

альной успешности, контактного потенциала, адаптивности) и профориентационной.

По результатам анкетирования выяснилось, что основные компетенции у учащихся развиты в достаточной мере, но факторы их составляющие не реализованы еще на уровне убеждений. При этом идет развитие профориентационной составляющей.

По результатам освоения программы объединения по интересам «Бизнес-навигатор» предполагается пригласить успешных и мотивированных учащихся школ и гимназий Заводского района г. Минска для участия в практической части экспериментальной деятельности.

Вскоре на базе учреждения дополнительного образования ДДиМ «Золак» г. Минска планируется открытие ученической бизнес-компании «Идея-плюс», которая позволит в практической деятельности безопасно освоить основные навыки, необходимые для профориентации при организации предпринимательской деятельности.

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PEDAGOGY AND ENTREPRENEURSHIP IN A GLOBALIZATION

Education, upbringing, personal development in the era of globalization act as an object of competitiveness. Invention is an indicator of creativity and at the same time a means of its development. Any person “infected” with invention lives in the world of creation, and this whole world is a creative workshop for him. This is why it is so important to view and use invention as a pedagogical tool and pedagogical method.

Propedeutics of inventive activity fosters entrepreneurship and initiative. Until now, these concepts seemed to be mutually exclusive: first, the educational process, education, and then, possibly, entrepreneurship. Now more and more

people are talking about the need to educate entrepreneurship within the walls of schools, lyceums, and colleges. In the era of globalization, the student is obliged to be enterprising, inventive.

One of the laconic definitions of entrepreneurship was given by J. Schumpeter, the famous Austrian and American economist. He called entrepreneurship “creative destruction”: innovation – the source of progress – always leads to the withering away of the old.

Another definition was given by G. Stevenson, professor at Harvard Business School: entrepreneurship is a search for opportunities beyond the resources available today. Undoubtedly, we are facing a global problem of human survival. This problem presupposes non-standard approaches and solutions, which in turn presupposes going beyond the boundaries of the usual paradigms and the search for fundamentally new ones.

The modern school, like the school of the times of Ya. A. Komensky, was built as an institution of determination. Everything in it is unambiguous, there are no uncertainties. In reality, life is multidimensional and involves a responsible choice in the face of uncertainty. School and student years are remarkable in that a person at this age is more open to creativity than ever, he is an “amateur” for whom there are no barriers to professional knowledge. He will become a professional, but on condition that he has the opportunity to effectively develop as an amateur.

Studies of the biographies of remarkable people indisputably prove that childhood was the starting point in their work. It is in childhood that the goals to which the whole life was devoted are laid. Examples from the life of R. Wood, G. Ford, G. Schliemann, T. Edison, Belarusian self-taught scientist Ya. O. Narkevich-Yodko and others can be cited. Thus, the well-known businessman G. Ford the use of an internal combustion engine, which was not obvious to many. In particular, G. Ford noted: “All smart people have irrefutably proved that such a motor cannot compete with a steam engine. They had not the slightest idea that someday he would conquer the field of action. All smart people are like that, they are so smart and experienced, they know exactly why this and that cannot be done, they see the limits and obstacles. Therefore, I never hire a purebred specialist. If I wanted to kill competitors by dishonest means, I would provide them with hordes of specialists. Having received a lot of good advice, my competitors would not have been able to get down to work” [2, p. 20]. This is why children, being amateurs, are always talented, they are entrepreneurs by nature.

The distinctive features of creative entrepreneurship are: strategic goal-setting; intellectual fearlessness and willingness to take risks and overcome difficulties; the ability to navigate well in the information space; the ability to form their own motives for knowledge and creative search; overcoming information redundancy or uncertainty; the ability to “take a punch”. That is why education in the context of globalization prioritizes the formation of flexible intelligence as the main

resource of an entrepreneur, and it is formed in the early years, even in preschool institutions.

The strategic goal-setting of a creative personality was perfectly formulated by the founder of the Soviet school of invention, G. S. Altshuller. In the theory of LSCP (life strategy of a creative personality), he devoted an important place to the formation of the so-called worthy goal, which determines the creative motivation of a person throughout his life. He formulated criteria for such a goal, which have an extremely important pedagogical meaning [1, p. 46–48]. Here are some of the criteria:

- The goal must be new or unreachd. Either the means of achieving the goal must be new.
- The goal must necessarily be socially useful, positive, aimed at the development of life.
- A specific goal must necessarily have an outlet to global problems.
- A great worthy goal should be unattainable, infinite.
- The chosen goal can be called the equivalent of your own life.
- A worthy goal or results obtained must necessarily appear heretical. A new worthy goal, as a rule, is ahead of its era so much that it is often perceived by others as heretical.
- There is usually no competition in achieving a worthy goal. This ensures good quality work: no rush, no hack.
- A worthy goal is the personal goal of an individual or small team, group of associates. Large groups appear later, when the main directions of search have been explored, when the promotion itself is no longer associated with the previous mortal risk.
- When choosing a worthy goal, one must strive to ensure that the goal is clearly beyond the strength, so that it deliberately exceeds the capabilities and abilities of the person who undertakes it.

Many of these criteria appear to be contradictory and even questionable. However, using the example of the analysis of the biographies of prominent people, G. S. Altshuller convincingly proved that they were right in choosing life goals that were presented as the equivalent of their life. They risked their own lives, opening the prospect of development for humanity. It was in the solution of this class of problems that G. Altshuller saw the life strategy of a creative person. He argued that you can invent not only technical solutions, but also your own creative destiny. And this is already a super task of a modern school, a school in the era of globalization.

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