



# DETERMINATION OF THE PEDAGOGICAL CONDITIONS FOR ORGANIZATION OF YOUTH ENTREPRENEURSHIP CONSULTING IN VOCATIONAL (VOCATIONAL AND TECHNICAL) EDUCATION INSTITUTIONS

Lyudmila Yershova<sup>1</sup>, Olena Titova<sup>2</sup>

<sup>1</sup> doctor of Pedagogical Sciences, Associate Professor, Deputy Director of Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, <https://orcid.org/0000-0002-2346-5842>  
e-mail: [yershova67@ukr.net](mailto:yershova67@ukr.net)

<sup>2</sup> doctor of Pedagogical Sciences, Professor, Head of the Professional Career Laboratory, Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, <http://orcid.org/0000-0002-6081-1812>  
e-mail: [olena.titova2310@gmail.com](mailto:olena.titova2310@gmail.com)

## Abstract

*The actuality* of the article was determined by the requests of the post-war economy to prepare Ukrainian youth for self-employment by opening and running their own businesses. The need for the radical change in the philosophy of vocational education of the post-war period was also crucial, as it allowed to consider the young people entrepreneurship training not as a minor educational goal of the vocational education of future specialists, but as an end-to-end systemic task for all links of the educational process and extracurricular activities of the institutions of vocational (vocational and technical) education. The need to establish consulting on youth entrepreneurship at vocational education institutions determined the relevance of the current research as well.

*The goal:* to substantiate and test the method of determining the pedagogical conditions for organizing consulting on youth entrepreneurship at vocational education institutions.

*Methods:* online survey of managers, methodologists, teachers of educational institutions, entrepreneurs to determine the initial list of the pedagogical conditions for consulting on youth entrepreneurship among vocational students; expert survey to determine the pedagogical conditions which could be the most influential in organizing effective influential on youth entrepreneurship for vocational students at vocational education institutions.

*Results:* the importance of organization of the system for consulting on youth entrepreneurship for vocational students at vocational education institutions was revealed; the method for determining the pedagogical conditions for organizing youth entrepreneurship consulting at vocational education institutions was substantiated; the method included online survey (of managers, methodologists, teachers at educational institutions, entrepreneurs); determination of the initial list of pedagogical conditions for organizing youth entrepreneurship consulting for vocational students; an expert assessment of the importance of the obtained list of the pedagogical conditions by ranking them; determining the pedagogical conditions which were the most influential in ensuring the effectiveness of the consulting on youth entrepreneurship process at vocational education institutions.

*Conclusions:* the importance of organizing of consulting on youth entrepreneurship at vocational education institutions was proved through such arguments as the reduction of unemployment and shortage of state subsidies for the maintenance of the unemployed, the increase in the number of legal small enterprises and growth in revenues to the state budget, the development of a network of small enterprises in each region, the stabilization of the psychological state of young people in conditions of wartime uncertainty due to the opportunity for young people to develop readiness to perceive current problems as new opportunities; the most influential pedagogical conditions for the effective organization of students consulting on youth entrepreneurship at vocational education institutions were

experimentally determined and characterized; the conditions included creation of a favourable educational environment, development of methods for organization of students consulting on youth entrepreneurship at vocational education institutions as well as improvement of vocational students' professional skills.

---

**Keywords:** *vocational education, entrepreneurial competence, skilled workers, youth entrepreneurship consulting, pedagogical conditions for organizing youth entrepreneurship consulting.*

---

**Introduction.** In accordance with the Goal 8 of Sustainable Development, which orients the policies of states to achieve decent work and economic growth, in Ukraine by 2030 it was predicted to increase productivity in the economy, create decent jobs, develop entrepreneurship, creativity and innovation, ensure full and productive employment, provide safe working conditions. However, the Russian Federation's full-scale war against Ukraine fundamentally changed the world of Ukrainian business and its prospects. If by February 24, 2022, small businesses in Ukraine faced some organizational, legal and logistical problems, then the war introduced new circumstances a significant part of which became insurmountable (occupation, ravage of logistics routes, destruction of production facilities and equipment, loss of professional personnel, change in consumer priorities, etc.). Therefore, the preparation of Ukrainian youth for self-employment by starting and running their own businesses in the conditions of a war-ravaged economy and a catastrophic increase in unemployment is a crucial task of the national vocational education system. The philosophy of vocational education of the post-war period must also be radically changed considering the process of young people training for entrepreneurship not as a secondary educational goal of vocational education, but as an end-to-end systemic task for all links of the educational process and extracurricular activities at the institutions of vocational (vocational and technical) education. When consulting of vocational students on youth entrepreneurship established at vocational education institutions, it would be able to perform the outlined end-to-end systemic task.

In general, it is possible to outline several arguments for the strategic importance of organizing the system of youth entrepreneurship consulting at vocational education institutions:

- readiness for self-employment in the field of small business gives a skilled worker the opportunity to avoid unemployment in case of suspension of activity or complete closure of enterprises and organizations where he could be employed after the vocational training;

- developed entrepreneurial competence, which implies the availability of economic, legal

and psychological knowledge, abilities and skills, makes it possible not only to open one's own business, but also to preserve it in the conditions of wartime and develop it in the conditions of post-war recovery of the economy;

- formed skills of self-management, team work, independent decision-making, developed psychological readiness for activities in non-standard conditions will help young people quickly cope with apathy and depression, adapt to rapid changes in the wartime labour market, understand the conjuncture of new economic relations, find a promising niche for the development of one's own business in the current economic situation (Alieksieieva, Yershova, Kravets, Lapshyna, & Odnoroh, 2021);

- personal experience of successful business activity acquired at the educational institution, obtained during the periods of participation in project activities and events based on the partner enterprises and with the partners' participation will give a young specialist confidence in making their own decisions regarding the presentation of their own business idea and its implementation (Orlov, 2022; Hrytsenok, 2021);

- the inclusion of a socio-humanitarian component in the youth entrepreneurship consulting system, which involves the development of a number of key abilities (for example, understanding the peculiarities of the state system, the formation and use of the state budget, realizing the role of small business in preserving the democratic society, acting in accordance with the national interests of the country, etc.), which will contribute reducing the outflow of young people abroad in wartime conditions and their return in conditions of post-war economic recovery (Radkevych, & Yershova, 2022).

Therefore, consulting on youth entrepreneurship can contribute to reducing unemployment and shortage of state subsidies for the maintenance of the unemployed, increasing the number of legal small businesses and growth of revenues to the state budget; the development of a regional network of small enterprises, which in wartime proved to be the most mobile and capable of quickly restoring logistics chains; stabilization of the psychological state of young people in condi-

tions of wartime uncertainty due to the opportunity for young people to develop readiness to perceive current problems as new opportunities.

**Sources.** Achieving the prospects outlined above presupposes the existence of a systematic work of the educational institution to prepare future specialists for entrepreneurial activity. Some aspects of such work were considered in the publications of Ukrainian scientists: analysis of relevant programs (Aliexsieieva et al., 2019); methods (Hrytsenok, Sokhatska, Bazyl, & Orlov, 2021; Yershova, Aliexsieieva, Kulalaieva, Odnoroh, & Yershov, 2022), preparation of educational and production-practical publications (Aliexsieieva et al., 2020; Aliexsieieva, Bazyl, Baidulin, Hrytsenok, Yershova, Orlov, & Sokhatska, 2021; Aliexsieieva, Bazyl, Baidulin, Hrytsenok, Zakatnov, Yershova, Orlov, & Sokhatska, 2021; Hrytsenok, Baidulin, & Savchenko, 2021), use of platforms for systematic discussion of problems connected with preparing young people for entrepreneurial activity (Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, 2022). The analysis of those publications determined the importance of creating conditions in educational institutions for the implementation of effective entrepreneurship consulting activities for vocational students. Therefore, we suggest to consider the pedagogical conditions for the organization of youth entrepreneurship consulting at vocational education institutions as the totality of content, means, forms of educational and extracurricular activities, conditions of the educational environment, communication between all participants of educational process (administration, teachers, students, partner organizations, businesses) which will contribute to the successful achievement of a defined common goal that is to prepare vocational students to open and run their own businesses.

**The purpose** of the study was to substantiate and test the method of determining the pedagogical conditions for the organization of consulting on youth entrepreneurship at vocational education institutions.

**Methods:** online survey of managers, methodologists, teachers of educational institutions, entrepreneurs to determine the initial list of the pedagogical conditions for consulting on youth entrepreneurship among vocational students; expert survey to determine the pedagogical conditions which could be the most influential in organizing effective influential on youth entrepre-

neurship for vocational students at vocational education institutions.

**Results and discussion.** According to the research hypothesis (the organization of youth entrepreneurship consulting will be successful if the vocational education institutions has adequate resource support (material and technical, scientific and methodical, information and communication, personnel) as well as a program to motivate all participants of the educational process to be engaged in consulting). A pilot study was conducted by means of an online survey of managers, methodologists, teachers of at vocational education institutions, entrepreneurs. All respondents were participating in experiments at the all-Ukrainian level on the development of vocational students' readiness for entrepreneurial activity (orders of the Ministry of Education and Culture of Ukraine No. 1227 dated November 12, 2018; No. 742 dated May 28, 2019). The purpose of the pilot study was to determine the initial list of the pedagogical conditions for the effective organization of vocational students consulting on youth entrepreneurship. Then the initial list of the conditions was doing to be ranked. The respondents were asked to name seven conditions, which when being implemented at vocational education institutions would contribute to the creation of effective consulting on youth entrepreneurship for vocational students. The survey was preceded by an all-Ukrainian scientific and practical webinar "Preparation of student youth for entrepreneurial activity in the post-war period" (Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, 2022). The webinar was the platform for consideration and discussion on the problem of pedagogical conditions for the development of entrepreneurial competence of future skilled workers.

According to the results of the survey, which engaged 150 respondents, a list of 12 pedagogical conditions, which were repeated most often, was formed:

- 1) at the vocational education institutions availability of structural subdivisions (career centres, business centres, educational centres, psychological centres, etc.) capable of participating in the implementation of consulting students on youth entrepreneurship;

- 2) training the teachers to update the content of vocational education of future skilled workers for the development of their entrepreneurial competence;

3) involvement of social partners of the vocational education institutions in consulting students on youth entrepreneurship in the post-war period;

4) use of public-private partnership tools in consulting students on youth entrepreneurship;

5) introduction of mechanisms to motivate all participants of the educational process to take part in consulting students on youth entrepreneurship;

6) availability of a modern material and technical base for the implementation of youth entrepreneurship consulting tasks;

7) availability of innovative scientific and methodological support for youth entrepreneurship consulting;

8) ensuring constant improvement of qualification of consulting participants (psychological trainings, seminars, lectures, exhibitions, project activities, etc.);

9) improvement of the educational content based on the involvement of partners in the updating and modernization of educational programs and introduction of dual education system elements;

10) creation of a favourable educational environment for the unhindered implementation of the main tasks of consulting students on youth entrepreneurship at vocational education institutions;

11) development of methods for organizing consulting of vocational students on youth entrepreneurship;

12) training of vocational education institutions heads to organize consulting on youth entrepreneurship.

At the next stage, an expert assessment of the importance of the formed list of pedagogical conditions was carried out. For the examination, three groups of stakeholders were involved in the number of five people each (researchers of the Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, teachers of vocational education institutions and representatives of social partners). It should be noted that all experts participated in innovative educational activities related to the preparation of young people for entrepreneurial activities.

To determine the importance of pedagogical conditions, experts were asked to fill out a questionnaire, in which they had to rank the above-mentioned pedagogical conditions according to their influence on the effectiveness of the organization of youth entrepreneurship consulting at vocational education institutions. The conditions with equal influence could be assigned the same rank. If, during ranking, the expert could not accu-

rately determine the rank, he could assign such pedagogical conditions a standardized rank according to the traditional procedure of its calculation. The obtained concordance coefficient of agreement of experts' opinions in each group (0.5–0.7) indicated a sufficient unity of expert opinions. That could be explained by their awareness on the problems of preparing young people for entrepreneurship. The comparison of the indicators for the experts' opinions agreement according to the pedagogical conditions made it possible to state that the agreement of the opinions of expert scientists and experts-practitioners, who assigned Nos. 1-3, 5, 7, 10, 11 to the most important pedagogical conditions, was the highest. In the group of social partners Nos. 1-3, 5, 6, 10, 9 were recognized as the most important conditions. Therefore, it can be concluded that the greatest consistency of experts' opinions concerned the pedagogical conditions, Nos. 1, 3, 5.

The results of the general ranking of the pedagogical conditions for the effectiveness of the organization of consulting students on youth entrepreneurship showed that the first place in the ranking list was occupied by the pedagogical condition "Creation of a favourable educational environment for the unhindered implementation of the main tasks of consulting students on youth entrepreneurship at vocational education institutions". The educational environment concept was deeply analysed in the works of many scientists (I. Haba, O. Humennyi, O. Yezhova, N. Kulalaieva, A. Kukh, V. Radkevich, V. Yagupov, V. Yasvin, etc.), who in general explained it as the totality of everything which the student interacts with. Therefore, it is possible to single out several main components of the educational environment that can have an impact on the effectiveness of the organization of students consulting on youth entrepreneurship:

- spatial and subject component (educational space, expressed in symbols of culture such as rooms, laboratories, workshops, centres, equipment, software, etc., which can be used in the process of organizing of students consulting on youth entrepreneurship);

- the social component (other participants of the educational process as creators of the symbolic world, bearers of a certain worldview and value systems such as administration, teachers, partners, authorities, etc., who are able to influence the formation of entrepreneurial thinking, entrepreneurial consciousness and culture of entrepreneurial activity of vocational students);

- communicative component (interaction between consulting participants, creation of a favourable psychological climate, unity of goals and tasks of the pedagogical team);
- educational component (content, forms and methods of consulting).

In this regard the outlined pedagogical condition logically absorbs a number of others presented in the list. Thus, the spatial and subject component includes various structural subdivisions at the vocational education institutions (mentioned in the condition No. 1), material and technical base (No. 6). The social component includes the involvement of social partners of vocational education institutions in the implementation of consulting (No. 3). The communicative component includes the training of the heads of vocational education institutions to organize consulting on youth entrepreneurship (No. 12), the use of public-private partnership tools in the organization of consulting students on youth entrepreneurship (No. 4).

According to the results of the expert evaluation, the pedagogical condition "Development of methods for organizing consulting of vocational students on youth entrepreneurship" was ranked as the second one. It also unites several others included in the expert list. The methodology is represented by several important aspects that have a direct connection with the educational environment, proving the mutual dependence of the pedagogical conditions. Thus, the motivational aspect involves the introduction of mechanisms to motivate all the participants of the educational process to take part in consulting students on youth entrepreneurship (No. 5), the cognitive aspect which is creating conditions for students to acquire knowledge relevant for successfully opening and running their own business, that can be achieved thanks to the use of innovative scientific and methodical tools during consulting (No. 7), operational aspect means training the teachers to update the content of vocational education of future skilled workers for the development of their entrepreneurial competence (No. 2), ensuring constant

improvement of qualification of consulting participants (No. 8), involvement of partners to updating and modernizing educational programs and introducing elements of dual education system (No. 9).

The third pedagogical condition can be formulated as "Increasing the professional skill of consulting participants", which integrates conditions No. 2, 3, 8, 9, 12 and at the same time fills with content the activity aspect of the method of organizing students consulting on youth entrepreneurship at vocational education institutions.

**Conclusions.** It is shown that consulting on youth entrepreneurship can contribute to reducing unemployment and shortage of state subsidies for the maintenance of the unemployed, increasing the number of legal small businesses and growth of revenues to the state budget; the development of a network of small enterprises in each region to be the most mobile and capable of quickly restoring logistics chains in wartime; stabilization of the psychological state of young people in conditions of wartime uncertainty due to the formation of readiness to perceive current problems as new opportunities.

The most important pedagogical conditions for the effective organization of students consulting on youth entrepreneurship at vocational education institutions (creation of a favourable educational environment for the unhindered implementation of the main tasks of consulting students on youth entrepreneurship at vocational education institutions; development of methods for organizing consulting of vocational students on youth entrepreneurship; increasing the professional skill of consulting participants) were experimentally determined and characterized.

The more detailed description of the defined pedagogical conditions of the organization of youth entrepreneurship consulting at vocational education institutions is the task of the next stage of scientific research, which will involve the analysis and adaptation of the advanced findings on career and entrepreneurial competences, methods and technologies of their formation and development.

## List of references

Alieksieieva, S., Yershova, L., Kravets, S., Lapshyna, O. & Odnoroh, H. (2021). Self-education and self-management to develop entrepreneurship competence in future professionals. SHS Web of Conferences. 104.03002. doi: <https://doi.org/10.1051/shsconf/202110403002>.

Bazyl, L., Orlov, V., Fursa, O., & Oruzha, L. (2021). Development of entrepreneurial competence in design education. *Financial and credit activity: problems of theory and practice*, 2(37), 493-502.

Bazyl, L., Radkevych, O., Radkevych, V., & Orlov, V. (2020). Interdisciplinary approach to the economic-legal socialization of specialists in modern labor market. *Utopia y Praxis Latinoamericana*, 25, 208-218. <https://produccioncientificaluz.org/index.php/utopia/article/view/33523>.

Hrytsenok, I. (2021). Pedagogical technology of entrepreneurial competence development of future qualified personnel in the project activity process. *Professional Pedagogics*, 1(22), 23-31. <https://doi.org/10.32835/2707-3092.2021.22.23-31>.

Radkevych, V., & Yershova, L. (2022). Status of preparedness of vocational education system to counter real and potential threats to national security and national interests of Ukraine in the conditions of external and internal challenges. *Professional Pedagogics*, 1(24), 4-17. <https://doi.org/10.32835/2707-3092.2022.24.4-17>.

Yershova, L., Aliksieieva, S., Kulalaieva, N., Odnoroh, G., & Yershov, M-O. (2022). Technologizing youth training for entrepreneurship to fulfil sustainable development goals. In Hamaniuk, V., Semerikov, S., & Shramko, Y. (Eds.) 3rd International Conference on History, Theory and Methodology of Learning (ICHTML 2022). Kryvyi Rih, Ukraine, May 16-17, 2022. *SHS Web of Conferences*, 142, 01004 (2022). DOI: <https://doi.org/10.1051/shsconf/202214201004>.

Алексеева, С. В., Базиль, Л. О., Байдулін, В. Б., Ваніна, Н. М., Єршова, Л. М., Закатнов, Д. О., Орлов, В. Ф. & Радкевич, О. П. (2019). Основи інноваційного підприємництва: програма навчальної дисципліни для закладів професійної (професійно-технічної) освіти. *Професійна освіта*, 2 (83), 33-35.

Алексеева, С. В., Базиль, Л. О., Байдулін, В. Б., Гриценко, І. А., Єршова, Л. М., Орлов, В. Ф., & Сохацька, Г. М. (2021). *Основи економічної грамотності та підприємництва*: навчальний посібник. Житомир: Полісся.

Алексеева, С. В., Базиль, Л. О., Байдулін, В. Б., Гриценко, І. А., Закатнов, Д. О., Єршова, Л. М., Орлов, В. Ф., & Сохацька, Г. М. (2021). *Підприємницька компетентність майбутніх фахівців*: методичний посібник. Житомир: Полісся.

Алексеева, С. В., Базиль, Л. О., Гриценко, І. А., Єршова, Л. М., Закатнов, Д. О., Орлов, В. Ф., & Сохацька, Г. М. (2020). *Підготовка майбутніх кваліфікованих кадрів до підприємницької діяльності в умовах розвитку малого бізнесу: теорія і практика*: монографія. Житомир: Полісся.

Гриценко, І. А., Байдулін, В. Б., & Савченко, М. О. (2021). *Від бізнес-ідеї до підприємницького успіху*: методичні рекомендації. Житомир: Полісся.

Гриценко, І. А., Сохацька, Г. М., Базиль, Л. О., & Орлов, В. Ф. (2021). Теоретичні і методичні основи підготовки майбутніх кваліфікованих кадрів до підприємницької діяльності в умовах розвитку малого бізнесу. В Радкевич, В. О., & Єршова, Л. М. (Ред.). *Професійна (професійно-технічна) та фахова передвища освіта: інформаційно-аналітичні матеріали (с.41-69)*. Житомир: Полісся.

Інститут професійної освіти НАПН України (2022). *Підготовка учнівської молоді до підприємницької діяльності у повоєнний період*: програма всеукраїнського науково-практичного вебінару (м. Київ, 17 травня 2022 р.). <https://ivet.edu.ua/index.php/component/k2/%E2%84%96/1527-pidhotovka-uchnivskoyi-molodi-do-pidpryyemnytskoyidiyalnosti-u-povoyennyu-period>.

Орлов, В. (2022). Розвиток ділової активності майбутніх кваліфікованих робітників. *Інноваційна професійна освіта*. Випуск 1(2). Радкевич, В. О. (ред.). Науково-методичне забезпечення професійної освіти і навчання: матеріали XVI Всеукраїнської науково-практичної конференції (звітної) Інституту професійної освіти НАПН України (29 квітня, 17-20 травня 2022 р.), 178-181.

## Translated & Transliterated

Aliksieieva, S., Yershova, L., Kravets, S., Lapshyna, O. & Odnoroh, H. (2021) Self-education and self-management to develop entrepreneurship competence in future professionals. *SHS Web of Conferences*. 104.03002. doi: <https://doi.org/10.1051/shsconf/202110403002>, [in English].

Bazyl, L., Orlov, V., Fursa, O., & Oruzha, L. (2021). Development of entrepreneurial competence in design education. *Financial and credit activity: problems of theory and practice*, 2(37), 493-502, [in English].

Bazyl, L., Radkevych, O., Radkevych, V., & Orlov, V. (2020). Interdisciplinary approach to the economic-legal socialization of specialists in modern labor market. *Utopia y Praxis Latinoamericana*, 25, 208-218. <https://produccioncientificaluz.org/index.php/utopia/article/view/33523>, [in English].

Hrytsenok, I. (2021). Pedagogical technology of entrepreneurial competence development of future qualified personnel in the project activity process. *Professional Pedagogics*, 1(22), 23-31. <https://doi.org/10.32835/2707-3092.2021.22.23-31>, [in English].

Radkevych, V., & Yershova, L. (2022). Status of preparedness of vocational education system to counter real and potential threats to national security and national interests of Ukraine in the conditions of external and internal challenges. *Professional Pedagogics*, 1(24), 4-17. <https://doi.org/10.32835/2707-3092.2022.24.4-17>, [in English].

Yershova, L., Aliksieieva, S., Kulalaieva, N., Odnoroh, G., & Yershov, M-O. (2022). Technologizing youth training for entrepreneurship to fulfil sustainable development goals. In Hamaniuk, V., Semerikov, S., & Shramko, Y. (Eds.) 3rd International Conference on History, Theory and Methodology of Learning (ICHTML 2022). Kryvyi Rih, Ukraine, May 16-17, 2022. *SHS Web of Conferences*, 142, 01004 (2022). DOI: <https://doi.org/10.1051/shsconf/202214201004>, [in English].

Alieksieieva, S. V., Bazyl, L. O., Baidulin, V. B., Vanina, N. M., Yershova, L. M., Zakatnov, D. O., Orlov, V. F. & Radkevych, O. P. (2019). *Osnovy innovatsiinoho pidpriemnytstva: prohrama navchalnoi dystsypliny dlia zakladiv profesiinoi (profesiino-tekhnichnoi) osvity* [Basics of innovative entrepreneurship: curriculum for vocational (vocational and technical) education institutions]. *Profesiina osvita*, 2 (83), 33-35, [in Ukrainian].

Alieksieieva, S. V., Bazyl, L. O., Baidulin, V. B., Hrytsenok, I. A., Yershova, L. M., Orlov, V. F., & Sokhatska, H. M. (2021). *Osnovy ekonomichnoi hramotnosti ta pidpriemnytstva: navchalnyi posibnyk* [Basics of economic literacy and entrepreneurship: a course book]. Zhytomyr: Polissia, [in Ukrainian].

Alieksieieva, S. V., Bazyl, L. O., Baidulin, V. B., Hrytsenok, I. A., Zakatnov, D. O., Yershova, L. M., Orlov, V. F., & Sokhatska, H. M. (2021). *Pidpriemnytska kompetentnist maibutnikh fakhivtsiv: metodychni posibnyk* [Entrepreneurial competence of future specialists: methodical guide]. Zhytomyr: Polissia, [in Ukrainian].

Alieksieieva, S. V., Bazyl, L. O., Hrytsenok, I. A., Yershova, L. M., Zakatnov, D. O., Orlov, V. F., & Sokhatska, H. V. (2020). *Pidhotovka maibutnikh kvalifikovanykh kadriv do pidpriemnytskoi diialnosti v umovakh rozvytku maloho biznesu: teoriia i praktyka: monohrafiia* [Preparation of future qualified personnel for entrepreneurial activity in the conditions of small business development: theory and practice: monograph]. Zhytomyr: "Polissia".

Hrytsenok, I. A., Baidulin, V. B., & Savchenko, M. O. (2021). *Vid biznes-idei do pidpriemnytskoho uspikhu: metodychni rekomendatsii* [From a business idea to entrepreneurial success: methodical recommendations]. Zhytomyr: Polissia, [in Ukrainian].

Hrytsenok, I. A., Sokhatska, H. M., Bazyl, L. O., & Orlov, V. F. (2021). *Teoretychni i metodychni osnovy pidhotovky maibutnikh kvalifikovanykh kadriv do pidpriemnytskoi diialnosti v umovakh rozvytku maloho biznesu* [Theoretical and methodological foundations of training future qualified personnel for entrepreneurial activity in the conditions of small business development]. V Radkevych, V. O., & Yershova, L. M. (Red.). *Profesiina (profesiino-tekhnichna) ta fakhova peredvyshcha osvita: informatsiino-analitychni materialy* [Vocational (vocational-technical) and professional pre-higher education: informational and analytical materials] (s.41-69). Zhytomyr: Polissia, [in Ukrainian].

Institut profesiinoi osvity NAPN Ukrainy [Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine] (2022). *Pidhotovka uchnivskoi molodi do pidpriemnytskoi diialnosti u povoiennyi period: prohrama vseukrainskoho naukovo-praktychnoho vebinaru (m. Kyiv, 17 travnia 2022 r.)*. [Preparation of student youth for entrepreneurial activity in the post-war period: the program of the all-Ukrainian scientific and practical webinar] <https://ivet.edu.ua/index.php/component/k2/%E2%84%96/1527-pidhotovka-uchnivskoyi-molodi-do-pidpryemnytskoyidiialnosti-u-povoyennyi-period>, [in Ukrainian].

Orlov, V. (2022). *Rozvytok dilovoi aktyvnosti maibutnikh kvalifikovanykh robitnykiv* [Development of business activity of future qualified workers]. *Innovatsiina profesiina osvita* [Innovative professional education]. Vypusk 1(2) Radkevych, V.O. (red.). *Naukovo-metodychne zabezpechennia profesiinoi osvity i navchannia: materialy KhVI Vseukrainskoi naukovo-praktychnoi konferentsii (zvitnoi) Instytutu profesiinoi osvity NAPN Ukrainy (29 kvitnia, 17-20 travnia 2022 r.)* [Scientific and methodological support of vocational education and training: materials of the 16th all-Ukrainian scientific and practical conference (report) of the Institute of Vocational Education of the National Academy of Sciences of Ukraine (April 29, May 17-20, 2022)], 178-181, [in Ukrainian].

# ВИЗНАЧЕННЯ ПЕДАГОГІЧНИХ УМОВ ОРГАНІЗАЦІЇ КОНСУЛЬТУВАННЯ З МОЛОДІЖНОГО ПІДПРИЄМНИЦТВА У ЗАКЛАДАХ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ

Людмила Єршова<sup>1</sup>, Олена Тітова<sup>2</sup>

доктор педагогічних наук, доцент, заступник директора з науково-експериментальної роботи

<sup>1</sup> Інституту професійної освіти Національної академії педагогічних наук України, <https://orcid.org/0000-0002-2346-5842>, e-mail: [yershova67@ukr.net](mailto:yershova67@ukr.net)

<sup>2</sup> доктор педагогічних наук, професор, завідувач лабораторії професійної кар'єри Інституту професійної освіти Національної академії педагогічних наук України, <http://orcid.org/0000-0002-6081-1812>, e-mail: [olena.titova2310@gmail.com](mailto:olena.titova2310@gmail.com)

## Реферат

*Актуальність* статті зумовлюється запитом повоєнної економіки на підготовку української молоді до самозайнятості шляхом відкриття і ведення власної справи; необхідністю докорінної зміни філософії професійної освіти повоєнного періоду, де підготовка молоді до підприємництва повинна розглядатися не як супутня навчальна ціль професійної підготовки майбутніх фахівців, а як наскрізне системне завдання для всіх ланок освітнього процесу та позанавчальної діяльності закладу професійної (професійно-технічної) освіти (далі: П(ПТ)О); потребою налагодження в закладах освіти консультування учнів з молодіжного підприємництва.

*Мета:* обґрунтувати й апробувати методику визначення педагогічних умов організації консультування з молодіжного підприємництва у закладах П(ПТ)О.

*Методи:* онлайн-опитування керівників, методистів, педагогів закладів освіти, підприємців – для визначення первинного переліку педагогічних умов організації консультування здобувачів професійної освіти з молодіжного підприємництва; експертне опитування – для визначення педагогічних умов, найбільш ефективних для організації в закладах П(ПТ)О результативного консультування учнів з молодіжного підприємництва.

*Результати:* показано важливість організації в закладі П(ПТ)О системи консультування учнів з молодіжного підприємництва; обґрунтовано методику визначення педагогічних умов організації консультування з молодіжного підприємництва у закладах П(ПТ)О (онлайн-опитування керівників, методистів, педагогів закладів освіти, підприємців; визначення первинного переліку педагогічних умов організації консультування учнівської молоді з молодіжного підприємництва; здійснення експертного оцінювання вагомості сформованого переліку шляхом їх ранжування; визначення педагогічних умов, найбільш ефективних для забезпечення результативності консультування учнів з молодіжного підприємництва у закладах П(ПТ)О).

*Висновки:* аргументовано важливість організації в закладах П(ПТ)О консультування з молодіжного підприємництва (зменшення безробіття і зниження державних дотацій на утримання безробітних; збільшення кількості легальних малих підприємств і зростання надходжень до державного бюджету; розвиток мережі малих підприємств у кожному регіоні; стабілізація психологічного стану молодих людей в умовах воєнної невизначеності через формування готовності сприймати чергові проблеми як нові можливості); експериментально визначено й охарактеризовано найбільш важливі педагогічні умови ефективної організації консультування учнів закладів П(ПТ)О з молодіжного підприємництва (створення в сприятливого освітнього середовища; розроблення методики організації консультування учнів закладу П(ПТ)О з молодіжного підприємництва; підвищення професійної майстерності суб'єктів консультування).

**Ключові слова:** професійна освіта, підприємницька компетентність, кваліфіковані робітники, консультування з молодіжного підприємництва, педагогічні умови організації консультування з молодіжного підприємництва.

Received: 16 December 2022

Accept: 20 December 2022