

УДК 631.115.11(476)

SOCIAL ENTREPRENEURSHIP AS A DRIVING FORCE OF YOUTH INITIATIVE DEVELOPMENT

O. Khmel, I. Zboryna

Polessky State University, vbkkoa@rambler.ru, zborina75@mail.ru

Throughout life each person is an object for investment. In modern conditions the existence of a person becomes impossible without significant, both in terms of volume and time, funds being invested. At the same time, human capital has the ability to accumulate, grow and be the source of additional income for the national economy. This, in turn, stabilizes the socio-economic situation and guarantees further economic growth. Today the most important task facing higher education should be to ensure raising the quality of human capital, which is the main condition for the competitiveness of graduates and universities. Therefore, the development of economic relations in the field of higher education requires the development and implementation of new organizational and economic mechanisms in the Republic of Belarus, which should facilitate the implementation of the following tasks:

- organization of the efficient interaction between institutions of higher education and the labor market according to the principle of state and public responsibility;
- division of financial responsibility;
- ensuring the qualitative growth of national human capital;
- ensuring sustainable development of the economy.

Social innovations today are becoming increasingly important in the scientific and educational environment. In the most general case, innovation activity refers to the ability of a person to productively generate and operate in substantially new and changing conditions, when previously known projects and algorithms are not productive enough and do not allow to achieve the desired results. Innovation activity in a higher education institution should, first of all, involve the production of knowledge as a specific intellectual capital. However, knowledge may not be of commercial value, since the rapid development today is characteristic of not those countries that create a lot of knowledge, but of those countries and peoples that use it.

The task of educational institutions, to a greater extent, is to ensure, along with the transfer of the existing set of modern knowledge to students, teaching them the ability to get this knowledge from the scope of information on the Internet, libraries, and teach them to create this knowledge. In this regard, the coalescence of the educational and scientific aspects of activities, the need for the intensified search for creatively talented young people, stimulating their interest in science and creativity, and the development of their abilities are becoming more and more urgent. Information and communication technologies create unlimited, previously unprecedented opportunities for such a search.

The second essential skill is to turn new knowledge into innovation. To do this, first of all, you need to be able to create your own personal content, to use knowledge laid out in electronic form through web technologies on the general Internet market. It is also necessary to teach students to capitalize on their knowledge, to sell it, to know how prices are formed, to know the mechanisms of turning knowledge into money. Ultimately, people need to know e-money, e-commerce to be able to work effectively and communicate in networks. They need to be able to work in companies, teams, when people are in different countries, on different continents and communicate in different languages.

Fostering a creative personality that positively perceives innovation and advanced development also requires relevant competencies from the teaching staff. They are required to constantly update their knowledge, introduce elements of creativity into their activities, implement a research approach to solving pedagogical tasks of training specialists capable of active life in new socio-economic conditions. However, the transitional phase causes many problems associated with the discrepancy between the traditionally used teaching methods and the innovative tasks of teaching practice. The problems of the psychological adaptation of a modern teacher to the variety of proposed innovations, to high-speed changes in the information environment are also becoming topical. There arise questions of the psychological readiness of specialists of educational institutions to assimilate innovative educational technologies. At the same time, creative activity has recently been viewed as an important indicator of the effectiveness of pedagogical activity and as a mechanism contributing to the effective adaptation of a teacher in a dynamic information environment.

Today the importance of youth initiatives in the Republic of Belarus is great. That is why one of the functions of the state should be to ensure the support and development of youth entrepreneurship, including that in the social sphere. Presently, at the level of the state and society, an understanding of the need to intensify youth initiatives has become established, not only as a way to ensure employment, but also as one of the most important sources of stable socio-economic growth. Polessky State University has organized a systematic work on consulting and supporting youth innovative projects in the framework of the “Start-up School” and “InvestWeekend” conducted on an ongoing basis. Some projects have already been commercialized. Despite the implementation of policies aimed at the development of youth entrepreneurship, problems that have a significant impact on the willingness of young people to create independent innovation projects remain. The main problems are the following:

1. Social mood of young people. In the youth environment, there is little conscious willingness to take risks, to create something new, there is no entrepreneurial spirit.
2. The perception of entrepreneurs by society. Among young people, entrepreneurs are perceived as people who have to constantly overcome difficulties, and not as businessmen striving for success.
3. Insufficient incentives and behavioral competencies, without which successful entrepreneurial activity is impossible.
4. Lack of young people’s awareness.

5. Lack of proper financial support. So, in the absence of sufficient financial resources and a clear development strategy a young entrepreneur is not able to fully realize his ideas.

Social entrepreneurship in Belarus takes only its first steps, however it becomes popular. Today, in Belarus measures to support social entrepreneurship are being worked out. A portal on social economy of Belarus was created, the Center for Social Innovation initiated the creation of the Network of organizations and initiatives of civil society (CINGO) within the framework of which trainings and seminars on social entrepreneurship were held in various cities of Belarus. However, there are many obstacles on this way: social enterprises do not have the capacity to compete with traditional business; lack of cheap and long-term money necessary for the development of the enterprise; there is no microfinance and subsidies; lack of legislation and regulations in the Republic of Belarus that determine special conditions of the activities of social enterprises; consumers choose a product without regard to the status of the producer.

The European experience offers an extensive tool for helping youth entrepreneurship, which could be very useful in our country. To encourage young people's willingness to engage in the development of innovative projects in the social field, it is necessary to spread knowledge on the basics of doing business among young people, to form an attractive image of a young entrepreneur. It is necessary to create a system of measures aimed at realizing the innovative potential of young people by improving the legal legislation in the field of regulating the activities and taxation of youth entrepreneurship, create specialized funds to support youth entrepreneurship, attract private investors, expand lending programs for these actors of the economy, increase the attractiveness of activities.

To sum up, the development of social entrepreneurship as youth initiative will open the possibility of constructing new forms of interaction between the tetrad "science" – "business" – "production" – "education" to achieve leadership in the definite sphere of economy promoting social and economic prosperity of the region.

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