity and organize their implementation, analyze the effectiveness of the activities, distribute the functional authority and responsibility, develop a system of current and operational control, manage the team and activate staff in the process of solving the tasks; possession of methods and techniques for predicting changes in processes occurring in external and internal environments of the managing subject);

2) special competencies (to use the knowledge of cognitive processes mechanisms in business, for example, to improve the effectiveness of advertising, apply business communication skills in entrepreneurial activities, find optimal strategies for behavior in conflict situations, apply skills of effective goal-setting in planning entrepreneurial activities, identify the main managerial functions in the entrepreneur activities: planning, organization, motivation, control, social responsibility);

- at the personality level - as readiness to implement:

1) moral qualities (diligence, perseverance, orderly, discipline, responsibility, independence, internal freedom and self-esteem, self-discipline);

2) professionally significant skills (purposefulness and ambition, determination, courage, swiftness, vigor and perseverance, intuition, self-control and serenity, ability and readiness for risk); corporate skills (communicability, a culture of interaction with colleagues on work, clients, investors, culture of team building).

Based on the established trends during the study, stage-by stage steps to implement the process of students' training for entrepreneurial activity in the university are justified.

Step 1. Analysis of the environment:

- social and economic community;

- the political environment;

- the economic environment;

- socio-cultural factors.

Step 2. Identification of unrealized opportunities set.

Step 3. Definition of a complex of insurmountable barriers.

Step 4. Selection of priority qualities of the entrepreneur's personality:

- strategies for forecasting the objectives of the activity;

- Significant competences, skills of activity;

- a place in the social community;

- activity field of and occupied niche;

- purposefulness and ambition level.

Step 5. Forming optimistic expectations.

Step 6. Definition the directions for finding new opportunities.

Step 7. Correction of the actions structure:

- market analysis;
- analysis and comprehension of information on entrepreneurial activities trends;
- choosing alternatives and constructing hypotheses;
- building a business plan;
- organization of investments;
- attraction of funds;
- realization of opportunities;
- neutralization of insurmountable barriers.

Step 8. Analysis of the hypothesis and reasons for failure in entrepreneurial activity.

Step 9. The study and correction the reasons for unjustified pessimism.

Step 10. Search for new opportunities.

3.2. Structure and content of social responsibility competences package in students innovative entrepreneurial activity

In the course of the study, the competences of social responsibility are considered as cross-cutting, out-, over- and meta-disciplinary entities integrating a complex of traditional and innovative knowledge, specific, generalized intellectual, methodological, methodical, ideological, values and other abilities, skills and personality traits as well as of innovative entrepreneurial activity experience, reconstructed in the university educational process. It is proved that the set of social responsibility competences is differentiated at the same levels as the content of education:

- key competences – are implemented on meta-disciplinary content which is common for all subjects;
- general disciplinary – are implemented on the content, which is integrative for the totality of the educational area subjects;
- disciplinary - are formed within the framework of individual subjects (Ryazanov, 2007; Shpak, 2014).

It is also established that the competences are presented by employers and society to graduates in the form of some specific expectations associated with their future professional work. This level of individual indicators' compliance with the employer and society expectations and relies mainly as the main indicator of the competences formation and their being in demand of competencies (Maksimov, 2011).

In the course of the study, the structure and content of competences package for students entrepreneurial activities' social responsibility in the university educational process are justified on the basis of the individual graduate performance's compliance with the of employers and society expectations. The leading concept of projecting a package of social responsibility competencies is the "educational domain", which is formed as a specific function of future professional activity (Materials of the National Agency for Qualifications Development <http://www.rspp.ru>). Social responsibility as the final competence represents a set of specific domains, such as, the domain of the curricula and teaching methods development; domain of estimates and measurements; the domain of information integration, which determines the use of modern information technologies; domain of management and innovation; domain of marketing activities. After defining the domains structure, the types of activities and problems that the student should be ready to solve (the creation of relationships system with partners, innovative activity, know - how in entrepreneurial activities, marketing, business projects) are singled out. At the next level, certain actions necessary to implement the social responsibility competences for successful entrepreneurial activities are clearly recorded:

- to carry out an independent search and analysis for information in order to identify potential opportunities for the entrepreneurial activities development;
- independently determine the field of activities, as well as to implement an individual approach to the developmental program formulation and business plans drawing up;
- independently develop projects to attract tangible and intangible resources of both own and other individuals and legal entities to conduct business;
- to carry out team-building - to attract employees, partners, suppliers and consumers at one's own discretion;

- independent development and voluntary restriction of free prices within the limits established by law;
- development of projects for the net profit distribution in accordance with their own material and moral and ethical needs;
- development of projects for conducting foreign economic activities, attracting foreign partners within the framework established by law.

At the final stage, the indicators rating of the competence package formation of university students social responsibility in entrepreneurial activity is determined: beginner - an experienced user - a professional - an expert. The evaluation is carried out using the control methods developed by the teacher-experts together with students and representatives of the business community: testing, writing essays, portfolios, examination of practical activities, the procedure for writing and protecting attestation papers. It is proved that these criteria allow us to assess fairly objectively each individual applicant's readiness for future entrepreneurial activity.

3.3. The foresight technology's reconstruction in students' social responsibility's competences forming process in entrepreneurial activity

In the course of the research, foresight technology is justified as an innovative process for students to solve a complex of joint tasks aimed at forecasting and building the images of the future in achieving maximum results in entrepreneurial activity. Foresight technology, unlike traditional marketing technologies, is built not so much on market research (demand, capacity, segmentation and niche orientation) as on the projecting of future product, future consumer, future market (Nonaka & Takeuchi, 2011). With regard to the tasks of forming competencies for the social responsibility of students entrepreneurial activities in the university educational process, foresight technology is oriented towards the skills formation for active, independent information processing, making fundamentally new decisions in typical and non-standard situations, in particular using information technology tools, as well as technical skills of information computer input, operation with screen representations of information objects and models, the ability to create an information model of an object, phenomenon or process within that form and using the language that is dictated by the situation and consumers audience.

The purpose of foresight technology: the students' social responsibility competences formation in imitative types of entrepreneurial activity created in the university educational process.

Foresight technology objectives:

- to carry out statement of tasks;
- to analyze and construct models of objects and processes;
- to carry out methods selection for solving problems;
- to analyze the results obtained;
- to correct models and methods of solving problems;
- to use the results obtained in practice.

It is established that in the process of solving the formulated tasks, a successful reconstruction of social responsibility competences occurs, which manifests itself:

- in readiness to follow the behavior norms set by the educational environment;
- in the ability to produce new norms of behavior; ideas aimed at overcoming traditional attitudes; propensities to critical rethinking of the reality;
- in abilities for self-organization in a situation of uncertainty;
- in the skills to formulate an educational goal in the studied area of knowledge and in professional activity; draw up a training or business plan, implement this plan, using the optimal conditions, methods and means available for this purpose; obtain and comprehend the result, compare it with other similar and opposite results; to produce reflection and self-evaluation of activity;
- in the ways of mental activity; possession of heuristic methods and ways of activity, methods of forecasting, formulating hypotheses, constructing regularities, building theories; in using intuition in cognition, insight; in the definition of the known in the unknown and, conversely – the unknown in the known; in the ability to find different strategies for solving problems;

- in individual features of education, different from the standard, generally accepted by their depth, non-linearity, criticality, creativity.

Modeling of imitative types of students' entrepreneurial activity in the course of the research was carried out in stages by the example of the student company "Svyaznoy and K*" activities:

3.3.1. Preparatory stage

Creation of a working group and development of a common methodic for activities. Defining the goals and typical tasks that the firm's team faces at the initial stage of the organization:

- what is the role of the information factor in setting organizational tasks?
- what are the objectives of a product production;
- how to draw attention to one's products or services;
- how to analyze the market and obtain information about consumers and competitors;
- what is the role of social responsibility competences of students' entrepreneurial activity in this activity;
- how to plan the organization and development of the future enterprise.

3.3.2. Organizational stage

- choice of partners: a group of like-minded people discuss and formulate the tasks of creating their own enterprise, collects initial information, analyzes and completes at the next lessons and presents a joint project to experts;
- the construction of a commercial idea: this is the basis for further work. The tasks are being refined, an initial information model is being developed, further "commercial" activities are planned;
- definition of the company name: from the title it should be clear that it is a student firm. In addition, the name should not coincide with the name of any enterprise that already exists. It should be short, simple and correspond to a commercial idea;
- Development of a corporate logo. When developing it, it is necessary to follow the following rules: the logo serves to recognize the company (one must be ensured that no one's rights are violated). The logo design should be flawless in various formats and in different colors.

3.3.3. The stage for designing characteristic indicators of the mobile communications market

It is defined by standard requirements:

- market segment: cell phones;
- price group: medium;
- consumer group: young buyers who choose phones in accordance with fashion requirements; Buyers who buy several phones;
- market growth: consistently dynamic.

3.3.4. Structural - content stage of market research

Accurate knowledge of the market plays a decisive role in the success of the enterprise. In case of structural and content analysis of the market, the following factors are studied as a matter of priority:

- the availability of competitors. What is the market structure at the moment;
- market size. How extensive the selected market is;
- how the demand for the proposed product or service is estimated;
- consumer group. Who chooses the proposed product or service (it is important to pay attention to such indicators: age, profession, gender, income, etc.);
- market development: to make a decision it is important whether the market has the potential for development or not; is the chosen market developing, or it is already saturated enough.

Combining the results of entrepreneurial activity indicators analysis provides an objective answer to marketing questions:

- what to produce;
- for whom to produce;

- how to produce;
- how much to produce.

In addition, the strategic areas of business (industries, sub-sectors of the region in which there is a high business activity, or in which it is planned in the future) are identified and established in the external environment:

- future market demand;
- the technology by which it will be satisfied;
- buyers who form these needs;
- the geographical region in which customers live.

It is established that at the final stage of the foresight - technologies reconstruction, two types of activity dominate, different in technology, but identical in a functional sense. This is expertise and reflexion.

It is proved that the final examination and evaluation of the students' social responsibility competences in imitative types of entrepreneurial activity determine the correspondence of the result obtained to the original plan. This process is carried out:

- on the basis of independent experts involvement;
- in the course of (self) evaluation of the results in accordance with the established criteria;
- in the reflection course on the approaches effectiveness and the technology integrity as a joint activity of teachers, students, representatives of the business community, including its objectives, content, forms, ways of implementation;
- in the course of the foresight - technology results analysis, as an innovative model of social responsibility competencies' forming of students' entrepreneurial activity (see Table 1).

Table 1

Criteria for the social responsibility' competences formation of students' entrepreneurial activity (a five-point scale of assessments is used).

Indicators of the quality of competences formation	Criteria for students' social responsibility competencies formation in entrepreneurial activities							
	Motivational		Cognitive		Operational		Personality	
	before the experiment	after the experiment	before the experiment	after the experiment	before the experiment	after the experiment	before the experiment	after the experiment
High	1,5	3,5	2,5	3,5	1,9	3,8	3,0	4,8
Average	0,5	1,5	1,5	3,0	1,0	2,0	1,5	3,0
Low	0,3	1,5	1,0	1,5	0,5	1,5	1,0	2,0

4. Conclusions

The conducted research confirms the theoretical and practical significance of the scientific and methodological approach's development to the problem of student social responsibility's competences formation of entrepreneurial activity in the university educational process. It is established that the main motive of civilized entrepreneurs' activity is the moral principle of J. Schumpeter (2007): "Profit is above all, but honor is above profit." It is also established that the real business practice is characterized by many deviations from the impeccable implementation of entrepreneurial activity's social responsibility competences and, contrary to the moral and ethical norms of its organization, it follows the principle: "All means are good in the achievement of profit."

In the course of the study, the leading trends in the development of entrepreneurial activity were determined, due to the characteristic features of the 21st century's rapidly developing market: innovativeness, aggressiveness, scientific informative nature, the intellectual component presence and

tough competition. The quintessence of market development is the forecast and the construction of the future. These tendencies, according to specialists (Kuznetsov B.L., 2003), attach special importance to the moral and ethical aspects of students training for innovative entrepreneurial activity. Despite the fact that this problem can become one of the most expensive stages of product development, technologies, sales markets, it is the key one, because it reflects the fundamental principles of the future specialist's intellectual component (Busygin, 2003).

To substantiate the scientific and methodical approach to the research problem, social and pedagogical features of the student training process for innovative entrepreneurial activity in the university have been established; the structure and content of social responsibility's competence package of students' innovative entrepreneurial activity are defined; based on the results of the study, a foresight-technology model based on the creative interaction of teachers, students and representatives of the business community focused on projecting and implementing the competences of future specialists' social responsibility is substantiated. The foresight technology effectiveness is proved with the help of motivational, cognitive, operational, personality criteria for the social responsibility competences formation of students' innovative entrepreneurial activity in university educational process.

This problem as a scientific and methodical direction does not exhaust itself by the solution of the set goals and tasks. Important is for the theory and practice of students training for innovative entrepreneurial activities in the university educational process is the problem of training teachers of a new generation who possess a package of key, general, subject competencies in non-standard situations of the changing scientific and methodical priorities in educational process; projecting new models of curricula, programs, structure and content of interdisciplinary educational disciplines, aimed at students training for innovative entrepreneurial activities; projecting communication technologies for teachers, students, representatives of the business community in imitative types of entrepreneurial activity in the university educational process.

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