

Entrepreneurship as a possible type of professional activity to be mastered by graduates of the University of physical culture

Tyutyukov Vyacheslav Grigoryevich

Doctor of Pedagogical Sciences, Full Professor, Head of Department

Far Eastern State Academy of Physical Culture, Khabarovsk,

Ivanov Andrey Viktorovich

Postgraduate

Far Eastern State Academy of Physical Culture, Khabarovsk

Borodin Peter Vladimirovich

Candidate of Pedagogical Sciences, Associate Professor

Far Eastern State Academy of Physical Culture, Khabarovsk

Abstract. The challenges of the modern economy make it necessary to revise the content of the theory and practice of training human resources. The article raises the problem of the need to transform entrepreneurship education into the process of mastering one of the types of professional activity, which must be mastered by graduates of higher education, including higher physical education. At present, the preparation of such activities is not provided for by the content of the state educational standard of higher education in the areas of "Physical culture" and "Sports".

Keywords: entrepreneurship, competencies, type of professional activity, student startups, university educational practices.

Introduction

Relevance. Entrepreneurship is an integral part of the current dominant market system of management in the world. Without it, the economy of any country is unable to exist and develop. According to S.V. Panikarova et al (2014), in countries with developed economies, private entrepreneurs, in terms of their economic position and living conditions, form the basis of the middle class, which is the guarantor of social and political stability of society [4]. Based on this, creating conditions for scaling up small business in Russia with the participation of young people, who are the most active part of society, should be a strategic priority of the country's government's modern policy.

Organizational and methodological grounds for data collection and its interpretation

The purpose of the theoretical research, the data of which are presented in the article, was to summarize information about the possibility of implementing programs for teaching students entrepreneurship as a type of possible professional activity in the system of a higher educational institution of physical culture. During the collection and analysis of information sources (the main research method), data on the carriers (universities) of the best domestic educational practices for teaching entrepreneurship were summarized, which were analyzed by the authors and presented in the article. These practices can be used in the educational process of physical culture universities. The article provides a link to the results of a survey of graduate students of bachelor's and master's degrees (n=320) conducted at the FESAPC for 4 years (2017-2020) to identify their attitude to entrepreneurship.

The results obtained and their generalization

According to the data of surveys conducted by us repeatedly among the students of the graduating courses of the bachelor's and master's degrees of the university of physical culture (FESAPC), it was found that among them there are more and more those who would like to acquire the competencies necessary for conducting their own business. This confirms the fact that modern youth is obsessed with the desire to become business people, to achieve success in life and not to be economically dependent on the state. Annually, 26 to 38% of the graduates of the Academy of Physical Culture intend to create their own business.

However, in order to become a successful entrepreneur, it is necessary to master a set of certain competencies, which in the future can be implemented in practice and solve the problem of increasing one's well-being. At the same time, the federal state educational standards of higher education in the areas of "Physical culture" and "Sport", which, in fact, are basic for universities of physical culture, do not offer training of students for entrepreneurial activity. Among the types of activities that are focused on the training of "physical culture university" students in these areas of training, are: coaching, pedagogical, recreational, organizational and methodological, organizational and management, research.

Now in the domestic market of educational services there are quite a few, including dubious, business schools, consulting and training companies that are ready to provide training in preparation for entrepreneurship, organizing seminars, trainings, consultations, brainstorming and coaching for this. At the same time, in most universities that do not implement basic business-oriented educational programs, there are practically no training formats that, without interrupting the main educational process, could help students gain knowledge in the field of economic and legal issues, which is necessary to create their own business.

According to the research carried out by P.L. Glukhikh (2014) students of Russian universities show a stronger readiness for entrepreneurship than in the BRICS countries and Eastern Europe [1]. However, in later years of adulthood, the number of those wishing to become entrepreneurs begins to decline. Unfortunately, in our country there are a sufficient number of institutional and other restrictions that restrain the growth of entrepreneurship as a possible source of growth in the Russian economy. Nevertheless, we believe that the formation of the entrepreneurial activity of the population can be positively influenced by the organization of the practice of teaching this type of activity to students who are mastering multidisciplinary programs of higher education. At the same time, it means that the formation of entrepreneurial competencies will be of higher quality if a business-project (start-up) procedural approach is implemented, involving active activities to implement practical ideas of an entrepreneurial nature.

In our opinion, as part of the work on a business project (start-up) related to the field of physical culture and sports, students will be involved in solving the following tasks:

- conducting an analysis of industry segments, understanding the general trends of their development, identifying existing problems;
- identification of potential consumers and the formation of their portrait, assessment of the potential and market capacity;
- conducting a comparative analysis of competitors' activities, determining their competitive advantages;
- development of a plan for bringing a product (service) to the market and its promotion;
- development of a financial model of the project and identification of potential investors and partners;
- development of several (alternative) options for a business project.

The solution of these tasks can provide the formation of the following competencies of entrepreneurial content related to the development of abilities and skills to solve and set innovative tasks, work in a team, conduct economic calculations, and conduct business negotiations.

To form these competencies, in addition to working on projects at the university, one should use such educational forms as online learning, team facilitation technologies, formats of business games and hackathons, cases instead of lectures, study of research articles instead of textbooks.

Entrepreneurship has a special role in the formation of a market economy, the purpose of which is seen in stimulating economic growth, increasing spiritual potential and ensuring the scientific and technological progress of a particular state.

According to Komleva S.The. (2019), domestic entrepreneurship is distinguished by freedom in choosing directions and methods of activity, including sports and physical culture and health [2]. These last two types of activity ensure the satisfaction of the needs of one or another categories of the

population in a different-level in orientation, intensity and effectiveness of motor activity (performance).

The main products of the physical culture and sports industry are those associated with various sports events (competitions, festivals) and the provision of sports and health services. According to V.A. Lednev (2017), sports in its broad interpretation today is an independent and huge industry, a large and constantly growing intersectoral sector of the economy, an investment-attractive, highly profitable business and a specific area of entrepreneurship [3].

Students of a higher educational institution of physical culture, mastering the basics of entrepreneurship, need to know that the following is characteristic of the current state of the country's sports industry:

- a) in elite sports (professional sports), the vector of development will increasingly shift towards avoiding the use of budgetary funds, with the exception, perhaps, of supporting national teams;
- b) the fitness industry has established itself as a steadily developing (apart from the consequences of a new "covid" pandemic) and an investment-attractive business sector;
- c) ordinary (mass) sports are replete with examples of the implementation of effective entrepreneurial projects, the number of which continues to increase.

It should also be borne in mind that modern higher education is characterized by the fact that students, in addition to the traditional need to obtain the qualifications necessary for a specific positioning in the labor market, are also interested in the desire to self-actualize at the post-university stage of their life as an entrepreneur. It is for such a part of students who dream of their own business that education, which includes the creation of their own startup, may be of the greatest interest. The latter, moreover, can be presented today as a final qualifying work.

The considered format of the defense of diplomas in the form of startups was first implemented in Russia in 2017 at the Far Eastern Federal University. One of the graduates of this university presented to the state examination committee a business project for the sale of an existing medical development, which was a hardware and software complex for the combined diagnosis of cold airway hyperreactivity. Subsequently, at the same university, graduate students defended startups associated with the design of models of biological prostheses, with the development of a control system for a personal robot, with the creation of self-regulation programs to increase stress resistance, etc. This format of protection of graduation qualification works was picked up by other universities in the country. So already in 2020, 48 students of the Tomsk Polytechnic University (TPU) presented their FQPs in the form of startups. For example, they presented the following business projects: an incubator for newborns, an online class, the production of healthy lifestyle algae, a filter glass for

drinking water purification, a feed pusher robot, a support chair for patient rehabilitation, a robot bartender, etc. In the same year, a student at the North-Eastern Federal University named after V.I. A.K. Ammosova (Yakutsk) proposed a project for the formation of student league cybersports teams, a graduate of NUST Irkutsk developed a mobile game for smartphones, and a graduate of the Novosibirsk State Technical University proposed a mobile application for the preservation of dying languages (Yakut). At the Russian Academy of National Economy and Civil Service (Moscow), a startup "Interactive online horse riding courses" was considered. Due to the fact that today hippotherapy is a very popular area of adaptive physical culture, such a project could find its followers in universities of physical culture.

These examples are evidence of how varied are the spheres of application of entrepreneurial efforts of students. But the most important thing is that such activities are interesting to Russian students, they are obsessed with the desire to create value through the disclosure of their business opportunities, and this, in the end, leads to the desired result. Correctly built support for youth entrepreneurship in universities can provide it with wide scaling, which, of course, can positively affect the growth of production and services provided to the population, both within individual territories and the country as a whole [5].

It should also be noted that mastering entrepreneurial startup-oriented competencies is quite typical for Russians. The share of world startups with Russian roots is quite large today (more than 2,500), although the overwhelming majority of them are associated with software development. At the same time, which is very important in light of the problem touched upon in this article, only about 40% of developers have professional business education in this category of persons.

We believe that the implementation of the project "startup as a diploma" can be quite realizable in a physical education university if it has an actively functioning entrepreneurial infrastructure, similar to a business incubator or a creative workshop, and if a possible optional discipline with the name " Theory and practice of creating start-ups in the field of physical culture and sports. " If this form of educational training is popular, the situation with the development of entrepreneurship in the field of physical culture and sports can be changed for the better.

The practice of higher education indicates that many universities that do not specialize in the implementation of basic educational programs in the field of business, most often offer their students special short-term programs for teaching the basics of entrepreneurship. The implementation of such programs involves not only educators competent in these matters, but also external specialists from the centers of entrepreneurship. Educational programs conducted in this format are characterized by low labor intensity with a predominance of practical orientation. In the course of their development, not only the study of the theory of entrepreneurship is most often provided, but also the work of students to create and develop their own startups or their participation in the programs of tutors

(mentors) employed in real business. In addition, such universities are actively working to support student startups: pre-sowing investments are allocated, coworking zones, conferences, contests and festivals of business ideas, workshops are organized, business incubators and network communities are being created. All this deserves attention and generalization.

Conclusion

The study of the essence of entrepreneurship is a very timely direction of educational practice in a higher educational institution of physical culture. The domestic industry has great potential for the implementation of entrepreneurial projects, therefore, the system of training personnel for the sphere of physical culture and sports should shift towards the mass development of entrepreneurial competencies by persons studying in educational programs in the areas of "Physical culture" and "Sport". The implementation of the educational project "start-up as a diploma" can become a real step in solving problems related to the mastery of physical culture university graduates with the ability to develop and implement new project products that can provide marketing attractiveness to mass and professional sports, fitness, and actually sports and sports and entertainment events.

The development of market relations and a change in the structure of society, a change in traditional management systems and an expansion of the economic independence of the sphere of entrepreneurship, requires university graduates to have a mentality adequate to these processes, appropriate competencies and an entrepreneurial culture.

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