

**STATE UNIVERSITY OF PHYSICAL EDUCATION AND SPORT
OF THE REPUBLIC OF MOLDOVA**

The manuscript title

C.Z.U.: 334.7:378.1+796(043.3)

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**TRAINING OF ENTREPRENEURIAL SKILLS AT THE
STUDENTS OF HIGHER EDUCATION INSTITUTIONS WITH A
SPORTS PROFILE**

Specialty: 533.04. Physical education, sports, kinetotherapy and recreation

Summary of the doctoral thesis in education sciences

CHISINAU, 2021

**The thesis was developed at the Doctoral School
of the State University of Physical Education and Sports**

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The thesis will take place on 06.12.2021, at 16.00, aud. 105 (small hall of the Senate) in the meeting of the Commission for public defense of the doctoral thesis within the State University of Physical Education and Sports of the Republic of Moldova (Doga A. 22, str. Chisinau, MD-2024).

The doctoral thesis and the summary can be consulted at the Library of the State University of Physical Education and Sports and on the ANACEC website (www.cnaa.md).

The summary was sent on ” ____ ” _____ 2021

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CONCEPTUAL REFERENCES OF RESEARCH

The actuality and importance of the approached problem. The socio-economic transformations that are taking place in our society require the adaptation of the higher education system to the market management conditions, which imposes changes in the economic mechanism of reproduction of educational services.

The transition to market relations is accompanied by the growth of the education sector; markets for educational services have emerged in all regions. The higher vocational education system has started to operate according to the laws of the market under the influence of the mechanism of supply and demand for payment, as well as partly paid and partly free educational services. Entrepreneurial activity in the field of educational services is institutionalized, the transition to an open education system and the formation of local markets for educational services are underway, where non-state higher education institutions have become the main topics.

Physical culture and sport are called social phenomena of the twentieth century. Sport has indeed penetrated most social institutions, including health care, education, culture and the media. Many politicians consider sport a unifying force - a national idea, which contributes to the formation of a healthy society and a strong state.

A fairly wide range of works is dedicated to the study of competition in regional markets for vocational education services, the problems of locating the economic mechanism of reproduction of educational services, etc. The analysis of these problems is reflected in the works of researchers: Şcerbina A.V. [19], Galkina T. şi Kock S. [9], Jiļtov E.N. [15], Ukolov V.F. şi Sitnikov P.I. [18].

However, the aspects related to the study of the mechanisms for the development of entrepreneurial activity in the system of state and non-state sectors of higher vocational education were not sufficiently revealed, which determined the choice of the subject by the author.

As shown by the analysis of the *degree of scientific elaboration of the research problem*, the listed works and other scientific papers reveal the problems of training entrepreneurial competence or specialists (heads and managers of organizations working in the field of physical culture and sports) or students - future teachers, or physical education teachers.

Thus, the results of the literature review indicate that, despite the existing background of scientific and applied developments on the issues considered and related, the issue of training the entrepreneurial competence of future sports coaches in the higher education system, taking into account educational and professional modern standards, is not sufficiently studied.

The important scientific problem solved in research is the training of entrepreneurial skills in future specialists in the field of physical education and sports by developing and applying the entrepreneur model, which will lead to streamlining their professional training.

The aim of the research: the theoretical substantiation and the experimental evaluation of the model and of the pedagogical conditions for the formation of the entrepreneurial competence in the students of the higher education institutions with sports profile.

The object of the research: the entrepreneurial activities of the students within the higher education system with a sports profile.

Research topic: training the entrepreneurial competence of sports students in the higher education system.

Study hypothesis: it was assumed that the process of training students' entrepreneurial competence in the higher education system will be successful if it is based on:

- a refined conceptual apparatus (definitions: 'entrepreneurial activity of an athlete', 'entrepreneurial competence of an athlete');
- the types of entrepreneurial activities and entrepreneurial functions (general and specific) of students, identified during the analysis of modern professional and educational practice and standards;
- the model of the entrepreneur, created in the pedagogical process of training the entrepreneurial competence of the students in the profile higher education system;
- pedagogical conditions, which ensure the effectiveness of the application of the model of training of entrepreneurial competence in the process of professional training of students - future sports entrepreneurs.

Depending on the problem, the purpose, the subject and the hypothesis of the research, the following **research objectives** are formulated:

1. Analysis of the literature on the essence and identification of the specifics of the entrepreneurial activity of the student - sportsman, future specialist in the field.
2. Determining the structure, content and indicators necessary for the formation of students' entrepreneurial competence.
3. Elaboration and implementation of the model for training entrepreneurial competence in students, future specialists in the field, in the process of professional training.
4. Argumentation and experimental verification of the pedagogical construct for the formation of students' entrepreneurial competence.

In order to achieve the purpose and achieve the research objectives, the following were used:

- **methods of the theoretical level:** analysis of the literature, generalization, synthesis of empirical material, comparative analysis, modeling;
- **empirical level methods:** pedagogical observation; interrogation, testing, survey, analysis of qualitative and qualitative-quantitative content, pedagogical experiment;

The scientific novelty of research:

- the concept of entrepreneurial competence of an athlete, as the ability of an entrepreneur to implement the main functions of the management cycle (planning, organization, control, accounting, correction), necessary for the efficient organization of the training process, for the competitive activity of athletes, and own professional activities;

- types (planning, organization, motivation, accounting, control and correction), objects (training process, competitive activity, psychophysical conditions, sports form, individual sports achievements, the sphere of axiological and motivational needs of the athlete, the moral and psychological sphere, the climate in the sports team, the relationship between coach and athletes, labor productivity, qualifications and professional growth of the coach, providing resources for the professional activity of the coach) and efficiency criteria (ensuring a high level of organization and quality of the training process, athletic achievements of students, professional self-improvement of the coach, quality of documentation of professional activities), activities of a sports coach;

- a model was developed and substantiated for the training of entrepreneurial skills of future sports coaches in the higher education system, which is a diagram of the pedagogical process, consisting of interdependent blocks: target (designation of purpose and objectives), significant (specification of education content, including the educational module of the author "Entrepreneurship in sport"), procedural and technological (it is a combination of forms and teaching methods, which contributes to a more effective training of skills in applying entrepreneurial knowledge), effective (characterizing the results of practical implementation of the model, expressed in the levels and criteria for training the entrepreneurial competence of students - future coaches).

- the pedagogical conditions for training the entrepreneurial competence of future sports entrepreneurs in the higher education system (creating a practice-oriented educational environment, updating the educational content, meeting the modern requirements of a sports coach's professional activity and the strength market conjuncture) were determined and characterized development of levels, criteria (indicators), means of diagnosis and evaluation of the entrepreneurial competence training of future sports coaches, a combination of class and extradidactic activities of students, use in practice of different forms and teaching methods).

The **theoretical significance** of the study is that:

- the concepts of 'competence' were terminologically separated; the definitions of the terms "entrepreneurial competence" and "entrepreneurial competence of a sports coach" are proposed, which have made it possible to solve the current problem of their unsystematic use in higher education of pedagogical and physical education;

- the scientific ideas were extended and deepened: a) about the types, objects and criteria of the effectiveness of the entrepreneurial activity of a sports coach; b) on the ways of training the entrepreneurial competence of future sports coaches in the higher education system;

- theoretical provisions have been formulated, which reveal the features of the organization of the educational process, aimed at training the entrepreneurial competence of future sports coaches in the higher education system.

The **applicative value** of the study is due to the fact that:

- the theoretical provisions and the conclusions contained in the dissertation allow the practical solution of the problem of training the entrepreneurial skills of future sports coaches in the higher education system;

- the model created for the training of entrepreneurial skills of future sports coaches in the higher education system, which describes the purpose, objectives, approaches, content, means and methods of teaching, pedagogical conditions for its implementation, planned results and tools for their diagnosis; can be applied in the system of training, retraining and advanced training of sports coaches, physical education teachers, supplementary sports education teachers, as well as sports managers;

- the preconditions were created for the continuation of the scientific research on the problems of training the entrepreneurial skills of the students - future sports coaches.

The **approval of the research** results was achieved through the elaboration of scientific papers and their presentation in conferences, symposiums, congresses, articles in specialized journals such as: Physical Culture Science, Sports and Society, International Scientific Congress Sports, Olympism, Health, International Scientific Conference Ankara, Turkey, International Scientific Conference, Doha, Qatar etc.

Keywords: skills, entrepreneurship, development, performance athletes, business environment.

Theoretical and conceptual aspects of entrepreneurship in physical culture and sports

(basic content of Chapter 1)

The first business theorist is considered the French economist Richard Cantillon, who, in 1755, proposed the definition according to which "entrepreneur is the person who works in risk conditions" [2, p. 157]. R. Cantillon correlated risk-taking in economics with entrepreneurship, thus formulating the first theories on entrepreneurship.

In 1964, Peter Drucker [7, p. 27] highlighted the entrepreneurial abilities of the entrepreneur, a person who uses any opportunity to obtain income. P. Drucker argued that the entrepreneur always seeks change, responds to it and exploits it as an opportunity, his activity being neither science nor art, but practice. P. Drucker presented the theory of knowledge-based entrepreneurship,

recommending innovation.

The term "entrepreneurship" comes from the French word which is spelled the same, and the entrepreneur, according to DEX, is the person who runs a business.

According to the legislation of the Republic of Moldova, we can emphasize that "entrepreneurship is the activity of manufacturing production, execution of works and provision of services, carried out by citizens and their associations independently, on their own initiative, on their behalf, at their own risk and responsibility, their patrimonial purpose in order to ensure a permanent source of income" [20]. Work performed according to the employment contract (agreement) concluded is not considered entrepreneurship.

The scientific-technological and innovative development of the Republic of Moldova mainly involves the growth and efficiency of entrepreneurship, especially by creating and ensuring the sustainability of the business environment. Currently, an important role is played by SMEs, which have the ability to use research results quickly, flexibly and efficiently. Currently, in the Republic of Moldova (according to the data of the National Bureau of Statistics for 2014), the SME sector constitutes approximately 97.4% of the total number of enterprises, with a share of 3% of medium enterprises, 18.8% of small enterprises and 75.6 in micro enterprises. The category of small and medium enterprises includes all types of enterprises with the number of employees from 1 to 249. The subjects of small entrepreneurship are active in practically all branches of the economy, exploring small market segments. The efficiency of using the potential of resources in small business, according to the basic indicators, is 1.5-2 times higher than in the economy of the country as a whole.

Entrepreneurship is a necessary skill for everyone, helping young people to become more creative and confident in any activity they undertake.

Thus, the promotion of entrepreneurship education among students, performance athletes and specialists in the field is beneficial for training them skills necessary for the development of the business environment in our country, as well as for ensuring the reintegration of professional athletes on the labor market at the end of their careers.

Also, an important role in the era of globalization is given to the professional reconversion of athletes, which gives performance athletes who retire from competitive activity an extra chance to find a job.

Most former performance athletes, not just Olympic, world or European medalists, but all legitimate athletes ask themselves questions about what will happen to them when they finish their sports activity. "A reconversion program will be able to give them a solution, so that the transition from sports to private life is not sudden," explained Gabriela Szabo.

Creativity, innovation and entrepreneurship are recognized as critical factors in shaping entrepreneurial culture, but their relationship to the skills-based approach is insufficiently studied. In this context, we examine the attitudes of specialized students for creativity, innovation and measurement in acres, in their opinion, the educational system is developing.

The literature [1, 5, 6, 12] reflects the development of a wide range of metacompetences ("soft", "soft skills-competencies") among people who have at least initial sports training, namely:

- communication skills;
- ability to work in a team;
- setting objectives;
- creativity etc.

All these skills underlie the formation of (innovative) entrepreneurial thinking and, as a result, a similar behavioral style.

Structure and methodological content of students' training (cycle II) in the subject of study "Entrepreneurship, elements of law and application of legislation in sports activity"

(basic content of Chapter 2)

The research methodology involves the collection of facts, the study, systematization, generalization and identification of individual models logically, concretized integrated in a harmonious system of scientific knowledge. All these activities allowed us to explain certain known facts and to predict new ones.

The following methods were used to achieve the objective and solve the research problems:

- **methods of the theoretical level:** analysis of the literature, generalization, synthesis of empirical material, comparative analysis and modeling;
- **empirical level methods:** pedagogical observation, interrogation, testing, survey, analysis of qualitative and quantitative content, pedagogical experiment.

The **pedagogical observations** took place in three stages:

In the *first stage* (2016-2017), the observations on the study discipline "Entrepreneurship, elements of law and the application of sports legislation in sports activity" provided in the curriculum of the Faculties of Pedagogy (Cycle II) within the University of State of Physical Education and Sports. The information obtained by the method of observation provided us with praxiological data, useful for carrying out the scientific approach with reference to the research issue. The stage ended with the presentation of the curricular content for the monitored discipline ("Entrepreneurship, elements of law and the application of sports legislation in sports activity") in a new format.

The *second stage* of the pedagogical observations was carried out in the period 2017-2018 with the master students included in the study program at Cycle II “Marketing and legislation in sports”. Thus, the university course “Entrepreneurship in sports” was elaborated and implemented in the study process, proceeding, at the same time, to the evaluation of the new curricular content. Subsequently, we obtained plausible information regarding the development of the model for the formation of entrepreneurial skills and the implementation of the development program "Entrepreneurial skills".

In the *third stage*, respectively the one related to the years 2018-2019, the method of pedagogical observation materialized in the evaluation of entrepreneurial and innovative skills formed by students and athletes who have followed the educational route monitored and scientifically experienced.

The information accumulated in this stage allowed us to concretize the defining elements of the final curricular content of the discipline “Entrepreneurship in sports”.

The scientific experiment. The research sample materialized in two homogeneous groups (control and experiment).

The preliminary stage, materialized by the presentation of the systematized content of the knowledge of the master students accumulated at the end of studying the discipline “Entrepreneurship, elements of law and the application of sports legislation in sports activity”. Results recorded in scientific research and during pedagogical observations, as well as the application of other research methods, led us to argue and validate the results obtained. During the pedagogical experiment, various tests were applied in order to highlight the success of master students / athletes, in dynamic evolution.

The second stage of the experiment focused on the processing of data obtained from scientific research, on their analysis and interpretation in order to validate them and highlight their theoretical-praxiological value. We also verified the effectiveness of the curricular content of the study discipline "Entrepreneurship, elements of law and the application of sports legislation in sports activity", as well as the new university course "Entrepreneurship in sports".

The final stage of the pedagogical experiment materialized in assessing the effectiveness of the new curricular content in the discipline "Entrepreneurship in sports" having as a novelty the development of entrepreneurial and innovative skills in masters / athletes, future specialists in the field.

The university curriculum in the discipline "Entrepreneurship, elements of law and application of sports legislation in sports" was developed from the perspective of moving from the model of curriculum design focused on objectives - developed and implemented in the Moldovan academic system - to the model focused on skills. The adoption of the new curriculum design model

is determined, on the one hand, by the need to update the format and unity of the design of university curricula at the level of education cycles (I and II) on explicit and evaluable learning outcomes.

Table 1. Discipline administration

Form of education	Discipline code	The name of the discipline	Responsible for discipline	Semester	Ore total:					Evaluation	Nr. of credits
					Total	including					
						<i>C</i>	<i>S</i>	<i>L</i>	<i>IL</i>		
<i>with frequency in the first year</i>	U01O05	Entrepreneurship, elements of law and the application of sports legislation in sports activity	Department MCF	2	150	10	30	-	110	ex	5

The curriculum for the discipline "Entrepreneurship, elements of law and the application of sports legislation in sports" is a mandatory document for any teacher, which indicates the content elements of that discipline, taught to first year students, from the reference specialization. The compulsory character of the university curriculum is more nuanced than in the case of the curriculum, in the sense that the obligation concerns the realization of the thematic content, while the ways of accomplishment are to be established by the teacher, so as to reach the provided performance standards. The realization of the curriculum is, to a significant extent, dependent on the training, experience and ability of the teacher.

The university curriculum includes the presentation note; discipline administration; general and specific skills; performance descriptors; methodological suggestions; teaching strategies; evaluation strategies; corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program; bibliographic sources and annexes. The curriculum is published periodically and made available to students in electronic format (Moodle platform) and on paper. The university curriculum is the main didactic document in ensuring the achievement of the study finalities included in the study plan. The curriculum of the discipline "Entrepreneurship, law elements and the application of sports legislation in sports activity" provides for individual work (laboratory work, graphic-analytical work, reports, projects and case studies), which contributes to active learning by students. Carrying out works and projects contributes to the formation of specific skills. The close collaboration with the sports entities, the pre-university education institutions and the economic agents in the field allows the elaboration of the works, of the master theses regarding the current problems of the field of physical education and sports in the country. From the perspective of the degree of detail of the thematic content, the university curriculum in the

discipline "Entrepreneurship, elements of law and the application of sports legislation in sports" has a synthetic character (its thematic content is detailed on large, comprehensive topics). The methodological guidelines contained in the reference university curriculum do not represent a methodological guide, they refer to some clarifications regarding the content elements that have a special importance, as well as to the way of treating them.

Experimental argumentation of the use of entrepreneurial skills in the discipline

"Entrepreneurship in sport"

(basic content of Chapter 3)

The evaluation of the results obtained by the students from the Faculty of Pedagogy, the master program "Marketing and legislation in sports", within the course "Entrepreneurship, elements of law and the application of sports legislation in sports activity" must be in multiple relationships, conditioning and mutual influence, sometimes of circular causality, especially with teachers, university curriculum, training processes. Also, the learning outcomes, the success of the students, depend on the teaching processes and the learning experience provided, but which, in turn, influence the teaching and learning.

The methodology of evaluating the students' preparation for the study discipline (initial stage) is reflected in Table 2.

Table 2. Methodology for evaluating students' training in the discipline "Entrepreneurship, elements of law and the application of sports legislation in sports activities", at the initial stage

Conditions	70% attendance at the course, 80% attendance at practical laboratory lessons.
Criteria	Active participation in the debates on the course topic and in practical and laboratory lessons. Creating a project or a paper of your choice.
Forms	On-going evaluations +1 project or report + final evaluation (oral / written exam)
Final note formula	60% current evaluation, 40% final evaluation.

Evaluation of results and average grades obtained by master students from the Faculty of Pedagogy, specialization "Marketing and legislation in sports", the discipline "Entrepreneurship, elements of law and application of sports legislation in sports" during the winter session (academic year 2015 - 2016), respectively of a number of 12 master students, is reflected in Table 3 and Figure 2.

Table 3. Evaluation of the results and the average of the marks obtained by the master students in the discipline “Entrepreneurship, elements of law and the application of sports legislation in sports activity” at the initial stage

Average per academic year	The average of the control group	The average of the experiment group
First year average	8,23	8,24
Second year average	8,25	8,26
Average I-II	8,24	8,25

The evaluation of the results provides the teacher with information on the extent to which the objectives set in the university curriculum have been achieved, in the instructional process performed with the master's students in this specialization and, through this, allows knowing the quality of the teacher's own teaching, elements of law and the application of sports legislation in sports activity in the academic year 2018 - 2019. In this context, it is applied the principle according to which the value of human actions (at least those deliberately) produce. Thus, the evaluation of the learning efficiency represents the main means of regulating the didactic process. The performances of the master students also provide an image of the quality and suggest ways to improve the teaching style, the curriculum promoted by the teacher.

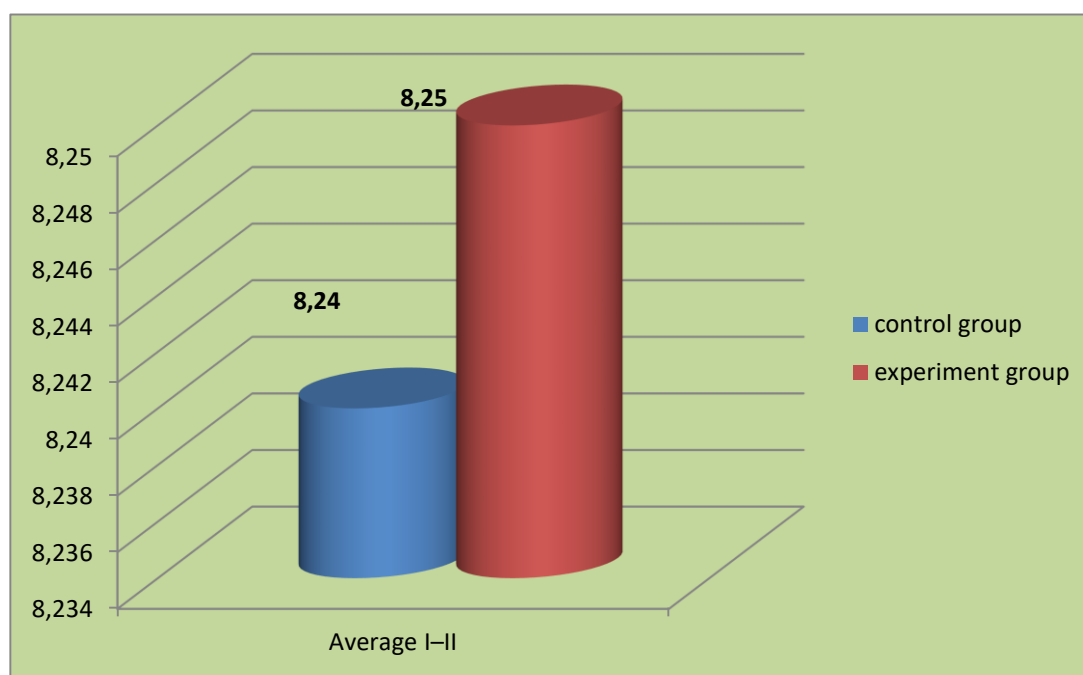


Fig. 2. Average marks obtained

In Table 4 as previously demonstrated, and in Figure 3.2, for themes 2, 3, 4, 5, 6, 7, 9, 11 and 12, there were significant variations ($P < 0.05$) due to and the intensified content of the theoretical-practical information piloted within the experiment group. In topics 1, 8, we recorded insignificant variations ($P > 0.05$), as they are based on recent information, newly developed through their contents, requiring a deeper algorithm and logging. In topic 10 we obtained a very significant

variation ($P < 0.001$) due to the importance of decisional and informational management within the profession of the specialist in the field.

Table 4. Fluctuation of the values of the averages obtained following the evaluation at the level of the control and experiment groups related to the theme of the newly developed course

The theme of the course	Control group (n=12)	Experiment group (n=12)	t	p
1. The basics of entrepreneurship	8,20 ± 0,117	8,37 ± 0,078	1,205	> 0,05
2. The external environment, provider of basic information (legal and economic) of sports entrepreneurship	8,48 ± 0,20	9,50 ± 0,210	3,64	< 0,05
3. Legal forms of organizing small businesses in sports	8,41 ± 0,320	9,38 ± 0,310	2,22	< 0,05
4. Elements of law and legislation in sports	8,59 ± 0,219	9,32 ± 0,209	2,46	< 0,05
5 Impact on entrepreneurial supply and demand in sport	8,36 ± 0,150	9,04 ± 0,180	2,95	< 0,05
6. Innovative entrepreneurship in sport	8,35 ± 0, 280	9,16 ± 0,280	2,27	< 0,05
7. Business plan in the field of sports services	8,11 ± 0,350	9,20 ± 0,280	2,47	< 0,05
8. Professional training of managers (professional programs)	8,13 ± 0,320	8,11 ± 0,310	1,72	> 0,05
9. Modification of the statute of the sports organization	8,76 ± 0,12	9,40 ± 0,150	3,38	< 0,05
10. Law on physical culture and sports	8,12 ± 0,34	9,67 ± 0,240	4,01	< 0,001
11. Managerial behavior and influencing factors	8,36 ± 0,29	9,80 ± 0,260	3,69	< 0,05
12. International organization of physical education and sports	8,33 ± 0,22	9,20 ± 0,170	3,46	< 0,05
Average evaluation over time	8,35 ± 0,24	9,18 ± 0,220	2,78	< 0,05

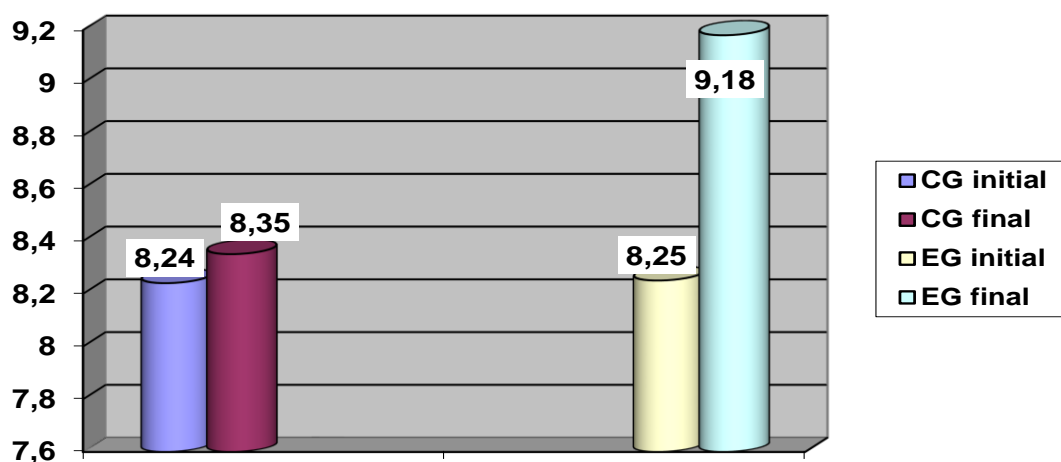
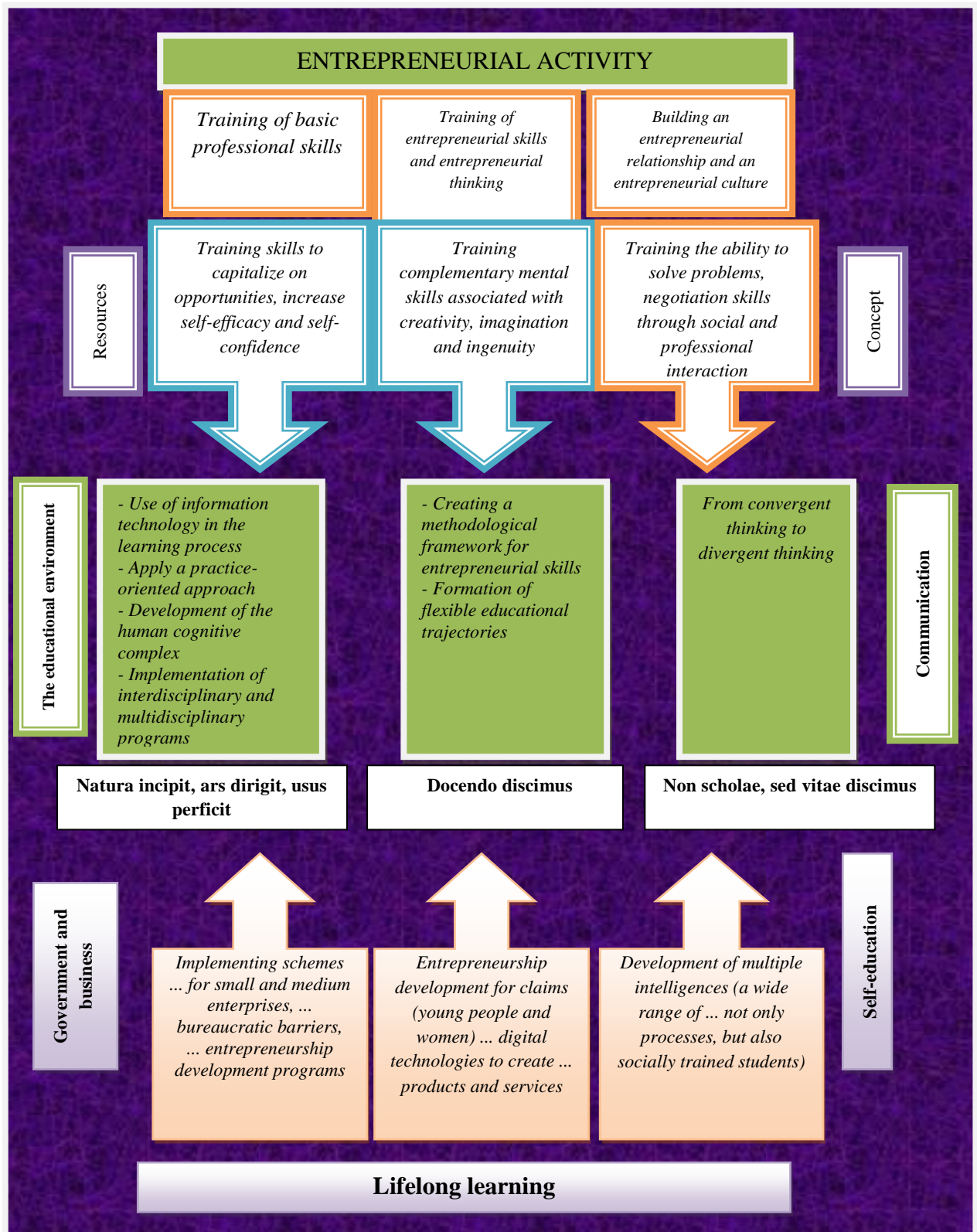


Fig.3. Graphical representation of the averages of the marks obtained by the control and experimental groups at the initial and final stages of the experiment

Figure 3 shows an average of the grades obtained of 8.25, which indicates from our perspective that some compartments of the evaluation need improvement.



Source: compiled by the authors

Fig. 4. The model of entrepreneurial skills training

Moreover, in relation to learning, assessment has an impact on several levels: the way of checking the preparation of the students in question, the orientation and direction of their learning activity, highlighting what needs to be learned and how to learn, forming a style for them for studying.

The fundamental principles of business education can be formulated in the well-known Latin sayings: "Nature beginning, burning directed, usus perfected" ("Nature begins, art directs, experience improves"); "Docendo discimus" ("Teaching others, we learn ourselves"), "Non scholae, sed vitae discimus" ("Knowledge not for school, but for life"). This is what allows the most efficient use of cognitive resources, turning them into entrepreneurial skills. The entrepreneurial skills training model can be represented in the form of the following interconnected processes (Figure 4).

The model for the formation of entrepreneurial skills involves a succession: mastery of theoretical knowledge, then, through the formation of skills, the formation of stable personal qualities - skills (Figure 5).

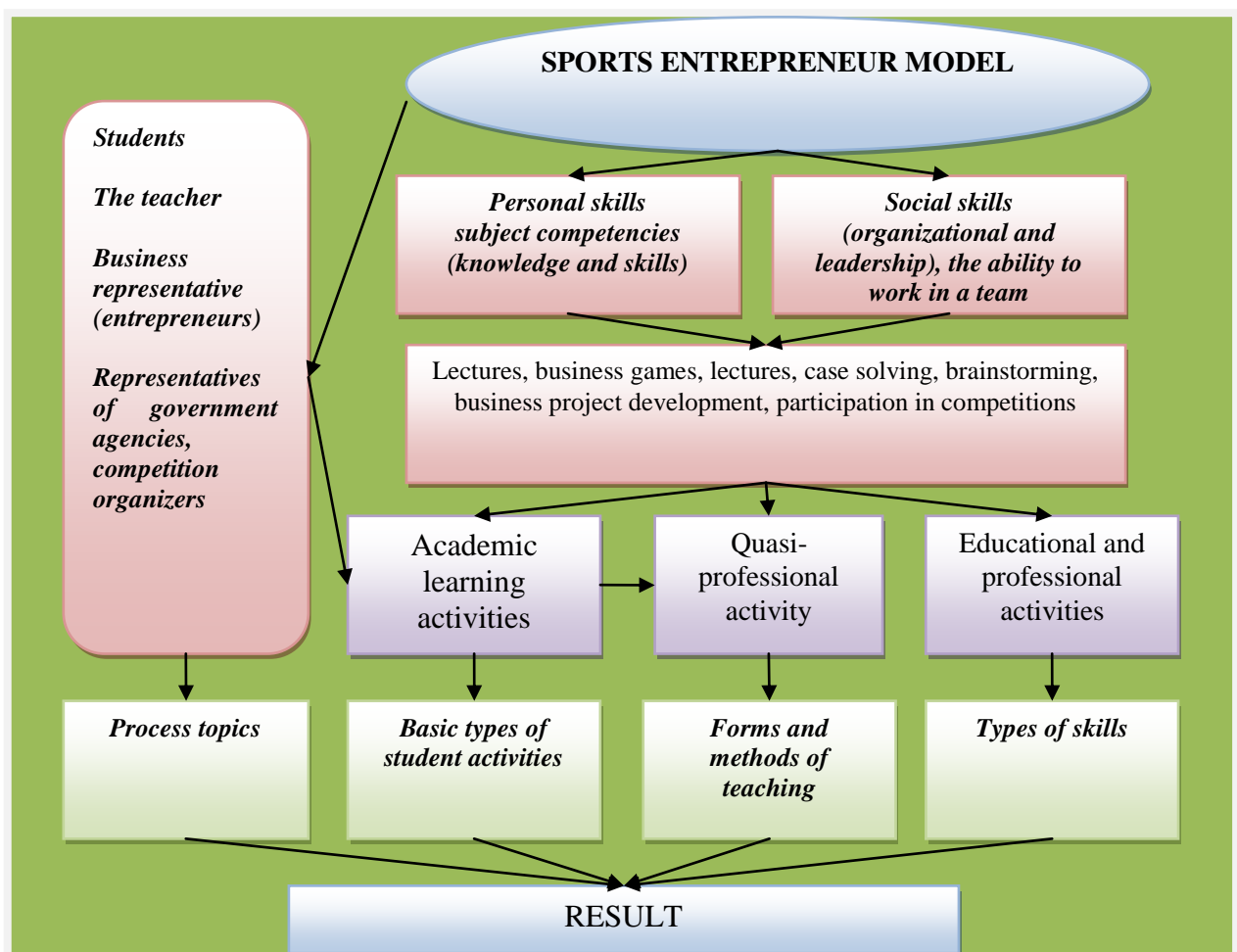


Fig. 5. Model for developing the entrepreneurial skills of university students in the physical education system

To become a successful entrepreneur, young people need to be ready to learn and implement a complete set of entrepreneurial skills they will need to succeed. A competency model of young sports entrepreneurs is presented in Table 5.

Table 5. Competence model for young sports entrepreneurs

<i>General entrepreneurial skills</i>		
<i>Successes and achievements</i>	<i>Interaction and relationship</i>	<i>Education / Studies</i>
<ul style="list-style-type: none"> • <i>Using opportunities</i> • <i>Initiative</i> • <i>Knowledge and use of information</i> • <i>Perseverance</i> • <i>Responsibility for commitments</i> • <i>Increasing efficiency</i> 	<ul style="list-style-type: none"> • <i>Reliability and honesty</i> • <i>Recognizing the importance of business relationships</i> • <i>Development of business contacts</i> • <i>Image</i> 	<ul style="list-style-type: none"> • <i>Aspiration towards self-improvement</i> • <i>Professional guidance</i>
<i>Personal skills</i>	<i>Leadership skills</i>	<i>Entrepreneurial thinking</i>
<ul style="list-style-type: none"> • <i>Experience and expertise</i> • <i>Efficiency</i> • <i>and hard work</i> • <i>Self-organization</i> • <i>Awareness of one's own abilities</i> • <i>Creativity and free thinking</i> • <i>Successiveness</i> 	<ul style="list-style-type: none"> • <i>Confidence</i> • <i>Influence and condemnation</i> • <i>Ability to work in a team</i> • <i>Directivity</i> • <i>Increasing the educational level of employees</i> 	<ul style="list-style-type: none"> • <i>Purpose and planning</i> • <i>Solving problem situations</i> • <i>Efficiency</i> • <i>Effectiveness</i>

The training of entrepreneurial skills was done mainly by teaching the theoretical course "Entrepreneurship in sports", provided in the curriculum of the master's program of USEFS, by performing individual activities performed by students at the request of specialized teachers and managerial practice.

The aim of this training was to acquire entrepreneurial skills and improve the skills of students, as young specialists in the field, so important for an economy and a progressive, competitive, entrepreneurial and necessary society on the labor market. In this context and to achieve the goal, we developed an interactive game (based on the curricular content of the study discipline "Entrepreneurship in sports"), which was accessible both online and offline, and can be adapted to different educational contexts (through activities of individual work and research). At the same time, we aimed to develop digital skills in students by involving them in making online educational games.

The content of the interactive game involved capitalizing on students' knowledge, aimed at forming an effective team for initiating, ensuring sustainable functioning and developing a business in sports (for example, to mention the landmarks of setting up a sports business, to establish ways of

communication, both in Romanian, as well as in an international language, to organize leadership, to coordinate actions, to have the ability to make concrete decisions and to take risks). The online platform used by the students was Google Meet and Moodle (implemented at the level of the profile university).

Regarding the availability of university teachers to activate the entrepreneurial initiatives of young students, this was analyzed on the basis of interviews. Thus, 95 respondents (university teachers) took part in the socio-psychological survey, 46 women and 49 men being interviewed (about 50% for both genders).

The experiment had as effect the monitoring of students' entrepreneurial knowledge (control group and experimental group) reflected in their level of training (initial and final) in the direction of developing entrepreneurial skills and competencies, improving personal behaviors, in order to facilitate students' insertion on the labor market and develop the national business environment. The time given to each student in the control and experimental groups to test each competency did not exceed 15-30 min. It is important to mention that those theoretical knowledge taught and evaluated in the control and experimental groups were differentiated only from the point of view of the thematic contents from the initial and final course (the experimental group benefiting from the theme of the newly developed course). We present in Table 3.4 the results obtained by the subjects of the control group at the end of the study of the topic of the initial theoretical course and of the managerial practice, respectively of the competencies evaluated according to the *Competence Model for young entrepreneurs*.

Table 6. Dynamics of average values established following the assessment of competencies at the level of the control group (n = 12)

No.	Indicators	x±m
I	Personal skills	7,65 ± 0,19
1	The initiative to set up a business at the end of a sports career	7,43 ± 0,19
2	Ability to select and use digital information	7,30 ± 0,19
3	Ability to know and communicate in a foreign language	8,74 ± 0,20
4	Orientation in the field of studies	7,25 ± 0,19
5	Ability to recognize the importance of sports business for the national economy	7,56± 0,19
II	Leadership skills	7,91± 0,19
1	Self-confidence and self-respect	8,12 ± 0,20
2	Ability to self-organize	7,75 ± 0,19
3	Creativity and critical thinking	7,48 ± 0,20
4	Consistency in the actions taken	8,05± 0,20
5.	Teamwork skills	8,15± 0,20
III	Entrepreneurial thinking	7,50 ± 0,19
1	Ability to organize and strategic planning	8,16 ± 0,20
2	Ability to solve difficult problems	7,24 ± 0,19
3.	Ability to make effective decisions and take risks	7,58 ± 0,19
3	Ability to participate in decision-making processes	7,38 ± 0,19
4	Ability to analyze and develop a business plan	7,18 ± 0,19

In Table 7 we present the results obtained by the subjects of the experimental group at the end of studying the content of the new theoretical course ("Entrepreneurship in sports"), the internship and after completing the entire educational package through individual work (research) and participation in interactive online game.

Table 7. Dynamics of the values of the averages obtained after the evaluation of the competences at the level of the experimental group (n = 12)

No.	Indicators	$\bar{x} \pm m$
I	Personal skills	9,09± 0,21
1	The initiative to set up a business at the end of a sports career	8,93 ± 0,20
2	Ability to select and use digital information	8,91 ± 0,20
3	Ability to know and communicate in a foreign language	9,04 ± 0,20
4	Orientation in the field of studies	8,75 ± 0,20
5	Ability to recognize the importance of sports business for the national economy	9,86± 0,19
II	Leadership skills	9,06± 0,21
1	Self-confidence and self-respect	9,11 ± 0,20
2	Ability to self-organize	8,85 ± 0,19
3	Creativity and critical thinking	8,98 ± 0,20
4	Consistency in the actions taken	8,75± 0,20
5.	Teamwork skills	9,65± 0,20
III	Entrepreneurial thinking	8,55 ± 0,20
1	Ability to organize and strategic planning	8,79 ± 0,20
2	Ability to solve difficult problems	8,21 ± 0,19
3.	Ability to make effective decisions and take risks	8,39 ± 0,19
3	Ability to participate in decision-making processes	8,28 ± 0,19
4	Ability to analyze and develop a business plan	9,12 ± 0,19

The verification of the knowledge accumulated by the master students from the specialization "Education, management and marketing in sports" within the managerial practice provided us with the necessary information to ascertain the competencies formed by them, especially the entrepreneurial ones after completing the internship.

Starting from the hypothesis of the study, which assumed that the internship of managerial practice contributes to the training of entrepreneurial skills of master students in the specialty "Education, management and marketing in sports" and the improvement of the curricular content of the course "Entrepreneurship in sports", I conducted the study in order to identify these purposes of the internship of master students.

In order to verify and validate the hypothesis, we developed and implemented a training program for master students in the specialty "Marketing and legislation in sports", specific to the activities of managerial practice (with particular reference to entrepreneurship in sports). Thus, the interactive method was focused on the student, on the formation of critical thinking and entrepreneurial skills of master students.

Table 8. Comparative values of the marketing research competencies of the experiment group evaluated within the managerial practice

No.	<i>Tested values</i>	<i>Initial testing (without the optional program)</i>	<i>Final testing (with optional program)</i>	<i>t</i>	<i>P</i>
		$\bar{x} \pm m$	$\bar{x} \pm m$		
1.	How to retrieve information	1,76±0,15	2,33±0,32	5,543	< 0,001
2	Studies on achieving success and achievements in sports business	1,68±0,26	2, 37±0,24	5,542	< 0,001
3	Studies on responsibility and taking responsibility in carrying out concrete entrepreneurial activities	1,83±0,27	2,53±0,21	5,745	< 0,001
4	Reliability and honesty studies; recognizing the importance of business relationships	2,21±0,25	3,12±0,22	7,722	< 0,001
5	Studies on competitors' actions, market trends, scientific and technological progress	1,79±0,23	2,4±0,18	5,391	< 0,01
6	Studies on business communication	1,78±0,21	2,4±0,17	5,382	< 0,01

From Table 8 we can see that the way of processing and processing the information at the initial testing registered a lower value, of 1.76, compared to 2.33 at the final testing, t being 5.543, and P less than 0.001. Also, in the studies on advertising and its importance for sports entities, the master students reached the values at the initial test of 1.68 compared to 2.37 at the final one, with t = 5,542 and P with a value of less than 0.001. Regarding the values recorded in the studies on sports consumers, the master students recorded more significant values, with P <0.01, t = 5.391, the grades from the initial testing being 1.83 compared to those from the final testing of 2 , 53. We can also find significant values in studies on business communication, where 1.79 grades were recorded in the initial test, 2.4 in the final test, with a value of the student's t coefficient of 5.382 and a P <0.01.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The analysis of the literature has allowed us to highlight the fact that entrepreneurial activity, including entrepreneurship has become an integral part of the sports industry, which, in turn, establishes the obligation to conduct important theoretical research in this field, to create a modern scientific and methodological basis for their use in the praxiological and didactic activities of students, as future specialists or businessmen.

2. The professional competence block of the specialist in the field should also include transversal entrepreneurial competences. Thus, we mention that in the referential of the specialist in the field was not found this type of skills, which led us to research this issue, which led us to develop and implement innovative curricular content, open to guide the professional training of students to an application format, generated by initiation, innovation, change and business development in the sports industry. At the same time, the European Commission identified the combination of entrepreneurial assessment, entrepreneurial skills and entrepreneurial knowledge, as a key competence, which will include a sense of initiative, a predisposition to risk, a need for structural-behavioral achievement. Moreover, entrepreneurial skills stimulate creativity, analytical ability, motivation and adaptability.

3. At present, there is no single list of entrepreneurial skills in sport, which has led us to develop the structure, content and indicators needed to train students' entrepreneurial skills. Thus, the elaboration and implementation of the model for the formation of entrepreneurial competencies involved a succession of actions, which led to the consolidation of theoretical knowledge, to the formation of concrete personal skills and qualities, materialized in competencies. In order to form the necessary skills in the entrepreneurial learning process, a combination of theoretical and practical exercises in the real conditions of a sports business was required.

4. The content of the new university course "Entrepreneurship in sport" has made a significant contribution to the training of managerial and entrepreneurial skills of future specialists in this field, as it aimed to form an innovative system of concepts, knowledge, skills and competences in this field oriented towards the implementation of the process of organizing entrepreneurial activity in the field of physical culture and sports. Moreover, by developing and implementing this new format, it has contributed to the consolidated understanding of entrepreneurial activity and to the application of entrepreneurial knowledge in various gender situations.

5. According to the data accumulated in the research, one can observe the positive dynamics of the formation of entrepreneurial competence among students. Thus, the results confirmed that: in 2018 the reproductive level registered a value of 44.1% compared to 28.3% in 2020, the heuristic level a value of 43.1% compared to 57.7%, and the creative one located at a level of 12.8% and

14%, respectively. In this context, the analysis of the issue of training students' entrepreneurial skills showed that the main directions for improving it are due to socio-economic factors, trends and positive innovation processes, which take place at national level. At the same time, the requirements for the training and professional activity of future entrepreneurs in the field were determined, which indicates that the training of an entrepreneur should be guided by the advanced level of development of technology, services, industrial and social relations of sport.

6. The training of entrepreneurial skills was done mainly by teaching the theoretical course "Entrepreneurship in sports" provided in the curriculum of the master's program of USEFS, through individual activities performed by students at the request of teachers, as well as in managerial practice. According to the questionnaires, 24% of teachers consider that the level of preparation of students for entrepreneurship is about 30%, 22% mentioned that students have a level of preparation of about 20-10%, while 54% of respondents surveyed observe that students are not prepared for entrepreneurship.

7. Experimentally monitored the entrepreneurial knowledge of students (control group and experimental group), reflected in their level of training (initial and final) in the direction of developing entrepreneurial skills and competencies, improving personal behaviors, in order to facilitate the insertion students on the labor market and develop the national business environment. At the end of studying the content of the new theoretical course ("Entrepreneurship in sports"), of completing the internship of managerial practice and after completing the entire educational package carried out through individual work activities (research) and by participating in the interactive online game, an average of higher in the experimental group: 9.09 (personal abilities) compared to 7.06 (control); 9.06 (leadership abilities) compared to the low average of the control group of 7.91, as well as an average of 8.55 for the entrepreneurial thinking of the subjects compared to the average of those in the control group, which was 7.5. These data lead to the fact that the profile faculties that operate changes in the content of study programs and in the organization of the educational process should implement study disciplines aimed at increasing the practical component, as well as the formation of entrepreneurial qualities in students, such as : communication skills, leadership and responsibility for their actions.

8. As part of the training programs within the managerial practice for the development of entrepreneurial skills, a variety of activities were carried out aimed at: developing the qualities of organizational leadership; business rhetoric and public communication; creativity in business; creative thinking skills, as well as business training with successful entrepreneurs from certain areas that took place within the "I am an entrepreneur" program. This fact involved the implementation of the training program (which had an optional character) in the process of individual learning of the master students within the managerial practice from the experimental sample. Thus, 65% of the

master students of the control group obtain the grade "satisfactory", 23% obtain the grade "good", and 13% - the grade "excellent", and those in the experiment group get much better grades, respectively 25% - "satisfactory", 27% - "good" and 48% "excellent". Also, the way of taking and processing the information at the initial testing registered a lower value, of 1.76, compared to 2.33 at the final testing, t being 5,543, and p less than 0.001. Also, in the studies on advertising and its importance for sports entities, the master students reached the values at the initial testing of 1.68 compared to 2.37 at the final one, with t equal to 5,542 and p with a value lower than 0.001. Regarding the values registered in the studies regarding sports consumers, the master students registered more significant values with $P < 0.01$, t 5,391, and the items from the initial testing being 1.83 compared to those from the final testing of 2.53. Significant values were also recorded in studies on business communication, where items 1.79 were recorded in the initial test, 2.4 in the final test, with a value of the Student coefficient of 5.382 and a $P < 0.01$.

1. The research results allow us to recommend that, for the formation of students' entrepreneurial thinking, skills be developed that can generate the simultaneous development of five essential aspects: the need to be introduced in the training program (Cycle II), especially in the curricular content of students' praxiological skills, competitions, competitions to develop business plans in sports, which will allow them to get constructive feedback from expert entrepreneurs; organizing business incubators to ensure and complete the scientific research base of the higher education institution, as well as to provide them with some specialized knowledge and even to obtain certain financial resources; developing the entrepreneurial spirit in students by introducing mentoring programs implemented by guest entrepreneurs in order to conduct seminars, round tables, which will allow students to form a positive image of the model of a successful entrepreneur; the cognitive aspect can be developed by introducing training programs, organizing seminars led by entrepreneurs or investors.

2. It is necessary to pay special attention to the level of entrepreneurial training of future specialists in the field, to fill the existing shortcomings (by authorizing and accrediting entrepreneurial study programs in sports - bachelor's and master's), as this is in fact a direct connection with the development of entrepreneurial and existing initiatives, of the institutional infrastructure, thus defining the managerial / entrepreneurial attitude and the selection of efficient decisions.

3. There is a need to develop regional programs to support and support (coaching) entrepreneurs in the field of physical culture and sports, as the results obtained by starting a business demonstrate versatility, which can give young people a positive influence on their

transition from entrepreneurship to a real action, which will have the effect: ensuring access to paid work activities, obtaining financial resources, developing regional entrepreneurship and sports infrastructure, implementing sports entrepreneurship development programs and stimulating the demand for services and sports products.

4. The availability of entrepreneurship courses can help students identify business opportunities and reinforce innovative ideas, provide them with a variety of tools for conducting and planning business in sports and acquiring knowledge that will stimulate their entrepreneurial behavior.

5. It is appropriate to implement entrepreneurial modules in the continuing education programs of the profile university that can serve as specialized programs of additional education in the field of innovation, focused in particular on obtaining scientific results in the field of sports entrepreneurship. They can also be used in the process of learning in continuing education courses, didactic and scientific contents of entrepreneurial creativity that will encourage specialists to use their knowledge and experience in the occurrence of unforeseen business circumstances, which will become an additional incentive for developing effective entrepreneurial thinking.

6. Entrepreneurial experience and practice should be a key element in students' internships. Such initiatives can provide important support in the development of human capital and a strengthening of its entrepreneurial intentions. The challenge of the profile university for the formulation and implementation of strategies, events and communication opportunities with successful entrepreneurs in the world of sports.

7. The family plays an important role in the formation and implementation of entrepreneurial initiatives of young people, which is why we recommend taking into account this component when considering the development of the entrepreneurial ecosystem of the university.

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ANNOTATION

Popa Ghenadie *"Training of entrepreneurial skills at the students of higher education institutions with a sports profile"*. PhD thesis in Educational Sciences. Chisinau, 2021.

Thesis structure: introduction, 3 chapters, general conclusions and recommendations, bibliography (187 titles), 126 pages of basic text, 3 annexes, 34 figures, 17 tables. The obtained results are published in 9 scientific papers.

Keywords: entrepreneurship, skills, higher education, students, sports organizations, sports industry, legislation, professional training.

The aim of the research: the theoretical substantiation and the experimental evaluation of the model and of the pedagogical conditions for the formation of the entrepreneurial competence in the students of the higher education institutions with sports profile.

Research objectives:

1. Analysis of the literature on the essence and identification of the specifics of the entrepreneurial activity of the student - sportsman, future specialist in the field.
2. Determining the structure, content and indicators necessary for the formation of students' entrepreneurial competence.
3. Elaboration and implementation of the model for training entrepreneurial competence in students, future specialists in the field, in the process of professional training.
4. Argumentation and experimental verification of the pedagogical construct for the formation of students' entrepreneurial competence.

Scientific novelty and originality: the pedagogical conditions for training the entrepreneurial competence of future sports entrepreneurs in the higher education system (creating a practice-oriented educational environment, updating the educational content, meeting the modern requirements of a sports coach's professional activity and the strength market conjuncture) were determined and characterized development of levels, criteria (indicators), means of diagnosis and evaluation of the entrepreneurial competence training of future sports coaches, a combination of class and extradidactic activities of students, use in practice of different forms and teaching methods).

The important scientific problem solved in research is the training of entrepreneurial skills in future specialists in the field of physical education and sports by developing and applying the entrepreneur model, which will lead to streamlining their professional training.

Theoretical significance: theoretical provisions have been formulated, which reveal the features of the organization of the educational process, aimed at training the entrepreneurial competence of future sports coaches in the higher education system.

Applicative value: the model created for the training of entrepreneurial skills of future sports coaches in the higher education system, which describes the purpose, objectives, approaches, content, means and methods of teaching, pedagogical conditions for its implementation, planned results and tools for their diagnosis; can be applied in the system of training, retraining and advanced training of sports coaches, physical education teachers, supplementary sports education teachers, as well as sports managers.

Implementation of scientific results. The results of the research were applied in the study process for the students, master students from the SUPES.

ADNOTARE

Popa Ghenadie *"Formarea competențelor antreprenoriale la studenții instituțiilor de învățământ superior cu profil sportiv"*. Teză de doctor în științe ale educației. Chișinău, 2021.

Structura tezei: introducere, 3 capitole, concluzii generale și recomandări, bibliografie (187 titluri), 126 pagini text de bază, 3 anexe, 34 figuri, 17 tabele. Rezultatele obținute sunt publicate în 9 lucrări științifice.

Cuvinte-cheie: antreprenoriat, competențe, învățământ superior, studenți, organizații sportive, industrie sportivă, legislație, pregătire profesională.

Scopul lucrării: fundamentarea teoretică și evaluarea experimentală a modelului și a condițiilor pedagogice pentru formarea competenței antreprenoriale la studenții instituțiilor de învățământ superior cu profil sportiv.

Obiectivele cercetării:

1. Analiza literaturii de specialitate cu privire la esența și identificarea specificului activității antreprenoriale a studentului - sportiv, viitor specialist în domeniu.

2. Determinarea structurii, a conținutului și a indicatorilor necesari formării competenței antreprenoriale a studenților.

3. Elaborarea și implementarea modelului de formare a competenței antreprenoriale la studenți, viitori specialiști în domeniu, în procesul pregătirii profesionale.

4. Argumentarea și verificarea experimentală a constructului pedagogic pentru formarea competenței antreprenoriale a studenților.

Noutatea și originalitatea științifică: au fost determinate și caracterizate condițiile pedagogice pentru formarea competenței antreprenoriale a viitorilor antreprenori sportivi în sistemul de învățământ superior (crearea unui mediu educațional orientat spre practică, actualizarea conținutului educațional, care îndeplinește cerințele moderne ale activității profesionale a unui antrenor sportiv și a conjuncturii pieței forței de muncă; dezvoltarea de niveluri, criterii (indicatori), mijloace de diagnostic și evaluare a formării competenței antreprenoriale a viitorilor antrenori sportivi, o combinație de activități de clasă și extradidactice ale studenților, utilizarea în activitate a diferitor forme și metode de predare).

Problema științifică importantă soluționată în cercetare constă în formarea competențelor antreprenoriale la viitorii specialiști în domeniul educației fizice și sportului prin elaborarea și aplicarea modelului antreprenorului, fapt ce va conduce la eficientizarea pregătirii profesionale a acestora.

Semnificația teoretică: au fost formulate prevederi teoretice, care relevă trăsăturile organizării procesului educațional, ce vizează formarea competenței antreprenoriale a viitorilor antrenori sportivi în sistemul de învățământ superior.

Valoarea aplicativă: modelul creat de formare a competențelor antreprenoriale ale viitorilor antrenori sportivi în sistemul de învățământ superior, care descrie scopul, obiectivele, abordările, conținutul, mijloacele și metodele de predare, condițiile pedagogice pentru implementarea acestuia, rezultatele planificate și instrumentele pentru diagnosticarea lor; își pot găsi aplicare în sistemul de formare, recalificare și pregătire avansată a antrenorilor în sport, a profesorilor de educație fizică, a profesorilor de educație sportivă suplimentară, precum și a managerilor sportivi.

Implementarea rezultatelor științifice. Rezultatele cercetării au fost aplicate în cadrul procesului de studiu pentru studenții, masteranzii din USEFS.

АННОТАЦИЯ

Попа Геннадие *”Обучение предпринимательским навыкам у студентов высших учебных заведений спортивного профиля”*. диссертация доктора педагогических наук. Кишинэу, 2021.

Структура диссертации: введение, 3 главы, общие выводы и рекомендации, библиография (187 наименований), 126 страницы основного текста, 3 приложения, 34 рисунка, 17 таблиц. Полученные результаты опубликованы в 9 научных работах.

Ключевые слова: предпринимательство, навыки, высшее образование, студенты, спортивные организации, спортивная индустрия, законодательство, профессиональная подготовка.

Цель диссертации: теоретическое обоснование и экспериментальная оценка модельных и педагогических условий формирования предпринимательской компетентности у студентов высших учебных заведений спортивного профиля.

Задачи исследования:

1. Анализ специализированной литературы и выявление специфики предпринимательской деятельности студента - спортсмена, будущего специалиста в данной области.
2. Определение структуры, содержания и показателей, необходимых для формирования предпринимательской компетентности студентов.
3. Разработка и внедрение модели формирования предпринимательских компетенций для студентов, будущих специалистов в данной области, в процессе профессиональной подготовки.
4. Аргументация и экспериментальная проверка педагогического конструирования для формирования предпринимательской компетентности студентов.

Научная новизна и оригинальность: педагогические условия формирования предпринимательской компетентности будущих спортивных предпринимателей в системе высшего образования (создание практико-ориентированной образовательной среды, обновление образовательного контента, отвечающего современным требованиям профессиональной деятельности спортивного тренера и конъюнктуры рынка труда; разработка уровней, критериев (показателей), средства диагностики и оценки формирования предпринимательской компетентности будущих спортивных тренеров, сочетание классной и внеклассной деятельности студентов, использование различных форм и методов обучения).

Важная научная проблема, решаемая в исследовании, заключается в формировании предпринимательских навыков у будущих специалистов в области физического воспитания и спорта путем разработки и применения модели предпринимателя, что приведет к эффективности их профессиональной подготовки.

Теоретическая значимость: сформулированы теоретические положения, раскрывающие особенности организации образовательного процесса, направленного на формирование предпринимательской компетентности будущих спортивных тренеров в системе высшего образования.

Прикладное значение: модель, созданная путем формирования предпринимательских навыков будущих спортивных тренеров в системе высшего образования, которая описывает цель, задачи, подходы, содержание, средства и методы обучения, педагогические условия ее реализации, планируемые результаты и инструменты их диагностики; может найти применение в системе подготовки, переподготовки и повышения квалификации тренеров по спорту, учителей физкультуры, учителей дополнительного спортивного образования, а также спортивных менеджеров.

Внедрение научных результатов. Результаты исследования были применены в учебном процессе для студентов, магистрантов из ГУФВС.

POPA Ghenadie

**TRAINING OF ENTREPRENEURIAL SKILLS AT THE
STUDENTS OF HIGHER EDUCATION INSTITUTIONS WITH A
SPORTS PROFILE**

Specialty: 533.04. Physical education, sports, kinetotherapy and recreation

Summary of the doctoral thesis in education sciences

Aprobat spre tipar: 18.10.2021	Formatul hârtiei 60×84 1/16
Hârtie offset. Tipar offset	Tirajul 30 ex.
Coli de tipar 2,0	Comanda 21

**State University of Physical Education and Sport
MD-2024, Republic of Moldova, Chisinau, 22 A.Doga street**