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Formation of Entrepreneurial Culture Among University Students Majoring in Economics

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Abstract

The article deals with the phenomenology and content of the entrepreneurial culture as an educational resource for training future specialists in market economy. The authors reveal the attributive features of the entrepreneurial culture, which characterize it as being business, creative, initiative, innovative, need-sensitive, predictive, pragmatic, labor-saving, competitive-productive, communicative, contractual, free, responsible-trusting and socially-oriented. Presenting the educational potential of the entrepreneurial culture the authors define its specific functions such as: informative-cognitive, organizing, transformative-creative, identifying, consolidating, representative-symbolic, aesthetic, worldview, moral and ethical. The didactic model of students' introduction to the entrepreneurial culture was developed. It provides three areas of training: professional-business, communicative, as well as moral-ethical. The authors suggest using active methods of teaching including business and role-play games, case studies, trainings, business situations, method of training firm, online business games, club work, etc. as forms and methods of teaching students. Within the scope of experimental work, the authors distinguish four groups of pedagogical conditions of students' involving to the entrepreneurial culture: organizational, didactic, methodological and educational.

Keywords: entrepreneurial culture, higher school, economic training, logical-semantic analysis, features and functions of entrepreneurial culture, didactic model, active teaching methods, pedagogical conditions of involving to entrepreneurial culture

1. Introduction

Effective development of the market economy in Russia requires not only the creation of competitive production, but also the formation of a new economic mentality, which is based on a high level of entrepreneurial culture. The main participant of the market economy is a creative, initiative, independent person who successfully realizes his abilities in free economic activity and is responsible for its results.

Nowadays professional training of future entrepreneurs requires first and foremost their training through comprehension and introduction to the **entrepreneurial culture** as a broad and holistic sphere of experience in creative and accountable working in market conditions (Rüttinger, 1986; Hofstede, 2001; Beugelsdijk, 2007; Lounsbury & Glynn, 2001; Davidsson, 1995; Tomilov, 2000; etc.).

This task requires development of an integral and fundamental guidance in the field of professional training of market economy specialists in relation to the realities of the domestic socio-economic and cultural practices that meet the interests of the domestic economy (Doroshenko et al., 2016).

Studies in the field of economic culture, culture of corporate management, culture of management and administration and culture of marketing in the context of their impact on the results of economic activity are of significant importance in the modern entrepreneurs training (Deal & Kennedy, 2000; Kottler & Heskett, 1992; Haynie et al., 2010; McAleese & Hargie, 2005; Ravasi & Schultz, 2006; etc.).

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In addition to that the recently established educational models are mostly "raw" and ill-considered borrowings of Western educational models of business education, which are, as a rule, radical-liberal. Such models inculcate the ideology of market fundamentalism, which does not provide any chance of real influence of a particular person on the unfettered market forces. Thus, at the end of the previous century the spiritual leader of neoliberalism Friedrich von Hayek declared the need to remove the natural human instincts of solidarity and compassion (Hayek, 1991). In such ideology there is no place for humanity, justice, morality or conscience.

Today various rapidly growing training courses of business education are characterized by a shortage of human culture and universal values. In these systems, as a rule, a one-dimensional approach to entrepreneurial training prevails; it often resolves itself into purely commercial tasks separated from social, moral and ethical components of entrepreneurial work. This leads to the situation when in practice entrepreneurship activities do not contribute to the well-being of society, as well as they are sometimes carried out contrary to social expectations and values.

The analysis of the works show that entrepreneurship is an initiative type of economic activity assuming that a sole proprietor possesses special qualities, worldview and those formations that imply the presence of a certain philosophy and culture. The current definitions stand out, above all, free risk assessment component of entrepreneurship and its socio-cultural conditionality (McGrath et al., 1992; Shapero & Soko, 1982).

Entrepreneurship has its own history and dynamics of development. In Roman law "entrepreneurship" was considered as an occupation, business, activity, especially commercial. Historiography of the term "entrepreneur" or "antreprener" (from FR. *antreprener* – mediator) shows that the term appeared in Western Europe in the middle ages and designated the organizers of major musical performances and parades, as well as construction and production projects. Beginning with XVII century that became the name used for people who entered into a contract with a state to carry out certain works or supply products and acted as mediators between the customer and the performers (Weber, 1930). The entrepreneur managed the profit and was responsible for incurring losses during contract implementation. Since that time along with the functions of organization and management of an enterprise entrepreneurship has become an activity in terms of risk and responsibility for the results of the business (Tomilov, 2000).

Adam Smith was one of the first scientists who became seriously interested in entrepreneurship, but even earlier these problems had been intensively dealt with by R. Cantillon ("An Essay on Economic Theory", 1755). Further development of this issue in Western science was associated with the work of D. Ricardo, A. Turgot, F. Quesnay, J.-B. Say, A. Saint-Simon, K. Marx, J. Schumpeter, A. Marshall, L. von Mises, M. Weber, W. Sombart, I. Kirzner, etc. Modern understanding of the entrepreneur's role was formulated in the works of M. Allais, P. Drucker, L.B. Lindsey, J. Dolan, B. Karlof, M. Meskon, M. Albert, P. Kotler, F. Hayek, A. Shapero, etc.

The beginning of psychological studies of the entrepreneur's portrait was made in the works of W. Sombart. He pointed to the special spirit of entrepreneurship as a component of Western society mentality (Sombart, 1931).

Among Russian scientists the special role of cultural and human factors in entrepreneurship was noted by S. N. Bulgakov, P. Struve, P. N. Savitsky. A famous psychological research of modern Russian entrepreneurship was carried out in a series of works by A. L. Zhuravlev and V. P. Poznyakov (Zhuravlev, Poznyakov, 1995, 2012).

People who embark on the path of entrepreneurship will inevitably fall into the existing culture, in a certain system of lifestyle, worldview and behavior. It is a system of skills, techniques, knowledge, technologies, tools, stereotypes, principles, norms, rights, responsibilities, attributes and values. While studying the concepts of leadership motivation and organization in more than 40 countries Geert Hofstede defined culture as "the collective programming of the mind which distinguishes the members of one group or category of people from another, and includes systems of values" (Hofstede, 1991, p.5). The

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level of the entrepreneurial culture has a particularly strong impact on the process of communication between business partners – an important and mandatory component of business (Schumpeter, 1961). The entrepreneurial culture has its own form of social representation, its own history, aesthetics, language, symbols, morality and philosophy.

In pedagogical terms students' introduction to entrepreneurship is most effectively carried out through their assimilation of its culture when a young person begins to feel its attractiveness as a sphere of self-realization, desire to become part of it and contribute to its expansion (Meyer, 2014).

2. Methodology and method

2.1. Methodological approaches

Conceptual development of the entrepreneurial culture issue and ways of introducing students to it was carried out within the framework of the following general scientific humanitarian approaches.

The axiological approach highlights the value aspect of the entrepreneurial culture, which sets the normative-cultural landscape of market relations, their originality, mechanism of economic management, methods of decision-making, as well as ways and forms of involvement in entrepreneurship.

The thesaurus approach is aimed at disclosure of linguistic contents and attitudes of the entrepreneurial culture interpretation, their versatile semantic analysis including through the study of narrative constructs. This approach allows us to obtain stable semantic connections and relationships that determine the adequacy of understanding this culture in order to introduce it to future specialists.

The personal person-centered approach assumes deep and utmost personalization of development of the issue of the entrepreneurial culture formation. This approach requires taking into account the personal-dynamic formations in the disclosure of factors and mechanisms of students' introduction to this culture, as well as revelation of their abilities and personal potential in the educational and economic fields.

The praxeological approach highlights the activity basis of the entrepreneurial culture formation, the practical orientation of diagnostic and training technologies. The leading indicator of introduction to this culture is students' ability and readiness for independent and productive entrepreneurial activity in society.

2.2. Research methods

For theoretical understanding of the entrepreneurial culture phenomenon we used traditional methods of generalization, categorical synthesis and historical analysis. The deeper development was based on the use of non-traditional **method of logical-semantic analysis**. This type of theoretical search involved tracking the semantic representation of the entrepreneurial culture in the existing terminological space and consisted of two consecutively applied methods of semantic analysis – contextual one and level one.

Contextual semantic analysis was used to understand the genetically enclosing terminological corpus, where the concept of the entrepreneurial culture is formed and used in semantic usage as part of the whole. This analysis was based on the deductive method leading the discourse from the general to the particular.

Level semantic analysis of this term was carried out by inductive means, i.e. through consideration of particular forming components of the concept of entrepreneurial culture for understanding it as general socio-cultural content covering different levels of entrepreneurial activity.

Constructive-designing methods were represented by the modeling method. In the research process a didactic model of economic students' introducing to the entrepreneurial culture was developed and applied; it includes three main components: professional-business component, communicative component, moral-ethical component.

Empirical methods of data collection and processing included observational methods (direct, indirect and included observation); diagnostic methods (questioning, testing, interviewing); statistical methods (comparative analysis of data, percentage ratio).

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2.3. Experimental-training methods

In the course of work along with traditional forms of training (lectures, seminars, workshops, etc.) we used techniques of *active teaching methods* (Bonwell & Eison, 1991). Among the most effective methods were: work in small groups, independent research, business and role-play games, different types of discussions, trainings, presentation of simulated smaller firms, analysis of entrepreneurial situations, methods of creative problem solving, excursions, etc.

A special role was given to business games, cases and business situations, which allowed us to illustrate, enrich the theoretical material and most effectively consolidate its understanding in the course of students practical actions. Such methods allowed us to involve almost each participant of a game into active educational process at the same time that is one of their main advantages in comparison with other methods of training in economic disciplines (Lynn, 2015).

In students' practical training we focused on role-play and business games. At the same time in the early stages of training when basic and specialized knowledge is not formed yet we used role-play games. At senior courses we used business situations and in final year we considered it reasonable to include more detailed and complex techniques such as business games and the method of training firm.

2.4. Participants

The students of economic specialties of various universities of Russia took part in our experimental work: Belgorod State Technological University, Murmansk Arctic State University, Belgorod National Research University. The work was carried out for two semesters of the 2016-2017 academic year. Experimental-learning work covered 250 intramural students studying within the following specialties: world and national economics, public relations, crisis management, state-municipal management, service, tourism, information management, etc.

3. Results and analysis

3.1. The thesaurus grid of the entrepreneurial culture concept

In our study we consider the entrepreneurial culture (EC) as a system of relations between people, their practical actions and artifacts, which for some time forms and then supports a unique common psychology and mentality among the representatives of the entrepreneurial community. In the course of theoretical analysis we found out that the" cultural orbit " of entrepreneurship includes a number of institutional factors such as politics, technology, education, art, values and attitudes, religion, language, legal studies, social structure, etc. Education is of particular importance as the values of entrepreneurship are instilled and assimilated in this sphere (Doroshenko etal., 2017).

Applying the thesaurus approach we interpreted the category of "entrepreneurial culture" by means of two consecutively applied types of logical-semantic analysis – contextual and level.

Contextual semantic analysis was carried out by addressing a wide socio-cultural conceptual context, in which the EC phenomenon appears as a certain "segment" of a complex semantic landscape. "Thesaurus topography" of this landscape consists of such capacious forming categories as "economic culture", "market culture", "business culture", as well as "culture of services and production of goods". In Figure 1 the terminological field of the EC concept as the area of mutual logical intersections of the scopes of the above categories is schematically displayed with the use of Euler circles.

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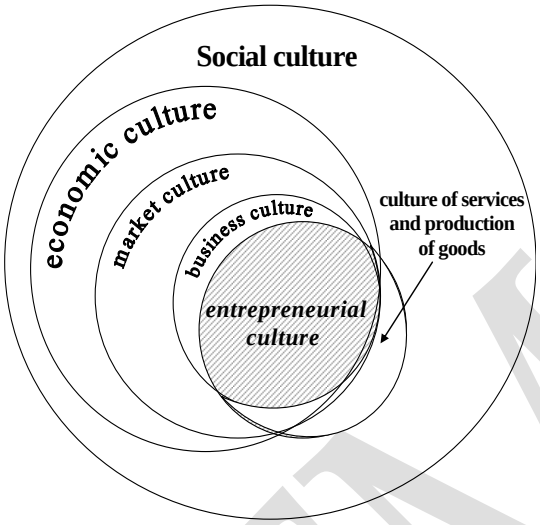

Figure 1. Concept of entrepreneurial culture in terminological space of related categories

Social culture obviously acts as the fundamental premise and the most common, generic category for understanding the EC phenomenon. Culture in its general sense means the unity of patterns of worldview and stereotypes of behavior rooted in society and forming a system of values, beliefs, morals, norms and rules, etc., determining the conditions of life in general and an individual's behavior in particular (see Fig. 1.).

Economic culture is a system of formal and informal rules and norms of behavior, customs and traditions, individual and group interests, peculiarities of employees' behavior, management style, etc. in organizations of different levels. Economic culture reflects, first of all a certain type, structure and model of economic life, which are established in society.

Market culture acts as a narrower concept reflecting the economic culture in the conditions of the primacy of market mechanisms and models of organization and conduct of economic activity. The well-known attributes of this culture are freedom of economic activity, private property, competition, profit, etc. In socio – cultural terms market culture includes two important areas – culture of consumption and production standards and profitability.

Business culture reflects the second area of market culture, that is the culture of doing business and making a profit.

Culture of services and production of goods implies a set of patterns, values, norms, rules and technologies in the sphere of services and industrial relations. This culture is not limited to the sphere of business as it can cover non-economic, non-market relations (charity, assistance, distribution system, etc.). That is, in this case we deal with a social phenomenon that meets the context of the social environment as a whole (in Figure 1 this circle goes beyond the sphere of business).

Level semantic analysis of the entrepreneurial culture term was carried out by means of refraction of its semantic content at different levels of entrepreneurship organization.

In Figure 2 different levels of EC representation in relation to the scale of entrepreneurial activity are shown schematically.

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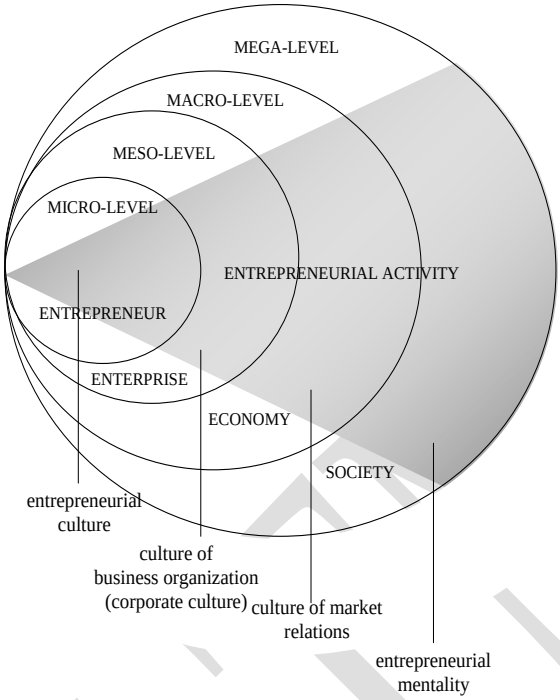

Figure 2. Levels of entrepreneurial culture representation in society

Micro-level reflects the entrepreneurial activity of an individual. At this level the EC is expressed by the entrepreneurial culture itself and above all by its business culture.

Meso-level of EC is connected with activity of an enterprise, firm and is expressed by concept "culture of organization" (or "corporate culture").

At macro-level EC is already a characteristic of the economy and implies a culture of market relations.

Mega-level displays entrepreneurial activity in society as a whole. In relation to culture here we deal with such a socio-psychological phenomenon as an entrepreneurial mentality. The latter is expressed in a certain perception of environment and value models of behavior inherent in a certain group of entrepreneurs. At this level entrepreneurial activity acts as a mass phenomenon, in which people being a part of it and its carriers are sort of "dissolved".

At each of the levels shown important aspects of EC are revealed.

As is seen from the figure all levels are built into each other (according to "principle of Russian nesting dolls"), i.e. each lower level "goes" into the subsequent one so that as a result the mega-level covers all the previous ones and is composed of their content. Each smaller level exists as part of the content of a larger level. Thus, the entrepreneurial mentality exists and manifests itself in the entrepreneurial culture, in the corporate culture and in the culture of market relations. At the same time the entrepreneurial culture carries significant aspects of all subsequent levels (see Fig. 2).

In pedagogical terms it is advisable to build the logic of training from more to less since the introduction to EC begins with comprehension of its common attributes and meanings.

3.2. Attribute features of the entrepreneurial culture

The entrepreneurial culture has its own unique characteristics. It is characterized as business, creative, innovative, need - sensitive, initiative, prognostic, pragmatic, labor-saving, competitive-productive, communicative, contractual, free, responsible-trusting, socially oriented.

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First of all, EC is presented as **business** culture because it is built around the implementation of particular business, which becomes a determining factor in entrepreneurial life, acts as its highest value (extinguishing the value of money and profits). It is business that the main efforts and interests of the entrepreneur and his employees are subordinated to ("Business first!").

EC is **creative**, i.e. it is a culture of constant creation, generation of goods and services, which expresses its direct role in economic life.

EC is **innovative,** different due to its innovative nature; this feature allocate it apart in business sphere as EC is always associated with the search for new proposals, better alternatives and ways of organizing activities in the market. In addition, it is also a culture of risk, which challenges the rigid stereotypes of social and economic life.

In the psychological dimension EC acts as a **need-sensitive** phenomenon, i.e. sensitive and responsive to the needs of people, focused on the process of meeting changing needs.

EC is characterized as **proactive**. A successful entrepreneur is an initiative market participant that actively positions himself and his business through the constant promotion of an attractive "package of alternatives" in the form of proposals of projects, services, various enterprises, etc.

EC is characterized by **prognostical** potential. With this quality an entrepreneur is able to anticipate market processes efficiently, to see them in development. This is the ability to commercial and marketing anticipation (prediction). This feature is the basis of the production of commercial proposals and the organization of activities in the market.

EC stands out for its realism and **pragmatism**. It has no place for abstract schemes but it is characterized, first of all, by a specific and realistic way of actions and proposals, which is always aimed at achieving a useful result – a product in demand on the market.

EC is characterized as **labor-saving**, which is expressed in the desire to achieve functional efficiency in the activities by maximizing the benefits with minimum losses.

EC is characterized by a **competitive and productive** orientation due to the fact that it develops in a competitive environment but it is aimed at neither destruction nor "squeezing" from the market or unfair "overacting" of competitors, but at their advance by objective indicators of the offered services and products (quality, availability, reliability, etc.).

EC is characterized as **communicative** since entrepreneurship is based on the culture of communication and the entrepreneur develops his activities in a complex system of relations, in a multi-valued palette of interactions with different groups and categories in society.

EC acts as a **contractual** phenomenon because in legal terms entrepreneurship is implemented in within the contract. Civilized entrepreneurship takes place in the context of a system of different agreements and approvals. The culture of dialogues, negotiations, interests' considerations, as well as culture of consent and conflict resolution in civilized ways is becoming an integral factor of successful entrepreneurship.

EC is characterized as **free**. Entrepreneurship and freedom are two inseparable concepts. Strict and universal economic control, bureaucracy, inequality in access to and use of resources, super-monopolization of the economy, discrimination and sanctions against producers contradict the very spirit and philosophy of entrepreneurship.

EC involves **responsible and trusting** way of building activities in the market. Entrepreneurship considers the entrepreneur that is the owner of the enterprise to be personally responsible for the business. Moreover, these activities can only be carried out on the basis of trust.

EC is inherently a **socially-oriented** culture. A true entrepreneur works with people and for people. He creates an organization, provides jobs, takes real care of the staff, etc. Finally, the entrepreneur's success is not determined by the size of personal income but the aggregate amount of benefits and useful things for other people and society, which were made with his participation.

3.3. Educational functions of entrepreneurial culture

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The entrepreneurial culture has a number of specific functions that make up its unique socializing potential. The success of students' introducing to EC largely depends on the extent to which the disclosure and deployment of these functions are ensured within the educational process.

Among the most important functions of EC we distinguish the following: informative-cognitive function, organizing, transformative-creative, identification, consolidating, representative-symbolic, aesthetic, worldview, moral and ethical.

EC performs **informative and cognitive** function as it represents a folded experience in the form of ideas, knowledge and technology accumulated over decades of entrepreneurial practice and time-tested. It is this experience that contains the most valuable scope of information and serves as an inexhaustible source for cognition and education of future entrepreneurs.

EC plays an **organizing** role in the formation of the enterprise and the entrepreneur's personality as it acts as a culture of management and decision-making based on proposing some ideas, goals and tasks of activities, which the entrepreneur's efforts, human and material resources are subordinate to.

EC has a **creative** function because entrepreneurship is associated with the production of useful, new, necessary products or services and is aimed at transforming people's living conditions and creating an environment that meets urgent human needs.

EC provides an **identification** function in the entrepreneurial environment. Introduction to EC causes natural desire of businessmen to be identified, imitate, be similar to those who achieved outstanding success in the business, managed to advance further than others. On the other hand, EC allows entrepreneurs to understand each other better, to share common problems in business, to take into account each other's interests.

EC performs a **consolidating** function for the entrepreneurial community. Introduction to EC with its traditions, experience, history, creates a sense of a businessman's involvement in a particular community of people, as well as allows representing oneself and one's own business as part of a whole.

The **representative and symbolic** function of EC is that this culture carries a whole system of images and symbols that form a certain image of entrepreneurship and its communicative and symbolic environment, which makes up the mental space of entrepreneurship.

EC plays an **aesthetic** role in practical activity because it is focused on harmonization of relations between the human and the market. At the level of personality this function is expressed in the presence of a certain style, sense of proportion and aesthetic culture of the entrepreneur.

The **worldview** function of EC is conditioned by its value-semantic content. EC is a construct of values and ideas shared in the entrepreneurial community as models, standards for understanding the picture of reality. The introduction to the EC is inevitably connected with the process of worldview formation.

EC performs a **moral and ethical** function as it reflects certain laws, norms, rules, commandments, principles that are accepted as integral imperatives of activity. There are whole codes and systems of rules that are designed to provide an entrepreneur or firm with a decent reputation. In general EC is built as a sort of conductor of moral norms into the sphere of business.

All the mentioned functions of EC represent the most valuable educational resource, which should be fully involved in the educational process.

3.4. Didactic model and forms of students' involving to entrepreneurial culture

Pedagogy has developed a common understanding of entrepreneurship as ability, as well as the need to find people with this rare gift. At the same time, entrepreneurial training has not yet taken a worthy place in the curricula of educational institutions, corresponding to the social demand (Küttima et al., 2014). The disadvantage of economic education is the transfer of knowledge in the form of non-activity, the inability of students to practically apply their knowledge, the imbalance of theoretical knowledge and practical skills (Shutenko et al., 2017). In the existing educational programs there are no elements of the formation of moral guidelines for doing business.

These circumstances were taken into account in our experimental work in the logic of the implementation of didactic model of students' introduction to the entrepreneurial culture (see Fig.3).

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In this model, there were three main areas of training of students: 1 – professional-business training; 2 – communicative training; 3 – moral-ethical training (see Fig. 3).

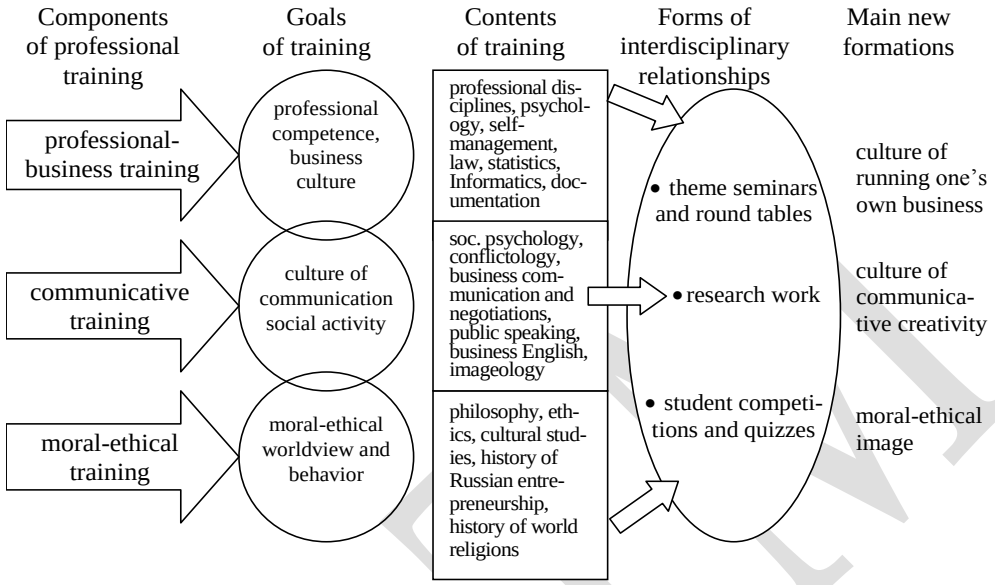

Figure 3. Didactic model of economic students' introduction to the entrepreneurial culture

The first training component was aimed at development of professional competence and business culture on the basis of formation of economic, legal and managerial culture, system and strategic thinking, entrepreneurial attitude, personal organization of students.

The second training component was designed in order to form a culture of communication and social activity of students through the development of the ability to productive social interaction, mutual understanding, influence and leadership.

Within the framework of the third training component the goal of forming moral-ethical worldview and behavior of the future entrepreneur through the development of individual's spiritual and moral potential, social responsibility, ethics of behavior in society and in business was realized.

In the course of the experiment considerable support in realization of these goals was the introduction of such disciplines and courses as "History of Russian Entrepreneurship", "Social Psychology", "Social Ecology", "Business English", "Basics of Imageology", "Basics of Business", "Production Management in Small Business" and others into the educational process.

In order to achieve greater integration of pedagogical work in the framework of the mentioned three areas, to ensure inter-subject relations and development of a holistic culture of entrepreneurship the tradition of holding semester student seminars and round tables, students' research works and competitions on general topics of concern was introduced in the educational process (Shutenko, 2015).

Active teaching methods were applied as leading forms and methods of the targeted students' introduction to the entrepreneurial culture. Among them a special role was given to role-play games, business situations and games, case-study methods and manufacturing situations. In the course of the experimental work we developed and applied business situations in formation of corporate culture, situations on identification of the business style of work, as well as didactic package of ethical situations built on the principle of the selection of moral dilemmas in entrepreneurial work.

On the basis of information technologies introduction we studied and applied a number of computer business games including online business simulation technologies.

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During the experiment there was a system of open classes, as well as research work on business topics. Thus, in the framework of the experiment students carried out independent research works on the quality of goods, their consumer properties, market research and analysis of commercial activities of various enterprises and organizations.

In the course of the experiment particular educational potential of extracurricular activities was revealed. This work was based on creative, club and museum amateur activities of students.

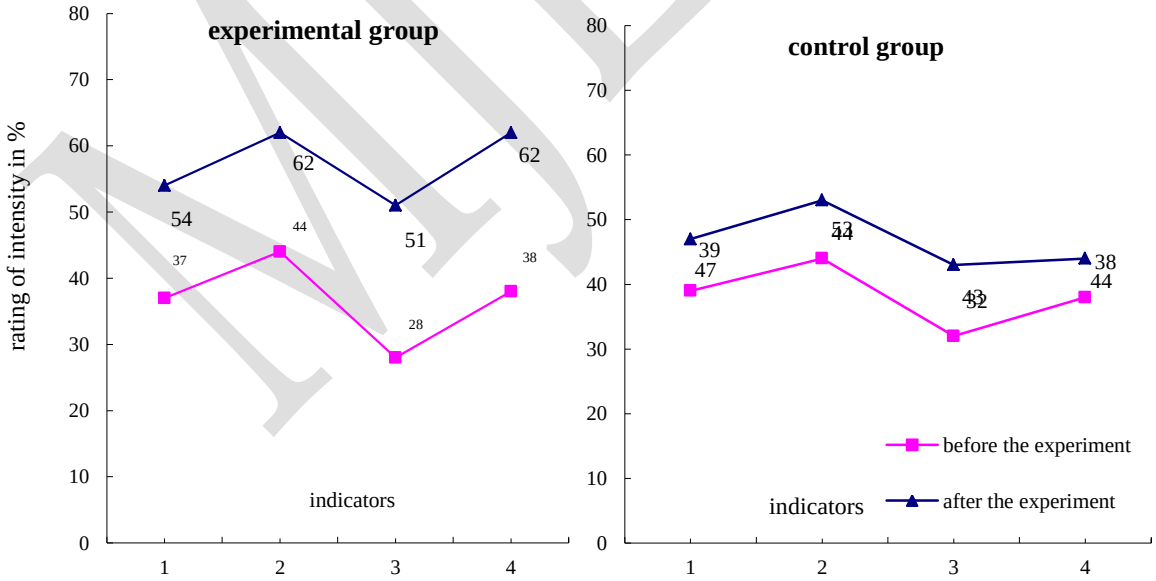
A significant formative effect during the experiment was achieved by new students' business club "Young entrepreneur". The club creation was appeared to be one of the important organizational and pedagogical conditions to ensure the unity of theoretical and practical components of training and to form corporate entrepreneurial culture among the students. Within the framework of the club's work important student traditions were initiated (meetings with practitioners, representatives of authorities, theme evenings, business skits, etc.). The club activity contributed to the development of students' practical skills through the development of business plans of "own enterprises", original business games.

In the frame of extracurricular work during the experiment such complex forms as thematic and professional weeks ("Week of the Manager", "Week of the Marketer", etc.) including various student professional competitions (best wall newspaper contest, Club of the cheerful and sharp-witted of educational groups' teams, individual competitions and quizzes, competitions for the best business idea and entrepreneurial project) were also developed.

3.5. Indicators of development of entrepreneurial culture among students

The results of the experimental monitoring showed sustainable development of the entrepreneurial culture among the students of experimental groups. This is evidenced by the data of a comparative series of measurements of professional and business qualities (commitment, innovative thinking, independence, determination and willingness to risk), communicative qualities (communicative and organizational skills, tolerance, empathy), as well as moral-ethical qualities (sense of duty and justice, ethics of behavior, honesty, decency, reliability).

The obtained results showed a positive effect of the experimental work, especially in the field of moral and ethical development of the students (see Figures 4, 5, 6).



Indicators: 1- commitment; 2 – independence; 3 – determination and willingness to risk; 4 – innovative thinking

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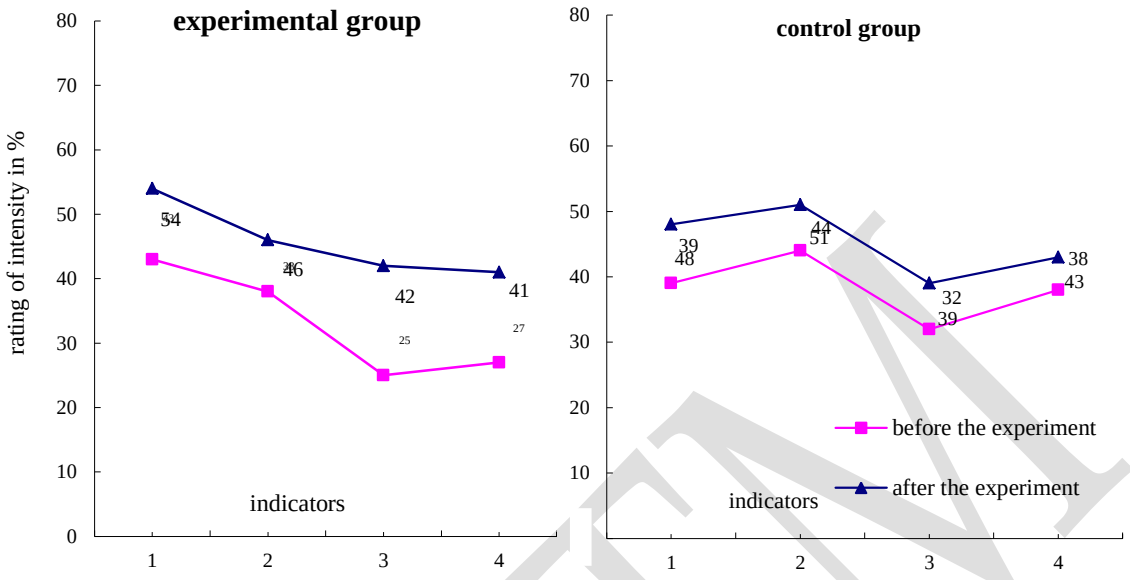
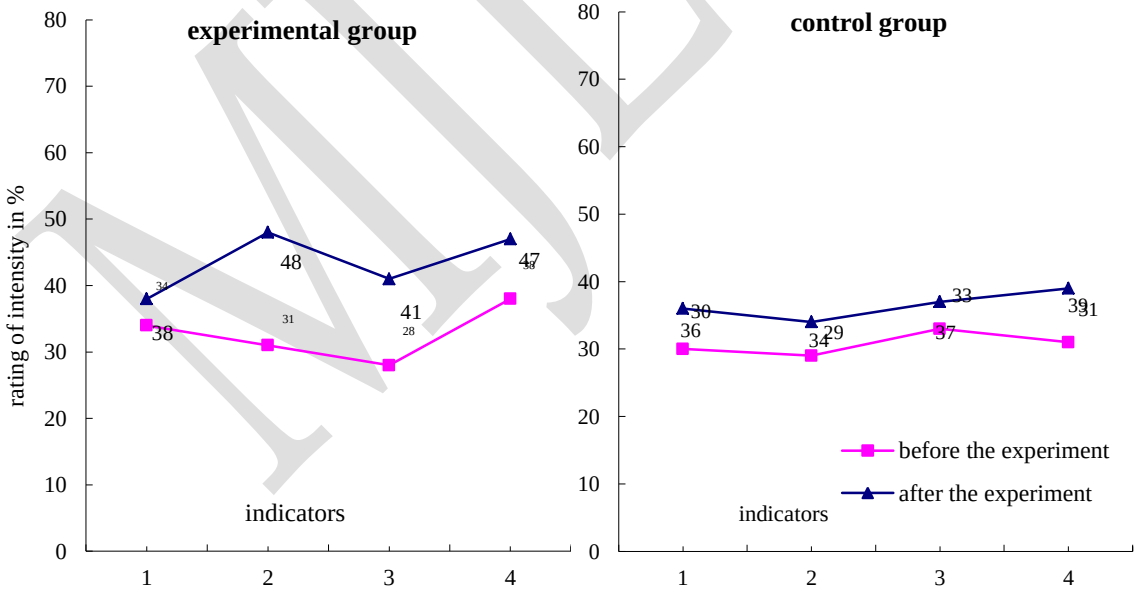
Figure 4. Dynamics of indicators of professional-business qualities (in %)



Indicators: 1 – communicative skills; 2 – organizational skills; 3 – tolerance; 4 – empathy.

Figure 5. Dynamics of indicators of communicative qualities (in %)

It was also noteworthy that in the process of experimental work the teachers' attitude to the issue of training future specialists in the field of entrepreneurship changed significantly. Creative and individual approaches, desire to learn innovative pedagogical technologies and active teaching methods became more noticeable.



Indicators: 1 – sense of duty and justice; 2 – ethical behavior; 3 – honesty, decency; 4 – reliability.

Figure 6. Dynamics of indicators of moral-ethical qualities (in %)

The data obtained indicate the distinct pedagogical effects of the experimental work.

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4. Discussion

In the work performed we presented the entrepreneurial culture as a personality formation and considered it from ethical and pedagogical points of view. In this vein the entrepreneurial culture acted as a qualitative formation of an individual, which is characterized primarily by professional competence, innovative and proactive way of thinking, communicative and organizational skills, demand-need motivation (i.e., the desire to realize the needs of others), as well as developed social responsibility for conducting business in the market.

In order to introduce future market economy specialists to the entrepreneurial culture it is necessary to build an integrated cultural and educational environment within the educational process, which provides earlier, continuous, coordinated, task-oriented and prolonged training of specialists.

The process of economic students' introduction to the entrepreneurial culture is provided by the use of the following four groups of pedagogical conditions: organizational, didactic, methodological and educational.

Organizational conditions consist in the complex organization of professional training within the single educational structure which is to provide:

- integrated plan of cultural and educational development of the personality through continuous training for entrepreneurship activities, variability, continuation and integration of education;
- integration of educational system on the basis of single cross-cultural, psychological, pedagogical, professional and economic programs based on the conjugation of curricula and schedules, as well as forms of academic studies.

Didactic conditions involve building a detailed content of education in three areas: professional and business training, communicative training, moral and ethical training. Within the framework of these areas in addition to the core disciplines it is advisable to include information disciplines, psychological and managerial disciplines, legal, social and applied disciplines, language, humanitarian and historical disciplines in the status of additional disciplines, elective and special courses.

Methodical conditions of introduction to the entrepreneurial culture involve the use of a number of active methods of training, which include: work in small groups, independent researches, various types of discussions, trainings, presentations of simulated smaller firms, gaming techniques, information and computer methods. A special role belongs to role games, business situations and games, trainings, case-study methods and manufacturing situation.

Educational conditions of introduction to the entrepreneurial culture are represented mainly by extracurricular work of students. In this work the following forms have a special forming potential: students' creative work in circles, amateur students' associations, students' competitive events.

5. Conclusion

The study shows that the entrepreneurial culture is a complex formation, which includes a range of different hypostases and essences and has different levels and dimensions of its phenomenology. At the sociocultural level it forms an entrepreneurial mentality. In sociological terms it acts as a corporate culture of entrepreneurs and business organizations. At the economic level this culture is presented as a culture of risks and innovations, a culture of services and production of goods. Regarding social and professional approach the entrepreneurial culture manifests itself as a culture of business influence and organization in the promotion of entrepreneurial ideas in the market of services, i.e. it is a culture of productive proposals. At the psychological level the entrepreneurial culture acts as a culture of creative and initiative way of thinking and behavior aimed at self-realization in the market.

At the personal level the entrepreneurial culture acts as a high-quality internal formation, which distinguishes a specialist characterized by professional competence, innovative and proactive thinking, communicative and organizational skills, demand-need motivation (i.e. the desire to realize the needs of others) and a particularly developed sense of social and moral responsibility for conducting business in the market.

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In the integrating humanitarian and ethical dimension the importance of the entrepreneurial culture reaches the status of the culture of economic creation and progress, freedom and responsibility for the business.

In the educational process purposeful and effective introduction to the entrepreneurial culture is provided by the conjugate implementation of four groups of pedagogical conditions: organizational, didactic, methodological and educational, which as a whole form an integrated educational environment for training of future specialists-entrepreneurs.

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