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STUDENTS' ENTREPRENEURIAL COMPETENCE FORMATION: AMERICAN EXPERIENCE

Highly skilled specialists from different sectors of the economy, initiative, purposeful, capable of navigating in a constantly changing world, able to solve various problems of the economic sphere of civil society's life are needed for successful development of any state's economy. It requires from the personality not only the readiness to keep to labor ethics in the adult professional life (labour culture, communicability, obligatoriness, personal responsibility), but also the necessary level of economic knowledge.

It should be noted that students' entrepreneurial competence development is also determined by American educators as the most important result of school activities nowadays, in addition, on December 18, 2006, in consequence of long time discussion among representatives of educational institutions of the European Union countries, an important document, i. e. Recommendations of the European Parliament and the Council of Europe 'Key competencies for lifelong learning (European benchmarks)' was approved. The European Parliament has identified eight key competencies, including entrepreneurial

competence [1].

In American pedagogical literature, the term ‘entrepreneurial competence’ has been interpreted widely. It is associated with the mastery of secondary students’ versatile knowledge about the creation and expansion of the enterprise, the acquirement of skills and experience in business development, job placement and self-realization. Entrepreneurial competence manifests itself in the ability of an individual to turn ideas into action, it includes creativity, innovation, and risk-taking, as well as the ability to plan and manage projects to achieve a specific goal.

It has been found out that the school entrepreneurship program is developed at the state and county level and can be combined with different subjects of school curriculum in the United States. In some educational establishments, the list of entrepreneurial competencies is determined only for subjects of economic and technological direction and includes courses (‘Entrepreneurship Launchpad’, ‘A Business of Our Own’, ‘World of Money’, ‘Youth about Business’ etc.) aimed at development of entrepreneurship. Typically, such courses include:

(1) lectures and seminars devoted to the study of market economic regularity, consumer, financial culture, the foundations of business and entrepreneurship;

(2) development and implementation of creative projects during lessons that offer solutions to various economically or socially significant tasks;

(3) acquiring work experience through the organization of practice at production and agricultural enterprises, horticultural establishments and firms involved in urban greening; practice in shopping malls or different fairs, as well as on the basis of commercial structures of schools, for example, such as a school shop or a cafe-bar. In some cases, even a practice called ‘Job shadowing’ where secondary students work in a small business and try to master a certain amount of work functions of one of the firm employee [4, pp. 150–163].

The experience of the partnership between the American business community and the secondary school has shown that during work with students, it is very important to involve a variety of business representatives. For example, volunteers and entrepreneurs are invited to work in the same 'Junior Achievement' program. In addition, the presence of entrepreneurs who can serve as an example for children is of fundamental importance. During studying in such programs, secondary students should get the complete picture of how to work in business companies created by representatives. They get an opportunity to learn how entrepreneurs engage with the community and attract potential customers, as well as find out what general principles of business practices and ways of business organization help entrepreneurs succeed.

The participation of entrepreneurs in students' program demonstrates to them that having ambition and the desire to work, many of their compatriots were able to build a successful entrepreneur's career. The personal experience of entrepreneurs is invaluable, as they can assess the obstacles they have and ways to overcome them. The presence of people with whom students can identify themselves and whose stories about the start of career and various difficulties resemble their own, is a very important condition for the formation of entrepreneurial skills. Entrepreneurs have special instruction before participating in programs. Their communication with students helps to assess objectively the problems associated with entrepreneurial careers. For example, it is important that they tell students that good knowledge base on entrepreneurship facilitates more successful business contacts and cooperation with representatives of the business community [2, pp. 1–11].

Mentors explain to school youth that different entrepreneurs have developed their business strategy and for successful work, it is necessary to borrow and adapt these technologies to their activities. They say that ignorance of business practices leads to mistrust, thus reducing the number of beneficial cooperation prospects, and argue that confidence building is possible only when

partners and employees respect each other [3, pp. 295–309].

Summarizing above mentioned, we note that an entrepreneurial personality is a person with a high degree of motivation, self-development and self-realization. In addition, it is characterized by entrepreneurial worldview, the basis of which is a certain perception of values, such as economic freedom, ownership of private property, success, reputation, professionalism. All these values create a general background that influences decision making, a strategy of behavior, work on self-improvement.

In summary, entrepreneurial competence is a process and result of education, the purpose of which is to ensure the comprehensive development of the individual and, as is very important in modern conditions, the acquisition of the necessary knowledge, skills, personal qualities that will contribute to successful employment or self-employment. Professional success is possible when the person is ready to study throughout life and can manage effectively his career. Entrepreneurship as a multifaceted quality helps modern education to achieve its main goal is the successful integration of the individual into the social and economic life of the country. Prospects for further study require a question of diagnostics of entrepreneurship, analysis of forms and methods of students' entrepreneurial abilities and skills formation in Ukraine and the USA.

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ПАРАДОКС У ТЕКСТОВІЙ ПАЛІТРІ АРГУМЕНТАТИВНОГО ДИСКУРСУ ТОНІ БЛЕРА

У центрі нашого лінгвістичного пошуку – мультиаспектне вивчення парадоксу на матеріалі аргументативного дискурсу Тоні Блера. Для реалізації поставленого завдання необхідно з'ясувати, що розуміють під терміном «парадокс» у сучасних лінгвістичних студіях. Під ключовим терміном нашого дослідження прийнято розуміти «твердження, що здається абсурдним та суперечить здоровому глузду; своєрідну думку, яка суперечить загальноприйнятому» [3]. В авторитетному лексикографічному джерелі «The Oxford Dictionary of the English language» міститься таке визначення парадоксу: «a statement that seems to contradict itself but which contains a truth» [4, с. 501]. Узявши до уваги наведені дефініції, маємо підставу стверджувати, що прийом парадоксу часто асоціюється із протиріччям. З огляду на це зауважимо, що протиріччя і парадокс не є синонімічними поняттями, оскільки протиріччя є джерелом виникнення парадоксу. Ми погоджуємося з Б. Дземідок, яка стверджує, що парадокс висловлює «... думку на перший погляд абсурдну, але, як потім з'ясовується, певною мірою справедливу» [1, с. 88].

Уважаємо за доцільне перейти до аналізу випадків використання парадоксу в текстовій палітрі аргументативного дискурсу Т. Блера. Виступаючи публічно, політик завжди орієнтується на певну цільову аудиторію, перед якою він збирається викладати свої думки. Відповідно,