

УДК 159.938.3:378

PSYCHOLOGICAL CHARACTERISTICS OF TRAINING OF ENTERPRISES TO SPECIAL ACTIVITY AND DEVELOPMENT OF PROFESSIONAL RELIABILITY

Lantukh I.V.

ORCID 0000-0002-0891-2704

lantuh.igor@gmail.com

The article, based on the analysis of studies, shows how the education of entrepreneurs in Ukraine in the era of industrial recovery was started and started. The given characteristic for various types of institutions, where the future entrepreneurs were educated. The attention is paid to the psychological peculiarities of the educational process, which allowed to develop not only professional qualities in the training of specialists, but also in the broad sense to form the identity of an entrepreneur, for whom trust, reliability, enterprisingness.

The author came to the conclusion:

1. In Ukraine, considerable attention was paid to the training of educated specialists, giving them a wide range of not only special sciences, but also humanitarian, legal, psychological and pedagogical knowledge, which formed the business and psychological qualities of future merchants.

2. The training of entrepreneurs who meet the requirements of the economy required not only a high level of commercial knowledge, but also the qualities such as business efficiency, success, enthusiasm, reliability, which were highly valued by domestic entrepreneurs.

3. Professional education has affected the preparation of a whole galaxy of entrepreneurs who meet the requirements of Ukrainian production. They became the valuable benchmark, which played a significant role in the formation of domestic entrepreneurs. This experience is relevant today, because Ukraine's landmark is the European market, and this is a civilization, a high commercial and ethical culture of business, trust and reliability of partnership relations.

Key words: entrepreneur; education of entrepreneurs; professional training of entrepreneurs; psychological peculiarity of educational process; personal reliability.

У статті на підставі аналізу досліджень показано як започатковувалася та становилася освіта підприємців в Україні в добу промислового підйому. Дана характеристика різним типам закладів, де здобували освіту майбутні підприємці. Звернута увага на психологічні особливості навчального процесу, який дозволяв при підготовці фахівців розвивати не лише професійні якості, а й у широкому розумінні формувати особистість підприємця, для якого характерні довіра, надійність, заповзятливість.

Ключові слова: підприємець; освіта підприємців; професійна підготовка підприємців; психологічна особливість навчального процесу; особистісна надійність.

В статье на основании анализа исследований показано как закладывались основы образования предпринимателей в Украине в эпоху промышленного подъёма. Дана характеристика разнообразным типам учебных учреждений, где получали образование будущие предприниматели. Обращено внимание на психологические особенности учебного процесса, который позволял при подготовке специалистов развивать не только профессиональные качества, но и в широком понимании формировать личность предпринимателя, для которого характерны доверие, надёжность, предприимчивость.

Ключевые слова: предприниматель; образование предпринимателей; профессиональная подготовка предпринимателей; психологическая особенность учебного процесса; личностная надёжность.

Formulation of the problem. Today, with the complication of production, technological processes, connections between manufacturers, suppliers and consumers, the problem of reliability is actualized. Its catalyst was crisis processes, which covered all areas of modern society, as well as production. The crisis is disorienting, because it is a time of uncertainty, and this situation itself calls for the transition or exit of the state of this uncertainty and blurriness [1]. It is precisely this situation that actualized the problem of the reliability of entrepreneurs who were in a difficult situation, which is caused by a number of factors. In this situation, the problem of survival is important. Therefore, an entrepreneur is in search of a reliable partner, a reliable supplier, a reliable employee, besides, he must have such a necessary quality of his personality. So, to consider the definition of reliability of the individual in terms of its professional orientation - it is a call of time. Much of the researchers of this phenomenon distinguish such signs, such as faultlessness, error-free, timeliness [2].

It provides an opportunity to determine the reliability of a specialist as the trust and timeliness of actions aimed at achieving specific professional goals in the process of interaction with the technique or with other professionals. Of course, reliability must be formed in the preparation of a particular socialization specialist. The experience of forming entrepreneurs' confidence in educational institutions of Ukraine is interesting in this regard.

The purpose of the article. The purpose of the article is to analyze the training of entrepreneurs in Ukraine in different institutions, which not only trained educated personnel for production, but also cared

about the formation of their professional qualities, including reliability.

Analysis of recent research and publications. The system of domestic special economic education of the early twentieth century. Was, above all, represented by technical educational institutions. They provided the main personnel needs of the sphere of production and entrepreneurship in all its manifestations and contributed to the formation of a solid class of domestic specialists who helped to build the Ukrainian economy. The writings of modern researchers cover the psychological problems of the formation and development of entrepreneurship education as the main factor in the formation of cultural and educated specialists for Ukraine. Significant contribution to the study of this problem was made by O. Druganov, I. Dobriansky, V. Postolatij, A. Naradko, E. Stepanovich, A. Skidanova and others. [3].

Presentation of the main research materials. In connection with the intensification of production and trade activity in Ukraine, training institutions for training entrepreneurs have become extremely necessary. To find a way out, the Ministry of Public Education introduced the teaching of commercial disciplines to the course of real schools. But the curriculum was so limited that only 3 subjects remained, namely accounting, commercial correspondence and political economy. This was evidenced by the fact that vocational training of entrepreneurs was secondary to general education subjects. The reason for this is that the psychological factors of the students were not taken into account, since special training began in grades 5-6 and that was the age when the cognitive interests of the students were already formed and therefore the knowledge that was considered necessary for future entrepreneurs did not use demand among the teaching staff.

This psychological disadvantage was taken into account. There was a new type of educational institution, namely courses for business knowledge for entrepreneurs. Their feature was that they were opened at the expense of private individuals, were under the auspices of the Ministry of Education alone, and the only source of their existence was the tuition of students themselves.

At that time, the need for commercial knowledge grew faster than the training of professional staff. Thanks to the new conditions of labor, which followed a significant increase in trade, industry, railways, shipping, was caused by high demand for educated entrepreneurs. From entrepreneurs required proper accounting, and with the introduction of income tax and from artisans and rural masters [4, f. 25 op. 2 units save 72, ark. 162].

The «Golden Age» of domestic business has realized the importance and need for professional education. Particular attention was paid to middle and higher commercial and technical education by a member of the government, the Minister of Finance S.Yu. Witte He extremely acutely understood the archiveness of the training of educated personnel. First of all, S.Yu. Witte believed that the modern state should have a developed national industry [5, p. 698]. Therefore, among the wide-ranging activities of Witte, the important task of creating and developing an education system for entrepreneurs in the country was important. He was the first to look at this problem as a state. In his memoirs, Witte recalled: «In my management, I significantly expanded the Department of Trade department of education (professional)» [6, p. 254-255].

When analyzing the peculiarities of entrepreneurship education, attention should be paid to the Provisions «On Commercial Vocational Education Institutions and the Placement of Placements in Defined Educational Institutions» developed by the Ministry of Finance [7]. It was this document that provided clear benchmarks on the structure of the psychological characteristics of entrepreneurial education, where the main types of educational institutions were outlined: trade classes and schools, courses, secondary schools, higher state and private institutions, and data on the peculiarities of the training of professionals.

The channels for obtaining the education of future entrepreneurs became more diverse and the opportunities to get the latter became more and more, but the leading role was assigned to the schools. In the dissemination of vocational education played a significant role societies, cities, states, zemstvos - this was to ensure the accessibility and mass of this education. The analysis of the research of works by S. Witte made it possible to note the following principles of such education [6, p. 255]: 1) centralize the management of existing educational institutions in the Ministry of Finance, which established the Council for Educational Affairs, which was entrusted with discussing the forms of knowledge dissemination for entrepreneurs, the methods of preparing annual reports by educational institutions, the conditions for the involvement of teachers in educational institutions, etc; 2) coordinate programs with the practical needs of the country, increase the number of these institutions and expand their funding by entrepreneurs. Regarding the quality of teaching, in colleges under the Provision it was envisaged, in addition to general subjects, the teaching of political economy, jurisprudence, commodity study, commercial geography, as well as cultural objects that were aimed at the formation of personal qualities of future specialists. The situation clearly defined the goals and objectives of schools, namely, the education of enterprising, able-bodied, reliable, armed with practical knowledge of specialists with a disciplined mind and solid character [7].

There was significant contribution of PA Stolypin on culture, science and education. In the general concept of system reforms of the transformation in the field of culture were necessary prerequisites for the successful modernization of both entrepreneurship and education. The reformist model paid attention to psychological problems, namely, the formation of a fundamentally new type of citizen: «a free and creative active personality», a person capable of becoming an «active subject of the historical process». Therefore, the main task in society is to educate the population, since the education and training of the latter depended on the success of economic reforms. The acute shortage of professionally trained, educated workers in industry and its infrastructure was felt acutely. To a large extent, the development of education depended on the prospects of transformation in other areas of society. The formation of civil society and the rule of law was impossible

without the creation of appropriate conditions for emancipation of the individual. The basis for social stability were reforms affecting the state of culture and education, and outlined the following principles: 1) the establishment of «universality and, subsequently, the compulsory nature of primary education for the entire population»; 2) the unification of the efforts of the state and society in the enlightenment of the people; 3) «the creation of various types of educational institutions, with a broad development of professional knowledge, but with mandatory for all types of minimum education required by the state» [8, p. 60].

At the same time, the intensification of entrepreneurship education did not produce the desired results and therefore an audit of local educational institutions was conducted. This problem was solved in the tandem of state and non-governmental organizations, communities and individuals [4, p. 25, op. 2, units save 72, ark. 153-160].

When analyzing the formation of entrepreneurship education in Ukraine it should be noted that it has become an initiative of public organizations and individuals. Consequently, this problem began to concern the exchange committees, urban communities, associations for the spread of commercial education, all- and regional trade and industrial congresses. Entrepreneurs began eager to give money to support their schools and establish higher schools. The result of this was the implementation of the education program of S. Witte, who noted that the development of a network of entrepreneurs education should establish higher institutions - universities in the form of polytechnic institutes, which would have different departments of human knowledge, but would have to organize non-technical schools, and universities [6, p. 255-256]. The result was the establishment of an institute in Kyiv, which became known as the «Commercial and Technical University».

However, non-state educational institutions appear along with higher state institutions. The catalyst of this process was the crazy demand for production for specialists, and state institutions could not meet the demand of the economy. The office of S.Yu. Witte quickly reacted to this. Witte, whose order was approved by the democratic statute of non-state higher education institutions, which allowed the opening of private courses with a higher education program.

During this period a lot of work in this direction was carried out in Slobozhanshchyna. The Kharkiv Commercial School was founded at the expense of the Kharkov merchant society. In this school of Kharkiv, great attention was paid to the development of the individual entrepreneurs, which taught general and special subjects such as: a) general: the law of God, foreign languages, mathematics, physics, chemistry, history, geography, natural history, drawing, writing, gymnastics and singing; b) special: trade history, commodity science, technology, commercial arithmetic, accounting, commercial geography, statistics, political economy, jurisprudence in general, and more thoroughly, trade law and trade justice [9].

Based on the structure of employment of parents of students, it is evident that the children of the representatives of the trade and industrial sphere mostly came to the educational institution. Consequently, most of the entrants in Ukraine were not casual students, but the followers of their parents, which facilitated the formation of the identity of entrepreneurs and especially reliability, which was highly valued at the time of businessmen. Students who completed successfully a full course received a certificate from the school and the status of a personal honorary citizen. And those who graduated from the institution on excellent received the title of candidate of commerce. Beyond good behavior and successful training, the latter were rewarded with gold and silver medals [9], which motivated the formation of a value orientation on their profession, which, on the one hand, was formed within the family, and on the other - in an educational institution.

In order to meet the demand for qualified staff in Kharkiv, on the initiative of the Kharkiv Mutual Bond Credit Association, a three-year trade school will be opened. Its purpose is to prepare young people aged 12 to 15 years for service in trade and industrial institutions. Its weak point was that it did not provide for general education, which narrowed the base of reproduction of well-educated professional workers. Creation of special evening and Sunday courses allowed to solve the problem of satisfying the need for special education for many people. Also, during this period, an in-service training is introduced. And it is during this period that the first private accounting courses arise. This suggests that replication professional knowledge found new forms, and thus was laid good basis for quality production needs specialists especially because working in manufacturing, in practice they formed the psychological quality professionals tried them in different situations.

In Kharkiv, the issue of the opening of the Commercial Institute is intensively solved. Kharkiv Commercial Institute meets all requirements of the higher educational institution. As for the organization of the educational process, general economic, humanitarian, psychological and pedagogical, legal disciplines and foreign languages were taught here. Regarding the training program, the list of disciplines was identical at the economic departments of higher educational institutions. Thus, in the Charter of the Kiev Commercial Institute and in the «Regulations on the Kharkiv Commercial Institute» [4, kmf. 12, op. 1, sp. 280-281, ark. 54] were listed: theology, the history of economic life and economic doctrines, the theory of political economy, economic policy, the science of finance, economic geography, statistics, the general theory of law, state law, administrative law, international law, civil law, trade law, civil and commercial justice, criminal law and process, history, accounting (accounting), higher mathematics, financial deductions, commodity science with technology, foreign languages. Special courses on economic sciences (credit and money circulation, exchange, banks, insurance, etc.) were taught in the development and additions of the indicated subjects, special courses on various departments of trade law (maritime, insurance, banking law, etc.), special courses on various sides of commercial and industrial activities in insurance, banking, commercial correspondence, appraisal business, transport business, tariff case, train the case, the organization of trade and industrial enterprises, etc. courses;

additional courses on pedagogy and its history, and other pedagogical subjects, psychology and introduction to philosophy, according to local industry and government, to the factory legislation, common land tenure, physics, chemistry, Ethnography, etc. As you can see, the set of disciplines have been very comprehensive, and it was aimed not only at providing the student specialized knowledge, but also highly specific, associated with the formation of the psychological qualities of a specialist. Because the humanitarian unit of the curriculum was diverse and served its intended purpose – the education and formation of the business elite of his time.

Interestingly, commercial institutes in Ukraine had commercial and technical facilities in addition to the economic branch. The program of this department includes such subjects as theology, higher mathematics, physics, mechanics with machine science, inorganic and organic chemistry, general botany, commodity science, technology, general theory of law, state law, civil and commercial law, history of economic doctrines, theory of political economy, statistics, economic geography, accounting (accounting), financial deductions, foreign languages. Auxiliary and special courses on all departments of science and technology were taught at the commercial and technical department: from crystallography and mineralogy, zoology, human physiology and hygiene, physiology of plants and bacteriology, technical mycology, practical geology with mining, electrical engineering, drawing, organization of warning devices accidents at factories, industrial enterprises, transport, and storage of goods, preserving of edible substances, as well as all departments of economy chnyh and jurisprudence, psychological and pedagogical subjects. This made it possible to shape the quality of entrepreneurship within the educational institution, especially such as reasonableness, entrepreneurship, morality, decency, trust, reliability.

For the development of the personality of entrepreneurs, the students of senior courses were able to study issues of labor and factory law, local self-government and local economy, banking and insurance business, sanitary, factory and trade merchandise, factory inspection, customs business within specialization. Educational institutions in Ukraine provided not only a complete package of specialist knowledge, but also a significant set of humanitarian, psychological and pedagogical knowledge that formed the business and psychological qualities of future specialists. In order to satisfy the economy with skilled personnel, new commercial educational centers were opened.

Also, in Kharkiv, on the initiative of the townspeople, the Kholodnogirsk Educational Society was founded, the charter of which states that it has the right, with a separate permission, to open various types of educational institutions, libraries and reading rooms, kindergartens in the Kholodna Gora. It should be noted that this Society opened a commercial school, which belonged to the category of secondary schools and was intended to provide students with not only general and commercial, but also psychological and pedagogical education. According to the provisions of the approved plan, the school was under the auspices of the training department of the Ministry of Trade and Industry. It was established that at the educational institution was founded: a library (basic and pupil); physical office; Museum of product samples; laboratory for practical classes of students in chemistry and commodity science; a collection of necessary teaching aids on history, geography, science, drawing, gymnastics and other subjects that shaped both the professional worldview and the internal culture of future businessmen.

Research results.

1. In Ukraine, considerable attention was paid to the training of educated specialists, giving them a wide range of not only special sciences, but also humanitarian, legal, psychological and pedagogical knowledge, which formed the business and psychological qualities of future merchants.

2. The training of entrepreneurs who meet the requirements of the economy required not only a high level of commercial knowledge, but also the qualities such as business efficiency, success, enthusiasm, reliability, which were highly valued by domestic entrepreneurs.

3. Professional education has affected the preparation of a whole galaxy of entrepreneurs who meet the requirements of Ukrainian production. They became the valuable benchmark, which played a significant role in the formation of domestic entrepreneurs. This experience is relevant today, because Ukraine's landmark is the European market, and this is a civilization, a high commercial and ethical culture of business, trust and reliability of partnership relations.

References

Osgood Ch. E. Focus of meaning. Vol. 1.: Exploration of semantic space. –Hague: Mouton. –1976. – 235 p.

Никифоров Г.С. Надежность профессиональной деятельности./Г.С. Никифоров. - СПб., 1996. – 176 с.

Нукуфоров Н.С. (1996) Nadezhnost professyonalnoi deiatelnosti./Н.С. Нукуфоров. - СПб.

Друганова О. Приватна ініціатива і розвиток вітчизняної системи комерційної освіти (кінець ХУІІІ – початок ХІХ ст.)/О. Друганова // Зб. наук. пр. Полтавського державного педагогічного університету імені В.Г. Короленка: Серія «Педагогічні науки». – Полтава, 2009. – Вип. 2. – С. 114-120.

Druhanova O. (2009) Pryvatna initsiatyva i rozvytok vitchyznianoї systemy komertsiiної osvity (kinets ХІХ – pochatok ХХst.)/O. Druhanova // Zb. nauk. pr. Poltavskoho derzhavnoho pedahohichnoho universytetu imeni V.H. Korolenka: Serii «Pedahohichni nauky». – Poltava, – Vyp. 2. – S. 114-120;

Добрянський І.А. Громадянська та приватна ініціатива в розвитку освіти в Україні (кінець ХІХ – початок ХХ століття)/І.А. Добрянський, В.В. Постолатій. – Кіровоградський інститут регіонального управління та економіки. – Кіровоград: КІРУЕ, 1998. – 143 с.

Dobrianskyi I.A. (1998) Hromadianska ta pryvatna initsiatyva v rozvytku osvity v Ukrainy (kinets XIX – pochatok XX stolittia)/I.A. Dobrianskyi, V.V. Postolatii. – Kirovohradskiy instytut rehionalnoho upravlinnia ta ekonomiky. – Kirovohrad: KIRUE.

Нарадько А. В. Благодійність у розвитку освіти в Україні (друга половина XIX – початок XX століть): дис. ... кандидата іст. наук: 07.00.01/А.В. Нарадько. – Запоріжжя, 2002. – 24 с.

Naradko A. V. (2002) Blahodiinist u rozvytku osvity v Ukraini (druha polovyna XIX – pochatok XX stolit): dys. ... kandydata ist. nauk: 07.00.01/A.V. Naradko. – Zaporizhzhia, – 24 s.

Степанович Е.П. Высшая специальная школа на Украине (конец XIX – начало XX в.)/Е.П. Степанович. – К. : Наук. думка, 1991. – 100 с.

Stepanovych E.P. (1991) Visshaia spetsyalnaia shkola na Ukrayne (konets XIX – nachalo XX v.)/E.P. Stepanovych. – K. : Nauk. dumka, – 100 s.

Скиданова А. Підготовка працівників торгівлі комерційними навчальними закладами Харкова (друга половина XIX – початок XX ст.)/А. Скиданова // Київська старовина – 2007. - № 4. – С. 53-62.

Skydanova A. (2007) Pidhotovka pratsivnykiv torhivli komertsiinymu navchalnymu zakladamy Kharkova (druha polovyna XIX – pochatok XX st.)/A. Skydanova // Kyivska starovyna - № 4. – S. 53-62.

Центральний державний історичний архів України, м. Київ (ЦДІАУ).

Tsentralnyi derzhavnyi istorychnyi arkhiv Ukrainy, m. Kyiv (TsDIAU).

Витте С.Ю. Воспоминания, мемуары /С.Ю. Витте. Т. 1. - М.,– Минск: Харвест, 2002. – 799 с.

Wytte S.Yu. (2002) Vospomynaniya, memuari/S.Yu. Wytte. T. 1. - M.,– Mynsk: Kharvest.

Витте С.Ю. Воспоминания /С.Ю. Витте. Т. 2 (1894 - октябрь 1905). Царствование Николая II. Гл. 36– М.: Соцэкгиз, 1960. – 723 с.

Wytte S.Yu. (1960) Vospomynaniya /S.Yu. Wytte. T. 2 (1894 - oktiabr 1905). Tsarstvovanye Nykolaia II. Hl. 36– М.: Sotsekhgyz

Положение «О коммерческих учебных заведениях и расписание должностей в означенных учебных заведениях». Полн. собр. законов Российской империи. Собрание III. Том ХУІ. СПб., 1899. – 157 с.

Polozhenye «O kommercheskykh uchebnikh zavedenyakh y raspysanye dolzhnostei v oznachennikh uchebnikh zavedenyakh». (1899) Poln. sobr. zakonov Rossyiskoi ymperyy. Sobranye III. Tom XVI. SPb.

Столыпин А.П. Программа реформ. Документы и материалы. - Т. 2. - М.: РОССПЭН, 2003. – 798 с.

Stolipyn A.P. (2003) Prohramma reform. Dokumenty y materyaly. - T. 2. - M.: ROSSPEN

Положение о Харьковском коммерческом училище//Новости и биржевая газета. – 1891, 18 апреля. - № 108.

Polozhenye o Kharkovskom kommercheskom uchylyshche//Novosty y byrzhevaia hazeta, 18 aprelia 1891. - № 108.

Скиданова А. Підготовка працівників торгівлі комерційними навчальними закладами Харкова (друга половина XIX – початок XX ст.)/А. Скиданова//Київська старовина, 2007, № 4. – С. 53-62.

Skydanova A. (2007) Pidhotovka pratsivnykiv torhivli komertsiinymu navchalnymu zakladamy Kharkova (druha polovyna XIX – pochatok XX st.) /A. Skydanova//Kyivska starovyna, № 4. – С. 53-62.

Устав Харьковского коммерческого училища Холодногорского общества просвещения. – Х.: Епархиальная тип., 1916. – 27 с.

Ustav Kharkovskoho kommercheskoho uchylyshcha Kholodnohorskoho obshchestva prosveshcheniya (1916). – Kh.: Eparkhialnaia typ.