

# PREPARING VOCATIONAL EDUCATION STUDENTS FOR ENTREPRENEURSHIP



*MONOGRAPH*  
*2023*

NATIONAL ACADEMY OF EDUCATIONAL SCIENCES OF UKRAINE

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**Institute of Vocational Education**



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The monograph presents a number of areas of research into the problem of developing the readiness of vocational education recipients for entrepreneurial activity. In particular, the historical foundations of the development of the studied phenomenon are substantiated (historical and psychological aspects of individual readiness for entrepreneurial activity; retrospective analysis of personnel training for small businesses in Ukraine) and the process of preparing young people to start and run their own business is highlighted as a scientific and pedagogical problem (development of career and entrepreneurial competences in the dissertation research of scientists of the National Academy of Sciences of Ukraine; analysis of the current state of preparation of young people for entrepreneurship in vocational education institutions; description of the principles, laws and conditions of the organization of counseling of future specialists in youth entrepreneurship in educational institutions of various levels). The content, forms, methods and technologies of the development of entrepreneurial competence among future qualified workers are characterized. The practical aspects of preparing future specialists for entrepreneurial activities for various branches of the economy of Ukraine (economic, industrial, physical culture and sports, creative industries, service sphere, etc.) are described.

For education seekers of various levels, scientific and scientific-pedagogical workers, educational managers of various levels, guarantors of educational programs for the training of highly qualified personnel for the system of professional, professional pre-higher and higher education, representatives of business, public organizations, state authorities and local self-government bodies, who take care of the issues of strengthening the self-reliance of graduates of the national education system, Ukrainian society and the state, and training personnel for small businesses in Ukraine.

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# PREFACE

The modern labor market poses complex and unusual challenges to the vocational education system in terms of training qualified specialists capable of restoring the war-torn economy, ensuring its stable development in the future, and ready to effectively defend the democratic values of Ukrainian society and influence the formation of public policies. Therefore, many vocational education and training institutions (VETIs) declare that they are ready to defend the democratic values of Ukrainian society and influence state policies: VET institutions) declare their commitment to training competitive skilled workers capable of effective work in their specialty and a number of related fields at the level of world standards, ready for continuous professional growth, social and professional mobility, and self-employment. Obviously, in the context of rising youth unemployment caused by the war, a future skilled worker must be able not only to perform the functions defined by professional and educational standards as an employee of a public or private enterprise, but also be ready for self-employment by starting and running his or her own business.

This determines the importance of improving the professional competence of VET teachers, in particular, for the organization of effective counseling of students on youth entrepreneurship. The problem of training and improving the professional skills of youth entrepreneurship consultants can be solved at three levels: in the process of professional training of future vocational school teachers (through updating the content of educational and professional (EPP) and educational and scientific programs (ESP) for the training of higher education students); through the implementation of professional development of pedagogical staff and in the intercourse period (participation in scientific events, involvement in innovative educational activities at various levels); through self-education.

The monograph presents four chapters that correspond to the main directions of the study of the problem of forming the readiness of vocational education students for entrepreneurial activity. In Chapter 1 “HISTORICAL AND THEORETICAL BASIS OF FUTURE SPECIALISTS TRAINING FOR ENTREPRENEURIAL ACTIVITY” the historical foundations of the development of the phenomenon under study are substantiated (historical and psychological aspects of the readiness of a person for entrepreneurial activity; retrospective analysis of training for small businesses in Ukraine), and the process of preparing young people to start and run their own business is highlighted. Entrepreneurial activity is highlighted as a scientific and pedagogical problem (presentation of the problem of developing career and entrepreneurial competencies in the dissertation research of scientists of the National Academy of Pedagogical Sciences of Ukraine; analysis of the current state of training young people for entrepreneurial activity in vocational education institutions).

Chapter 2 “CONTENT AND FORMS OF FUTURE SPECIALISTS TRAINING FOR ENTREPRENEURIAL ACTIVITY” describes the state of organization of counseling of students of professional education on the development of youth entrepreneurship and outlines the problems of updating the content of training future specialists for entrepreneurial activity.

In Chapter 3 “METHODS AND TECHNOLOGIES OF FUTURE SPECIALISTS TRAINING FOR ENTREPRENEURIAL ACTIVITY” the methodology for developing the entrepreneurial competence of future web designers and two technologies (development of entrepreneurial competence of future skilled workers using elements of self-management and in the process of project activity) are presented.

Section 4 “TECHNOLOGY OF FORMING THE VOCATIONAL EDUCATION STUDENTS' INTEREST IN ENTREPRENEURIAL ACTIVITY” describes the practical aspects of training future specialists for entrepreneurial activity for various sectors of the Ukrainian economy (trade, industry, physical culture and sports, creative industries, service sector, etc.)

The publication is aimed at popularizing the results of domestic scientific research on the formation and development of career and entrepreneurial competencies. It is of interest to heads of vocational education institutions, career center consultants, psychologists and social educators, as well as researchers, postgraduate and doctoral students, government and local authorities, employers and representatives of public organizations whose activities are related to the state of vocational education, recovery and development of the Ukrainian economy.



# CHAPTER 1

HISTORICAL AND THEORETICAL  
BASIS OF FUTURE SPECIALISTS  
TRAINING FOR ENTREPRENEURIAL  
ACTIVITY





## 1.1. HISTORICAL ASPECT OF THE FORMATION OF THE PROBLEM OF INDIVIDUAL READINESS FOR ENTREPRENEURIAL ACTIVITY

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Обґрунтовано міждисциплінарний характер дослідження трансформації образу української економічної еліти у XIX – на початку XX століття. Це пояснюється умовами глобалізації сучасного світу і приналежністю предмета дослідження до об'єктів багатьох наук: історії педагогіки, історії, філософії, культурології, соціології, етнографії, біології, психології та забезпечено застосуванням низки наукових підходів: культурологічного (а в його межах – геокультурного, етнокультурного, соціокультурного, біографічного, типологічного), психолого-соціологічного, історико-соціологічного, історико-філологічного, нарративного, герменевтичного та ін. Охарактеризовано історичні, культурні, національні, ментальні, релігійні та інші особливості формування системи виховних ідеалів підприємницького стану України у XIX – на початку XX століття. Виявлено етнонаціональні відмінності у формуванні поглядів народів України на цінності та ідеали підприємницької діяльності. Проаналізовано причини трансформації образу української економічної еліти у досліджуваний період. Увага акцентована на характеристиці найвагоміших цінностей українських підприємців (віра, родина, освіта, місцевий патріотизм) і чеснот (толерантність, помірність, стриманість, суспільна відповідальність). Виявлено причини домінування релігійно-моральної складової виховного ідеалу вітчизняних підприємців (нестійкість соціально-економічного становища нової підприємницької верстви, релігійно зумовлений критичний погляд на заняття торгівлею, внутрішньо особистісний конфлікт між людським прагненням до збагачення та християнським його запереченням). Обґрунтовано основну зміну у ставленні вітчизняних підприємців до освіти (освіта як престиж трансформувалася в освіту як умову фінансової безпеки та економічний спосіб мислення).

*The interdisciplinary nature of studying the Ukrainian business leaders' values transformation in XIX and early XX centuries is justified. It is explained by globalization conditions and a research subject's belonging to objects of lots of sciences: education history, history, philosophy, culture, sociology, ethnography, biology, psychology and is provided via practicing a number of scientific approaches: cultural studies (within confines – geo-cultural, ethnocultural, sociocultural, biographical, typological), psychologic-sociological, historical-sociological, historical-philological, narrative, hermeneutic etc. It characterizes cultural, national, mental, religious and other peculiarities of forming education ideals system for Ukraine's entrepreneurial status in the XIX-early XX century. Ethnonational differences in forming Ukraine's peoples' insights in values and ideals of entrepreneurial activity are revealed.*

*The Ukrainian business leaders' image transformation reasons at a time of study are analyzed. The attention is focused on the characteristics of the Ukrainian entrepreneurs' most significant values (faith, family, education, localism) and virtues (tolerance, moderation, restraint, social responsibility). The reasons of religious and moral dominance in educational ideal for local*

*entrepreneurs are revealed (socio-economic situation unsustainability for a new entrepreneurial stratum, the religion dependent critical look at trading activity, personal conflict between human desire for enrichment and its Christian denial). The main changes in local entrepreneurs' attitudes to education are substantiated (education as prestige has been transformed into education as a condition of financial security and economical mode of thinking).*

**Ключові слова:** підприємництво, виховні ідеали, цінності, професійна освіта, Україна XIX – початку XX століття.

**Keywords:** entrepreneurship, educational ideals, values, vocational education, Ukraine of XIX-early XX century.

The official recognition of Ukraine strategic course for integration into the European cultural, educational and economic space is followed by certain changes in national pedagogical theory and practice, in particular, in the field of historical and pedagogical research related to the problems of ethno-cultural specificity, national identity, environmental culture, consciousness and activity, which go beyond purely pedagogical issues, extending to the worldview and geopolitical spaces of modern scientific knowledge. This is also the reason behind the importance of studying the history of the entrepreneurial image in Ukraine and the system of their educational ideals, which are now the main expectations of the Ukrainian state and society in the context of finding ways to accelerate the recovery and further modernisation of the country economy.

Scientific discourses in the history of educational and training systems are considered as a layer of pedagogical culture, which is a part of the universal culture. Therefore, the generalised image of the Ukrainian entrepreneur should be considered as a system of different ethno-cultural ideals, the study of which requires taking into account a number of scientific approaches that exist within the framework of cultural studies, in particular, geocultural (O. Hubko, N. Makkaveiskyi, O. Mamulkina, V. Popov, V. Shcherbakovskiy), ethno-cultural (I. Bekh, M. Boryshevskiy, O. Vyshnevskiy, I. Ziaziun, M. Stelmakhovych, O. Sukhomlynska), socio-cultural (I. Bekh, O. Dubaseniuk, I. Ziaziun, V. Korbutiak, M. Levkivskiy, P. Luzan, N. Yakovenko, V. Artamonov, O. Donchenko, O. Lazurskiy, N. Matveieva, V. Redka, L. Hjelle), biographical (H. Bielan, S. Rudenko), typological (K. Melnyk-Antonovych, O. Yas), and others, which provide a holistic study of the phenomenon under investigation.

Therefore, we should focus on analysing the causes and consequences of the transformed image of the Ukrainian economic elite in the nineteenth and early twentieth centuries as a historical and pedagogical phenomenon that had a decisive impact on the development of entrepreneurship in Ukraine.

The historical roots of modern entrepreneurship go back to the ancient times of the merchant class, whose ideals began to be formed in the days of Kyivan Rus. In those days, the merchant class existed as a separate, albeit small, social stratum (Donik, 2008, p. 10) with a certain corporate structure, its own code of honour and

its own ideals. However, it should be clarified that Ukrainian merchants, unlike European merchants, were neither the driving force behind the country's economic development nor the main factor in the development of Ukrainian medieval cities. In the mid-seventeenth century, the Russian government for the first-time paid attention to its "business class", recognising that "the whole kingdom is enriched by merchants, and no small state can exist without merchants" (Sumtsov, 1918, p. 10), and since then it has continuously encouraged private entrepreneurship, which resulted in its development as a separate entity in the mid-seventeenth century. Given the well-known political and socio-economic events and trends of the seventeenth and eighteenth centuries, Ukrainian merchants did not have a clearly defined property status and were often attributed by government officials to the general mass of "populace", i.e., bourgeois or even peasantry.

In 1785, the "Charter of Rights and Benefits for the Towns of the Russian Empire" or "The Letter of Commendation for the Cities" established the legal status of the city population as a single bourgeoisie, which included the merchant class (Charter on the rights and benefits for the towns of the Russian Empire, 1987, pp. 68-128). Catherine II introduced the Western European understanding of the third estate or "middle class" in the country, which was placed between the nobility and the peasantry in the social hierarchy. It was in this legal field that the Ukrainian merchants found themselves after the absorption of Ukrainian lands by the Russian Empire, and it was their social status that determined the peculiarities of the merchant educational ideals, which, it should be noted, had, in addition to property, also noticeable ethnic differences.

First of all, it is necessary to emphasise the international character of the merchant class. At the end of the nineteenth century, almost 60 per cent of merchants were of Jewish ethnicity, 30 per cent identified themselves as Russians, and only about 7 per cent as Ukrainians. The "Odesa Visnyk" (1845) noted that traders in Odesa represented in their trade operations as many separate regions as there were on the geographical map of Europe. Thus, the merchant educational ideal can be seen as a system of different national ideals formed on a common legal basis of the merchant class, but on a different ethno-cultural background (Yershova, 2015, p. 539). This also explains the different ideas about the expected ideal fulfilment of the social role defined by the merchant class. A common feature of the merchant class was economic pragmatism, which was manifested in the education of all merchant generations with a clear understanding of the ultimate goal of their trade and economic activities – to make a profit and ensure the well-being of their families. Specifically, this component of the merchant's educational ideal determined the ability of entrepreneurs to take justified economic risks, explained their interest in innovation and growing respect for education, i.e., contributed to the manifestation of properties that were directly opposite to the educational ideal of the peasant. On the one hand, economic pragmatism kept

merchants from participating in risky political actions, and on the other hand, it encouraged the rational use of advanced production technologies or modern business methods. For this reason, merchants were more likely to “get on the rails of progress” and respond to changes in society, becoming a class open to the “spirit of change” at the end of the nineteenth century (Donik, 2008, p. 182).

However, the national and confessional affiliation of a particular merchant family undoubtedly diversified and complicated their common educational standard. The basis for the formation of the Ukrainian merchant ideal can be seen in the deep religiousness of Ukrainians, their special respect for land and family, and personal freedom. These factors also determined the specifics of their educational ideal, which required them to carefully adhere to the principles of Christian morality, respect the personality of the buyer as “their neighbour”, show honesty and fairness in commercial relations, not indulge in excesses, not bow down to luxury and fashion, show tolerance to other people, be kind and friendly. However, according to many scholars of the merchant class, these ideal traits were the reason why Ukrainian merchants lagged behind Russian and Jewish merchants.

In this regard, the analytical conclusions of I. Aksakov (1858, p. 9) on the peculiarities of trade and economic activity of merchants of different nationalities are quite interesting, as they allow us to identify a number of characteristic features of the educational ideals of Ukrainian, Russian and Jewish merchants of the late nineteenth and early twentieth centuries. The researcher emphasised that, unlike Russian merchants, Ukrainian merchants were less inclined to luxury, fashion, and the purchase of property. Even when they made considerable profits, they were “content with their bright, clean houses (“khatky” – in Ukrainian)”, while Russian merchants, as soon as they had the means, tried to “acquire stationary brick shops or cover wooden ones with iron in their places of trade”. According to I. Aksakov (1858, p. 11), “the difference between a Great Russian (“Velykoros” – a term in Ukrainian) and Little Russian merchant (“Maloros” – a term in Ukrainian) is seen in the very method of trade”, i.e., “a Little Russian almost never bargains, but holds to one certain price, which, of course, is determined by trading circumstances, but is mostly set by him with honest confidence”. In contrast, a Russian merchant “immediately recognises a buyer by his clothes, by his language, by his manner” and, as the scholar wrote, “instantly knows” to give in or “charge him twice the real price”. “The Little Russian merchant”, the researcher emphasised, “never lends except in rare cases, while all Russian trade is based on bold, insane credit, on desperate risk” (Aksakov, 1858, p. 12).

Despite the established mental perceptions of sixteenth- and seventeenth-century Ukrainians of non-Christians as “evil” and “suspicious” people and the anti-Semitic propaganda spread throughout the Russian Empire in the late nineteenth and early twentieth centuries, Ukrainians showed greater affection for Jewish merchants than for Russian ones. Jewish merchants were respected for their

friendliness and patience, sense of humour, and observance of proportion and tact in their trade. “Our people are more willing to buy from Jews than from Great Russians”, P. Chubynskyi wrote in the magazine “Osnova” (1862), “You can bargain with a Jew. The Jew is friendly and patient”. According to P. Chubynskyi’s observations, a Great Russian merchant was able to deceive more than a Jewish one, and he did so with “extraordinary self-confidence and a sense of self-esteem”. It was this “proud fraud” that Ukrainians considered more dangerous because it came from an Orthodox merchant whom Ukrainians trusted as a “brother in the Cross”, because “how can you not believe when they swear by the name of Christ”.

Certain national characteristics of Ukrainian traders (gullibility, caution, restraint, slowness, etc.) were often used to justify their inability to trade. For example, M. Domontovych, a full member of the Imperial Russian Geographical Society (1865, p. 532), explained the lack of entrepreneurial talent by the luxurious nature and agricultural way of life of Ukrainians, which “developed in the Little Russians mostly a poetic and contemplative tendency” and did little to develop “the practicality and commercial dexterity that distinguish the Great Russians”. Professor M. Sumtsov (1918, p. 78) also believed that Ukrainians had never had a talent for trade, as they were “hard-working farmers”, honest people “with a great sense of justice” who “did not rush into a big profit”, and therefore “people of other nations have always snatched the tastiest bits from them – in the old days, the Greeks, later, Jews and Great Russians”. The fact that Ukrainians “are not inclined to trade” was also emphasised by A. Schmidt (1859, pp. 488, 489), who noted that they “do not understand the desire for enrichment” and would not trade a quiet home life for a restless business that constantly requires intense attention and dexterity. A similar opinion was expressed by M. Czajkowski (1891, p. 121), who noted that Ukrainians tend to “live in a family circle”, “do not demand a lot of money and do not accumulate it”. It should be acknowledged that the opinion that Ukrainians lacked business acumen due to lethargy, laziness and carelessness was quite widespread at the time. However, even then, it found many opponents, who called the long existence of serfdom on a large part of Ukraine, constant political dependence, and powerful ideological and economic Russian expansion the most important negative factors in the development of Ukrainian entrepreneurial initiative (Donik, 2008, 65-66; Sumtsov, 1918, p. 79). The Polish writer M. Czajkowski (1891, p. 126) wrote that Ukrainians “resembled cows with many owners”. “They have been milked to death”, he emphasised, “and all their high imagination has been milked”. However, despite all this, a whole galaxy of powerful and influential merchant families – Symyrenko, Tereshchenko, Kharytonenko, Yakhnenko, and others – was formed among Ukrainian merchants, who, on the one hand, served as reference figures for younger generations of Ukrainian merchants, and on the other hand, contributed to the development of not only the Ukrainian economy, but also culture and education.

It is also worth noting that the specifics of trade and economic communication between Ukrainian, Russian, and Jewish merchants determined the particularities of the national merchant images formation. In view of this, the common faith of Ukrainians and Russians has not become a guarantee of common economic interests. For example, in 1927, the historian-economist D. Bovanenko not only opposed the interests of Ukrainian and Russian merchants, but also convinced them of the latter's hostility to Ukrainian national interests. At the same time, the scholar called the Jewish bourgeoisie, despite its confessional and mental "otherness", "the vanguard of European capital that moved eastward", restraining the advance of Russian capital into Ukraine and opening up ties for Ukrainians to the global European market. Thus, the generalised educational ideal of the merchant class in a multi-ethnic empire can be called, on the one hand, an "international" conglomerate, a product of ethnic and social acculturation, that is, the cultural adaptation of multi-ethnic community members, a certain cultural exchange of traditions and customs that took place in the course of trade, economic and social contacts between merchants of different nationalities and revealed features and trends common to the entire merchant class (growing interest in vocational education, the requirement to cultivate entrepreneurship, determination, tolerance, effective religiosity, etc.). However, on the other hand, its national components were based on their own philosophy and different life psychology, which led to the peculiarities of the national economic strategy and certain differences in the perception of educational ideals of other nationalities (Ukrainian prudence and caution were perceived by Russians as indecisive and short-sighted; while the determination and risk-taking of Russian merchants were seen by Ukrainians as aggressive or fraudulent; from the perspective of the "decisive and risky" Russian merchants, their interests in Ukraine were seen as necessary activities aimed at developing a new market, and from the perspective of the "moderate" Ukrainian merchants, as economic expansion, conquest, and capture).

The reforms of the second half of the nineteenth century dramatically changed not only the social, economic and political face of society, but also led to a serious transformation of the educational ideal of the merchant class, whose representatives became carriers of a new type of thinking, a new system of socio-cultural values and traditions. In the second half of the nineteenth century, despite the growing financial power of its class, the merchant class continued to maintain its hierarchical "inferiority" in society, compared to the nobility, which remained a closed social stratum with the most difficult access for "new" members. Therefore, the educational ideal of the merchant class at this time clearly reflects the desire of entrepreneurs to "become noble", which was manifested through the imitation of noble culture. However, the systematic growth of the merchant class's financial power, which was easier to adapt to the conditions of the post-reform period, along with the gradual decline in the influence of the economically conservative nobility,

meant that this imitation did not lead to resemblance. The merchant class began to include a symbolic component in the educational ideal of its representatives, which was manifested through the system of “analogue symbols”: creation of trade logos instead of noble coats of arms, the establishment of merchant associations, such as closed noble clubs, and the opening of a new bourgeois style of dress, as opposed to aristocratic, gentlemanly, the introduction of architectural merchant “modernity” instead of aristocratic “classics”, etc.. During this period, the aristocratic circles of the stable elite nucleus of the merchant class even developed a tendency to preserve the “purity” of their class, as clever newcomers from the ranks of yesterday’s peasants, who did not have time to “cultivate” themselves, rapidly broke into the merchant community, and, therefore, having received the legal right to be included in the merchant class, still had to systematically win the trust of its elite.

However, the closed nature of the nobility, together with the “nobility” of its aristocratic ideal, continued to play the role of the highest level of personal and social aspirations for wealthy merchants until the early twentieth century, which was used quite successfully by Russian governments, actively involving the growing capital of the merchant class in the organisation of the social life of the state and thus stimulating the development of charity. For this reason, merchants, encouraged by the possibility of social “growth” (becoming hereditary honorary citizens or hereditary nobility), were powerful investors in the social sphere of society and reliable partners of the authorities during the last decades of the Russian Empire. The trust of the tsar and the recognition of society became a guarantee of economic security for the merchant class and the driving force behind their active social activities. Therefore, at the end of the nineteenth century, in addition to symbols-identifiers, new forms of prestigious social behaviour appeared in the educational ideal of the merchant class representatives (participation in local government, improvement of hometowns, development of their infrastructure, support for education, healthcare, culture, etc.), which fostered social responsibility devoid of national or political colouration. The effectiveness of this educational ideal component led to close contact between merchants and creative people: writers, artists, scientists, and educators, and determined the emergence of “civilised consciousness”, “liberal thinking”, and “real, not imaginary patriotism” in the business environment.

Another significant result of the spiritual world evolution of entrepreneurs was the change in the educational component of the merchant’s educational ideal. In the first half of the nineteenth century, the prevailing opinion among merchants was that “science only detracts from business”, in the second half of the century, the attention of entrepreneurs to the education of their children began to grow steadily: in the 1860s, the ideal education for a merchant’s offspring was a commercial school or a real school, and in the 1890s, the tendency of merchant

youth to pursue classical education became apparent. Thus, the merchant's educational ideal of the late nineteenth century already required a diploma from a prestigious university or higher technical institution. It is also important to take into account the fact that in the late nineteenth century, education became not only an element of prestige for the merchant class, but also a condition for the financial security of merchant dynasties, as the head of the family inherited not only his social status and capital, but also his way of thinking, in which the education of workers meant creating a stable social environment for the expansion of their own entrepreneurial activities. The growing need for educated professionals in the economy made the merchant class aware of the need to provide proper professional education not only for its own employees, but also an increase in the general educational level of the entire population, which led to the development of the commercial and industrial elite's interest in establishing and maintaining commercial, technical and craft educational institutions. The education received undoubtedly influenced the further formation of the lifestyle, tastes and values of the merchant youth, deepening the transformational processes in the content and effectiveness of the merchant educational ideal. At the beginning of the twentieth century, wealthy merchant families were not much different from representatives of the intellectual professions in their cultural needs. Representatives of the merchant class became passionate bibliophiles, collectors of rare books and works of art, avid theatregoers, founders of their own museums, galleries, libraries, etc.

Another important component of the merchant educational ideal is the strict religiosity of the representatives of this class, which is attested to by numerous sources of that period. Contemporary researchers point to several important reasons why the religious and moral component became perhaps the most important sphere of the spiritual life of the merchant class and the main source of the effectiveness of its educational ideal. Firstly, it is necessary to mention the instability of the socio-economic situation of merchants due to the imperfection of the legal framework in the field of regulation of trade and industrial relations, which, on the one hand, contributed to the rapid enrichment of recent immigrants, and on the other hand, often caused their equally rapid ruin. Secondly, there was a critical view of entrepreneurship in the public consciousness, linked to the Christian tradition of rejecting the cult of wealth and realising the "lie of money". Thirdly, religiosity was strengthened by a certain "internal moral disorder" in the minds of the merchants themselves, which, on the one hand, was caused by the pursuit of profit and exploitation of people, and, on the other hand, the desire to redeem his debt to the people and the desire to "please" God, who "craves responsibility for wealth" so as not to "slip back into poverty". The merchants tried to overcome this internal conflict by zealously observing rituals, generous donations to the church, and systematic charitable deeds in the social sphere, education, science, and culture. Religiosity not only became a personal need, but also turned out to be an



element of the spiritual heritage of many merchant dynasties, that formed the core of the country's economic elite, who, actively adopting the European way of life and forming a new system of group socio-cultural values, emerged in the early twentieth century as an alternative to the governmental, aristocratic and spiritual elite. However, the numerically small Ukrainian merchants, despite their active social and cultural activities, "were not ready to play the role of harbingers of the Ukrainian modern nation, let alone to create the Ukrainian statehood" (Donik, 2008, p. 40). Only a few Ukrainian industrialists, such as the Symyrenko sugar producers, realised the need to promote the development of a national movement. The internationality and apolitical nature of the merchant's educational ideal in Ukraine became most evident in the late nineteenth and early twentieth centuries, when the prerogative of trade and economic interests and values became more important in the life of the merchant class than the problems of national or political affiliation. Even on the eve of the First World War, Ukrainian merchants remained "firmly embedded" in the system of the autocratic system of Russia.

Thus, the Ukrainian economic elite of the nineteenth and early twentieth centuries was formed in the legal field of the Russian Empire, which influenced the particularities of the educational ideals' formation of the merchant class and their transformation in the minds of the new entrepreneurial stratum. A common feature of the educational ideal of the merchant class all layers was pragmatism, strict religiosity and apolitical actions and deeds. The main differences in the merchant educational ideals were the property stratification of the class and the peculiarities of its representatives' ethnic origin. The educational ideal of the Ukrainian economic elite should be distinguished by the following features: the dominance of Christian and moral and spiritual values over utilitarian and pragmatic ones, respect for customers and partners, trustfulness, restraint, unhurriedness, caution, risk aversion, moderation of entrepreneurial demands, apolitical attitude, and integration into the system of ideological guidelines and values of the Russian Empire. The most significant changes in the structure of the educational ideal of the national economic elite were the following: the growing importance of education, reorientation to socially important causes, and the prevalence of social responsibility and local patriotism. These historical prerequisites for the formation of the Ukrainian economic elite are of paramount importance for shaping the readiness of today's Ukrainian youth to find employment by starting and successfully running their own business. The best features of Ukrainian entrepreneurship should be the basis for the formation of a self-reliant personality in educational institutions of various levels as the basis for the development of small business in Ukraine, the post-war economic recovery of the country, the strengthening of democratic values and the further sustainable development of Ukrainian society.

## 1.2. RETROSPECTIVE OF YOUNG PEOPLE TRAINING FOR ENTREPRENEURIAL ACTIVITY IN UKRAINE

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Актуальність дослідження зумовлюється: важливістю формування у здобувачів вітчизняної професійної освіти підприємницьких рис і якостей, ефективність яких доведена динамічним розвитком економіки провідних європейських країн; необхідністю долавання пострадянських підходів до формування змісту професійної освіти, пошуку нових методів формування ринкового мислення, розвитку готовності майбутніх фахівців до підприємницької діяльності й виявлення індивідуальної ініціативи; потребою модернізації сучасної української професійної (професійно-технічної) освіти, створення в закладах професійної освіти умов для формування особистості самозарядного кваліфікованого робітника, здатного до самозайнятості в умовах воєнного ринку праці й готового до виконання завдань повоєнного відновлення України. Вітчизняна джерельна база містить численні матеріали з підготовки молоді до підприємництва (архівні матеріали українських закладів освіти, що функціонували в різні історичні часи; закони України й інші офіційні документи; наукові публікації з історії та методики професійної освіти, документи сучасних інтернет-ресурсів з питань сприяння розвитку підприємницької ініціативи тощо), але потребує більш ґрунтовного історіографічного дослідження; виявлено основні тенденції підготовки молоді до підприємницької діяльності в закладах освіти царської росії (певні елементи формування ділових і підприємницьких навичок простежувалися в системі професійної освіти), УРСР (повне заперечення розвитку індивідуальної ініціативи й формування навичок підприємницької діяльності, відсутність елементів формування підприємницької компетентності в освітньому процесі й виховній роботі закладів професійно-технічної освіти) і Незалежної України (цілеспрямоване формування підприємницької компетентності набуває стратегічного значення для розвитку країни); охарактеризовано форми й методи розвитку підприємницьких якостей майбутніх фахівців у царсько-російській моделі професійної освіти (програми навчальних дисциплін спрямовані на засвоєння економічних понять, які лягали в основу майбутньої підприємницької діяльності; змістом окремих предметів передбачається формування у випускників закладів освіти підприємницьких навичок щодо провадження в майбутньому підприємницької діяльності), радянській (питання ринкової економіки, підприємництва, менеджменту не знайшли відображення у змісті профосвіти; основна увага приділялася фаховій підготовці робітничих кадрів для державних підприємств) і Незалежної України (упровадження навчальних курсів і програм щодо основ ринкової економіки й підприємництва; проведення практико-орієнтованих заходів; максимальне наближення до умов роботи реального підприємства); сформульовано рекомендації з удосконалення професійної підготовки молоді до підприємництва в умовах війни й повоєнного відновлення України (упровадження відповідних навчальних курсів; запровадження практичних бізнес-проектів; організація при закладах профосвіти бізнес-інкубаторів).

*The relevance of the research is determined by: the importance of developing entrepreneurial traits and qualities in students of domestic professional education, the effectiveness of which is proven by the dynamic development of the economies of leading European countries; the necessity to overcome post-Soviet approaches in shaping the content of professional education, seeking new methods to develop market thinking, preparing future specialists for entrepreneurial activity and fostering individual initiative; the need for modernizing contemporary Ukrainian professional (vocational- technical) education, creating conditions in professional education institutions for shaping a self-reliant, skilled worker capable of self-employment in a wartime labor market and ready for post-war reconstruction tasks in Ukraine. Based on the theoretical analysis of the source base, the state of research on the problem in historical perspective was studied; based on comparing historical models of professional education development in Ukraine, trends in preparing youth for entrepreneurial activity at different stages were identified; based on studying the evolution of preparing youth for entrepreneurship, the transformation of forms and methods of developing entrepreneurial qualities in future specialists at different stages of professional education development in Ukraine was shown; based on the analysis of positive and negative past experiences, the main directions for improving professional training of youth for entrepreneurship in wartime and post-war reconstruction in Ukraine were outlined. The domestic source base contains numerous materials on preparing youth for entrepreneurship (archival materials from Ukrainian educational institutions operating at different historical times; laws of Ukraine and other official documents; scientific publications on the history and methodology of professional education, documents of contemporary internet resources on promoting entrepreneurial initiative, etc.), but requires more thorough historiographical research; main trends in preparing youth for entrepreneurial activity in educational institutions of Tsarist Russia (certain elements of developing business and entrepreneurial skills were traced in the system of professional education), the Ukrainian SSR (complete denial of the development of individual initiative and formation of entrepreneurial activity skills, absence of elements of developing entrepreneurial competence in the educational process and educational work of vocational-technical education institutions), and Independent Ukraine (deliberate formation of entrepreneurial competence gains strategic importance for the country's development) were identified; forms and methods of developing entrepreneurial qualities in future specialists in the Tsarist Russian model of professional education (educational programs focused on mastering economic concepts that formed the basis of future entrepreneurial activity; individual subjects aimed at developing entrepreneurial skills in graduates for future entrepreneurial activity), Soviet (issues of market economy, entrepreneurship, management were not reflected in the content of professional education; primary focus was on vocational training of workers for state enterprises) and Independent Ukraine (introduction of courses and programs on the basics of market economy and entrepreneurship; conducting practice-oriented events; maximizing approximation to the conditions of a real enterprise) were characterized; recommendations for improving the professional training of youth for entrepreneurship in wartime and post-war reconstruction in Ukraine (introduction of relevant courses; implementation of practical business projects; organization of business incubators in professional education institutions) were formulated.*

**Ключові слова:** підприємницька компетентність, підприємницька діяльність, професійна освіта, ринкова економіка, малий бізнес, командно-адміністративна система, тоталітарний режим.

**Keywords:** entrepreneurial competence, entrepreneurial activity, professional education, market economy, small business, command-administrative system, totalitarian regime.

Modern socio-economic conditions, characteristic of a wartime market economy, require the preparation of self-reliant professionals, the development of entrepreneurial qualities, and the fostering of initiative. This is especially relevant for vocational education students, particularly in the field of renewable energy, as most of them become employed or self-employed after completing their studies. In a dynamic economic environment, it is crucial that future skilled workers possess key competencies necessary for successful employment and entrepreneurial activities. The armed aggression of Russia against Ukraine has radically transformed the principles of our country's economy. The full-scale war initiated by the Kremlin has fundamentally changed the principles of economic activity in the Ukrainian economy, and the invasion of Russian troops in Ukraine has led to the radical reform of the foundations of the domestic economic system.

Alongside this, "the preparation of future professionals for entrepreneurial activities in post-war times gains particular relevance, requires systematization, should include the formation of organized knowledge and skills in the chosen profession, aims to develop qualities and corresponding personal abilities, and necessitates the creation of a comprehensive program for developing entrepreneurial competence (which will guide the content of in-class, extracurricular, and after-school activities of students), as well as the updating of educational programs according to the demands of society, the economy, and the labor market" (Yershova, 2022). Entrepreneurial competence implies initiative, readiness for reasonable risk, the ability to generate and implement new ideas, and the responsibility for one's decisions. This enables young professionals not only to find employment in their specialty but also to create their own business and achieve self-realization. Therefore, vocational education institutions should focus on developing entrepreneurial qualities – through relevant educational components, training, projects, internships, etc. This will allow combining professional qualifications with the ability to work in conditions of uncertainty, competition, and rapid changes in the labor market.

It is important to emphasize the existence of regulatory documents on the necessity of forming entrepreneurial competence in vocational education students at the current stage of its development, particularly, the Decree of the President of Ukraine "On the Goals of Sustainable Development of Ukraine for the period until 2030" (2019), Laws of Ukraine "On Education" (2017), "On Vocational (Vocational-Technical) Education" (1998), "On Entrepreneurship" (1991), "On the Development and State Support of Small and Medium Enterprises in Ukraine" (2012), National Economic Strategy – 2030 (2021).

The issue of preparing for entrepreneurial activities is at the epicenter of research attention of numerous scholars both in Ukraine and abroad. Specifically, a number of researchers focus their scientific inquiries on the theory and practical

methodologies of preparing professionals for future entrepreneurial activities. Among these researchers are S. Alekseyeva (2020), L. Bazyl (2021), V. Baydulin (2022), I. Hrytsenok (2023), L. Yershova (2022), D. Zakatnov (2022), V. Orlov (2023), M. Telovata (2022) and many others.

Researchers emphasize that the issue of forming and developing entrepreneurial competence is extremely relevant for economically developed countries, as the orientation of the education system towards entrepreneurship and business is seen as a guarantee of economic prosperity in democratic societies. Such societies are based on state support for startups, small business, and private initiative. Entrepreneurial activity plays a vital role in ensuring socio-economic and political stability. In conditions of economic destabilization and lack of financial resources, representatives of small and medium businesses, who do not require significant initial investments and demonstrate rapid capital turnover, with certain support, can quickly and rationally solve problems of monopolization and stimulate the development of economic competition.

Meanwhile, in contemporary scientific-pedagogical research dedicated to the issue of forming entrepreneurial competence in educational seekers, there is a clear predominance of an innovation-oriented approach with a focus on prospects and opportunities. Most works concentrate on justifying the appropriateness and effectiveness of implementing various innovative methodologies, technologies, startup projects, aimed at developing entrepreneurial skills and qualities of the personality. However, beyond the scientific analysis, the problems and shortcomings of the Soviet model of vocational training often remain unaddressed, particularly in the context of developing individual initiative and entrepreneurship. The negative experience of the past, with its ideological constraints and the leveling of young people's entrepreneurial potential, requires thorough scientific analysis. This analysis should consider both the positive potential of contemporary vocational education and a critical understanding of the shortcomings of the Soviet legacy in this field. A comprehensive review of both the achievements and errors of the past will allow for a more holistic assessment of the current problems and challenges in developing entrepreneurial competence among vocational education seekers, and help build a realistic strategy for further transformations.

Unlike modern Ukraine, where the formation of entrepreneurial competence is regulated by a number of legislative acts, in the Soviet Union and the Ukrainian SSR, there were no corresponding normative-legal mechanisms or developed methodologies for preparing future skilled workers for entrepreneurial activities. This can be explained by the fundamental differences between the Soviet and current socio-economic systems.

As is known, in the USSR, the command-administrative economy predominated, where the leading role belonged to state planning and state ownership of the means of production. Private entrepreneurship was viewed as a

"relic of capitalism" and was therefore strictly limited. Soviet legislation did not encourage, but rather restrained, the development of individual labor and economic initiative of citizens.

Accordingly, in the system of vocational- technical education of the Ukrainian SSR, no attention was paid to the formation of entrepreneurial qualities and skills in youth. Educational programs were aimed at preparing qualified personnel for the state sector of the economy according to national economic needs.

Until 1917, the term "vocational-technical education" was not used. In Russia, as in other European countries, the term "vocational education" was widely used to denote the education system whose main task was the professional training of the population (Likarchuk, 1999). The term "vocational education" was used to refer to the training of specialists at all levels of qualification for further labor activities. Worker cadres were trained in lower- level vocational education institutions, thus a certain hierarchy of vocational education institutions existed for worker training (Likarchuk, 1999).

It should be emphasized that before the beginning of the Soviet era in educational institutions on the territory of modern Ukraine, which prepared youth for future professional life, the content of educational discipline programs was intended to form economic concepts that laid the foundation for future entrepreneurial activities. For example, "Programs and Rules of 8-Class Commercial Schools" specifically stated that commercial schools taught subjects such as: God's Law, Russian language, arithmetic, algebra, geometry, trigonometry, history, geography, natural history, physics, penmanship, drawing, painting, accounting, commercial arithmetic, chemistry, commodity science, political economy, law, history of trade, commercial geography, commercial correspondence, and manual labor (Programs and Rules of 8-Class Commercial Schools, 1915).

The provided text offers an insightful historical perspective on entrepreneurial education in different political and economic systems. Here's the translated version in English, adhering to the structure and logic of the original while incorporating appropriate punctuation as per English grammar rules:

"The content of certain subjects could foster the development of entrepreneurial skills in graduates of these educational institutions, thereby enabling their future entrepreneurial activities. Specifically, the curriculum of the subject 'Political Economy,' taught in the 7th and 8th grades, outlined topics related to general knowledge of entrepreneurship in its modern sense: 'Business forms of enterprises. Home production. Crafts and their types. Home cottage industry. Manufacture. Factory. Private enterprises. Sole proprietorships. Full and limited partnerships. Joint-stock companies, cooperative associations, artels. Public and state enterprises. Entrepreneurs' associations" (Programs and Rules of 8-grade Commercial Schools, 1915).

Thus, despite the limitations of market relations in the pre-revolutionary period, certain elements of business and entrepreneurial skills development were still evident in the vocational education system (Yershova, 2015, pp. 110-120).

Unlike the vocational education system of the pre-revolutionary period, in the Soviet Union, systematic training for entrepreneurial activities in vocational-technical education institutions was absent. This was also due to the fundamental differences between the socio-economic systems of the Russian Empire and the USSR.

The command economic system of the Soviet Union was based on total state planning and state ownership of the means of production. Formally, they belonged to the people, but in reality, the central government fully controlled production and distribution of goods. The main mechanism of economy was centralized state planning without competition. This system aimed at increasing the output of major products (Command Economic System, 2020).

Private initiative and self-employment of citizens were strictly limited. Therefore, developing entrepreneurial competence contradicted the essence of the Soviet economic system. From the first days of the Soviet regime, according to communist ideology, there was a sharp criticism of the experience of vocational education in tsarist Russia. Specifically, Lenin considered the creation of several vocational schools at the end of the 19th century, which he believed were a profanation, as an expression of tsarist class politics. Marxists-Leninists, rejecting the old vocational school, proposed their model of worker training, which was intended to educate the working class and bring the socialist revolution closer. This system became vocational-technical education (Likarchuk, 1999).

Consequently, vocational-technical education in the USSR was entirely focused on meeting the staffing needs of state enterprises and organizations according to national economic plans. The curricula aimed at training narrowly specialized performers, not enterprising entrepreneurs.

The main task of vocational-technical education was declared as preparing qualified workers for socialist industry. The content of education was entirely subordinate to communist ideology and economic needs.

In the article 'The Struggle on the Economic Front and the Organization of Vocational-Technical Education in Ukraine and Russia, K. Kalynenko (1921) emphasizes:

"To achieve victory on the economic front, it is necessary to have, besides raw materials, equipment, and food, a numerous, politically conscious, and well-trained labor army, consisting of disciplined worker-executors and red labor commanders. During the imperialist and civil wars, the labor army suffered enormous losses – both soldiers and commanders. During those times, we had no opportunity to replenish our losses. Now, as the world bourgeoisie has given us a respite, we immediately begin to restore our losses, supplying the national economy with skilled workers of various qualifications – from the skilled worker to the red engineer and agronomist. Our goal is to enhance production and organize it on communist principles. Although

at this time of economic ruin, we support small peasant farms and some small factories, our goal is large industrial and agricultural production. For this large production, we must prepare fresh cadres of workers who are capable of practically, using scientific methods, building a great communal communist economy. Thus, vocational-technical education, by providing the national economy with fresh ranks of practically and ideologically prepared fighters, thereby realizes in practice the general cultural tasks of the working class, because only people who possess scientific methods, think communistically, and are capable of practical action, will create a truly universal culture of those who labor" (Kalynenko, 1921, p. 3).

It is evident that there was a clear ideological direction in the Soviet system of vocational-technical education during the period of establishing the communist regime. The primary task was declared as the preparation of "disciplined worker-executors" and "red commanders of labor" for building a large industrial production on "communist principles." During this time, entrepreneurial activity was not considered a goal of vocational-technical education. On the contrary, it was noted that although small private enterprises temporarily remained, the main objective was the development of large state industry. Vocational education institutions provided the industry and agriculture with qualified personnel according to the directives of the state economic planning. In this period, vocational-technical education was completely subordinate to the tasks of Soviet construction and communist ideology. Educational curricula and programs were designed to prepare personnel for the state sector of the economy, not private entrepreneurs.

Specifically, the explanatory note (or "target setting") of the curricula of factory-school apprenticeship schools, which were the lower (basic) type of vocational-technical school in the USSR from 1920 to 1940, outlined that it should provide teenagers with: the skills and abilities to perform production operations within a certain profession and specialty; general educational and special technical knowledge necessary to understand the production process, its natural essence, and economic significance; social-political knowledge and skills necessary for a worker's conscious participation in the socialist construction of the country (Educational Curricula of Factory-School Apprenticeship Schools, 1928).

The collection "Educational Curricula of Vocational Schools" (1930) indicates that the course of social studies consisted of subjects such as: the history of class struggle and party history, economic geography, political economy with economic policy, fundamentals of Soviet law and construction with national policy, and the principles of dialectical materialism. However, the recommended content of the "Political Economy" discipline was far from even the slightest hint at fostering entrepreneurial skills:

"The course on Political Economy and Economic Policy is designed to provide students with a concise, yet systematic presentation of the fundamental laws and knowledge in the field of Political Economy and Economic Policy. It builds upon the material already known to the student from labor school. Political Economy illuminates the fundamental regularities in the development of the capitalist



economic system and the inevitability of its bankruptcy and the transition to socialism. The teaching of Political Economy, alongside Economic Policy, aims to identify the main characteristics of both systems – capitalist and socialist – through comparison and contrast" (Educational Plans of Professional Schools, 1930, p. 11).

The entire content of vocational and technical education was subordinate to training disciplined performers for the state sector of the economy according to command-administrative methods of management. Soviet pedagogy did not envisage any signs of market thinking or business initiative. In preparing youth for work, the state system of vocational and technical education played an important role, as reflected in the Constitution of the USSR. The training and upbringing of workers in vocational education institutions were seen as a factor influencing the structure of the working class "towards strengthening its socialist homogeneity, which helps to eliminate discrepancies between physical and intellectual labor workers" (Veselova, 1982).

Vocational and technical education in the Ukrainian SSR viewed the market economy and private initiative as antagonistic manifestations, the overcoming of which was proclaimed the goal of building communism. Accordingly, the curricula were aimed at forming the "Soviet person," devoid of any desire for entrepreneurship and private property. The entire content of professional education was subordinate to training disciplined performers for the state sector of the economy according to command- administrative methods of management. Even economic disciplines were taught exclusively from Marxist ideological positions, emphasizing the "inevitable collapse of capitalism."

Not only the educational programs of Soviet vocational and technical institutions lacked any elements of forming entrepreneurial competence. The educational process was also purposefully built on instilling students with communist ideology and the morals of the "Soviet person," incompatible with market thinking and entrepreneurial qualities.

The main principles of communist upbringing were outlined in the so-called "Moral Code of the Builder of Communism" (1961), approved by the XXII Congress of the CPSU. Among the main virtues were collectivism, selfless labor for the benefit of society, modesty, and intolerance of egoism and profit (Moral Code of the Builder of Communism, 2022). Additionally, the role of the Communist Party in preparing a generation of skilled workers was significant: "The experience of leading the training and education of skilled workers in the system of vocational education is of great importance in the life of the party. The relevance of this problem is determined by the objective process of the growing role of the working class during the construction of communism, which is the leading force of Soviet society" (Baranova, 1979). These moral settings completely denied the possibility of forming in youth the desire for personal success and enrichment characteristic of entrepreneurs.

Particular attention in the light of the researched issue requires consideration of the concept of "fartsovanie," characteristic of the Soviet era, and possibly only indirectly related to vocational and technical education, but gives an idea of conducting individual entrepreneurial activity, which in the USSR was essentially illegal. The Soviet concept of "fartsovanie" meant illegal trade in scarce goods. Fartsovanie involved secretly purchasing and reselling imported items at inflated prices, which were virtually inaccessible to the average Soviet citizens. Such goods included clothing, records, tapes, cosmetics, household items, food, etc. Thus, fartsovanie was a kind of "black" speculation of the deficit (Fartsovanie, 2023).

The USSR government viewed fartsovanie as a serious economic and ideological challenge to the command-administrative system. The Presidium of the Supreme Soviet of the USSR adopted special decrees (1986) on the fight against non-labor incomes, which effectively criminalized fartsovanie. The emergence of this phenomenon proves that entrepreneurial qualities can be formed even in the absence of specialized targeted training. In particular, in conditions of total deficit and limited resources, people naturally awaken initiative and ingenuity, the desire to achieve the desired good or service, to circumvent the problem. However, the lack of proper entrepreneurial education leads to either spontaneity or criminalization of such economic activity, which is harmful to society and the state.

In the late 1980s, in the conditions of "perestroika," there were isolated attempts to introduce courses on the basics of entrepreneurship in educational institutions. However, systemic shifts in this direction became possible only after the collapse of the USSR and the establishment of a market economy in independent Ukraine.

At that time, the basic laws were adopted that stimulated the development of entrepreneurship and the formation of entrepreneurial competence in the education system. In particular, the 1991 Law of Ukraine "On Entrepreneurship" legalized and standardized the entrepreneurial activities of citizens. The "Education Law" of 1991 and its amendments in 1996 obliged educational institutions to promote the development of youth abilities and talents, forming skills for independent living.

The command-administrative system of management in the Soviet Union, which was incapable of adapting to changes and criticism, left a heavy legacy – a multitude of socio-economic problems. This system led to the alienation of concepts such as responsibility, risk, entrepreneurship, and democratic forms of social life for many generations. People deeply internalized beliefs in complete social and property equality, the fallacy of unemployment, and the secondary role of money. Enrichment was long considered indecent: if someone had more than others, it was only because they took it from someone else (Yatsenok, 1992).

Analysis of the domestic source base on the studied problem shows that it contains numerous materials for preparing youth for entrepreneurship (archival

materials of Ukrainian educational institutions functioning at different historical times; laws of Ukraine and other official documents; scientific publications on the history and methodology of professional education, documents of modern internet resources on promoting the development of entrepreneurial initiative, etc.), but requires more thorough historiographical research.

Studying the historical models of the development of professional education in Ukraine allows us to assert that the priorities of preparing youth for entrepreneurial activities in educational institutions have undergone significant transformation according to the socio-political and socio-economic realities of a specific historical period: in certain institutions of professional education of Tsarist Russia, the peculiarities of commercial activity were somewhat considered; during Soviet times, any manifestations of individual business initiative were categorically denied; in Independent Ukraine, the strategic importance of purposefully preparing the young generation for entrepreneurial activities became a significant factor in social progress and the economic development of the state.

A clear trend is observed in changing the main forms and methods of developing entrepreneurial qualities in future specialists. In the Tsarist Russian model of professional education, the programs of academic disciplines were aimed at mastering the basic economic categories and laws, principles, and mechanisms of the functioning of the market economy. In addition, individual subjects aimed to form practical skills in managing one's own business and business processes. During the Soviet era, there was a total eradication of any manifestations of a market economy, entrepreneurship, and management from the content of vocational-technical education. Training programs for qualified workers contained exclusively technical-technological aspects of future professional activity without any hints of the possibility of individual labor or entrepreneurial initiative. Training was carried out exclusively to satisfy the staffing needs of state enterprises and organizations. In Independent Ukraine, the methodological base of professional education has undergone a radical transformation according to the principles of the market economy and the needs of modern production: educational courses and programs on the basics of the market economy and entrepreneurship are being developed and actively implemented, providing thorough mastery of theoretical foundations and practical tools for entrepreneurial activity; interactive and practice-oriented forms and methods of teaching are widely used, which simulate real business situations and decision-making processes.

The system of professional (vocational- technical) education must become one of the key institutions providing young people with entrepreneurial knowledge, skills, and abilities. Indeed, the current socio-economic conditions require from young professionals not only a specific professional qualification but also the ability to flexible self-employment, self-reliance, innovativeness, business development, and the realization of creative ideas.

Therefore, it is extremely important for institutions of professional education to use various modern forms and methods to form entrepreneurial competence in students. Firstly, this involves the introduction of relevant courses ("Basics of Entrepreneurship", "Fundamentals of Business Planning", "Innovative Management", etc.). These should provide basic knowledge about entrepreneurial activity, business processes, idea generation, and implementation. Secondly, it is advisable to introduce practical business projects, where students will develop their own startups and practice the skills to realize them. Thirdly, the organization of business incubators at vocational education institutions is effective, providing comprehensive support to the most promising youth startups at the initial stage. The examples mentioned do not reflect the full range of opportunities that can be used by institutions to achieve the set task, but can be creatively utilized by them.

### 1.3. ENTREPRENEURSHIP AS AN EDUCATIONAL AND PROFESSIONAL TRAJECTORY OF VOCATIONAL EDUCATION STUDENTS

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У підрозділі висвітлено стан проблеми підготовки учнів закладів професійної (професійно-технічної) освіти (далі: ЗП(ПТ)О) до вибору підприємницької діяльності як напряму розвитку професійної кар'єри. Виявлено, що зміст підприємницької діяльності в нормативно-правовому полі України обмежується господарською діяльністю, спрямованою на досягнення економічних і соціальних результатів та одержання прибутку, на відміну від її змістовного наповнення в країнах ЄС, де підприємництво визначається як уміння планувати й управляти проєктами, що мають культурну, соціальну або комерційну цінність. Аналіз емпіричних результатів пілотного дослідження та експериментальної роботи Інституту професійно-технічної освіти НАПН України (далі: ІПТО НАПН України) засвідчив, що підприємницька діяльність розглядається учнями ЗП(ПТ)О як перспективний напрям реалізації подальшої освітньо-професійної траєкторії, хоча існує певна відмінність у відносних показниках орієнтації на таку діяльність в учнів ЗП(ПТ)О, розташованих у містах та сільській місцевості. Однак уявлення учнів стосовно підприємницької діяльності носять переважно абстрактний характер, а підготовка до підприємницької діяльності в ЗП(ПТ)О здійснюється переважно за її окремими аспектами. Соціально-економічна значущість підприємницької діяльності та її привабливість для молоді як перспективного вектора реалізації освітньо-професійних траєкторій зумовлюють доцільність проєктування та реалізації в освітньому процесі ЗП(ПТ)О педагогічної системи підготовки учнів у галузі підприємницької діяльності. Відповідно до сучасної освітньої парадигми, в основу такої системи доцільно покласти компетентнісний підхід, а метою її функціонування визначити формування в учнів ЗП(ПТ)О підприємницької компетентності як інтегрального особистісного стійкого новоутворення. Визначено основні вимоги стосовно структури такої системи та окреслено коло проблем, розв'язання яких сприятиме підвищенню ефективності підготовки учнів ЗП(ПТ) освіти до підприємницької діяльності.

The section reveals the state-of arts of the problem on professional (vocational) education (P(V)E) schools students training to choosing the entrepreneurship activity as the way for further professional career development. It is found that the entrepreneurship activity content in the legislation framework of Ukraine is limited with acts *jure gestionis* aimed at reaching the economy and social results and profit. That differs from the appropriate content in the EU countries where the entrepreneurship is defined as the ability to plan and manage projects with have cultural, social or commercial value. The analysis the pilot research empirical data and the experimental activity of the Institute of vocational education and training of the National academy of educational science of Ukraine (IVET NAES of Ukraine) proves that P(V)E schools students consider the

*entrepreneurship activity as a prospective vector for further education-professional rout realisation due to some indicators difference for urban and rural P(V)E schools students. Therefore, the students' vision of the entrepreneurship activity is mostly of abstract character but their training to that in P(V)E schools is provided only for some aspects. The entrepreneurship activity socio-economic value and attractiveness for the youth as a prospective vector for their education-professional routs are determined with the appropriate pedagogical system formation to assure students' preparation for the entrepreneurship activity.*

*Conforming to modern education paradigm it should be the competence-based system to assure the entrepreneurship competence forming for (P(V)E) schools students as their sustainable, integral and personal de novo synthesis. Main requirements to structure of that kind are defined and the scope of problems is outlined. Dealing the following factors will promote the quality increase on P(V)E schools students training for the entrepreneurship activity.*

**Ключові слова:** *підприємець, підприємницька діяльність, система підготовки до підприємницької діяльності, освітньо-професійна траєкторія, професійна (професійно-технічна) освіта.*

**Keywords:** *vocational education, sustainable development, dual corporate model, ICT, educational standards, labor market, qualification frameworks.*

Changes in the socioeconomic life of Ukraine testify to the irreversible transition to market conditions of economic activity, where one of the most significant features is entrepreneurship development as competitive economy basis. In this approach, further development of the state directly depends on the young people's willingness and ability to engage in entrepreneurial activity, that is, the youth preparation for entrepreneurship becomes a category of public- state significance, since its quality depends on both the economic market transformations success and the domestic economy efficient functioning. The need for the youth training in entrepreneurship in VET process of vocational education is emphasized in a number of international documents, for example – Action plan for implementing the Strategy for technical and vocational education and training for 2016-2021 (UNESCO, 2016) It defines the need for its transformations and increasing attractiveness as a vector for the youth employment and entrepreneurship development. Under this approach, the problem of preparing students of professional (vocational) education (P(V)E) institutions to choose the entrepreneurial activities as a way of their further educational and professional realisation is a topical socio-pedagogical problem.

The psycho-pedagogical aspects of students preparing to choosing the entrepreneurial activity as a professional line are covered in the works of O. Padalka, N. Pobirchenko, I. Prokopenko, I. Sasova, V. Drzhak, D. Zakatnova, N. Pasichnyk, M. Tyemenko, O. Topol and other researchers. The peculiarities of entrepreneurship training in vocational education institutions are disclosed in the publications of O. Bogonis, L. Kozachok, G. Matukova, V. Tkachenko and others. However, problems related to the training P(V)E students for further entrepreneurial

activity, as well as their preparation for choosing the entrepreneurship as a direction for the implementation the promising educational-professional routs, are not adequately covered.

The research aim is based on the experimental work empirical data analysis to find out the state-of-arts of the problem on P(V)E students preparing to choose the entrepreneurship as a vector for educational-professional rout development.

The article 42 of the Commercial Code of Ukraine defines the entrepreneurship as an independent, initiative, systematic, at its own risk, economic activity carried out by economic entities (entrepreneurs) in order to achieve economic and social results and profit. Although the entrepreneurial activity is related to social needs satisfaction, however, its main motive is the material interest – profit. Under this approach, an entrepreneur is a person who has: financial and other resources, a business inclination, ideas about business organization and the ability to take responsibility for the risk while setting up a new enterprise, the development of a new idea, product or type of service. The successful implementation of business involves not only relevant personal qualities, values and attitudes, but also the system of specific economic knowledge, skills acquired in the process of appropriate training.

The study of the P(V)E students' career plans makes it possible to conclude their prime relation to the chosen training direction, and, secondly, to some extent focused on the entrepreneurship field. In a poll carried out by the Institute of vocational education and training of the National academy of educational science of Ukraine (IVET NAES of Ukraine) of 2017-2018, more than 1,000 P(V)E students from the oblast centers (Vinnytsya, Khmelnytskyi) and rural areas (Volyn region) were covered. It should be noted that in P(V)E schools of Vinnytsia and Khmelnytskyi the poll was conducted to determine the state-of-arts of the problem, that is, it was a one-time event, and in P(V)E schools of Volyn region were carried out in terms of the all- Ukrainian level pedagogical experiment "Organizational and pedagogical conditions of the Centre for professional careers creating and functioning in a vocational school". Accordingly, the repeated polls were aimed at revealing the dynamics of the surveyed indicators. The pedagogical experiment envisaged the efficiency verification of P(V)E students' career counselling measures. They were carried out at the Centres of professional careers (Basil, 2018). One of the results on the experimental factors influence was predicted to form students' vision of a realistic educational and professional route, primarily aimed at the horizontal career implementation.

The experimental work had a longitudinal character and encompassed: at the stated stage the I-III courses students, at the forming one – the same students (already of II-IV courses). Tables 1 and 2 summarize the results of studying the students' career plans in urban and rural areas P(V)E schools (abbr.: G – girls, Y – young people, Av – average, HEI – institutions of higher education).

The listed empirical data (table 2) obtained from the experimental work demonstrates the following: firstly, rural P(V)E schools students have a more clearly expressed vector of educational-professional route associated with work in the specialty; secondly, the desire to change the profession can be greatly neutralized by psychological and pedagogical influences from the Centres for professional careers. We also recorded a decrease from 18.9% to 11.6% the number of students planning to implement further educational and professional routes by studying in HEIs. It should be noted that according to the experiment observation results, there was a small difference in the number of students studying in urban and rural P(V)E schools and planning to continue their education in HEIs (respectively, 22.5% and 18.9%, i.e. the difference in 1.2 times). After the pedagogical experiment in rural P(V)E schools, the number of students planning to continue their studies in HEIs decreased by 7.3%, compared with urban P(V)E schools. The difference was 1.9 times.

In the process of the pilot study, the students' career plans for entrepreneurship were also studied. It should be noted that according to the pedagogical experiment results conducted in P(V)E schools (Volyn region), there were practically no significant changes in the number of students planning to implement educational and professional routes in the field of entrepreneurship, therefore, the data in Table 3 is based on the recording experiment results.

The results of the study have revealed several trends. First of all, the number of students planning to run a business has significantly decreased. This tendency is especially clear for rural P(V)E schools, where the number of pupils has decreased from 34.1% – in the first year and to 9.7% – in the third year, i.e. 3.5 times.

Table 1

Students' career plans for the short-term (urban P(V)E schools, %)

| Career plans          | I course |      |             | II course |      |             | III course |      |             | Average |      |             |
|-----------------------|----------|------|-------------|-----------|------|-------------|------------|------|-------------|---------|------|-------------|
|                       | G        | Y    | Av          | G         | Y    | Av          | G          | Y    | Av          | G       | Y    | Av          |
| Work in the specialty | 55,9     | 54,7 | <b>55,4</b> | 64,6      | 58,5 | <b>61,3</b> | 56,8       | 53,8 | <b>55,4</b> | 58,9    | 55,8 | <b>57,4</b> |
| Change profession     | 21,5     | 21,7 | <b>21,6</b> | 17,3      | 16,3 | <b>16,7</b> | 23,7       | 21,0 | <b>22,3</b> | 21,0    | 19,5 | <b>20,1</b> |
| Enter HEI             | 22,6     | 23,6 | <b>23,0</b> | 18,1      | 25,2 | <b>22,0</b> | 19,5       | 25,2 | <b>22,3</b> | 20,1    | 24,7 | <b>22,5</b> |

Note. Created by the author.

Thus, more than half of the respondents planned to work in the specialty after leaving P(V)E schools.



**Table 2**  
**Students' career plans for the short-term (rural P(V)E schools, %)**

| Career plans                    | I course    |     |             | II course     |      |             | III course    |      |             | Average |      |             |
|---------------------------------|-------------|-----|-------------|---------------|------|-------------|---------------|------|-------------|---------|------|-------------|
|                                 | G           | Y   | Av          | G             | G    | Y           | Av            | G    | G           | Y       |      |             |
| <i>Experiment stated stage</i>  |             |     |             |               |      |             |               |      |             |         |      |             |
| Work in the specialty           | 73,8        | 100 | <b>85,4</b> | 84,2          | 17,7 | <b>58,1</b> | 69,2          | 76,9 | <b>74,4</b> | 76,4    | 71,4 | <b>73,9</b> |
| Change profession               | 4,4         | 0,0 | <b>2,4</b>  | 0,0           | 15,7 | <b>6,4</b>  | 23,1          | 7,7  | <b>12,8</b> | 7,2     | 7,2  | <b>7,2</b>  |
| Enter HEI                       | 21,8        | 0,0 | <b>12,2</b> | 15,8          | 66,6 | <b>35,5</b> | 7,7           | 15,4 | <b>12,8</b> | 16,4    | 21,4 | <b>18,9</b> |
| <i>Experiment forming stage</i> |             |     |             |               |      |             |               |      |             |         |      |             |
|                                 | I→II course |     |             | II→III course |      |             | III→IV course |      |             | Average |      |             |
| Work in the specialty           | 86,9        | 100 | <b>92,7</b> | 84,2          | 75,0 | <b>80,7</b> | 81,8          | 100  | <b>85,7</b> | 85,0    | 90,9 | <b>87,2</b> |
| Change profession               | 4,4         | 0,0 | <b>2,4</b>  | 3,0           | 0,0  | <b>0,0</b>  | 0,0           | 0,0  | <b>0,0</b>  | 1,8     | 0,0  | <b>1,2</b>  |
| Enter HEI                       | 8,7         | 0,0 | <b>4,9</b>  | 15,8          | 25,0 | <b>19,3</b> | 18,2          | 0,0  | <b>14,3</b> | 13,2    | 9,1  | <b>11,6</b> |

Note. Created by the author.

**Table 3**  
**Entrepreneurship-oriented educational-professional route (%)**

|                     | I course |      |             | II course |      |             | III course |      |             | Average |      |             |
|---------------------|----------|------|-------------|-----------|------|-------------|------------|------|-------------|---------|------|-------------|
|                     | G        | Y    | Av          | G         | G    | Y           | Av         | G    | G           | Y       | Av   | G           |
| Urban P(V)E schools | 24,9     | 43,4 | <b>33,8</b> | 30,7      | 25,5 | <b>27,9</b> | 27,9       | 23,8 | <b>25,8</b> | 27,7    | 30,6 | <b>29,2</b> |
| Rural P(V)E schools | 19,6     | 52,8 | <b>34,1</b> | 9,1       | 16,7 | <b>10,7</b> | 10,5       | 8,3  | <b>9,7</b>  | 14,2    | 33,3 | <b>21,5</b> |

Note. Created by the author.

In our opinion, one of the factors is the lack of systematic economic, including entrepreneurship, training while basic secondary education acquisition. That causes formation the unsystematized, incomplete and idealized ideas on entrepreneurship of the 9th form graduates. The survey also testified that over 60% of respondents do not have a clear idea on entrepreneurial activity, and the overwhelming majority of respondents (about 70%) cannot define personal qualities important for entrepreneurial activity. It should be noted that such a picture was observed in 2018 (Tkachenko, 2018), ten and twenty five years ago (Zakatnov, 2007, Zakatnov and Tymenko, 1993, respectively).

Therefore, in the process of general vocational, professional-theoretical and vocational-practical training in P(V)E schools the 9th form graduates should acquire systematic knowledge on entrepreneurship to form the an objective vision of the activity. The tasks of the Centre for professional careers included the realistic "I-vision" formation of students. These factors help students to objectively assess their opportunities in related entrepreneurial activity and make the well-considered

decision on the future professional activities vector – to be hired or self-employed in terms of entrepreneurial activities.

At the same time, world experience shows that entrepreneurial activity is one of efficient means to increase the national economies productivity. That demands the systematic students training and preparation for entrepreneurial activity. In this case, there is a logical question: what should be the result of such training? The researchers of this problem (V. Drzhak, N. Pasichnyk, O. Topol and others), since the 1980's, operated the following categories: "readiness to choose business", "readiness for entrepreneurial activity", "interest in entrepreneurial activity", etc. Recently the national pedagogy has placed the main emphasis on the category of "competence". That determines the relevance to consider P(V)E schools students training right in the competent-based approach context (Radkevych, 2012, p. 10-11).

On January 17, 2018, the European Parliament and the Council of the European Union endorsed the Framework program to update the key competences for lifelong learning (European Union, 2018), in particular "employment", "personal capacity building" etc. This document contains the list of competencies somewhat different from the same list of the European Parliament and European Council Recommendations dated 18 December 2006 (European Parliament and Council of the European Union, 2006). If in the Recommendations of 2006 there were Communication in the mother tongue, Communication in foreign languages, Mathematical competence and basic competences in science and technology, Digital competence, Learning to learn, Social and civic competences, Sense of initiative and entrepreneurship, Cultural awareness and expression), then the list adopted in the Recommendations of 2018 consists of the following competences: Literacy competence, Languages competency, Mathematical competence and competence in science, technology and engineering, Digital competence), Personal, social and learning competence, Civic competence, Entrepreneurship competence, Cultural awareness and expression competence. This document defines the concept of "entrepreneurship" is as the ability to plan and manage projects that have cultural, social or commercial value, that is, it is not limited to economic activities only and differs from the interpretation of this definition in the legislation of Ukraine.

The analysis of psychological and pedagogical literature shows that some domestic researchers' attention is paid to the problem of entrepreneurial competence formation; however, it is mainly devoted to certain aspects of this process. In our view, solving the problem of P(V)E students training requires a system designing and implementation taking into account external and internal factors impact, its phasing, linking the economic and entrepreneurial training of the youth, pedagogical potential in general education, general vocational, professional and practical training, interaction with employers, etc.; representing theoretical

basis for system functioning (purpose and subjects, theoretical foundations and principles of training for entrepreneur activities, professional and career theory of personality development, etc.). The system-forming element of that pedagogical system is its purpose. The analysis of modern competence-based P(V)E standards make possible to conclude that the entrepreneurial competence is a component of P(V)E schools graduates' general professional competence. Thus, the purpose of P(V)E schools students training system is the entrepreneurial competence formation.

Formation of students' entrepreneurial competence is a crucial socio-pedagogical problem, one of the ways to improve human capital quality, ensuring P(V)E schools graduates' professional mobility and competitiveness. This way of solving this problem is a pedagogical system designing and implementation providing the entrepreneurial activity to P(V)E schools students. The purpose of the system is to form the integral personal de novo synthesis for P(V)E schools students – the entrepreneurial competence. The solution of this problem requires the integrated study aimed at revealing the theoretical basis for the system establishment, internal and external factors interconnection and interdependence affecting students training for entrepreneurial activity, specifying the essence of "P(V)E schools students' entrepreneurial competence", studying the structure of the competence, indicators and formation criteria, functioning methodological and technological support, the an efficiency assessing algorithm development for the system of that kind realisation.

## 1.4. YOUNG PEOPLE TRAINING FOR ENTREPRENEURSHIP IN DISSERTATION RESEARCH OF SCIENTISTS OF THE NATIONAL ACADEMY OF PEDAGICAL SCIENCES OF UKRAINE

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*Визначено масив дисертаційних досліджень стосовно підготовки учнівської молоді до підприємницької діяльності. Здійснено його аналіз за параметрами «галузь науки», «спеціальність», «науковий ступінь». Висвітлено внесок наукових працівників установ НАПН України щодо розв'язання цієї проблеми. Виявлено спеціальності галузей знань «Педагогічні науки» та «Психологічні науки», що є актуальними та перспективними для дисертаційних досліджень із зазначеної проблематики в умовах воєнного стану та для повоєнного відновлення України. Аналіз масиву дисертаційних досліджень з проблем підготовки учнівської молоді до підприємницької діяльності свідчить про кількісну перевагу дисертаційних досліджень за спеціальностями освітньої галузі «Педагогіка». Всупереч актуальним потребам економіки України щодо повоєнного відновлення економіки та тенденціям розвитку освітнього простору недостатньою є кількість захищених робіт стосовно використання інформаційно-комунікативних технологій при підготовці учнівської молоді до підприємницької діяльності, здійснення такої підготовки в рамках інклюзивної освіти, консультування з молодіжного підприємництва. Недостатньо висвітлено релевантний зарубіжний досвід.*

*The study has identified a collection of dissertation research on preparing youth for entrepreneurial activity and analyzed it based on criteria including "scientific field," "specialization," and "academic degree." Additionally, the study outlines the contributions of researchers at institutions within the National Academy of Pedagogical Sciences of Ukraine towards solving this issue. It identifies specializations within the fields of "Pedagogical Sciences" and "Psychological Sciences" as pertinent and promising for dissertation research on this topic, particularly relevant under martial law and for the post-war recovery of Ukraine. The analysis of dissertation research on the preparation of youth for entrepreneurial activity indicates a quantitative predominance of dissertations in the educational field, specifically within "Pedagogy." Despite Ukraine's economic needs for post-war recovery and the trends in educational development, the number of completed dissertations on the use of information and communication technologies for preparing youth for entrepreneurial activities, the integration of this preparation within inclusive education, and consulting on youth entrepreneurship remains insufficient. Furthermore, there is limited coverage of relevant international experiences*

**Ключові слова:** учнівська молодь, підготовка до підприємницької діяльності, економічна підготовка, консультування з молодіжного підприємництва, дисертаційні дослідження.

**Keywords:** subjects of public-private partnership, managerial competence, professional (vocational) education, experiment.

The Russian military aggression has adversely affected the domestic economy, causing a slowdown and reducing the business activity of economic entities. Post-war economic recovery in Ukraine will require active involvement from entrepreneurs, as entrepreneurship is not only an economically productive form of economic activity but also an effective means of ensuring employment, including for graduates from educational institutions. An informed choice by student youth of entrepreneurship as a direction for their educational and professional trajectory presupposes the provision of psychological and pedagogical support for this process, which, in turn, necessitates conducting comprehensive scientific research on the theoretical and applied aspects of this pressing socio-economic issue.

Preparing student youth for entrepreneurial activity has been the subject of scientific inquiries by Ukrainian researchers since the second half of the 1980s. The introduction of market economy elements into the planned economy of the USSR during the second half of the 1980s necessitated the preparation of students for entrepreneurial labor activities, thus intensifying domestic scientific research in this area. Ukraine's attainment of independence and the choice of a market economy as the main direction for developing its economic foundation underscored the importance of preparing student youth for entrepreneurial activity. Today, the problem of preparing youth for entrepreneurial activity and the psychological-pedagogical support for this process is considered in the context of Russian aggression and Ukraine's post-war recovery (Bazil, 2022; Bazil & Orlov, 2022; Bazil, Baidulin, Hrytsenok, Yershova, Orlov, Savchenko, Telovata, & Titova, 2022; Yershova, 2022; Education of Ukraine under martial law, 2022, etc.); however, successfully addressing it requires studying, creatively rethinking, and utilizing the results of previous research on this topic. It is worth noting that approaches to solving the theoretical and practical issues of preparing student youth for entrepreneurial activity have been highlighted in a significant number of dissertations, but a qualitative and quantitative analysis of their array and flow has not been conducted.

The purpose of this subsection is to quantify the array and dynamics of the flow of psychological-pedagogical dissertations on the issue of preparing student youth for entrepreneurial activity conducted in independent Ukraine; to identify specialties and clusters of current issues insufficiently covered in dissertations in this area; and to highlight the contributions of researchers from the National Academy of Educational Sciences (NAES) of Ukraine to the scientific and methodological support for the modernization and development of education in this area.

To achieve the goal, a quantitative and qualitative analysis was conducted on the array and flow dynamics of dissertations on the issue of preparing student youth for entrepreneurial activity.

Preparing the younger generation for future professional activity is one of the most significant socio-pedagogical issues of society. Its resolution became a subject of scientific inquiry even before Ukraine gained independence. It is worth noting that the problem of preparing individuals for entrepreneurial activity is closely related to the problem of economic preparation for youth, which, on one hand, is a necessary element for life and work in a market environment, irrespective of the field of professional activity, and on the other, is a leading component of readiness for entrepreneurial activity.

The development of economic training for students in Ukraine began in the early 1920s. According to § 107 of the "Code of Laws on Public Education of the Ukrainian SSR," adopted in 1922 (Ryaboshapko, 1991), educational institutions were provided with land plots, operated on the principles of a production collective, enjoying all rights and privileges granted to cooperative associations. This form of organizing students' labor activities included economic training, which was implemented in various forms. This period ended in 1937, along with the abolition of labor education (Shpak, 2000).

Economic education and upbringing of schoolchildren became an independent area of pedagogical research at the end of the 1950s (Pobirchenko, 1999). During the same period, the term "economic preparation of youth" gained prominence. The components of economic preparation included economic education and economic upbringing, which were conducted in the context of solving the broader task of improving economic preparation for workers. Despite systemic deficiencies typical of the ideologically biased interpretation of economic education and upbringing for youth, numerous studies on the content, forms, and methods of economic training for students of general secondary, vocational, and higher education institutions were conducted before Ukraine gained independence. Research conducted in the Ukrainian

SSR played a positive role in addressing psychological and pedagogical issues in this area. One of the main theoretical-methodological achievements of pedagogical science in the field of economic training for student youth was the position on the necessity of its implementation in real learning and practical economic activities. Several dissertations on the issues of economic education for schoolchildren (Nysymchuk, 1990; Smolyuk, 1987; Shpak, 1984) and students of secondary vocational schools (Nosachenko, 1978), as well as the psychological characteristics of developing economic thinking among student youth (Dudyk, 1990), were completed. However, even during the period of attempts to reform the Soviet economy (such as reforms related to planning, pricing, financing, etc., the development of the cooperative movement, the gradual transition of state enterprises to cost accounting, etc.), which created certain conditions for developing entrepreneurship, economic preparation for student youth did not gain significant traction, due to its ambivalent nature. On one hand, its tasks were

determined by the content of communist education for youth and remained outside the realm of young people's everyday lives, families, and immediate environment; on the other, despite its declared ideological significance, economic preparation lacked adequate organizational, and especially personnel, and psychological-pedagogical support.

With Ukraine's independence and the reorientation of the economic basis of Ukrainian society, a situation emerged concerning the economic preparation of youth that was opposite to what existed in Soviet schools. In the latter, the initiative for economic preparation came from "above", as it was considered an essential component of the ideological education of youth; however, in a real market transition, it was the students and their families who were primarily interested in economic preparation, as it became a leading component in preparing them for life and work under market conditions.

The necessity of preparing youth for life and professional activity in a market-oriented economy in an independent Ukraine stimulated psychological-pedagogical research into a range of issues related to preparing youth for entrepreneurial activity. In this context, economic training was considered its natural integral component. It is precisely this set of issues that formed the basis of numerous dissertations defended after August 1991.

The search for dissertation research was conducted in the electronic dissertation database and dissertation collection of the V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine using keywords such as "economic training", "economic education", "preparation for entrepreneurial activity", and "entrepreneurial competence", among others. The search results identified 106 dissertation studies within the fields of "Pedagogical Sciences" (95 dissertations) and "Psychological Sciences" (11 dissertations). Out of the 106 dissertation studies, 11 were defended for the degree of Doctor of Pedagogical Sciences (9 dissertations) and Doctor of Psychological Sciences (2 dissertations), indicating that doctoral dissertations constitute 10.4% of the total body of research on preparing youth for entrepreneurial activity. Specifically, doctoral dissertations in pedagogical sciences account for 10.8% of the total, while those in psychological sciences comprise over 18% of their field's total. Figure 1 illustrates the distribution of defended dissertation studies on youth preparation for entrepreneurial activity according to parameters such as scientific field and academic degree.

After the defense of the first dissertation in October 1991, no dissertations on this research topic were defended between 1992 and 1995. This can be attributed to the fact that the shift in the political framework and economic base of Ukrainian society required researchers to reassess the goals, objectives, forms, and methods of preparing young students for entrepreneurial activities under conditions of independence and a developing market economy. The relevant experience accumulated during the Soviet period could not be fully extrapolated to

the new context. The highest number of dissertations (eight in pedagogy and one in psychology) was defended in 2013. Seven dissertations were defended in 2010, 2011, and 2020, and five dissertations were defended in 1997, 1999, 2008, and 2009.

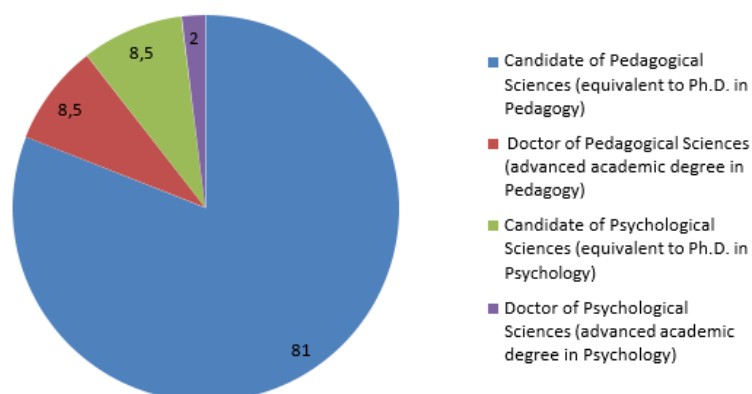


Figure 1. Distribution of defended dissertation research on issues related to preparing young students for entrepreneurial activities (in %). Note. Created by the author.

The analysis of the body of dissertation research allowed for differentiation based on the educational component. There are 88 such works (8.3% of the total). Issues of economic education and preparation for entrepreneurial activities related to preschool education are addressed in three dissertations (2.8% of the total); general secondary education in 30 dissertations (28.3%); specialized education in two (1.9%); extracurricular education in one (0.9%); vocational (vocational-technical) education in six (5.6%); professional pre-tertiary education in four (3.8%); and higher education in 44 dissertations (41.5%). In five studies (4.7% of the total), historiographical aspects of the problem's development are addressed, and seven studies (6.6%) explore international experience on the research topic. The remaining dissertations are dedicated to general theoretical issues related to economic education and the preparation of young students for entrepreneurial activity.

The distribution of defended dissertations by specialty within the fields of "Pedagogical Sciences" and "Psychological Sciences" is presented in Table 4.

Thus, the highest number of dissertations in the field of "Pedagogical Sciences" were defended in the specialties "Theory and Methods of Vocational Education" (38.9% of dissertations in this field and 37.9% of the total number of dissertations addressing the issue of preparing students for entrepreneurial activities), "General Pedagogy and History of Pedagogy" (25.3% and 22.6%, respectively), and "Theory and Methods of Teaching (in areas of knowledge)" (17.9% and 16.1%, respectively). No dissertations were identified in the specialty "Theory and Methods of Education Management," despite the role of economic and



entrepreneurial activities as key components in the functioning of educational institutions and associations within a market economy. This gap suggests that the issues of entrepreneurship in the educational field are underrepresented in dissertation research. Only one dissertation (Antonyuk, 2018) was defended in the specialty "Information and Communication Technologies in Education," a situation that contrasts with international practices where ICTs are increasingly utilized in preparing youth for entrepreneurial endeavors.

**Table 4.**  
**The distribution of defended dissertations by specialty within the fields of "Pedagogical Sciences" and "Psychological Sciences"**

| Code     | Field of Science, Specialty Group, Specialty            | Number of Defended Dissertations | Including Doctoral Dissertations |
|----------|---|----------------------------------|----------------------------------|
| 13       | <b>PEDAGOGICAL SCIENCES</b>                             | 95                               | 9                                |
| 13.00.01 | General Pedagogy and History of Pedagogy                | 24                               | 3                                |
| 13.00.02 | Theory and Methods of Teaching (in areas of knowledge)  | 17                               | 1                                |
| 13.00.03 | Correctional Pedagogy                                   | 1                                | 0                                |
| 13.00.04 | Theory and Methods of Vocational Education              | 37                               | 4                                |
| 13.00.05 | Social Pedagogy   | 2                                | 0                                |
| 13.00.06 | Theory and Methods of Education Management              | 0                                | 0                                |
| 13.00.07 | Theory and Methods of Upbringing                        | 6                                | 0                                |
| 13.00.08 | Preschool Pedagogy                                      | 1                                | 0                                |
| 13.00.09 | Theory of Learning                                      | 6                                | 1                                |
| 13.00.10 | Information and Communication Technologies in Education | 1                                | 0                                |
| 19       | <b>PSYCHOLOGICAL SCIENCES</b>                           | 11                               | 2                                |
| 19.00.01 | General Psychology, History of Psychology               | 1                                | 1                                |
| 19.00.02 | Psychophysiology  | 0                                | 0                                |
| 19.00.03 | Psychology of Work; Engineering Psychology              | 0                                | 0                                |
| 19.00.04 | Medical Psychology                                      | 0                                | 0                                |
| 19.00.05 | Social Psychology; Psychology of Social Work            | 2                                | 0                                |
| 19.00.06 | Legal Psychology  | 0                                | 0                                |
| 19.00.07 | Pedagogical and Developmental Psychology                | 3                                | 1                                |
| 19.00.08 | Special Psychology                                      | 0                                | 0                                |
| 19.00.09 | Psychology of Activity in Special Conditions            | 0                                | 0                                |
| 19.00.10 | Organizational Psychology; Economic Psychology          | 5                                | 0                                |
| 19.00.11 | Political Psychology                                    | 0                                | 0                                |

*Note. Created by the author.*

The issues of economic and entrepreneurial training through inclusive education have also received insufficient attention [with only one dissertation in this area (Fedorenko, 2015)]. Furthermore, dissertation research does not adequately cover the challenges related to preparing students to pursue entrepreneurial careers as part of their educational-professional trajectories. Accordingly, it would be advisable to conduct research on youth entrepreneurship counseling, as this area holds significant relevance for Ukraine's post-war recovery.

In the field of "Psychological Sciences," the largest number of dissertations were defended in the specialties "Organizational Psychology; Economic Psychology" (45.5% of dissertations in this field and 4.7% of the total number of dissertations on student preparation for entrepreneurial activities) and "Pedagogical and Developmental Psychology" (27.3% and 2.8%, respectively). Notably, dissertations were identified in only four of the eleven specialties within the "Psychological Sciences" field. Researchers from the institutions of the National Academy of Pedagogical Sciences of Ukraine (hereinafter referred to as NAPS of Ukraine) have made significant contributions to addressing the complex issues associated with preparing students for entrepreneurial activities. This is evidenced by dissertation research conducted on this topic. Within the specialized academic councils of the Institute of Pedagogy of the NAPS of Ukraine, 11 dissertations were defended (10.4% of the examined body of work), including 2 doctoral dissertations (18.2% of the total number of doctoral dissertations). At the H.S. Kostyuk Institute of Psychology of the NAPS of Ukraine, 7 dissertations were defended (6.6%), including 1 doctoral dissertation (9.1%). The Ivan Zyazyun Institute of Pedagogical and Adult Education of the NAPS of Ukraine had 5 defended dissertations (4.7%), including 2 doctoral dissertations (18.2%). The Institute of Problems of Upbringing of the NAPS of Ukraine reported 3 defended dissertations (2.8%), including 1 doctoral dissertation (9.1%). The Institute of Higher Education and the Institute of Vocational Education of the NAPS of Ukraine each had 1 candidate dissertation defended (0.9% each). Thus, over 26% of the total number of dissertations on preparing students for entrepreneurial activities were defended within the scientific institutions of the NAPS of Ukraine, with more than 54% of doctoral dissertations being defended.

The analysis of the body of dissertation research on student preparation for entrepreneurial activities demonstrates a quantitative predominance of dissertations in the field of "Pedagogy". However, the proportion of doctoral dissertations is relatively higher in the specialties within the "Psychology" field. More than half of the doctoral dissertations in pedagogy and psychology were defended at the NAPS of Ukraine's institutions. Contrary to trends in educational development, the number of dissertations on using information and communication technologies in preparing students for entrepreneurial activities, inclusive education in entrepreneurial training, and youth entrepreneurship counseling remains low. Additionally, relevant

international experience has not been sufficiently highlighted. The preparation of students for entrepreneurial activities is a highly pertinent issue for Ukraine's post-war recovery.

## 1.5. CURRENT STATUS OF FUTURE QUALIFIED WORKERS TRAINING FOR ENTREPRENEURIAL ACTIVITY

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На підґрунті осмислення ходу і результатів процесів демократизації й ринкової трансформації національної економіки в Українській державі обґрунтовано необхідність реформування підготовки здобувачів професійної освіти до підприємницької діяльності як фахівців, котрі повинні мати високий рівень сформованості професійних і ключових компетентностей, бути глибоко обізнаними з теоріями та практиками менеджменту, вільно володіти техніками і прийомами самоменеджменту й орієнтуватися в економічно-правовому просторі підприємницької діяльності, а також бути здатними прогнозувати й об'єктивно оцінювати ступінь ризиків кожної ситуації підприємницької діяльності. Узагальнено необхідність урахування суспільних чинників у процесах реформування професійної і підприємницької освіти майбутніх фахівців: зниження активності населення та скорочення виробництва, внаслідок пандемії COVID-19 і запровадження карантинних заходів; зміна пріоритетів у мотивації ділової активності й поведінки громадян (визначальним мотиватором професійної діяльності фахівців став мотив обережності). Проаналізовано реалії підготовки молоді до підприємництва, що пов'язані з розробленням за запровадженням: освітніх стандартів з конкретних професій, освітніх програм, навчально-методичних видань, організацією та проведенням масових заходів, онлайн-курсів, навчальних занять, конкурсів тощо; констатовано, що метою створення цих напрацювань передбачено забезпечення якісної підготовки здо бувачів різних рівнів освіти до підприємництва, а також розвитку підприємливості як однієї з ключових компетентностей. З'ясовано, що підготовка здобувачів освіти до започаткування власної справи є епізодичною, і як наслідок, – маємо незначні зрушення в рівнях сформованості підприємницької компетентності учнівської і студентської молоді; недостатній рівень спеціальних знань у сфері ринкової економіки і відсутність досвіду підприємницької діяльності педагогів також знижує ефективність підготовки здобувачів освіти до підприємництва; реальне ознайомлення учнів із природою підприємницької діяльності відбувається здебільшого в системі позашкільної і, зокрема неформальної освіти.

Узагальнено, що в сучасному науково-освітньому просторі провідною метою підготовки здобувачів освіти до підприємницької діяльності вважається їх ознайомлення із сутнісною природою цієї активності, набуття первинних знань і відповідних умінь; встановлено, що найбільш значущим засобом розвитку здібностей суб'єктів навчання до відкриття своєї справи і успішного провадження підприємницької діяльності слугує набутий ними первинний досвід практичної діяльності як визначальний чинник у виборі випускниками закладів загальної середньої освіти такої сфери професійної діяльності, котра була б пов'язана з підприємництвом; обґрунтовано, що наскрізною ідеєю методики розвитку підприємницької компетентності майбутніх фахівців у закладах професійної освіти є активізація, прояв і вдосконалення індивідуально-особистісних якостей для успішної підприємницької діяльності; доведено, що в результаті зміщення акценту з власне викладацько-навчальної діяльності педагогічних працівників на активізацію механізмів когнітивної активності й творчої самостійності учнів, в освітньому процесі забезпечується опанування ними алгоритмів і способів самостійного конструювання траєкторії особистісного зростання.

*On the basis of understanding the course and results of democratization and market transformation of the national economy in the Ukrainian state, the need to reform the training of students for entrepreneurship as professionals who must have a high level of professional and key competencies, be deeply acquainted with theories and theories, fluent in techniques and techniques of self-management and navigate in the economic and legal space of entrepreneurial activity, as well as be able to predict and objectively assess the degree of risk of each situation of entrepreneurial activity. Generalized the need to take into account social factors in the process of reforming vocational and entrepreneurial education of future professionals: reducing population activity and reducing production due to the COVID-19 pandemic and the introduction of quarantine measures; change of priorities in motivation of business activity and behavior of citizens (the motive of caution became the determining motivator of professional activity of experts). Analyzed the realities of preparing young people for entrepreneurship, related to the development of the introduction of: educational standards for specific professions, educational programs, educational publications, organization and conduct of mass events, online courses, classes, competitions, etc. Stated that the purpose of creating these developments is to ensure quality training of applicants of different levels of education for entrepreneurship, as well as the development of entrepreneurship as one of the key competencies. It was found that the preparation of students to start their own business is sporadic, and as a result – we have slight changes in the levels of entrepreneurial competence of pupils and students; insufficient level of special knowledge in the field of market economy and lack of experience of entrepreneurial activity of teachers also reduces the effectiveness of training students for entrepreneurship; real acquaintance of students with the nature of entrepreneurial activity takes place mostly in the system of extracurricular and, in particular, non-formal education.*

*It is generalized that in the modern scientific and educational space the main purpose of preparing students for entrepreneurship is their acquaintance with the essential nature of this activity, the acquisition of basic knowledge and relevant skills. Found that the most important means of developing the ability of subjects to start their own business and successful entrepreneurship is their initial experience as a determining factor in the choice of graduates of general secondary education in such areas of professional activity, which would be associated with entrepreneurship. It is substantiated that the overarching idea of the methodology of development of entrepreneurial competence of future specialists in vocational education institutions is the activation, manifestation and improvement of individual and personal qualities for successful entrepreneurial activity. Proved that as a result of shifting the emphasis from the actual teaching and learning activities of teachers to activate the mechanisms of cognitive activity and creative independence of students, in the educational process provides their mastery of algorithms and ways to independently construct the trajectory of personal growth.*

**Ключові слова:** професійна освіта, підприємництво, підприємницька діяльність, підготовка до підприємництва.

**Keywords:** effectiveness of professional education, transformation of labor market institutions.

At the end of 2019, the fundamental basis for qualitative economic progress of the world's countries was formed, the key priority of balanced human and social development in Ukraine was recognized as the creation of a human – centered model of economic development, and its main driving force is the effective implementation of the creative potential of the nation (Ukraine 2030, p. 73,

Ершова, 2018). The essence of the economic dimension of human creativity is “to identify its impact on entrepreneurship, generate and stimulate innovation, increase productivity and economic growth” (Ukraine 2030, p. 113). In this context, the position of the President of the National Academy of Pedagogical Sciences of Ukraine Vasyl Kremen regarding the “formation of an innovative person” is extremely important. The philosopher, based on the analysis and generalization of the results of monitoring and analytical studies of the Atlantic Council, identifies the following difficulties in the social development of Ukraine: “the nation is rapidly shrinking and aging; the birth rate is significantly lower than the level necessary for normal reproduction of the population; the number of working-age population is decreasing; labor migration is growing, especially vulnerable is the fact that Ukraine is losing intellectual capital; there is a deterioration in the health status of citizens and the quality of their education” (Kremen, Luhovyy & Saukh, 2020, p. 1-2). Such phenomena lead to a shortage of “innovative human capital in all sectors of the economy” (Kremen, Luhovyy & Saukh, 2020, p. 2). Consequently, the problem of training future specialists for entrepreneurial activity is being updated, which provides for the implementation of innovative, and in particular entrepreneurial initiatives of citizens, the formation of a “comfortable business climate” that contributes to the economic development of Ukraine.

Sources. In the modern scientific and educational space, a number of economic theories, concepts are substantiated, the genesis of the formation of entrepreneurship in Ukraine and the world is revealed (Z. Varnalii, L. Yershova, A. Karsrud, R. Kiyosaki, T. Lazanska, S. Pryshchepa, O. Romanovskyi, etc.); the main mechanisms of entrepreneurship and driving sources of business are clarified from the standpoint of identifying the advantages and risks of interaction in different social groups (O. Ivashchenko, M. Telovata S. Farenyk, R. Umierov, etc.); individual and organizational features of successful running of own business, productive communicative interaction, employee cohesion and team formation are defined and characterized (L. Bazyl, D. Zakatnov, L. Karamushka, S. Kovi, O. Kredentser, S. Maksymenko, V. Orlov, N. Pobirchenko, N. Khudiakova, etc.); psychological characteristics of entrepreneurial behavior are revealed and its models are designed (M. Bazunova, V. Moskalenko, Yu. Pachkovskyi, R. Khizrych, etc.); justified theoretical and methodological bases of preparation of applicants of different levels of education for entrepreneurial activity (D. Aistrakhanov, S. Aliksieieva, M. Vovkovinskyi, I. Hrytsenok, V. Madzigon, A. Moldovan, M. Tkachenko, O. Protsenko, R. Shcherbyna, etc.), as well as concepts and methods of developing entrepreneurial competence of specialists of various specialties (Yu. Bilova, O. Klymko, V. Kolot, G. Matukova, H. Nazarenko, M. Strelnikov, etc.).

Purpose of the subsection to analyze the current state of training future specialists of non-economic specialties for entrepreneurial activity, identify its main achievements, obstacles and predict the prospects for developing the ability to do

business in students of Vocational (Vocational and Technical) Education Institutions.

To achieve this goal, general theoretical methods of analysis and synthesis of scientific works, comparison and generalization of conceptual views on the problem under study were used.

The increased public attention to entrepreneurship as an effective form of small business is a natural, socially significant and justified phenomenon, because it is possible to solve acute socio – economic problems by promoting the successful functioning of small and medium-sized businesses. The processes of democratization of Ukrainian society and market transformation of the national economy make it necessary to modernize the functions of entrepreneurship, and therefore train representatives of various specialties, including: non-economic specialists who have a high level of professional and key competencies, are deeply familiar with management theories and practices, know the techniques and methods of self- management, are freely oriented in the economic and legal space of entrepreneurial activity, are able to predict and objectively assess the degree of risks and make an adequate management decision in each situation. (Alyeksyeyeva et al., 2020; Yershova, 2017).

However, due to the pandemic and the introduction of quarantine measures for the COVID-19 disease, there is a decrease in population activity and a reduction in production, there is a change in priorities for motivating business activity and people's behavior. In particular, the determining motivator of professional activity of specialists was the motive of caution, and not economic expediency. Changes in a person's preferences for professional work, everyday life and business needs, radically transforming consumer supplies, affected the state of production of goods and the list of services provided. In addition to this, there was an increased demand for the provision of services in digital format, in particular for trade and business, which was due to the transition of enterprises to forms of remote, home-based work and distance learning. Thus, in 2020-2021, the share of retail trade in the Internet network almost doubled (from 1.2% in 2019 to 2.1% in 2020 of the total number of retail trade), and the volume of non-cash payments exceeded 36% of all retail trade volumes in Ukraine. Due to the growth rate of digitalization processes, the progress of introducing digital technologies into economic processes accelerated by 1.5 years (the level of digitalization of the Ukrainian economy, according to the Ministry of Economy, was 5.3%, which corresponds to the projected level of mid-2023 under pre-pandemic conditions). In this regard, there are new opportunities for business entities to optimize business processes (adaptation of business entities to the new motivation of the population, reducing operating costs, widespread introduction of digital technologies in production processes, reducing the cost of goods and services, increasing labor productivity of employees), development of industrial enterprises, and greening of public activities. Consequently, the recovery of

economic activity of citizens and a slowdown in GDP decline became natural. According to statistics from the State Statistics Service, GDP in the third quarter of 2020 decreased by 3.5% compared to the third quarter of 2019, and in the fourth quarter by 0.5%. Seasonally adjusted GDP in the third quarter of 2020 compared to the second quarter of 2020 increased by 8.5 %, in the fourth quarter of 2020 compared to the third quarter of 2020 – growth of 0.8%. This indicates a transition to the gradual establishment of production activities and adaptation of economic entities to sudden changes in conditions both within the country and abroad. In general, in 2020, GDP decreased by only 4%, which is significantly less than most experts predicted and than was budgeted by the Government (4.8 %). Based on the study and generalization of statistical data on the economic development of Ukraine, real GDP in the fourth quarter of 2021 increased by 1.8% compared to the previous quarter (taking into account seasonally adjusted factor), and by 5.9% compared to the fourth quarter of 2020. In addition, since 2019, despite the existing economic problems and political difficulties, there has been an objective increase in the number of Business Objects, which is graphically represented in the diagram (Figure 2).

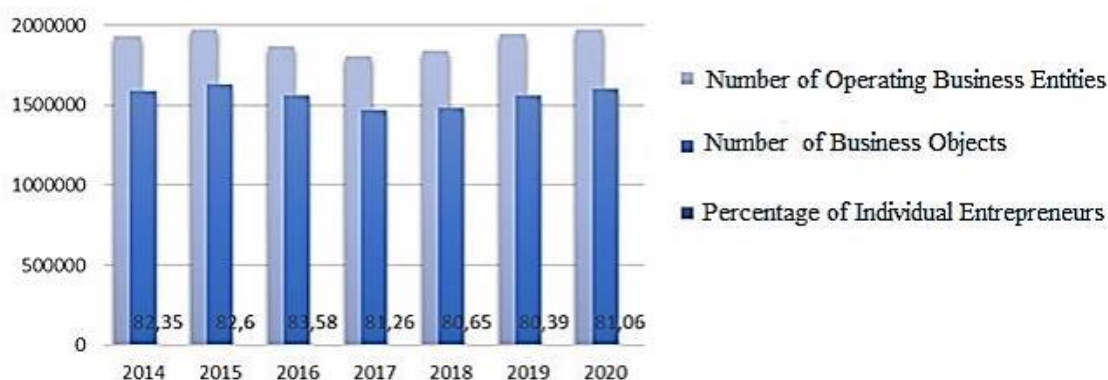


Figure 2. Dynamics of Operating Business Entities (2014-2020).  
 Note. Created by the author.

The study of scientific works and monitoring studies on the state of business entities and summarizing the results of theoretical analysis have identified the main factors in the dynamics of small and medium-sized businesses: current reforms related to deregulation, public procurement; improvement of the legal framework and unification of bankruptcy procedures in the world; changes in the national institutional and legislative policy on small and medium enterprises; development and implementation of concepts, models, technologies and methods of development of entrepreneurial and key competencies, in particular the entrepreneurship of applicants at different levels of education. Taking into account the selected circumstances, scientists, educators and employers began to develop educational standards for specific professions, which, among other things, provide for the formation of entrepreneurial competence (Ministry of Education and Science



of Ukraine, 2021); to conclude educational programs (for example, "Fundamentals of Innovative Entrepreneurship" (Alyeksyeyeva et al., 2019; Bazyl and Yershova, 2020); to create numerous educational publications; (author-compiler: G. Karpyuk); "Fundamentals of economic literacy and entrepreneurship" (authors: S. Alyeksyeyeva, L. Bazyl, I. Hrytsenok, D. Zakatnov, etc.), methodical manual "Entrepreneurial competence of future professionals" (authors: S. Alyeksyeyeva, L. Bazel, L. Yershova, etc.); methodical recommendations "From business idea to entrepreneurial success" (authors: V. Baidulin, I. Hrytsenok).

The purpose of creating these developments was to ensure quality training of students of different levels of education in entrepreneurship, as well as the development of entrepreneurship as one of the key competencies in accordance with the European Framework Program of Key Competences (European Commission, 2018). When developing a new State Educational Standard, Training Framework and Teacher Training Programs the EU Framework Programs for Training Entrepreneurship Competencies and Key Digital Competences EntreComp and DigiComp. Promoting entrepreneurial skills is also part of the action Plan to Support the SMEs Development Strategy 2020.

The implementation of the state reform of the New Ukrainian School was launched in 2017. The National Pilot Program was launched from the first grade of Primary School in the 2017/2018 academic year in 100 primary schools in different regions. Subsequently, the Pilot Program was introduced on a national scale in the 2018/2019 academic year, while on the basis of a similar model, the Pilot Program was simultaneously launched in the second grade; the implementation of the reform will continue and fully extend to the 12-year education system using a competence-based approach. In order to be able to teach under the new competence-based training program, in which entrepreneurship is a key competence, teachers are simultaneously retrained. In 2018, with the support of the European Foundation for Education (EFE), 50 trainers from the country's teacher Development Institutes and 25 NUS regional coordinators were trained in a key competence-based approach and retrain other teachers. It is important that the professional development of teachers continues in the future and is focused on the results of the competence-based training program using teaching methods that are primarily focused on the needs of students. At the same time, future teachers should also be fully prepared for the new teaching method as part of the NUS reform. Existing tools used to monitor the implementation of key competencies have formed the basis for preparing reports on the impact of student-centric teaching methods on students, teachers, and schools. Careful monitoring is carried out through surveys and with the involvement of focus groups consisting of teachers, parents, school principals and other interested parties who participated in the reform of the New Ukrainian school. However, systematic monitoring and a program to assess the formation of key competencies within the entire education system are still lacking. The

introduction of a competency-based curriculum at the system level has begun in the field of Vocational Education (VE). Such a program was prepared by scientists of the Institute of vocational education of the National Academy of Sciences of Ukraine “Fundamentals of Innovative Entrepreneurship” and from 2019 is being introduced in the Vocational (Vocational and Technical) Education Institutions in most regions of Ukraine.

The New Standard of Higher Education provides for key entrepreneurial competence, but it has not yet been implemented in all faculties at all universities. At the same time, there are many successful examples in higher education when students gain entrepreneurial experience. In particular, to ensure the formation of an innovative culture of entrepreneurship among students of 25 Higher Educational Institutions, together with the NGO “Platform for Innovative Partnership”, the Ministry of Education and Science of Ukraine has created business clubs that systematically conduct advisory classes and trainings (for example, the information day for SMEs “Opportunities and Challenges of Project Activities for the development of Small and Medium-Sized Businesses in the Region” in 2018 (EUREKA Information Day). At the 4th All-Ukrainian Innovation Festival in 2019 a round table was held on the development of academic entrepreneurship in Higher Educational Institutions and Scientific Institutions of Ukraine. To improve partnership between Higher Education Institutions and Enterprises, the Center for the Development of Corporate Social Responsibility organized the Annual National Forum “Business and Universities”.

For the development of selfemployment and entrepreneurship, an action plan for the implementation of the Concept of the State Professional Orientation System has been introduced since 2019. The plan includes entrepreneurship in the professional orientation for young people and provides for the creation of youth centers to encourage entrepreneurship among young people by providing consulting services, holding events for establishing business connections and competitions among young entrepreneurs. In addition, the State Employment Service provides vocational guidance services and conducts entrepreneurship courses, including vocational training for registered unemployed persons in the basics of entrepreneurship. In general, Ukraine invests in the formation of an entrepreneurial mentality among citizens through formal and nonformal education and training (for example, by organizing various awards and competitions for the best entrepreneurial idea or the best business plan for startups). Students of many Higher Education Institutions learn creative entrepreneurship, participate in online courses on entrepreneurship, pitching business ideas, and so on.

In addition, the content of the Internet network is full of hundreds of videos and presentations from businesspersons, scientists about the essence and functions of entrepreneurship, business and entrepreneurship, forms, methods and mechanisms of starting and successfully running your own business, algorithms for

developing business plans, “road maps” of starting your own business, etc. Many publications talk about the peculiarities of the formation and development of entrepreneurship, entrepreneurial competence, and individual qualities of a successful entrepreneur’s personality. Numerous psychological and pedagogical studies describe the individual and personal qualities of a successful entrepreneur and businessman, offer interesting diagnostic methods for identifying them, effective models, technologies, methods, techniques and means of preparing applicants of different levels of education for entrepreneurial activity.

According to the results of comprehensive surveys and the use of numerous methods of psychological and pedagogical diagnostics of applicants for Professional Education, conducted by practical psychologists of the Vocational (Vocational and Technical) Education Institutions, basically all students plan their own future in advance. Generalization of empirical data allows us to state that more than 42% of future qualified workers are determined to work in the profession they are mastering at the employer's Enterprise; a third of students (29 %) intend to start their own business and almost the same number plan to continue receiving Higher Education. Therefore, it is important for teachers to provide appropriate conditions for the development of individual and personal qualities of applicants for professional education, which will contribute to their professional and life success in no case trying to ‘transform” their entrepreneurs. For this purpose, it is desirable, firstly, to analyze the ideas of young students about a successful person; secondly, to convince them of the fallacy of the stereotype of success spread in the mass media, based on material and financial support; third, teach them to apply “SMART-Goal Formulation Technology”, identify ways and resources to achieve goals and apply them accordingly; fourth, help each student identify character strengths, understand their personality, peculiarity and encourage them, relying on these strong qualities, to achieve “their success” in the most comfortable environment (hired work, training, entrepreneurship). The quintessence of this approach is to reject the stereotype of identifying the weaknesses of a person’s character and their development to the level of a generally recognized standard and promote the idea that a person who is aware of their strengths can successfully realize themselves, practically applies the “SMART- Goal Formulation Technology”, is able to determine the best ways to achieve the formulated goals and implement them in their own activities.

In this context, we emphasize our vision of the essence of entrepreneurship as an initiative, innovative, independent activity, carried out at our own risk to generate income with a social effect, based on planning and calculations and focused on the most effective use of available resources and production factors, the desire to realize the creative potential of a person.

In view of this, the ability to entrepreneurial activity in future skilled workers is concretized by the presence of such strong character qualities as initiative;

search activity and perseverance; the desire for success; self-reliance; purposefulness; reliability and honesty; communication and recognition of the importance of business relations; a stable conscious desire for self-improvement; hard work, which is expressed through business activity; experience; self-organization; creativity and non-standard thinking; consistency as the ability to systematize labor activity in order to achieve the maximum possible useful effect, taking into account the specific conditions of this activity.

To form a holistic view of the ability of applicants for professional education to engage in entrepreneurship, it is best to apply a set of adapted psychological diagnostic methods to determine the levels of formation of the above qualities. Of course, you can also use comprehensive questionnaires from Internet sources (in particular, the official website of the State Employment Service (URL: <http://profi.dcz.gov.ua/business-test-info/00da099c-657a-4f43-be3c-bde0d052aa75/>), the portal “Build Your Own” (URL: <https://buduysvoe.com/content/proydy-test-i-diznaysya>), tests adapted for the level of high school students, placed in school text-books (for example, the textbook “Technologies (Standard Level)”, the author I. Yu. Khodzitska et al., 2019) and others. However, we note that it is unacceptable to “blindly copy” questionnaires and use diagnostic methods that are not adapted to local conditions and the level of individual and personal development of students. Therefore, at the stage of identifying the Vocational (Vocational and Technical) Education Institutions students’ ability to do business, it is important to involve practical psychologists of Educational Institutions.

To clarify the ideas of applicants for Vocational Education about a successful person and further discuss them, it is advisable to use the method of heuristic or Socratic conversation, brainstorming, search methods (“map of knowledge of a successful person”, “hypermarket of financial and economic knowledge”, “term from the box”, “labyrinth of entrepreneurship”, “editor of a financial and economic magazine”, “gallery of businessmen and their projects”, “find out who it is?”, facilitated discussion, etc.), as well as methods of reflection (“feelings”, “selfie of business”, “associative series”, “method of finding analogies”, etc.), game methods (“auction of ideas”, “my own entrepreneur”, etc.), methods using information technologies (“student TV debates”, “e-portfolio”, creating a startup, etc.). In order to form students’ beliefs about the fallacy of the stereotype of success spread in society, based on material and financial support, it will be successful to use the method of Group Discussion, case analysis, “sessions: question-answer”, the method of “decision tree”, “aquarium”.

In the context of familiarizing future specialists with the “SMART-Goal Formulation Technology”, it is advisable to focus on its essence. Note that each letter of the abbreviation SMART characterizes the criterion of effectiveness of the formulated goals (“Specific” – concreteness; “Measurable” – measurability, “Achievable” – reachability, “Relevant” – significance, “Time bound” – time

limitation). Let's highlight the content of each of these criteria. The characteristic of "concreteness" means that each target instruction should be clearly defined as a specific result that the student would like to achieve. You will be able to define the goal concretely and clearly if you provide answers to questions such as: "What result would I prefer to get based on achieving the goal and why?", "Who else is involved in the goal fulfillment process?", "Are there any restrictions or additional conditions necessary to achieve the goal?". The main rule in the formulation of a goal is "one goal – one result". If the formulation of the goal of a vocational education applicant provides for the achievement of several results, then, accordingly, it is necessary to define several goals. The characteristic of "measurability" allows you to determine whether the goal has actually been achieved and to what extent. The answers to the following questions will help you formulate a measurable goal: "Under what condition can you assume that the goal has been achieved?", "On the basis of what indicator can we say that the goal has been achieved?", "What value should this indicator have in order to consider the goal fully achieved?". The characteristic of "reachability" is the formulation of a goal that is objectively possible to achieve. This implies an adequate assessment of internal and external resources and affects the motivation of the student's activities. If a person formulates an unattainable goal, then the probability of its fulfillment will be zero. The reach of the goal is determined in accordance with the available internal and external resources of the individual, their experience, as well as possible or existing restrictions (time, labor resources, investment, knowledge and experience of the performer, access to information sources, and the ability to make decisions independently) or additional circumstances. The characteristic of "significance" is specified in terms of relevance and realism, that is, the set goal should have further application of the corresponding result. To formulate a meaningful goal, it is necessary to clearly understand what contribution to achieving the global strategic goals of the enterprise will be made through the implementation of a specific task. If achieving a goal does not benefit the firm, it will be considered unnecessary and will only mean lost time and resources. The characteristic of "time limitation" of goal formulation means that each goal setting must have a clearly defined deadline for implementation, and its violation will indicate that the goal is not fulfilled. Defining the time frame and limits for achieving the goal allows you to make the activity management process controlling. At the same time, the time frame should be determined taking into account the possibility of achieving the goal in a preset time frame.

Conclusions. Thus, in Ukraine, large-scale training of entrepreneurs for entrepreneurship and the formation of entrepreneurial mentality on the basis of formal and non-formal education and training (training, coaching, consulting, online courses, discussions, competitions for the best business idea or the best business

plan for startups, etc.). Applicants for higher education master creative entrepreneurship, participate in the pitching of business ideas, etc.

At the same time, the preparation of students to start their own business and successfully conduct business in a particular field of social production, services is unsystematic and sporadic. As a result, we have small changes in the levels of entrepreneurial competence of pupils and students. In addition, the lack of specialized knowledge in the field of market economy and lack of experience in entrepreneurship of teachers also reduces the effectiveness of training students for entrepreneurship.

That is why the real acquaintance of students with the nature of entrepreneurship, according to the fair considerations of many modern researchers, takes place in the system of extracurricular and, in particular, non-formal education. The most important means of developing the ability of subjects to start their own business and successfully conduct business is their initial experience as a determining factor in the choice of graduates of general secondary education in such a field of professional activity that would be associated with entrepreneurship. The overarching idea of the methodology for the development of entrepreneurial competence of future professionals in vocational education institutions is the activation, manifestation and improvement of individual and personal qualities for successful entrepreneurial activity. As a result of shifting the emphasis from the actual teaching and learning activities of teachers to the activation of mechanisms of cognitive activity and creative independence of students in the educational process provides their mastery of algorithms and ways to independently construct the trajectory of personal growth.

Therefore, the mastering of the content and mechanisms of implementation of the “SMART-Goal Formulation Technology” by applicants for Vocational Education will contribute to their successful selfrealization and starting their own business, since it is a powerful tool for formulating effective target guidelines. This technology will allow you to summarize the available information at the goal setting stage, set acceptable deadlines for completing tasks, find out the sufficiency of resources, and provide all participants with clear, accurate, clear and specific tasks.

## 1.6. PRINCIPLES AND REGULARITIES OF ORGANIZING OF CONSULTING OF VOCATIONAL EDUCATION STUDENTS ON YOUTH ENTREPRENEURSHIP

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Охарактеризовано керівні положення організації консультування з молодіжного підприємництва; обґрунтовано значення феноменів «усвідомлення» і «прийняття» принципів консультування як факторів забезпечення ефективності консультаційної діяльності; визначено закономірності, що виявляються у процесі реалізації консультаційної діяльності. Обґрунтовано, що в процесі організації в закладах професійної освіти консультування з молодіжного підприємництва першочерговим є усвідомлення організаторами й консультантами важливості прийняття єдиних для всіх норм, правил, вимог та визначення механізмів їх неухильного дотримання; виокремлено основні принципи консультування здобувачів професійної освіти з молодіжного підприємництва (гуманізму, законності, моральності, добросовісного використання, систематичності і послідовності, практичної орієнтації, корпоративної соціальної відповідальності); показано, що принципи консультування здобувачів професійної освіти з молодіжного підприємництва пов'язані також з певними закономірностями, що стосуються цілей, змісту, технологій, форм, методів і засобів консультування, а також системи контролю й оцінювання результатів консультаційної діяльності.

*The guidelines for organizing counselling on youth entrepreneurship are characterized; the significance of the phenomena of "awareness" and "acceptance" of counselling principles as factors in ensuring the effectiveness of counselling activities is substantiated; the regularities that are revealed in the process of implementing counselling activities are determined. It is justified that in the process of organizing counselling on youth entrepreneurship in vocational education institutions, the primary priority is the awareness of organizers and consultants of the importance of adopting common norms, rules, requirements and determining mechanisms for their strict observance; the basic principles of counselling students of vocational education on youth entrepreneurship (humanism, legality, morality, fair use, systematic and consistent, practical orientation, corporate social responsibility) are highlighted; it is shown that the principles of counselling students of vocational education in youth entrepreneurship are also associated with certain regularities concerning the goals, content, technologies, forms, methods and means of counselling, as well as the system of control and evaluation of the results of counselling activities.*

**Ключові слова:** професійна освіта, здобувачі професійної освіти, консультування з молодіжного підприємництва, принципи консультування, закономірності організації консультування.

**Keywords:** vocational education, vocational education seekers, youth entrepreneurship consulting, principles of consulting, regularities of consulting organization.

Preparing for entrepreneurship in vocational education institutions is a complex process that requires meticulous preparation and coordination not only of direct consultants, but also of the entire pedagogical team: managers, educators, masters of industrial training, and potential employers. Therefore, it is crucial to adopt certain common rules that will help unite the efforts of the team and achieve the expected results – creating proper conditions for effective youth entrepreneurship consulting. The adoption and adherence to such rules ensure the achievement of synergistic interaction among all consulting participants and its high effectiveness.

In the process of organizing youth entrepreneurship consulting in vocational education institutions, it is essential for organizers and consultants to recognize the importance of adopting uniform norms, rules, requirements, and mechanisms for their strict compliance. Let us consider the term "principle." This concept signifies a beginning; a fundamental starting point of any scientific system, theory, ideology; a foundation on which a particular process or system of actions is built; a characteristic that underlies the creation or implementation of something; a conviction, norm, or rule that an individual or social group adheres to in life and activity. Symbolically, the term "principle" (from Latin *princeps* – first) was also used to name the heavy infantry warriors of the Ancient Roman army, who held the front line in battle order. Thus, in the context of youth entrepreneurship consulting organization, defining principles is like outlining the front line of the pedagogical front.

Therefore, the principles of youth entrepreneurship consulting are guiding positions that must be laid at the foundation of the organization and implementation of consultative activities in the institution of vocational education with the aim of: upholding the lawful rights of all consulting subjects; fostering pedagogical initiative; developing pedagogical and social responsibility; enhancing the self-reliance of vocational education seekers; increasing the readiness of the youth to start their own business in their field; forming the ability of graduates to successfully and responsibly run their own business even under adverse conditions; strengthening the image of the educational institution and the education system as a whole; contributing to the development of the national economy; supporting the interests of society and the state.

The principles of consulting future specialists in youth entrepreneurship are based on: the provisions of J.A. Comenius (1940) about the school as a "workshop of wisdom and humanity," capable of forming individuals ready to serve society, J. Locke (2023) on the right to initiative and the expression of creative energy, about "forming a gentleman" as a virtuous, active, physically and emotionally resilient individual, capable of managing their affairs "sensibly and prudently"; J. Dewey (1980) on the formation of a generation of initiative, active, independent, and responsible individuals, capable of planning, making decisions, and bearing



responsibility for them. Also considered were the conclusions of Ukrainian educators: I. Pidlasyy (2004, p.41) on the need to ensure the social orientation of education, S. Honcharenko (1997, p. 170) on the importance of principles of stimulating internal activity of the personality, humanism combined with high demands, democracy; V. Galuzynskyi (1995) and M. Yevtukh (2002) on the humanistic nature of pedagogical action, the necessity of creating a favorable moral- psychological climate in the team, transforming the education seeker from an object of passive perception to a subject of active self-education; L. Bazyl, V. Orlova (2019) on the importance of forming the business activity of future specialists; and others.

The purpose of this substantiate is to substantiate the main principles of consulting young entrepreneurs in vocational education and the patterns of organizing consultative activities.

It is evident that establishing certain principles as guiding positions for the effectiveness of consulting in youth entrepreneurship is a very important step, but not the only one. Equally significant and, essentially, decisive is the recognition and acceptance of such guiding positions by each subject of consulting. Every member of the educational team must comprehend the essence of each principle, understand its purpose, and the consequences of its neglect in their activities.

However, mere awareness of principles, although important, is not sufficient to ensure the effectiveness of a particular educational activity. It is necessary for each team member to incorporate the principles defined by the educational collective into their personal beliefs. This will allow the collective principles to become the internal convictions of each participant in the consultative activity. Thus, only the combination of awareness and acceptance of principles by a like-minded team can organize and implement effective consultative activity. This helps overcome the difficulties that inevitably arise in solving educational tasks, achieve coordinated actions, improve mutual understanding among consulting participants, and promote the synergistic effect so desired in educational activity, where the results exceed the team's expectations.

For each principle to be understood, thorough information must be provided to team members about its essence, features, purpose, etc. This is facilitated by the systematic work of the educational institution in enhancing pedagogical skills and professional qualifications of the educational team, creating conditions for their self-education, conducting seminars, webinars, educational conferences, and other events, all of which are collectively aimed at providing comprehensive information on the importance of principles for organizing consulting in youth entrepreneurship. Thus, simply deciding to organize consultative activity in an educational institution is not enough. For this activity to be effective, the collective needs to be thoroughly prepared. Each future participant in this activity must perceive it as a system of understandable components and logical pedagogical actions.

Accepting principles, just like realization, is an internal process. However, it is not shaped by a teacher's participation in various events but becomes the result of their self-analysis and personal conclusions. Therefore, realization and acceptance are sequential phenomena: accepting a particular principle results from realizing its importance not only for the cause but also personally for the individual. This sequence harbors a certain threat: the effectiveness of training teachers to realize principles, which should guide them during entrepreneurship consulting, will always depend on the teacher's prior life and professional experience. Negative experiences associated with failures, disillusionment with the effectiveness of pedagogical projects, distrust towards management, emotional burnout, and many other factors can completely negate the potential titanic efforts of the management or consulting organizers. In such cases, a teacher may understand the essence of a certain principle, recognize its significance, but fail to accept it, meaning they do not adopt it as a personal belief. To avoid this, it is crucial not only to prepare the team but also to properly form its composition. It is unlikely that a group of unmotivated, burnedout, and disillusioned teachers will become a cohesive pedagogical team even after extensive well-organized training.

Therefore, to ensure the effectiveness of consulting principles for professional education seekers in youth entrepreneurship, it is necessary to form a team of motivated experienced professionals and develop a system of preparatory events for them. We propose a characterization of the main principles of consulting professional education seekers in youth entrepreneurship.

*The principle of humanism* – a foundational principle of many sciences, emphasizes the attention on the Human as a value, their dignity, the right to happiness, and the expression of their abilities. It is believed that its application in a particular activity is a criterion for the progressiveness of the corresponding social institution. Therefore, the pedagogical council of a vocational education institution (VEI), deciding to organize consulting on youth entrepreneurship, must organize the work, select consultants, and design the content and forms of consultative activity in such a way that the focus of the goals and tasks is on the personality of the education seeker. The result of applying this principle in consulting on youth entrepreneurship should be the future professional's confidence in their abilities, the realization of the possibility to start their own business successfully, and an overall increase in the graduates' self-sufficiency, particularly in business activities.

*The principle of legality* is a fundamental guiding principle of law that permeates the entire sphere of legal relations. Its essence lies in the strict adherence to and implementation of legal norms by all subjects of legal relations, with the supremacy of the law over other normative legal acts. It entails the principle of clear definition of legal norms. For instance, if the state imposes certain restrictions on people's behavior, it must at least clearly and unambiguously delineate the boundaries of these requirements. In the process of organizing

consultation on youth entrepreneurship, this principle entails a clear division of functions among all subjects of consultative activities, the determination of norms and rules for each subject, the provision of a system of incentives and motivations, rewards and sanctions, and so forth.

It is noteworthy that legal norms (awards, rewards, determination of duties, suspension from activities, etc.) should not depend on the discretion of specific officials. They all must be clearly regulated. However, in modern educational institutions, the implementation of this principle in the process of organizing consultation on youth entrepreneurship encounters many problems of legal uncertainty. A vivid example could be the absence of career centers in vocational education institutions, which, according to their functions, have the best opportunities to prepare young people for entrepreneurship, as a staff structural unit. This implies that practically all such centers operate as extracurricular on a voluntary basis, and the work in them for the teaching staff of educational institutions is just another unpaid workload.

The absence of legal standardized grounds for carrying out consultative activities in career centers forces the leaders of these educational institutions, where they are open, to "reshape" the functions of their staff, find non-budgetary ways to motivate and encourage them to organize the work of the centers, select effective forms of work, and achieve certain positive results. From the standpoint of classical motivation theories, such an approach to the implementation of any project is inefficient. Usually, neglecting this principle in organizing consultation on youth entrepreneurship can lead to uneven distribution of workload among teachers, abuse of responsibility by teachers, their dependence on management, overloading and emotional burnout of many activists, or the institution's descent into imitative activities.

*The Principle of Morality* in Consultative Activities. The justification of this principle should start from the distinction between the concepts of "morals" and "morality." If the former represents a collection of laws, norms, and rules, the latter is the manner of adhering to these in real life and activities. At the heart of this principle lies the golden rule of morality, which urges: "Treat others as you would like to be treated." Moral rules are universally significant, applying equally to all individuals regardless of gender, age, social, or financial status. They regulate the process of communication among people, teaching us to express thoughts or intentions in a way that does not offend the interlocutor and to demonstrate kindness, respect, and a readiness to understand and respect others' interests. This principle underpins diplomacy, which is a crucial aspect of successful business activity. Thus, in the organization and conduct of consulting educational aspirants on youth entrepreneurship, this principle holds special importance. Firstly, it requires leadership to serve as an example of morality for their subordinates, and consultants as an example for the educational aspirants. Secondly, during the

consulting process, this principle should be adopted by the aspirants as a guideline for action. To this end, the educational institution must demonstrate a complete rejection of double standards, especially concerning relationships with potential employers or former graduates who have become entrepreneurs.

*The Principle of Good Faith Use.* This principle in the system of principles for organizing and conducting consultations with aspirants of professional education on youth entrepreneurship is derived from copyright law. In legal practice, good faith use means that copyrighted materials can be utilized without the owner's permission under certain conditions. In the context of consulting on youth entrepreneurship, this should be understood as the application of various pedagogical innovations, diagnostic, psychological, or didactic methodologies, pedagogical systems, concepts, technologies, road maps, etc. The principle of good faith use is not applied automatically or merely by mentioning it. If you are using someone else's copyrighted work, there is no guarantee that the principle of good faith use will apply to your case. It suggests that in state institutions of professional education, during the conduct of various consultative activities, methods, technologies, and publications recommended by the Ministry of Education and Science of Ukraine, academic councils of educational institutions, and scientific establishments of the corresponding profile should be used. This again emphasizes the importance of developing consultation programs concerning the preparation of youth for entrepreneurial activity.

*The principle of systematicity and consistency in advising vocational education seekers* on youth entrepreneurship requires a clear structural organization of information necessary for future professionals to start their own business. It necessitates the rational distribution of this information into individual semantic fragments and their phased mastery. Within the confines of an educational institution, this can be implemented through the integration of educational and extracurricular activities' objectives and tasks. Systematic advising is ensured by the fact that youth preparation for employment through self-employment must be conducted in classes, career centers, and extracurricular events. For instance, over 85% of vocational education career centers staff include consultants (professional, career, business consultant, and legal advisor). Career counseling is traditionally provided by staff psychologists or social educators. Legal consultations are conducted by staff lawyers or law teachers. Business consulting is mostly carried out by economics teachers, occasionally by representatives of partner organizations or employers (with their consent). Professional counseling often coincides with career counseling. If a career center has a separate professional consultant on staff, these duties are typically assigned to a vocational training master. Therefore, those educational institutions that have career centers possess experience in logically structuring the information necessary for youth to develop entrepreneurial competencies and readiness to start their own business.

Psychologists help the future professional explore their personality, identify traits conducive to business activities, and develop characteristics necessary for business success. Legal consultants teach how to properly start and responsibly manage one's business, avoid legal issues, and protect one's interests without infringing on the rights of others. Business consultants familiarize with the nuances of the service market for young entrepreneurs.

The systematic nature of consultative work is strengthened by incorporating entrepreneurship preparation into the work programs of other disciplines studied by education seekers, as well as into the educational plans of the educational institution and individual groups of seekers.

The consistency of preparation for entrepreneurship can be ensured by each consultant defining a list of sequential lessons and tasks for the entire year (or for the period of the seeker's study in a particular specialty). This allows education seekers to not only receive answers to questions regarding the prospects and opportunities of employment in the small business sector during individual consultations but also to gain systematic preparation for future business activities, where the presentation of information will be logical and match the level of knowledge and previous life experience of the seeker. Thus, it is clear that the implementation of this principle requires meticulous work from a scientifically organized planning and control of all types of consultative activities.

*The principle of practical orientation* in consultancy work involves selecting methods and forms that provide educational seekers with answers to questions related to real steps in starting and managing a business. This is facilitated by the entire pedagogical team's focus on practical training for youth in entrepreneurship. An example of such practical orientation is Japan, a country with a significant share of small businesses in its GDP. Japan is known for innovative educational technologies that foster young people's interest in entrepreneurial activities, high business culture, and social responsibility (Patoka & Baidulin, 2020). This is achieved through collective project activities involving the entire educational institution, from younger students, for whom participation is mandatory, to older students, who may choose to participate. Such projects are incorporated into the educational process, uniting all structural units of the institution, its entire staff, and all learners, immersing them in the real business sphere from idea to profit generation.

*The principle of corporate social responsibility* means a responsible approach by any organization, company, or social institution to its products or services, consumers, employees, and partners. It involves an active social stance by various institutions, characterized by harmonious coexistence, interaction, and ongoing dialogue with society, and participation in solving social issues. An educational institution a state institution provides the population with educational services, including consulting youth on starting and managing their businesses.

Therefore, the declared educational service must be delivered qualitatively. Imitation in consultancy work or its unprofessional organization and conduct is a deception of public expectations and qualifies as irresponsible. The term "corporate social responsibility" emerged in the 1950s and was initially related to the business sector. According to American economist H. Bowen, corporate social responsibility should concern the obligation of businessmen to conduct policies and make decisions that reflect the goals and values of their society. This notion initiated the discussion on business ethics and social responsibility of companies (Kyivstar Business HAB, 2023). This principle equally applies to educational institutions funded by state or local budgets, fulfilling a social mandate to prepare specialists of a certain quality. Given the state of Ukraine's economy, severely undermined by the invasion of the Russian Federation, this responsibility increases manifold.

The domestic market requires not just qualified professionals, but also self-reliant ones capable of securing employment for themselves and providing for their families, without relying on a state weakened by war. Thus, the preparation of education seekers for self-employment should become the cornerstone of the renewal and modernization of educational programs for training specialists in all fields. An educational institution that has not analyzed its programs for alignment with the needs of a wartime and post-war economy is acting contrary to the principles of social responsibility. The corporate nature of this responsibility means that the blame for inadequate preparation of the youth for life and activity in wartime conditions is not only on the management but also on the teaching council that represents the entire staff of the educational institution.

Therefore, the organization of counseling for vocational education seekers on youth entrepreneurship must be legally formalized and standardized, motivated, and supported by a well-prepared staff and content that meets the urgent needs of society and the economy. Any educator agreeing to participate in the organization and conduct of such counseling assumes responsibility for meeting the social expectations regarding the readiness of youth to start their own businesses and their ability to conduct business responsibly. The refusal of the staff to organize such counseling can also be viewed as inaction, distancing from the problem of increasing unemployment among youth, which will lead to delayed but inevitable reputational losses for the educational institution. The principles of counseling vocational education seekers on youth entrepreneurship are also linked with certain regularities concerning the goals, content, technologies, forms, methods, and means of counseling, as well as the system for controlling and evaluating the results of counseling activities. Particular attention should be paid to some of these aspects.

There exists a certain regularity between the quality of legal and regulatory provisions and the intensity of implementing pedagogical innovations. For instance, the impact of the developed project on the Standard Regulations for the Career

Center of a vocational (vocational-technical) education institution (2020) on the frequency of such centers being established in vocational education institutions is well-documented. It is known that 90.4% of career centers were opened immediately following the publication of the Standard Regulations, based on which educational institutions developed their own regulations, incorporating tasks aimed at "promoting the development of entrepreneurial initiative" (Bazyl et al., 2022, pp. 6- 18). Clearly, a quality regulatory package optimizes the efforts of educational institution leaders and consulting organizers.

A correlation has also been established between *the financial and resource provisioning of structural units that provide consulting on youth entrepreneurship and the effectiveness of the consulting activity*. For example, the better the resource provisioning for consulting activities (material-technical, scientific-methodological, informational- communicational, personnel), the more effective its outcomes will be. For instance, in vocational education institutions, slightly more than half of the opened career centers have their own premises. The rest are located in educational and methodical offices, admissions committee premises, libraries, and even hallways. Experience shows that the absence of funding and clear localization of any structural unit complicates the communication among staff members, with educational seekers, and with partnering organizations, decreases the unit's status and prestige, and reflects the administration's regard of it as somewhat marginal. Approximately 20% of the established centers are not equipped with the necessary computer technology and do not have access to high-speed internet, indicating them as merely formal entities (ibid., p. 13). It is evident that such centers are unable to perform their functions adequately, which, in times of war and uncertainty, requires serious digital provisioning. It is also worth acknowledging the existence of regular links between the inclusion of consulting on youth entrepreneurship in the educational process, in the overall system of extracurricular educational activities, and the effectiveness of the consultative activity. For instance, it is known that in many vocational training institutions, the work of career and entrepreneurship competence development centers not only involves conducting their own events but also extends to the entire educational institution's activities – both curricular and extracurricular. In 62% of these institutions, the development of career and entrepreneurship competencies occurs through teaching specific subjects (such as "Fundamentals of Entrepreneurial Activity," "Basics of Industry Economics and Entrepreneurship", "Fundamentals of Entrepreneurship," "Business Economics" etc.), in 29% through the study of specific modules, and in 72% during the resolution of relevant theoretical and practical tasks in classes. Analysis of employment rates of graduates in the small business sector enables us to assert that the best results are shown by those educational institutions where entrepreneurship consulting is a logical component of the overall system of educational and extracurricular activities aimed at preparing

youth for entrepreneurial activities. Consequently, there is a clear need for educational and methodological support in the process of developing entrepreneurial competencies in students of vocational training institutions. This can be achieved through the preparation of educational programs, textbooks, and guides tailored to them, considering the industry specifics of educational institutions and the specialties they teach; and the development and dissemination of lesson plans, extracurricular activities, and business projects aimed at developing the entrepreneurial competencies of future specialists.

It must also be recognized that there is a link between the presence of a motivation program in an educational institution for all subjects of the educational process to participate in consulting and the effectiveness of preparing youth for entrepreneurial activities.

The establishment of clear mechanisms in the educational institution to stimulate the creativity of youth entrepreneurship consultants is key to the success of this type of activity. Establishing strong connections with various stakeholder groups interested in the development of future specialists' entrepreneurial competencies can be an additional source of moral and material encouragement for educators to participate in preparing youth for entrepreneurship. Without the motivation of the teaching staff, it is impossible to ensure the necessary motivation of education seekers (Yershova, 2020, pp. 154-155). Only a convinced educator can persuade an education seeker, unlock their internal emotional reserves, crucial for acquiring the necessary knowledge, skills, and abilities for entrepreneurial activities. The general style of the teaching staff plays a significant role: the punctuality of the educators, their respect for the students' time, the selection of relevant and rational tasks, the formation of an adequate educational workload, and the development of practice-oriented consulting content.

*The effectiveness of youth entrepreneurship consulting is directly linked to the effectiveness of coordinating the activities of all consulting parties.* This regularity indicates that the lack of clear, coordinated actions by the entire pedagogical team can prevent the achievement of the set goals (Yershova, 2020, p. 155). Therefore, to ensure the effectiveness of consultative activities, it is crucial to establish a certain coordination center (or select a coordinator) and empower it with official authority necessary for prompt and efficient task resolution. It is important to avoid signs of a formal approach to the creation of the coordination center (choice of coordinator): authoritarian imposition of coordination duties on deputies, methodologists, psychologists, and other team members without their consent (forced appointment), creating additional burdens "on a community basis" without changes in employee remuneration; appointing a coordinator who lacks experience in the field and authority within the team; disregarding the opinions of education seekers (student self-government, trade union). Experience in implementing many pedagogical projects shows that this is precisely the stage at



which the process of realizing the pedagogical idea is hindered. Many educational institutions have not yet shed the formal Soviet approach, which essentially entrenched "academic feudalism" incompatible with business thinking, without which it is impossible to develop entrepreneurial competence in the youth. The coordination center (coordinator) must not only incorporate consultative activity into the general work plan for developing entrepreneurial competence but also ensure its systematic execution and reporting

It has been substantiated that in the process of organizing consulting on youth entrepreneurship in professional education institutions, the primary task is for organizers and consultants to recognize the importance of adhering to unified standards, rules, requirements, and defining mechanisms for their strict compliance. The main principles of consulting professional education seekers on youth entrepreneurship have been identified: humanism, legality, morality, conscientious use, systematicity and consistency, practical orientation, and corporate social responsibility. It is shown that the principles of consulting professional education seekers on youth entrepreneurship are also associated with certain regularities concerning the objectives, content, technologies, forms, methods, and means of consulting, as well as the system of control and assessment of the results of consultative activities.

## 1.7. JUSTIFICATION OF THE PEDAGOGICAL CONDITIONS OF ORGANIZING OF CONSULTING OF VOCATIONAL EDUCATION STUDENTS ON YOUTH ENTREPRENEURSHIP

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Показано важливість організації в закладі П(ПТ)О системи консультування учнів з молодіжного підприємництва. Обґрунтовано методика визначення педагогічних умов організації консультування з молодіжного підприємництва у закладах П(ПТ)О (онлайн-опитування керівників, методистів, педагогів закладів освіти, підприємців. Визначено первинний перелік педагогічних умов організації консультування учнівської молоді з молодіжного підприємництва. Здійснено експертне оцінювання вагомості сформованого переліку шляхом їх ранжування. Визначено педагогічні умови, найбільш ефективні для забезпечення результативності консультування учнів з молодіжного підприємництва у закладах П(ПТ)О).

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).

The importance of organizing a system of advising students on youth entrepreneurship in a vocational training institution is shown. The methodology for determining the pedagogical conditions for organizing counseling on youth entrepreneurship in vocational training institutions is substantiated (online survey of managers, methodologists, teachers of educational institutions, and entrepreneurs. The initial list of pedagogical conditions for organizing counseling of students on youth entrepreneurship is determined. An expert assessment of the significance of the formed list is carried out by ranking them. The pedagogical conditions that are most effective for ensuring the effectiveness of counseling students on youth entrepreneurship in vocational training institutions are determined).

The importance of organizing youth entrepreneurship counseling in vocational training institutions is argued (reducing unemployment and reducing state subsidies for the maintenance of the unemployed; increasing the number of legal small businesses and increasing revenues to the state budget; developing a network of small businesses in each region; stabilizing the psychological state of young people in conditions of war uncertainty through the formation of a readiness to perceive the next problems as new opportunities). The most important pedagogical conditions for the effective organization of counseling for students of vocational training institutions on youth entrepreneurship are experimentally determined and characterized (creating a favorable educational environment; developing a methodology for organizing counseling for students of vocational training institutions on youth entrepreneurship; improving the professional skills of counseling subjects).

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

**Keywords:** vocational education, vocational education seekers, youth entrepreneurship consulting, principles of consulting, regularities of consulting organization.

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 postwar recovery of the economy;

- formed skills of self-management, team work, independent decision-making, developed psychological readiness for activities in nonstandard 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 conditions of wartime uncertainty due to the opportunity for young people to develop readiness to perceive current problems as new opportunities.

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.

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 abovementioned 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 accurately 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.

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.

## 1.8. ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE OF VOCATIONAL PREHIGHER EDUCATION STUDENTS

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*Виокремлено й охарактеризовано основні наукові підходи до розвитку підприємницької компетентності майбутніх художників-виконавців у фахових коледжах, покликані забезпечити методологічну цілісність досліджуваного феномену (системний, компетентнісний, особистісно-орієнтований, суб'єктно-діяльнісний, інтегративний, екзистенційний, аксіологічний).*

*Обґрунтовано призначення кожного з виокремлених наукових підходів до розвитку підприємницької компетентності майбутніх художників-виконавців у фахових коледжах: системний (спрямований на визначення закономірностей, структурування змісту освітнього процесу); компетентнісний (забезпечує здатність майбутніх художників-виконавців до бізнес-діяльності, їхню готовність удосконалювати професійну діяльність упродовж життя); особистісно-орієнтований (зосереджений на створенні педагогічних умов для розкриття і розвитку особистісних якостей митців, необхідних для відкриття і ведення власної справи в галузі креативних індустрій); суб'єктно-діяльнісний (орієнтований на створення належних умов для набуття майбутніми художниками-виконавцями досвіду реалізації власних бізнес-ідей); інтегративний (зумовлює взаємозв'язок усіх освітніх компонентів для досягнення синергетичного ефекту від опанування освітньої програми); екзистенційний (сприяє формуванню і розвитку потреби вдосконалювати життя (своє, родини, суспільства) шляхом відкриття і ведення власної справи); аксіологічний (спрямований на формування системи цінностей і ціннісних відносин у майбутніх художників-виконавців для ведення бізнесу з урахуванням потреб та інтересів особистості, родини, суспільства, держави).*

*It has been identified and characterized the main scientific approaches to the development of entrepreneurial competence of future performing artists in professional colleges, which are designed to provide the methodological integrity of the studied phenomenon (systematic, competent, personality-oriented, subject-activity, integrative, existential, axiological).*

*It was substantiated the purpose of each of the selected scientific approaches to the development of entrepreneurial competence of future performing artists in professional colleges: systematic (aimed at identification of patterns, structuring the content of the educational process); competent (provides the ability of future performing artists to do business, their readiness to improve their professional activities throughout life); personality-oriented (focused on creating pedagogical conditions for the disclosure and development of personal qualities of artists, needed to start their own business in the creative industries sector); subject-activity (focused on creating appropriate conditions for future performing artists to gain experience in implementing their own business ideas); integrative (determines the interconnection of all educational components to*

achieve a synergistic effect from mastering the educational program); existential (contributes to the formation and development of the need to improve life (their own, family, society) by opening and running their own business ); axiological (aims to form a system of values and value relations in future performing artists for doing business, taking into account the needs and interests of the individual, family, society, state).

**Ключові слова:** науковий підхід, підприємництво, підприємницька компетентність, фаховий молодший бакалавр, художник-виконавець.

**Keywords:** scientific approach, entrepreneurship, entrepreneurial competence, Professional Junior Bachelor, performing artist.

The rapid development of innovative technological solutions in the creative industries sector has led to public requests for training professionals capable of working in a modern innovative economy, including in the fields of culture and art (Chechetova & Chechetova-Terashvili, 2019, pp. 48-51). In order to increase the competitiveness of creative products, increase turnover, expand the participation of small and medium enterprises in export activities, it is necessary to provide performing artists not only with professional knowledge, skills and abilities, but also provide the conditions necessary for entrepreneurial competence. In fact, domestic vocational education in artistic direction is designed to train competitive professionals who are able to work in conditions of intensive development of small business, to promote the creation of business incubators, to stimulate innovation.

An important shortcoming of professional training of future performing artists in Ukraine is the low motivation to show entrepreneurial initiative and insufficient level of readiness for entrepreneurial activity, inherent in the content of vocational education, as well as low level of entrepreneurial competence of future professionals by improving the content of educational programs, results, educational components (Maykovska, 2017, p.113).

We must proceed from the fact that scientific approaches are considered as a guide for building a scientific theory, serve as a theoretical basis for building research methods (Luzan, 2021, p. 49). Also we pay attention to the provisions on the need to take into account, in the process of professional development of the individual, balanced use of various conceptual approaches that open up different opportunities for self-knowledge and self-development (Orlov et al., 2010, p. 137). Thus, the need to substantiate scientific approaches that can ensure the methodological integrity of the development of entrepreneurial competence of future performing artists in professional colleges is outlined.

Theoretical and methodological aspects of training future professionals for entrepreneurship have been considered in the works of L. Bazyl, V. Baidulin, L. Bondariev, M. Vachevskiy, I. Hrytsenok, L. Yershova, D. Zakatnov, M. Lyashenko, V. Maykovska, G. Matukova, I. Seredina, V. Slipenko, M. Callous

and others. Theoretical and methodological principles of art education are covered in the works of S. Aliksieieva, V. Orlov, O. Rudnytska, M. Yevtukh and others. However, the problem of selection and substantiation of scientific approaches, the most optimal for ensuring the effective preparation of future performers for entrepreneurial activity in creative industries sector, remains promising.

The purpose of writing this section is to substantiate scientific approaches to developing entrepreneurial competence of future performing artists in professional colleges.

In the process of analyzing the source base of the research, scientific approaches were highlighted and substantiated, the most optimal for ensuring effective preparation of future performing artists for entrepreneurial activity in creative industries sector. The system of selected approaches (systematic, competent, personality-oriented, subject-activity, integrative, existential, axiological) should provide the methodological integrity of the studied phenomenon.

A systematic approach in the preparation of performing artists in professional colleges is aimed at identifying various aspects of entrepreneurial competence, identifying relationships between its components, establishing patterns that emerge in the development of the phenomenon under study, structuring the content of the educational process and more. The analysis of sources showed that due to the systematic approach the organization of the educational process in the college can be directed to improving the methodological culture of teachers through the formation of their ability to synthesize pedagogical methods for effective implementation of pedagogical tasks. The system approach also reflects the basic system connections and components of training professionals, allows the development of a methodological system of training future professionals as a dynamic integrity of interconnected elements (unity of goals, content, forms, methods, innovative learning technologies) (Aliksieieva, 2018, p. 106). The system approach is designed not only to study the specifics of the system as a complex object, but also to explore the features of all components, the nature of their interaction, to look for ways to create a system with more efficient operation (Yershova, 2015, pp. 53-54). In the process of system analysis, revealed not only the causes of phenomena, but also the further influence of the result on the causes that created them (Luzan, 2021, p. 51).

According to the systematic approach in the conditions of professional prehigher education, it is planned to develop a structure for the training future performing artists, which is aimed at combining the ability for different forms and ways of self-expression of artists and increasing their competence in financial activities, in order to optimize educational programs, program results, educational components and create proper educational and methodological support of the educational process for the development of entrepreneurial competence. The educational process is based on the interaction of components that will combine

classroom and extracurricular, theoretical and practical activities, self-education and group work of students.

The assimilation of professional knowledge, skills and abilities, professionally important qualities and values that develop the ability of artists to engage in business activities and financial success in this area is ensured by the competent approach. This approach builds the ability of future performing artists to improve their professional activities throughout life and readiness to overcome the challenges of modern creative industries. It allows to transfer the emphasis from the process of accumulating normatively defined knowledge, skills and abilities to the plane of forming the ability to act in practice, which enhances the practical component of training (Aliek-sieieva, 2018, p. 119). The need to include a competent approach in the system of professional prehigher education for future performing artists is determined by the change in modern trends, the introduction of technologies in business, development of key competencies (Odnoroh, 2019), digitalization of the educational process, digital skills and digital culture (Yershov, 2019).

The essence of a personality-oriented approach in professional pre-higher education lies in the identification and disclosure of the applicant's own capabilities, self-realization and self-expression in future professional activities (Stadniichuk, 2019). This approach involves focusing pedagogical attention on creating pedagogical conditions in colleges of an artistic profile, that are favorable for revealing the development of all personal qualities and abilities of each student, important for the discovery and conduct of their own business. The preparation of future performing artists for entrepreneurial activity based on this approach focuses on the individuality, the disclosure of personal potential, the uniqueness of future performing artists, taking into account the peculiarities of the work of artists, which has an applied nature. This approach is especially relevant in the implementation of modern personality-oriented model of the educational process, which allows individualization of the training of future professionals, personalization of the educational environment (Alieksieieva, 2018, p. 118).

The subject-activity approach is focused on creating in colleges of an artistic profile the conditions necessary for the formation of the skills and abilities of independent entrepreneurial activity in future performing artists, personal experience in identifying and developing the features and qualities necessary for business, creating, presenting and implementing their own business ideas. Subjectivity is the applicant's right to his own activity, identity, self-determination, self-realization and self-actualization in life and professional activity using own life and professional trajectory (Yahupov, 2015, p. 130). Activity is considered as a professional activity that is formed due to the need to independently implement their own business ideas. The application of the subject-activity approach in the process of development of future performing artists of entrepreneurial competence allows

them to build their own career trajectory by preparing for opening and successfully running their own business in creative industries sector. The integrative approach determines the interconnection and complementarity of all educational components that ensure the development of entrepreneurial competence of future performing artists. Using this approach makes it possible to establish links between knowledge of the disciplines of training and disciplines that directly ensure the development of entrepreneurial competence, so that future artists can create and develop their own creative or intellectual capital. This approach helps applicants to identify and use the resources of previously established professional skills and abilities, to open new opportunities for self-realization in the modern innovative economy.

The existential approach is focused on the formation of future performing artists' ideas of freedom as a personal responsibility for the results of their own choice. Being aware of own actions and their motivation, the future specialist can consider them as phenomena, in relation to which he becomes free and can, at his discretion, to change, replace and improve their professional qualities (Orlov et al., 2010, pp. 137-138). Most performing artists do not seek to adapt to new conditions, but want to start their own business, take the initiative, express themselves in free labor activity. This approach ensures the development of the inner need of artists for the constant self-improvement of their lives, the lives of their families and society by opening and running their own business.

The axiological approach is designed to form a system of worldview orientations, as well as personal, family, professional, civil and other values of future performing artists, which would promote transparent, responsible, honest and successful business for the benefit of the needs of the individual, family, society, state. For future professionals, this approach also forms universal and professional value orientations, which are a kind of personality movement in society. The ratio of personal, national, public (state) and universal values in the process of forming the main priorities of society is crucial for the development of the state (Yershova, 2015, p. 55). Preparation of applicants in the conditions of professional pre-higher education based on the axiological approach consists in the awareness of their own self-worth, continuous professional self-development (Aliksieieva, 2018, p. 117). It has also been established that in the process of development of future performing artists of entrepreneurial competence an important place is occupied by professional interest, attitudes, needs for self-expression and self-realization, which develop on the basis of value orientations.

Based on the analysis of modern scientific sources, scientific approaches are substantiated that are the most optimal for effective development of entrepreneurial competence of future performing artists in professional colleges: systematic (aimed at identification of patterns, structuring the content of the educational process); competent (provides the ability of future performing artists to do business, their readiness to improve their professional activities throughout life);

personality-oriented (focused on creating pedagogical conditions for the disclosure and development of personal qualities of artists, needed to start their own business in the creative industries sector); subject-activity (focused on creating appropriate conditions for future performing artists to gain experience in implementing their own business ideas); integrative (determines the interconnection of all educational components to achieve a synergistic effect from mastering the educational program); existential (contributes to the formation and development of the need to improve life (their own, family, society) by opening and running their own business ); axiological (aims to form a system of values and value relations in future performing artists for doing business, taking into account the needs and interests of the individual, family, society, state).

We see prospects for further research in the use of sound scientific approaches to develop organizational and pedagogical conditions for the development of entrepreneurial competence of future performing artists in professional colleges.



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# CHAPTER 2

CONTENT AND FORMS OF FUTURE  
SPECIALISTS TRAINING FOR  
ENTREPRENEURIAL ACTIVITY





## 2.1. CONSULTING ON YOUTH ENTREPRENEURSHIP DEVELOPMENT IN MODERN VOCATIONAL EDUCATION INSTITUTIONS

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*Виявлено й схарактеризовано основні проблеми щодо консультування здобувачів професійної освіти з питань молодіжного підприємництва: відсутня зорієнтованість викладачів і майстрів виробничого навчання, а відтак і учнів, до умов сучасної ринкової економіки, котрі динамічно змінюються; недостатність знань педагогічних працівників і здобувачів професійної освіти неекономічних спеціальностей із питань оцінювання та управління ринковими процесами в умовах, коли безперервні та досить суттєві зміни в технологіях, ринках збуту та потребах майбутніх молодих підприємців стали звичайним явищем, і організатори-початківці малого і середнього бізнесу, прагнучи забезпечити свою конкурентоспроможність, змушені на це реагувати, використавши ті обмежені ресурси, які вони мають; недосконалість процедури щодо здійснення психологічного консультування з молодіжного підприємництва, що передбачає, перш за все, аналіз конкретних ситуацій, котрі виникають у ході підприємницької, бізнес-діяльності, та надання своєчасної допомоги майбутньому підприємцеві у прийнятті найбільш адекватних рішень.*

*Встановлено, що представники державних інституцій і суспільства розвинених країн світу загалом виявляють значну зацікавленість у розвитку молодіжного підприємництва. Водночас доведено, що умовах динамічного розвитку ринкової економіки спостерігається недостатня зорієнтованість суб'єктів освітнього процесу на реалії економічного життя. Вдосконалення вимагає обізнаності педагогічних працівників і здобувачів професійної освіти неекономічних спеціальностей у питаннях оцінювання та управління ринковими процесами. Нерозробленість чітких процедур і методик консультування з молодіжного підприємництва суб'єктів освітніх процесів закладів професійної освіти потребує проведення наукових досліджень на теоретико-методологічному і концептуально-методичному рівнях. Аргументовано, що цілеспрямована і науково обґрунтована організація консультування з молодіжного підприємництва сприятиме вирішенню висвітлених у статті проблем, утвердженню*

молодіжного підприємництва як однієї з пріоритетних задач відродження економіки країни у повоєнний час і її модернізації у відповідності до вимог Європейського Союзу.

*The main problems of advising applicants for Vocational Education on Youth Entrepreneurship are identified and characterized: there is no orientation of teachers and masters of industrial training, and therefore students, to the conditions of a modern market economy, which are dynamically changing; lack of knowledge of teachers and applicants for Vocational Education of non-economic specialties on the issues of assessment and management of market processes under the conditions when continuous and quite significant changes in technologies, sales markets and needs of future young entrepreneurs have become commonplace, and organizers – beginners of small and medium-sized businesses, trying to ensure their competitiveness, are forced to respond to this using the limited resources that they have; imperfection of the procedure for the implementation of psychological counselling on Youth Entrepreneurship, which provides, first of all, the analysis of specific situations that arise in the course of entrepreneurial, business activities, and providing timely assistance to the future entrepreneur in making the most adequate decisions.*

*It is established that representatives of State Institutions and societies of developed countries of the world as a whole show a significant interest in the development of Youth Entrepreneurship. At the same time, it is proved that in the conditions of dynamic development of the market economy, there is a lack of orientation of subjects of the educational process to the realities of economic life. Improvement requires awareness of teachers and applicants of Vocational Education of non-economic specialties in the assessment and management of market processes. The lack of clear procedures and methods of consulting on Youth Entrepreneurship of subjects of educational processes of Vocational Education Institutions requires scientific research at the theoretical-methodological and conceptual-methodological levels. It is argued that the purposeful and scientifically based organization of consulting on Youth Entrepreneurship will contribute to solving the problems highlighted in the article, establishing Youth Entrepreneurship as one of the priority tasks of reviving the country's economy in the post-war period and its modernization in accordance with the requirements of the European Union.*

**Ключові слова:** професійна освіта, молодіжне підприємництво, підприємницька діяльність, консультування з молодіжного підприємництва, технологія консультування.

**Keywords:** Vocational Education, Youth Entrepreneurship, entrepreneurial activity, consulting on Youth Entrepreneurship, consulting technology.

Youth Entrepreneurship is rightly recognized as a priority direction of civilizational progress in the economically developed countries of the world and an important way to increase the level of employment of the population. In Ukraine, citizens aged 15 to 28 years are provided with State guarantees for employment for a period of at least two years, and “graduates of institutions of vocational (vocational-technical), Vocational Pre-Higher and Higher Education of State and Municipal forms of ownership, the need for which was determined by the State order the State guarantees the provision of work in the specialty for a period of at least three years’ (Verkhovna rada Ukrayiny, 2022, p. 197; Pro osnovni zasady molodizhnoyi polityky, 2021, p. 22). At the same time, among the main priorities of

youth policy are defined: “attracting young people to participate in public life, increasing their independence, competitiveness, as well as increasing mobility, social and cultural integration of young people into public life in Ukraine and the world” (Pro Natsionalnu molodizhnu stratehiyu do 2030 roku, 2021). Their successful implementation will contribute to qualitative changes in society and improve various spheres of public life, provided that legislators recognize and take into account the importance of Youth Entrepreneurship. Therefore, it is important to involve young citizens of Ukraine in the processes of reviewing and making appropriate decisions, which we position as a leading condition for the development of the innovative potential of the Ukrainian State. In this regard, the need to study the problem of advising applicants for vocational education on Youth Entrepreneurship is being updated.

In the Ukrainian, scientific and practical discourse the phenomenon of Youth Entrepreneurship has been in the focus of scientific research of specialists in economics since the beginning of the XXI century (Davydyuk, 2019; Dumanska, 2013; Kaplina, 2021; Kutsokon, 2006; Levchenko, 2009; Pidubna, 2013, etc.). Theoretical and methodological foundations of preparing applicants for Vocational and Higher Education to start their own business are justified in the works on vocational pedagogy (Basil, 2020a, pp. 17-24; Basil, 2020b, pp. 44-50; Alekseeva et al., 2020; Matukova, 2014; Pobirchenko, 1999, etc.); the creation of a holistic system for preparing educational applicants for entrepreneurship is discussed in the publications of (Alfimova, Alekseeva, 2020; Zakatnova, 2020) and others. At the same time, we note the lack of research on Youth Entrepreneurship, in particular, on advising applicants for vocational education in the implementation of entrepreneurial activities.

The purpose of this section is to highlight the state of development of youth entrepreneurship counseling, its best practices, and challenges.

The study of theoretical developments and practical experience in managing the youth sphere actualizes the need to update it. Therefore, we see the modern model of youth policy as open and democratic as possible, with mandatory provision of Public Administration and consideration of public opinion at the central and regional levels. In this context, social partnership is an essential condition for both effective management of the youth sphere and solving important problems of young people, and Youth Entrepreneurship should be the key driver of this process. At the same time, it is important that the advanced development of Youth Entrepreneurship is ensured at the national and public levels, and maximum opportunities are provided for the full manifestation of the potentials of young citizens of Ukraine and their acquisition of high-quality education, vocational experience and competitiveness in the labor market.

However, as we can see, the Ukrainian authorities for a long time only declared partnership relations with representatives of business structures, without

taking decisive steps that would significantly improve the circumstances for successful business. Most State Institutions and programs to promote entrepreneurship are focused mainly on solving not key, but rather secondary problems of business development, thus forming the appearance of productive interaction between government and business representatives, and distracting from solving leading problems, in particular on reducing youth unemployment and the first employment of young citizens who have not yet acquired vocational experience.

The problem of Youth Entrepreneurship development in Ukraine is systemic in nature. In order to promote the entrepreneurial activity of young people, according to most scientists, it is necessary to reform, first, the tax system, introduce drastic changes in the educational space and, in general, rethink and transform national approaches to this problem. Consequently, today the main tasks are clearly defined, the implementation of which will make it possible to establish Youth Entrepreneurship in Ukraine. In particular, according to I. Dumanska, these are the following tasks:

- 1) promoting the development of the business sector as an integral part of the economy;
- 2) adaptation of Higher Education applicants to the conditions of a market economy;
- 3) creating favorable conditions for Activating Youth Entrepreneurship;
- 4) introduction of effective mechanisms of cooperation between State authorities and Public Associations of young entrepreneurs to solve socio-economic problems;
- 5) improvement of the infrastructure for promoting Youth Entrepreneurship, which provides information, consulting and methodological assistance in the creation and functioning of business entities;
- 6) expanding the opportunities of young people to obtain loans and investments for business activities;
- 7) reducing the level of socio-psychological tension among young people (Dumanska, 2013, pp. 194-200).

We see relevant conceptual ideas of recognized theorists of a post-industrial society, in which Youth Entrepreneurship receives the greatest assistance. Thus, P. Drucker justified the idea of creating a “knowledge economy” (Drucker, 2007), that is, an economy that creates, distributes and uses knowledge to ensure its growth and competitiveness (Fedulova, 2009, p. 591); R. Florida argued that “developed countries are moving to a type of economy based on information and driven by knowledge...”, that is, to the “Creative Economy” (Florida, 2007, p. 58). The publications of these scientists are relevant in the context of the formation of new conceptual foundations for the development of Youth Innovative Entrepreneurship (Dumanska, 2013, pp. 194-200).

We consider the achievements of S. Covey, who presented young people with a universal set of social attitudes and tools, the consistent application of which guarantees an increase in the effectiveness of each person, regardless of their level of education, social status and place of residence, to be scientifically significant in this context. The skills identified by the researcher are based on the laws of nature, which, in his opinion, like the law of universal gravitation, apply everywhere and inevitably (Covey, 2013). Some attention should be paid to the works of R. Kiyosaki and J. Fleming, who approach the problems of entrepreneurship from a position as close as possible to real life. The results of the research of these authors require theoretical, methodological and conceptual-methodological justification for the organization of consulting on Youth Entrepreneurship.

We understand the consulting methodology and its conceptual and methodological justification as a systematic, holistic view of approaches, principles, methods of action for the formation and development of Youth Entrepreneurship, as well as the readiness of future specialists for entrepreneurial activity and self-employment in a market economy. It should be noted that the consulting methodology is practically implemented in two ways: in intellectual research and analytical and project activities, in problem analysis and solution development; in interaction with students in order to implement their acquired knowledge and create business plans.

The development of Youth Entrepreneurship in Ukraine, according to domestic scientists, requires specialized training, mastering the basic rules of doing business; mass involvement of young people in entrepreneurship; increasing the demand for entrepreneurial activity among young people; wide awareness of State programs to support Youth Entrepreneurship; opening up opportunities for practice and internships in the business sphere; mastering marketing knowledge to promote business (Dumanskaya, 2013; Kaplina, 2021; Levchenko, Yanishevskaya, 2009).

The study of theoretical research and experience of Youth Entrepreneurship in Ukraine allows us to identify a number of problematic issues. Thus, one of the main problems of preparing applicants for vocational education for entrepreneurial activity is the lack of orientation of teachers and masters of industrial training, and therefore students, to the conditions of a modern market economy, which are dynamically changing. The second important problem is the lack of their knowledge in the field of assessment and management of market processes. At the same time, continuous and quite significant changes in technologies, sales markets and the needs of future young entrepreneurs have become commonplace, and novice organizers of small and mediumsized businesses, in an effort to ensure their competitiveness, are forced to respond to this using the limited resources that they have. In such a situation, it is important that teachers who teach the courses “Fundamentals of Economic Literacy and Entrepreneurship”, “Fundamentals of

Branch Economics and Entrepreneurship”, etc. and graduates of Vocational (Vocational and Technical) Institutions and Pre-Higher Education Institutions are provided with timely assistance from qualified consultants or companies that specialize in providing consulting services. In this sense, the cooperation of Educational Institutions and consulting companies could be no less close than the cooperation of Vocational Education Institutions with employers.

In the process of mastering the basics of economic knowledge and entrepreneurial activity, such a consultant can be a teacher who provides information support (search for the necessary market, statistical, legislative, scientific and technical and other types of Information, its structuring, database formation); helps in mastering knowledge (search, structuring and transfer of necessary specialized knowledge-managerial, economic, technical, etc.); together with students, teacher conducts analytical and research work (identification of problems that arise at different stages of entrepreneurial activity, identification and structuring of causes, development of alternative solutions to the problem, presentation of ways to implement business plans, etc.); assesses the readiness of young entrepreneurs and the results of their actions; predicts probabilistic determination of trends in the development of events, environmental conditions, certain factors based on statistical data, assumptions, predictions; organizes the development of a subject-specific project at various levels of entrepreneurial activity: management, economic, marketing, personnel solutions, introduction of Management Information Technologies. It is advisable to discuss the results of problematic exercises performed by applicants for vocational education in relation to strategic, production and other types of planning, development of organizational structure, personnel motivation system, control system, document management, etc.

Such work requires considerable effort and, accordingly, health and abilities for strenuous, unregulated, associated with additional efforts of the work of a teacher-consultant. After all, such a teacher needs not only to provide an expert assessment as a specialist, but also to explain, convince, and sometimes help students implement the prepared recommendations. According to the results of long-term observations and the authors' own experience, applicants for vocational education respect teachers who bring things to a positive result, providing a tangible level of preparation for successful business activities. Such consulting is quite a difficult job for people with experience in a consulting company, and it is extremely difficult for a teacher of a vocational education institution who does not have such experience. Therefore, the problems of preparing teachers for advising students of colleges and technical schools, Institutions of Vocational (Vocational and Technical) Education on Youth Entrepreneurship are urgent.

In the modern scientific and educational space, numerous approaches, methods, techniques, techniques and styles of consulting have been developed,

some of which are often used in the practice of consulting. For example, a special method used to quickly identify facts – psychological testing – can be used to identify and develop the entrepreneurial qualities of each of the students (this allows you to determine the most acceptable tasks for a particular educational applicant). In this way, you can create a competitive team, each participant of which will be in his place and enthusiastically perform the task assigned to him or the role assigned to him.

Recall that the consultation is an integral part of the vocational orientation system, conducted taking into account the physical and psychological characteristics of the respondent, his general and vocational interests, inclinations and abilities, general and vocational training, medical and psychological requirements for the employee of this profession, as well as summary data on the demand for labor, employment opportunities and training in certain professions and specialties.

We understand the method of consulting as a general scheme formed taking into account the generalized experience of effective consultations of this type, which allows us to draw up an appropriate program of actions. In view of this, we consider it appropriate that every teacher of an Institution of Vocational (Vocational and Technical) Education should master the methodology, methodological tools (methodological base), as well as the methodology and technology of consulting.

The study and generalization of theoretical research and foreign practical experience allows us to position the methodology of consulting as a set of methodological guidelines that define methods, methods and techniques of actions aimed at achieving the goals set. In this context, we consider the methodological tools (methodological base) as a set of methods that the teacher-consultant has.

The technology of consulting on Youth Entrepreneurship, in our opinion, is a set of methods, procedures, techniques for turning the subject of work into a business product using specific technical and software tools in a certain sequence of actions (stages, phases, operations, transitions). Technologies exist in the production, operational and intellectual activities of a person and are determined both by the accepted methodology and the level of development of labor tools. Today, the technologies of consulting on Youth Entrepreneurship are mainly information technologies and are formed independently by each consulting teacher. At the same time, we note that methods from sociology, psychology, statistics, mathematics and other sciences are widely used in consulting, and therefore their content (interviewing, polling, testing, synthesis, forecasting, observation, group work, business games, expert assessments, brainstorming, goal tree, problem graph, etc.) is most fully covered in the specialized literature (Blinov, 2013).

Experience shows that consulting is most often carried out in the format of long-term (from several days to several months) consulting projects, and not as providing oral, one-time advice. Sometimes joint successful work with students on

the implementation of business projects can become long-term and continue in the postgraduate period of formation of Young Entrepreneurs.

Future entrepreneurs-graduates of Vocational Education Institutions – should be prepared for active work in difficult socio-economic and psychological conditions. Therefore, another problem is the implementation of psychological counseling. This type of consulting involves, first of all, analyzing specific situations that arise in the process of entrepreneurial, business activities, and helping the future entrepreneur to make the most appropriate decisions. Psychological counseling on Youth Entrepreneurship is aimed at updating and awareness of the future business entity of those qualities of their personality that affect their work (business) and personal development. Thus, each applicant for vocational education has the opportunity to adequately assess themselves as a vocational in business from the point of view of the criteria of Psychological Science and the requirements of today's realities, see new directions and ways to achieve their goals and determine specific psychological methods and techniques for realizing their potential.

An important role in such situations can be played by the cooperation of a teacher-consultant with a practical psychologist who works on a permanent basis in a Vocational Education Institution. Practical psychologists tend to be fairly wellversed in the personal characteristics of pupils/students. Problems that are subject to psychological analysis are better solved in such cooperation. However, many hidden problems in the relationship between students and the teacher may remain undetected during the period of work that is allotted for consultations. In addition, it is extremely difficult, and sometimes impossible, to trace the results and socio-psychological consequences of testing or psychological training.

The task of psychological counseling is to improve the psychological climate, unite applicants of Vocational Education in a single team, provide support to employees in the development of their abilities, increase communicative competence, sensitivity (empathy) and communication skills, help in overcoming stress, achieving a correspondence between the internal composition of a person and their ideas about Youth Entrepreneurship and self-employment, mastering the ways of conducting a reasonable policy of incentives and punishments at the company where it is planned to work in the future, psychocorrection of personal deformities, development of relaxation, self-regulation and self-control skills, formation of positive and active life attitudes, development of creative potential, activation of motivation for self-actualization and personal growth, planning of personal and vocational career.

Conclusions. The results of the study of the state of development of the theory and methodology of Youth Entrepreneurship organization in the system of vocational training in Ukraine and foreign educational practice indicate a significant interest of State Institutions and society in the development of Youth



Entrepreneurship. At the same time, the problems that arise in educational practice require further scientific research and solutions at the theoretical-methodological and conceptual-methodological levels. We are forced to state that most State programs to promote entrepreneurship are focused mainly on solving secondary problems of business development, thus forming the appearance of productive interaction between government and business representatives, and distracting from solving leading problems, in particular on reducing youth unemployment and the first employment of young citizens who have not yet acquired vocational experience. There are grounds to assert that a purposeful and scientifically based organization of consulting on Youth Entrepreneurship will contribute to solving the problems highlighted in the article, establishing Youth Entrepreneurship as one of the priority tasks of reviving the country's economy in the post-war period and modernizing it in accordance with the requirements of the European Union.

## 2.2. UPDATE OF THE CONTENT OF FUTURE SPECIALISTS TRAINING FOR ENTREPRENEURIAL ACTIVITY

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*Здійснено аналіз наукових, статистичних та публіцистичних джерел, що свідчить про актуальність проблеми формування змісту, форм і методів підготовки майбутніх кваліфікованих робітників до підприємницької діяльності. На основі аналізу та узагальнення отриманих емпіричних даних встановлено, що здобувачі освіти здебільшого позитивно сприймають підприємницькі цінності та установки, мріють відкрити власну справу, усвідомлюють ризики та проблеми, пов'язані з підприємницькою діяльністю, визнають відсутність психологічних, економічних та правових знань, необхідних для відкриття та ведення власного бізнесу.*

*Визначено основні характеристики, що мають бути притаманні сучасному змісту підготовки майбутніх фахівців до підприємницької діяльності (інноваційність, соціальність, гуманізація). Виокремлено форми освітньої діяльності, найефективніші для формування підприємницької компетентності (інкубація, акселерація, грантові програми підтримки стартапів; онлайн-курси з соціального підприємництва; психологічні практикуми; відеолекції; е-портфоліо).*

*The analysis of scientific, statistical and journalistic sources testifies to urgency of a problem of formation of the content, forms and methods of preparation of the future skilled workers for entrepreneurship activity. On the basis of analysis and generalization of the obtained empirical data it has been found that most young students positively perceive entrepreneurial values and attitudes, dream of starting their own business, aware of the risks and problems associated with entrepreneurial activity, recognize lack of psychological, economic and legal knowledge, necessary to open and run own business.*

*The main characteristics that should be inherent in the modern content of training future specialists for entrepreneurial activity (innovation, sociality, humanization) are identified. The forms of educational activity that are most effective for the formation of entrepreneurial*

competence are highlighted (incubation, acceleration, grant programs to support startups; online courses on social entrepreneurship; psychological workshops; video lectures; e-portfolio).

**Ключові слова:** інноваційне підприємництво, стартап, підприємницька діяльність, підприємницька компетентність, самоменеджмент

**Keywords:** innovative entrepreneurship, startup, entrepreneurial activity, entrepreneurial competence, self-management

The laws of economics and world experience show that sustainable economic development in the long run depends not so much on the ownership structure and real resource potential of the country, but on entrepreneurship, provided by active and consistent development of the most advanced achievements of domestic science, technology and advanced foreign experience in research and innovation. Each country, taking into account its national characteristics and individual situation, builds its own innovation strategy in such a way as to harmonize as much as possible social needs, available resources, internal and external factors of economic development. The realities of the current stage of market transformation in Ukraine indicate that the Ukrainian economy is not fully suitable for effective functioning in today's market environment. Promoting the growth of small businesses can be an effective way to quickly create new jobs, eliminate unemployment, overcome the negative processes in the economy of depressed regions. In such circumstances, proper preparation of young people for entrepreneurship activity in educational institutions is an effective way to solve many pressing socio-economic problems. Thus, there is the need to substantiate the requirements for the content and forms of training of future professionals who are ready to accept modern challenges, effectively solve professional problems and organize business activities in accordance with market needs.

The issues of training future specialists capable of entrepreneurial activity have a historical, legal, socio-economic and political basis. Significance for the world and national economy of the problems of entrepreneurship development is actualized in the laws of Ukraine «On Education» (2017), «On Vocational (Professional-Technical) Education» (2019), «On Development and State Support of Small and Medium Enterprises in Ukraine» (2013), as well as the National Program for Small Business Development in Ukraine (2013), the National Strategy for Education Development in Ukraine for 2012 – 2021, the Strategy for Sustainable Development «Ukraine – 2020» (2015), the Strategy for Small and Medium Business Development in Ukraine for the period by 2020 (2017), in the UNO Priority Goals for Sustainable Development until 2030 (2015).

Modern youth actively perceives entrepreneurial values and attitudes. According to the survey conducted by the laboratory of professional career of the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine (2019) as part of an all-Ukrainian experiment, the

positive attitude of students to entrepreneurship shows their desire to engage in independent entrepreneurship, including 14.13% (93 people) consider themselves to be ready for entrepreneurship during training and 60.03% (395 people) plan to engage in small business after graduation. 658 people took part in the survey. There were students of the Higher Vocational School № 11 (Khmelnysky), Vinnytsia Center for Vocational Education of Processing Industry (Vinnytsia), Lviv Higher Vocational Art School (Lviv), Odessa Higher Vocational School Trade and Food Technologies (Odessa), the Regional center of Professional Education of Garment Production and Services of Kharkiv region (Kharkiv), Cherkasy Professional Road Lyceum (Cherkasy)

To the question 'What do you need to organize your own business?' 37.69% of respondents admitted that they were insufficiently familiar with the economic mechanisms of running a small business; 32.52% – do not have enough knowledge important for successful business; 20.21% – testified to the lack of legal knowledge; 20.97% – stated that they do not have start-up capital to start their own business (Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine (Alekseeva and Sokhatska, 2020).

The study of the conditions of preparation of future specialists for entrepreneurial activity in vocational educational institutions allows to single out the main requirements for the organization of modern educational process, namely: ensuring innovation, sociality and humanization, which should be reflected in the content and forms of preparation of future specialists for entrepreneurship activity in conditions of small business development.

Innovation in entrepreneurship can be considered as an activity to use the results of scientific research and development or other scientific and technical achievements. This leads to the emergence of qualitatively new and better (in properties) goods or services sold on the market or technologies used in practice. The scope can be used to identify production (technical, technological), economic, environmental, information, integrated, scientific and methodological, trade, organizational and managerial, financial, legal innovations. Such innovations are focused on the introduction of new economic incentives, changes in technology, production technology, the introduction of a qualitatively new level of practical implementation of scientific inventions, innovation proposals, energy savings, coverage of advanced forms and methods of scientific, methodological and educational activities (e.g. introduction of distance learning based on new use of special techniques), services and providing them with a new quality. Thus, innovation is an activity that is directly related to the production of new scientific ideas, their implementation in the tangible and intangible spheres, which leads to the release of new competitive goods, works and services. In innovative entrepreneurship, the leading role belongs to mental work, the result of which is innovation and its implementation. The development of innovative entrepreneurship

depends on many factors, but the determining factor among them is the level of education of the population, training of scientific personnel who are able not only to generate new ideas, inventions or discoveries, but also to put them into practice. The availability of a sufficient number of highly qualified scientific personnel can ensure the development of science, technology, technology at a faster pace and at lower cost. Therefore, the defining subject of innovative entrepreneurship should be individuals engaged in this activity, creative individuals who develop and implement innovations in various sectors of the economy.

The content of training future professionals for entrepreneurship activity should include an innovative component that will contribute to the formation of a highly educated, self-sufficient personality with an innovative type of thinking and activities that can adequately respond to today's challenges. The purpose of such training is to form a system of knowledge and practical skills in the creation and management of startups at the initial stage, preparation for participation in incubation, acceleration and grant programs to support startups among young students of vocational educational institutions. In the process of training, future professionals must learn to focus on the main issues related to the functioning of startups, understand how to develop own startup, have the first project with a business model, marketing plan, prospects to develop this project further in incubation or acceleration programs.

It should be noted that to create projects with a strong business culture and startup infrastructure, in September 2020 the initiative «Entrepreneurship University» was presented, implemented by a network of startup incubators YEP together with the Ministry of Digital Transformation of Ukraine, Ministry of Education and Science of Ukraine, Ukrainian Startup Foundation, with the support of the USAID Competitive Economy of Ukraine Program. The participants of the «Entrepreneurship University» will receive mentoring support from the network of startup incubators YEP, the Ukrainian Startup Fund, Cisco, OKKO, Genesis and other partners of the initiative. In particular, the network of startup incubators YEP – creates an ecosystem of youth entrepreneurship in Ukraine and Eastern Europe, which opens the prospects of personal and professional development for young people, in particular, to try themselves in entrepreneurship and start own startup in three months (Ministry and Committee for Digital Transformation of Ukraine, 2020 ).

The development of startup culture in Ukrainian educational institutions and the formation of future professionals' entrepreneurial skills is a critical component of creating an effective ecosystem for the development of innovative entrepreneurship activity in Ukraine. In the global economy, startups play an important role in the development of technology, the creation of new industries and new jobs. At the state level, Ukraine has declared support for startups and innovative businesses. With this in mind, state funds and support programs are being created. Private venture funds and accelerators are also developing. Innovation and

entrepreneurship must become the main driver of growth and the transition of vocational education to a qualitatively new level.

The second important feature of the content of training future professionals for entrepreneurship activity is its social component, aimed at acquiring knowledge and skills related to improving social protection, working conditions and nature, solving problems of health protection, culture, environmental protection, occupational safety and health, comfortable working conditions, professional training, retraining and advanced training of personnel. In general, it is believed that all enterprises, in the future, should become social, i.e. have social value and, at the same time, be profitable. The social component of the content of training future professionals for entrepreneurship activity is focused on obtaining a set of future professionals' knowledge and skills necessary to effectively start own social business or participate in social projects. Young people need to reveal the importance and necessity of social entrepreneurship, its planning, features of the organization, search for funding and marketing, evaluation of activity performance and further development of social enterprise.

Social entrepreneurship is a relatively young business tool in Ukraine, which responds to social challenges through innovative concepts, creates additional social value and, at the same time, generates income for its further development. One of the main rewards for a social entrepreneur is the recognition of his/her mission and work results.

According to the catalog of social enterprises, as of 2016/2017 in Ukraine there were 150 social enterprises of various organizational and legal forms and public organizations. However, some experts believe that their number is much larger and can reach almost 1,000 units. The unique role of social entrepreneurship is emphasized by the European Committee of the Regions, which in its official document «Eastern Partnership deliverables for 2020: The contribution of local and regional authorities» (2018) calls for «concrete measures to develop social entrepreneurship as a form of non-formal education among youth and adults» at the local and regional levels, which solves local problems, generates profits, creates working places and promotes their social innovation development. The social entrepreneurship sector in Ukraine still depends on foreign support. In particular, with the assistance of international partners in Ukraine, a series of online courses on social entrepreneurship have been developed, revealing its essence, features, directions and prospects for development. For example, the online course «Social Entrepreneurship and Competitiveness» (EdEra-PLEDDG: SE, 2019), developed and implemented by the Federation of Canadian Municipalities with financial support from the Ministry of International Affairs of Canada. There is also an interesting online course «Social Entrepreneurship: Design Thinking and Uncertainty» (VUM on-line, 2020), which is located on the distance learning

platform of the Open University of Maidan, which disseminates the ideas of civil society in Ukraine.

In the preparation of future professionals for entrepreneurship activity, it is advisable to use cash flow or board transformation games. This approach is actively used by the CBO «Rotary Club Kyiv International», aiming to raise the level of financial literacy of young people in Ukraine and teach them, with joint efforts, to solve financial challenges in society; to form generations of Ukrainians who know how to use a wide range of financial instruments, easily open and develop their businesses, begin to form themselves as entrepreneurs and investors in the school. The use of Cash Flow and other board games / modulation programs in brainstorming allows to teach young people to solve financial challenges in teams, use financial instruments, calculate risks.

It is also worth noting that the development of entrepreneurial competence of future professionals is closely linked to the ability of young people to self-knowledge, self-regulation, self-control, self-development and self-improvement. That is, an important component of preparing young people for activities in the field of small business and an effective form of organizing work with young students in quarantine restrictions, is self-management (Yershova, 2020, p.2; Yershova, 2019). For the formation of young students' personal innovations, necessary for the successful opening and running own business, a pedagogical technology for the development of entrepreneurial competence of future qualified personnel using elements of self-management is developed. This is a system of step-by-step pedagogical actions aimed at using forms, methods, techniques of self-management for the guaranteed development of future qualified personnel qualities, skills and abilities required for future entrepreneurial activity (Yershova, 2020, p.15)]. We offer several forms of technology implementation that are effective in quarantine conditions: psychological work- shops, video lectures, e-portfolio.

Psychological workshop is a system of diagnostic and counseling procedures created to systematically communicate information about the individual to young students, the formation of their ability to determine the characteristics of their own temperament, character, emotional and volitional sphere and communication, compose their own self-portrait, identify favorable and unfavorable, for entrepreneurial competence, traits and qualities, build a strategy for personal development and professional career. This form can be implemented on the basis of the approved program of psychological diagnosis and counseling approved by the pedagogical council. Psychologists, social educators, class teachers, invited specialists can be involved in the program implementation. Classes and consultations can be conducted both on the basis of an educational institution (for example, a career center) and online.

To form the content of the program, a psychologist, social educator or class teacher selects the techniques necessary for the psychological diagnosis of young

students. Before each test, the specialist must acquaint young students with a specific psychological phenomenon to be studied. Testing can take place individually online or in small groups in optional classes, group consultations, class hours, etc. in compliance with the necessary conditions for this type of work. After completing the test, each student must determine his/her own level of development / formation / detection of the phenomenon under study and record the results in a special notebook. If you have the technical capabilities, you can create an interactive online notebook. Based on the findings of all the tests included in the program, each student makes his/her own self-portrait, which indicates the traits and qualities that are favorable and threatening for running own business. After writing own self-portrait, students create a strategy of self-realization of the individual (Loznytsia, 2001, p.442), where they determine the trajectory of their professional career and the stages of formation of their own business.

Video lectures – the organized viewing and discussion of documentaries and feature films on the topic of entrepreneurship. This is a very effective form of development of students' personal tumors, important for starting and running their own business. The purpose of this form of work with students – based on watching and discussing popular feature and documentary films to acquaint students with real and artistic images of successful entrepreneurs, analyze specific situations of success, struggle for their own ideals and values, ways to overcome difficulties used by heroes, social responsibility, etc.

This form of work, showing the stories of real people and successful business projects, stimulates students' interest in entrepreneurship activity and is very convenient for working in the classroom, in extracurricular activities and remotely. It can also be used during the holidays, without distracting students from the preparation and conducting classes. To increase the pedagogical effectiveness of this form of work for each film, teachers should prepare a list of questions that students should look for answers in the review process. After watching, it is suggested to organize a discussion of films, which can take place: at the classes, classes in certain disciplines, remotely on social networks or with the help of such messengers as Microsoft Teams, Zoom, Skype, etc. The best forms for discussion – talkings, writing works of thought, reasoning, essays.

It is possible to offer viewing of known documentary films from a cycle «Unknown Ukraine. Essays on our history» for the organization of this kind of work. These are one hundred and eight 15-minute Ukrainian documentaries made by the National Cinematography of Ukraine (Kyivnaukfilm Film Studio) in 1994 – 1996, dedicated to the history of Ukraine. Among them, it is worth paying attention to two films about the life and work of famous Ukrainian entrepreneurs: film 75 «Earth-feeder» (2011) is dedicated to the families of Khanenko, Kharytonenko, Branytsky, Tereshchenko; film 80 «New Owners» (2011), depicts the flourishing of capitalist relations in Ukraine, industrial activities and charity of the Tereshchenko,



Semerenko, Brodsky, Deshchinsky, Kryakov families. Among the modern documentaries, the TV series «Game of Fate», created with the support of the Ukrainian Cultural Foundation, is noteworthy. To form the images of successful Ukrainian entrepreneurs, it will be useful to review the cycle «Semerenko» (2007): Part 1. «Platon», Part 2 «Vasyl», Part 3. «Levko», Part 4. «Volodymyr». The film «The Tereshchenko Family» (2015), made by the Contact film studio commissioned by the Ukrainian Institute of Memory, is very informative.

The viewing and discussion of feature films about various aspects of entrepreneurship activity can also have a powerful educational effect (Harbukh, 2018). Feature films can be provocative, such as «Thank You for Smoking», «Boiler», «Corporation», «Dallas Buyers Club», «Limit of Risk», which allows you to organize an interesting discussion about personal and social responsibility in business. and ways to counter manipulative technologies. Feature films also have a powerful motivating effect, such as the drama «The Man Who Changed Everything», cultivate civic feelings, like the novel «Atlantis Shrugged», teach to believe that a business idea can be created even at a young age, as this is shown in the biographical tape «Social Network». This form of work teaches young people a critical perception of information about the business world, which has a positive effect on the axiological component of their future professional activity (Yershov, 2019).

An electronic portfolio is an electronic resource for storing and disseminating information about the achievements of future qualified employees of a particular educational institution. The purpose of this form of work is to record and accumulate achievements, track the growth of professional skills, present the results of activities and successes during studies at the educational institution. This is a very promising way to develop such important abilities for entrepreneurship activity as self-motivation, self-esteem, self-education, self-actualization, self-presentation. The student's work on the content of the e-portfolio ensures the development of his/her skills of self-diagnosis, self-motivation, self-development and self-improvement. In the portfolio, the student presents his/her abilities, values, plans, achievements, honors and awards in the main areas of his/her life-personal («I-personality» – the best personal traits, qualities, properties, important for personal and professional success and social recognition), family («I-family» – the most important family values, traditions, plans), social («I-citizen» – socially responsible skills, civic competencies, experience of volunteering and charity), professional («I-professional» – professional goals and values, examples of professional activity, master classes, skill presentations, etc.).

Electronic student portfolios can be created on the website of the educational institution as separate personal pages. The information contained in them may contain hyperlinks to numerous documents stored in cloud services, on the pages of other sites, the Internet, etc. Thus, information about the student's

progress becomes available to the general public and may be of interest to potential employers while studying in educational institution. At the same time, the e-portfolio has a fairly wide range of practical implementation depending on the technical capabilities of the educational institution, ICT competencies of teachers and students.

The application of the described forms of work in the activities of the educational institution for the formation of entrepreneurial competence of future professionals opens up special opportunities for establishing strong interdisciplinary links. In particular, working on a psychological self-portrait of a person can combine the efforts and experience of psychologists, social workers, class teachers, teachers of history, language and literature: class teacher or social educator organizes testing, psychologist conducts individual consultations on the basis of results, language teachers help to create students own psychological self-portrait as a work-reflection on their features, qualities, prospects of development. Working on an e-portfolio brings together computer science teachers (who administer the educational institution's website, create a local network of private portfolios, teach students to upload content to their pages, prepare presentations, edit films, etc.), psychologists and class teachers (who teach students to archive their successes and achievements, identify tasks for self-development and self-improvement, form skills of self-presentation), masters, methodologists and teachers (teach to systematically record and effectively present the results of professional activity of students during industrial practice).

Thus, provided proper training and motivation of teachers, the presence of a cohesive and creative teaching staff, even during quarantine restrictions, it is possible to organize interesting and effective work in the educational institution to prepare students for future entrepreneurship activity by self-management.

Conclusions. Based on the analysis and generalization of empirical data obtained during the survey of students of vocational educational institutions conducted by the laboratory of vocational careers of the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine (2019), it has been found that most young people positively perceive entrepreneurial values and attitudes, dream of starting own business. They are aware of the risks and problems associated with business activities, recognize the lack of their own psychological, economic and legal knowledge necessary to start and run own business. The main characteristics of the content of training future professionals for entrepreneurship activity are: innovation (orientation of the content of education on the formation of highly educated, self-sufficient personality with an innovative type of thinking and activity capable of responding to today's challenges; application of teachers innovative educational technologies; development of students creativity and critical thinking; acquaintance of young students with modern innovative business ideas), sociality (focus of the content of future

developers of business ideas on mastering the knowledge and skills important for social business, which allows to solve important problems for society, while gaining economic profit), humanization (orientation of the content of education on the acquisition of knowledge, formation of skills and abilities important for the study of future professionals of their own personality, providing the conditions necessary for the full formation of the educational institution «I-concept» of personality; information needed to make students aware of their capabilities and prospects; formation of their skills of self-development and self-improvement; education of will, self-respect, dignity, justice, purposefulness, responsibility, etc.).

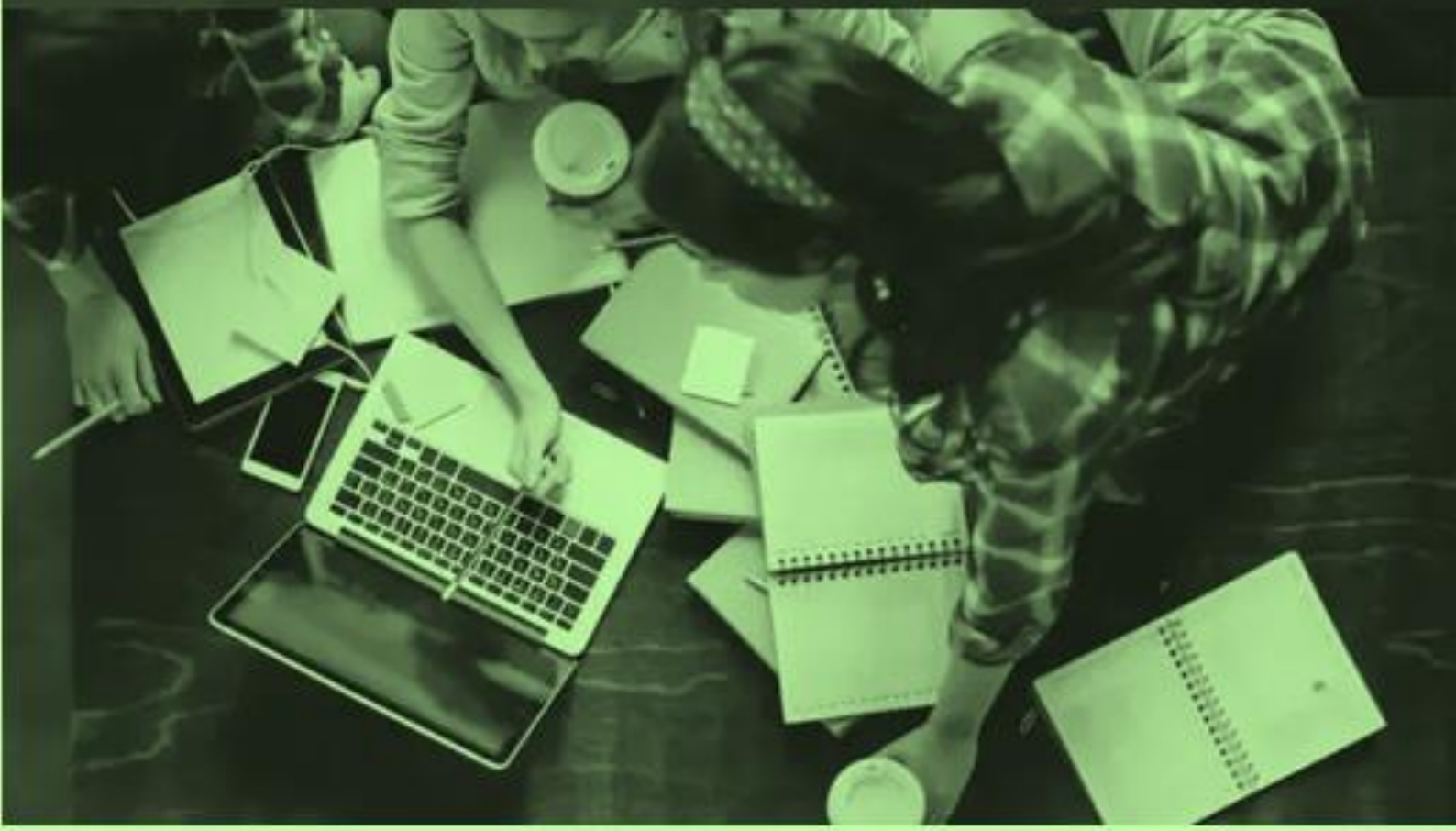
The forms of educational activity are characterized and they are the most effective for formation of business competence: incubation, acceleration, grant programs of support of startups (for formation of skills of development and realization of business ideas), online courses on social business (for acquaintance with the content, maintenance, features, directions and prospects of development of socially oriented business projects), psychological workshop (a system of diagnostic and counseling procedures, created to systematically inform students of personal information, the formation of their ability to determine the characteristics of their own temperament, character, emotional and volitional sphere and communication, make own self-portrait, identify favorable and unfavorable traits and qualities for the formation of entrepreneurial competence, build a strategy for personal development and professional career), video lectures (the organized viewing and discussion of documentaries and feature films on entrepreneurship issues in order to develop students personal neoplasms that are important for starting and running their own business), electronic portfolio (electronic resource for storing and disseminating information about the achievements of future skilled employees of a particular educational institution).

A promising area of research should be the development of practical recommendations for the implementation of the characterized forms of work (described in the paper) in the activities of vocational (professional-technical) education.



# CHAPTER 3

**METHODS AND TECHNOLOGIES OF  
FUTURE SPECIALISTS TRAINING FOR  
ENTREPRENEURIAL ACTIVITY**



### 3.1. METHODOLOGY OF FORMING OF ENTREPRENEURIAL COMPETENCE OF FUTURE WEB DESIGNERS

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*Представлено авторську методику розвитку підприємницької компетентності, що цілісно зорієнтована на виявлення й актуалізацію підприємницьких якостей майбутніх фахівців із веб-дизайну. Обґрунтовано, що застосування цієї методики уможливує ефективну реалізацію здобувачами вищої дизайн-освіти власного потенціалу, набуття досвіду нетворкінгу, соціальної взаємодії із представниками малого і середнього бізнесу. Аргументовано, що в реалізації методики особливу увагу варто приділяти, по-перше, стимулюванню мотивації до засвоєння сутності підприємницької діяльності та прагнення до підвищення рівня бізнес-освіти на основі критичного опрацювання різнопланових інформаційних джерел; по-друге, формуванню здатності до ініціативності та самостійного прийняття рішень; по-третє, розвитку вмінь ефективно співпрацювати в команді та усвідомлення особистісної і групової відповідальності.*

*Застосовуючи методику розвитку підприємницької компетентності викладачам необхідно, з одного боку, передбачити можливість максимального розвитку особистісних і професійних якостей, передовсім тих студентів, які воліли б у майбутньому займатися підприємництвом, а з іншого, – досягати позитивних зрушень у динаміці загальних підприємницьких навичок, у тому числі підприємливості у всіх майбутніх веб-дизайнерів.*

*An author's methodology for the development of entrepreneurial competence that is focused on the identification and mainstreaming of entrepreneurial qualities of future web design professionals is presented. It is substantiated that the application of this methodology enables the effective realization of the potential of higher design education students, acquisition of networking experience, and social interaction with representatives of small and medium-sized businesses. It is argued that in the implementation of the methodology, particular attention should be paid, firstly, to stimulating motivation for assimilating the essence of entrepreneurial activity and striving to improve the level of business education through critical processing of diverse information sources; secondly, to the formation of initiative and independent decisionmaking skills; thirdly, to the development of abilities for effective teamwork and awareness of personal and group responsibility.*

*It is concluded that in using the methodology for the development of entrepreneurial competence, educators need, on the one hand, to provide opportunities for the maximum development of personal and professional qualities, primarily for those students who would prefer to engage in entrepreneurship in the future, and on the other hand, to achieve positive shifts in the dynamics of general entrepreneurial skills, including entrepreneurial abilities in all future web designers.*

**Ключові слова:** професійна підготовка, дизайнер, бізнес-освіта, веб-дизайн, підприємницька компетентність, методика розвитку підприємницької компетентності.

**Keywords:** sustainable development, vocational education, public-private partnership, innovative technologies, labor market, commercialization of education, social responsibility, international experience.

In the context of the formation of a post-industrial society characterized by dynamic socio-economic transformations, including the development of the creative industry and the emergence of web design as an innovative field, there is a constant increase in demand and popularity in the modern market for services related to website creation, design layouts, information structuring, visual presentation of web pages, logo development, animations, etc. The main task of web design as a branch of graphic design is the design of logical page structures, the creation of user-friendly information presentation methods, and the artistic design of web projects. Considering this, there is a need for professional training of specialists in web design who are capable of not only generating unique ideas but also successfully implementing them in professional and entrepreneurial activities. In this regard, there is an objective need to develop a methodology for the development of entrepreneurial competence for future professionals in the field of web design.

The problems of professional training of future design professionals have been the focus of scientific research for over two decades by scholars such as S. Alekseeva, Ye. Antonovich, V. Aronov, O. Banit, S. Bilevich, O. Boychuk, O. Genisaretsky, V. Danilenko, A. Dizhur, I. Kornitska, A. Maksimova, L. Oruzha, V. Runge, V. Timenko, Kh. Thagapsoyev, O. Fursa, O. Shevniuk, H. Shkarupa, S. Chirchik, and others. The methodological, theoretical, and methodical foundations of design education as a complex multidimensional phenomenon have been substantiated by scholars. The historiogenesis of design has been characterized, and the trend features of design education functioning have been defined. The essential nature of professional activities of design professionals, particularly design planning, has been analyzed. The multidisciplinary essence of design and its significance for the development of national culture and post-war economic recovery in Ukraine has been clarified. The issues of web design and the training of professionals in this field are mostly addressed through the disclosure of the essence and mechanisms of virtual reality modeling in the works of J. Bird, A. Honcharov, P. McNail, Y. Nielsen, and others, as well as through the justification of concepts of understanding and comprehending the nature of virtual reality through the prism of contemporary culture in scientific publications by D. Borodaev, D. Kirsanov, A. Lebedev, V. Lukov, A. Ostannin, V. Parnenko, and others.

However, the question of the methodology for developing entrepreneurial competence of future web designers in professional training remains unexplored.

The aim of the subsection is to analyze the realities of professional training for future web designers in Ukraine and develop a methodology for developing entrepreneurial competence, taking into account the industry's specifics.

The increasing consumer demand for website creation services has led to a growing societal demand for the training of web designers. The theoretical analysis of scientific publications, socio-cultural practices, and digital transformation phenomena allows positioning web design as a field within the creative industry, a contemporary form of graphic design. Its main task involves designing web interfaces, websites, web applications, and creating a user-friendly structure for web resources to ensure convenience for consumers, among other things. It is important to note that web design services are provided not only by specialized design companies but also by individuals such as freelancers, web designers, or webmasters.

In the conditions of a state of war and with the goal of post-war economic reconstruction in Ukraine, an important part of resource design is seen in providing employment opportunities for individuals affected by the full-scale Russian aggression and involving them in the creative industry. Bringing the web resource in line with the standards of the World Wide Web Consortium (W3C) is also crucial. These standards ensure content accessibility for people with disabilities and users of portable devices, as well as cross-platform compatibility of resource layout. Web design contributes to marketing efforts by promoting and advertising the created resource, ensuring search engine optimization. Through visual means, various tasks can be addressed, such as increasing sales, building trust, and creating a positive image. Although there are technical differences between web design and graphic design, mainly related to aspects like exhibition stand development or outdoor advertising, many fundamental aspects are shared between these fields. One of the common key characteristics for web designers and graphic designers is the recognized need to acquire the basics of entrepreneurial activities.

In the conditions of the transformation of Ukraine's market economy, entrepreneurship is rightly positioned as the foundation of progressive state advancement, addressing many social problems, including unemployment, poverty, and ensuring a high standard of living for citizens (Alexeeva, 2020; Bazil, 2021). In solidarity with the majority of researchers, we believe that one of the psychological and pedagogical conditions for developing the entrepreneurial competence of future professionals is providing timely psychological and pedagogical support in shaping a positive attitude towards entrepreneurial activities and acquiring relevant knowledge, skills, and abilities to implement them in practical activities, including the creation of business projects (Bazil, Orlov, 2022).

In developing the methodology for the entrepreneurial competence development of future web designers in professional training, we were guided by the definition of entrepreneurship as a sustainable worldview position of an individual manifested in their lifestyle, cultural behavior, business activity, and creative approach to transforming the surrounding world, as well as the ability to independently satisfy their own and others needs. In this context, we find the reasoning of R. Kiyosaki relevant, stating that comprehensive realization of an individuals economic potential is possible in challenging socio-economic situations, particularly when facing financial difficulties. Therefore, anyone who strives not only to preserve but also to enhance their economic status should engage in entrepreneurial activities (Kiyosaki, 2014). For the development of the methodology for enhancing the entrepreneurial competence of future web designers, we identify the following statements by the economist as significant: 1) «Start your own business right now»...; 2) «...to confidently face the future, you need to build it yourself»...; 3) «...asserting responsibility for one's future life is advisable only if the person has developed the ability to control sources of income. And for that, you need your own business» (Kiyosaki, 2014).

Based on the analysis of educational practices in the professional training of future designers, it can be observed that the development of entrepreneurial qualities is included in the content of educational and professional programs, albeit sporadically, alongside the acquisition of specialized knowledge and specific skills. In light of this, we propose the following concepts to be used in exercises aimed at fostering individual-personal qualities of successful entrepreneurs in higher education design students: «personality», «assertiveness», «creativity», «entrepreneurship», and «divergent thinking». Additionally, the methodology should focus on comprehending the essential characteristics of entrepreneurship, emphasizing the key traits of entrepreneurial individuals and their role in satisfying personal and consumer needs. It should also analyze the mechanisms of developing entrepreneurial competence in web designers, construct character portraits of entrepreneurs, examine models of entrepreneurial behavior, differentiate between creativity and entrepreneurship, and emphasize their nature. Furthermore, self-assessment of personal achievements and developmental challenges should be encouraged. The central concepts for the content of the courses should include «individual traits of an entrepreneurial personality», «entrepreneurship», «motivation», «creativity», «goals of entrepreneurial activity», and «launching a business». Therefore, some potential themes and content for specific sessions within the educational and professional training courses for future web designers could be as follows: «Understanding Entrepreneurship: Characteristics of Entrepreneurial Individuals», «Who is an Entrepreneur? Functions of Entrepreneurship: Situational exercises on entrepreneurship», «Character Traits of an Entrepreneur: Identifying the type of person who can



become a successful entrepreneur: Content-oriented characterizations of entrepreneurs», and «The Ideal Entrepreneurial Candidate: Indicators of the ability to start and manage a business: Individual – personal qualities, abilities, inclinations, intentions, interests, values, motivations, goal orientations for launching a business, principles, and worldview beliefs regarding entrepreneurial activities».

The expected outcomes of such sessions are: conscious mastery by the participants of key entrepreneurial concepts within the educational process and their ability to apply them effectively in practice; understanding the importance of integrating professional training with the acquisition of entrepreneurial competence, which becomes evident during the development and implementation of business plans; proficiency in clearly formulating specific decisions that ensure their success in accordance with regional (local) needs; acquiring the ability to plan the stages of implementing generated business ideas; development of skills in coordinated teamwork, including decision-making and evaluation of work results; formation of the ability to characterize and prioritize the needs of individuals as well as the needs of social groups, users of various types of design services.

Based on my own experience and the survey results of instructors involved in the preparation of future graphic design professionals, discussions focusing on identifying potential directions and methods for developing entrepreneurial competence through monitoring studies in the design field and analyzing objects and types of professional activities have a positive effect on students' preparation for entrepreneurial activities. Additionally, coworking sessions that explore individuals resource capabilities in designing strategies for their own businesses, as well as lectures and discussions featuring successful entrepreneurs, contribute to this positive effect.

At the same time, it should be noted that web design work is characterized by specific rules and peculiarities. First and foremost, this includes a well-structured and logical website layout, convenient page arrangement, and intuitive navigation throughout the resource. The speed of page loading and simplicity of the navigation panel should be optimized for any visitor. Additionally, a visually appealing and cohesive geometric and color concept in design will satisfy the client, contributing to the entrepreneurial success of a web designer. Achieving success is influenced by the psychological factor of developing their entrepreneurial competence. Specifically, the ability of a web designer to actively listen to the client's requirements, understand their psychological profile through reflective actions, and incorporate the results of their own reflection into the design creation process. As the saying goes, «If you can't change the situation, change your attitude towards it». Difficulties that arise in entrepreneurial activities in the field of web design are often exaggerated. Usually, they result from inadequate coordination of previous

actions and unjustified decisions, which can be corrected through the use of reflection mechanisms.

Taking this into consideration, it is important to emphasize that web design professionals should not perceive their own existence and business as an endless overcoming of obstacles. Reflective practice can help dispel such notions. The algorithm of reflection is not complex, but it requires heightened attention, responsibility, and practice. By involving future designers in reflective evaluation of task outcomes and assessing the level of entrepreneurial competence, it is advisable to learn how to formulate questions correctly and provide answers to them. Such activities and reflective actions regarding their results motivate students in higher design education to critically analyze design projects in business, informational, and social domains, grasp the essence and mechanisms of information technologies, and master computer graphics. Consequently, a formed worldview and reflective position are affirmed, relevant skills are improved, and the experience of entrepreneurial attempts is reevaluated, leading to personal and professional self-development, self-improvement, and the application of a creative approach to tasks in the field of the creative industry.

It is important to emphasize that in the future, reflective tools will help graduates of higher education institutions establish business relationships with counterparts. In their work with clients, professionals recommend using the modeling of a hierarchical value system, its prioritization, and determining priorities. The relationship between value orientations is analyzed, and based on the results, it characterizes the basic level of interpersonal relations and self-assessment of the web designer and the client of design services. In this regard, during the classes, it is advisable to consider several scenarios of such relationships:

1) Interaction usually does not even begin, except if the entrepreneur openly discusses issues that are wellknown to the client. In such a case, there is a chance for success.

2) The entrepreneur depends on the client who tries to take advantage of the situation and «play poker».

3) Interaction is possible, but additional dividends turn out to be insignificant.

4) Disregard from the client's side, which is related to the lack of incentives for resource mobilization or a high level of internal firm conflicts.

For web designers who plan to engage in entrepreneurial activities, it is important to realize that they are dealing with people, and this communication is the most valuable resource, as the success of entrepreneurial endeavors depends on the results of individual actions, reflection by service providers, and the client's input. Reflection contributes to understanding the origins, causes, and consequences of events that are often perceived as random. This understanding enables the development of a holistic, systemic perception of relationships with staff and external stakeholders. Reflexive-psychological tools facilitate diagnosing

the company's state and its development potential, analyzing external and internal communications, and identifying conflict and risk areas. Through reflection, it is possible to forecast the development of relationships and devise effective measures for their correction. Thus, based on reflection, it is possible to ensure innovation in business management within the creative industry.

One of the modern methods associated with selfactualization and reflective practices of design professionals is the preparation of an electronic portfolio as a system-forming tool for showcasing achievements and a foundation for defining new goals in terms of planning and implementing future activities. The purpose of creating an e-portfolio is to systematize one's understanding of personal achievements, professional competence level, personal qualities, and plans for employment and business development. The portfolio includes accomplishments during professional training at higher education institutions. The approximate structure of an e-portfolio includes the following sections:

- «Personal Information» (Resume, Presentation, Photo);
- «Official Documents» (diplomas, certificates, awards, appreciation letters, recommendation letters);
- «Portfolio» or «Achievements» (significant results of educational and design activities, creative works, research projects, coursework, reports from various types of internships, term papers);
- «Reviews, Plans, Impressions» (essays, plans).

The effectiveness of developing entrepreneurial competence among designers depends on the implementation of such forms, methods, and teaching technologies in the educational process that enable the performance of roles and tasks closely aligned with the realities of entrepreneurial activities in the creative industry. In other words, they stimulate problem-solving, encourage discoveries that are highly related to entrepreneurship, market research in the field of web design services, identifying competitive advantages of the planned firm, defining tasks and goals of its operations, creating and implementing business plans, developing marketing concepts, organizing the firm's structure, monitoring its activities, and analyzing its results, and so on.

To prepare web design professionals for entrepreneurial activities, it is advisable to utilize various forms and types of training that allow for planning changes and processes in modifying the mindset, behavioral patterns, and skills of individuals involved in the educational process. This can be achieved through the acquisition of learning experiences to effectively perform tasks related to small-scale entrepreneurship. Training sessions employ a combination of carefully selected exercises aimed at training entrepreneurship skills. One of the objectives is to teach future designers to make risky decisions and solve problems. To accomplish this, it is necessary to develop skills in generating creative ideas, familiarize oneself with effective research methods for different situations, and learn

to consider things and situations from different perspectives. The use of problem-solving exercises and decision-making exercises is beneficial. A creativity training component is also important, as it helps develop the skills and abilities for creative thinking and innovation, enabling future entrepreneurs in the creative industry to think and act in original, unconventional, and creative ways. It is supported by scholars that there is no single universal training approach. Therefore, training sessions are preferably conducted individually, employing various types of tasks and combinations of methods and trainings for different objectives (Romanovska, 2009).

One of the distinctive features of the professional training of designers specializing in «Entrepreneurial Activities in the Creative Industry» is the acquisition of fundamental knowledge in the field of design through the study of courses such as «Economics» and «Management». This enables the improvement and development of knowledge, skills, and abilities in modern information technologies in the creative industry. The training also focuses on acquiring knowledge and skills in applying contemporary information and communication technologies to solve research tasks and develop information retrieval skills from the Internet.

An innovative and effective form of developing entrepreneurial competence in web designers at the integrative-adaptive, constructive-developmental, and results-oriented stages is through integrated sessions conducted by instructors of courses in the humanities and socio-economic training cycle, such as «Fundamentals of Economic Theory». Additionally, the content of the professional and practical training cycle, including «Continuous Propaedeutic Production Internship at an Enterprise» and «Production Internship at Enterprises», as well as the introductory course «Introduction to the Specialty» and the elective course «Management and Marketing in Design», contribute to this development. To achieve the goals of developing entrepreneurial competence among designers, instructors can employ various teaching methods, including:

- Methods of developing critical thinking, fostering skills to analyze, evaluate, and generalize facts; for this purpose, brainstorming, SWOT analysis, lectures with presentations, textual source analysis, small group work, expert groups, and taskbased activities are used;

- Methods that promote the development of responsibility, implementation and evaluation of choices, as well as decision-making with an awareness of consequences; thus, discussions, debates, «six thinking hats», «criteria poker», rating discussions, and mind mapping are used;

- Methods that develop imagination, are based on emotions and personal experiences, and create conditions for action: drama, role-playing, modeling, «associative bush», and mind maps.

At the beginning of studying a new topic, it is advisable to create a problematic situation that surprises and arouses the interest and curiosity of future

web designers. It is desirable to use simple interactive exercises such as brainstorming, free microphone, idea circle, fishbowl, and others. The message prepared by students during the motivation of learning activities becomes a kind of «bridge» for understanding new material. In the next stage, it is useful to organize the work of educational participants in small groups. This fosters a sense of responsibility for the collective outcome and teaches future entrepreneurs to cooperate constructively, communicate with each other, be leaders and subordinates, engage in discussions, persuade, defend their own positions, and reach compromises, among other skills. To encourage active participation of future web designers during lecture sessions and to hear the opinions of each individual, techniques such as «Metaplan», «Sentence Completion», «Oxford Debates», discussions, and others are effective. Creative tasks like «Letter of Appeal», «Leave the Last Word for Me», and others also generate interest in studying the subject.

The use of various game-based technologies is successful for fostering the entrepreneurial skills of future web designers. It is during such activities that favorable conditions are created for the development of entrepreneurial qualities. Role-playing games and business simulations are quite effective in this regard, as they help future web designers envision themselves as experts and demonstrate their knowledge and skills, often acquired through the application of anticipatory task methods.

A significant effect in developing the entrepreneurial competence of web designers during their professional training is achieved through well-thought-out seminar and laboratory sessions. During these sessions, the focus is placed on completing various entrepreneurship-related tasks, including creating business plans with detailed justifications for each proposal. To facilitate this, it is advisable to utilize appropriate application software that allows the expert to simulate real-life situations in small business entrepreneurship as closely as possible.

It is worth noting that there is a specially created website on the Internet that functions as a service for simulating business processes («Free Business Process Simulation Modeling Software», dateless). In addition, the following simulators are used in practice to prepare professionals from various fields for entrepreneurial activities: Baton Simulations («Baton Simulations», dateless), Blue Ocean Strategy Simulation (BOSS) («Blue Ocean Strategy Simulation», dateless), Mikes-Bikes-Intro («Mikes-Bikes-Intro», dateless), Capsim – Business Simulation & Assessment Software («Capsim – Business Simulation & Assessment Software», dateless), General Business Management («General Business Management», dateless), Industry Masters («Industry Masters», dateless), RealityWorks Business Education Simulations («RealityWorks Business Education Simulations», dateless), The Business Strategy Game («The Business Strategy Game», dateless).

The development of entrepreneurial competence among web designers is partly facilitated not only by business simulators but also by business accelerators and business incubators based on the principles of self-education. Business accelerators are typically initiated by investment funds. Their goal is to collaboratively create an investment-attractive product at the working version or prototype level within a limited time frame, together with startups. The execution of a clearly defined program lasts from three to six months under the guidance of a mentor (an experienced professional, successful entrepreneur, or top manager) who provides advisory assistance, support, or necessary investments to realize entrepreneurial ideas. Individuals involved in the activities of a business accelerator typically work individually on a project that has passed a competition, attracting financial resources and experienced expert mentors. Such projects often receive venture financing from funds (Startup Incubators and Accelerators, 2021). The organizational mechanism for creating an accelerator is not complicated: startups (individuals with innovative thinking who prefer to create entirely new products or services) initiate their original ideas, involve three individuals with functional roles such as «producer», «marketer», and «financier» to implement them, and form a team of like-minded individuals. Typically, the role of a startup founder involves presenting the idea, clearly formulating tasks for other team members, establishing and supporting constructive interaction. The main task of the «producer» is to create an innovative product or technology. The role of the «marketer» involves determining the target audience for the new product or service, creating conditions for its successful implementation, ensuring product market entry, and generating demand for it. The tasks of the «financier» include attracting investments and financial planning (to plan expenses and actions in a way that ensures the received investments do not run out before the startup's establishment takes place).

There are hundreds different acceleration programs functioning in the global Internet network. For example, the «Kyiv IT Cluster» program («Kyiv IT Cluster», dateless) is aimed at fostering entrepreneurship and supporting innovative individuals in the development of innovative products and services. The key objectives of the program include the development of entrepreneurial skills among youth, facilitation of the creation of breakthrough competitive businesses, providing assistance to teams in improving their product, achieving wide-spread adoption in the Ukrainian market, and expanding into European markets.

An interesting approach is used in the acceleration programs of the Lviv center for entrepreneurship «Center for Entrepreneurship» («Center for Entrepreneurship», dateless), Investment Platform for participants of the venture market Startup.Network («Startup.Network», dateless), the educational portal «Build Your Own» («Build Your Own», dateless), the Acceleration Hub «Sector X» («Sector X», dateless) which combines acceleration and educational programs for startups, corporate innovation programs for businesses, as well as services for

venture investors. Participants are also offered online courses such as «How to Start Your Own Business?», «PR Strategy for Small Businesses», «Developing a Social Media Strategy», «Formula for Rapid Business Growth», «Effective Business Plan», «YouTube for Business» and more.

A crucial aspect of developing entrepreneurial competence is that future web designers acquire the ability to independently acquire knowledge and effectively apply it to create original products that not only satisfy their own needs but also improve the lives of others. In this regard, the development methodology of entrepreneurial competence for future designers involves the use of various types of business simulators. Among the most common in modern practice are thematic simulation-role or business games (tabletop group business simulations), which serve as a kind of game field (a simplified model of the main life cycle processes of a production company) for individuals performing the functions of top managers in different companies. By following provided textual instructions, they learn to make correct management decisions to increase the efficiency of their own business and the value of the company. This type of simulator is aimed at novice entrepreneurs and higher education seekers. Expert business simulators for crisis management operate on computer software platforms, allowing users to choose specific logical models for making management decisions. This type of simulator is primarily aimed at TOP managers of companies, as well as multidisciplinary crisis management professionals who provide services for crisis situations and bankruptcies. In addition to the mentioned simulators, specialized design-type simulators, such as Automated Workstations (AWS), are used in business practice. The development trend of these simulators is associated with the rapid dynamics and widespread adoption of process management. Their typical structure includes software elements for individual and group modeling of business processes, tools for creating business rules and their use in management, modules that enable the formation of IT infrastructure and its integration into real business processes, tools for managing various types of work (workflow), a repository of business process models, and an analysis and reporting module that allows for monitoring and reengineering of business processes. These simulators are useful for forming a corporate knowledge bank regarding the management system of any company. Currently, the use of interactive problem-oriented business simulators for distance learning (a kind of «serious games») that reproduce real business processes in an individual or group format is gaining popularity. These simulators diagnose and teach users. For example, in the interactive business simulator Virtonomics Entrepreneur («Virtonomics Entrepreneur», dateless), users can simulate a virtual small enterprise, practice various actions related to business process functioning and resource management, and compete in the market.

The proposed methodology for developing entrepreneurship skills in future web designers will contribute to their conscious understanding and solid grasp of

the essential characteristics of small business, types, methods, algorithms, and mechanisms of entrepreneurial activity. Since the productive work of higher education design students is possible through mutual learning, group work, discussions, and variative-comparative information processing, the main task of the instructor is to create an atmosphere of trust and comfortable conditions for constructive collaboration, development of business initiative, leadership qualities, and a sense of managerial responsibility for the group's activities. It is extremely important to provide necessary sources of information, prepare texts for discussion during classes and for independent creative activities of design students. The level of formation of key competencies for future web designers and successful entrepreneurs will depend on the scientific rigor and reliability of the information, appropriate text volume, properly formulated questions for its processing, and the developed action algorithm.



## 3.2. TECHNOLOGY OF FORMING ENTREPRENEURIAL COMPETENCE OF FUTURE QUALIFIED PERSONNEL USING THE ELEMENTS OF SELF-MANAGEMENT

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*Показано, що зміна економічних відносин зумовлює активні трансформаційні зрушення в системі цінностей сучасної учнівської молоді. В умовах переходу від суспільства постіндустріального до інформаційного, що характеризується інноваційністю і стрімкою зміною умов праці, доленосного значення для молодих фахівців набуває категорія часу. Ключовою навичкою молодого покоління впевнено стає самоменеджмент – раціональне управління часом, розвитком власної особистості і свого життя. Міжнародні та вітчизняні документи акцентують увагу на важливості формування кар'єрної, підприємницької та інших ключових компетентностей особистості, необхідних для побудови успішної професійної кар'єри, реалізації самозанятості молодих фахівців в умовах розвитку малого бізнесу; водночас у вітчизняних закладах професійної освіти недосконалою є підготовка молоді до раціонального використання власних особистісних і часових ресурсів. Однією з найбільш перспективних для реалізації завдань формування підприємницької компетентності в умовах розвитку малого бізнесу є технологія самоменеджменту. З метою подолання дисбалансу між формуванням професійних та ключових компетентностей, удосконалення психолого-педагогічної та правової підготовки молоді до самозайнятості в умовах зміни ринкових відносин створено програму «Основи інноваційного підприємництва», важливою складовою якої є технологія самоменеджменту; охарактеризовано основні компоненти технології (гностичний, проектувальний, комунікативний, організаційний, конструктивний) та визначено етапи її реалізації.*

*The paper shows that specific changes in economic relations lead to dynamic transformational shifts in personal values of modern students. The category of time becomes crucial for young specialists in the context of moving from the post-industrial to the information society, characterized by innovations and rapid changes in working conditions. Self-management is becoming a vital skill of the young generation since it implies time management and self-development. International and national documents emphasize the importance of developing career, entrepreneurial and other key competencies, necessary for building a successful professional career and self-employment under the conditions of small business development. At the same time, Ukrainian professional education schools are not ready to prepare young people for the rational use of their personal and time resources. Self-management technology is one of the most promising tasks for developing entrepreneurial competency under the conditions of small business development. The programme, titled «The Basics of Innovative Entrepreneurship», has been developed to overcome the imbalance between the development of professional and key competencies and the improvement of psycho-pedagogical and legal training of young specialists for self-employment under the conditions of changing market relations. Its essential component is self-management technology. The paper also describes the*

*main components of this technology (gnostic, designing, communicative, organizational, constructive), as well as the stages of its implementation.*

**Ключові слова:** професійна освіта, самоменеджмент, ключові компетентності, кар'єрна компетентність, підприємницька компетентність.

**Keywords:** professional education, self-management, key competencies, career competency, entrepreneurial competency..

The changes in the economic paradigm of the development of society and the state objectively determine the need to reform the educational paradigm. The Pro-European Development of Ukraine defines the vectors for reforming all spheres of life, including education. Therefore, the state determines the main areas of reforming market relations, and the education system aims to prepare young specialists for successful personal and professional self-realization under the new market conditions. The state and the government use the world best practices in building economic relations when implementing the national economic policy. Thus, educational managers should adhere to fundamental educational trends which can maximize the professional adaptation and integration of the young generation of Ukrainian specialists in the system of Ukrainian and international relations. The Pro-European Development of Ukraine consolidates the democratic gains of the Ukrainian people, including economic freedoms and freedom of enterprise. This socio-economic phenomenon is decisive in the development of a powerful middle class that underlies the development of a democratic society. It is a class of successful people who can provide for themselves and their families since it is necessary to meet not only the primary vital needs but also social and spiritual ones. The development of such a specialist who has professional, entrepreneurial, social, civic and other key competences is the primary goal of the national system of professional education.

Thus, it is essential to study the conditions and elaborate specific mechanisms for developing entrepreneurial competency in future specialists in Ukrainian professional (vocational) education schools and professional pre-higher education institutions. Considerable attention should be paid to self-management as a set of processes, rational forms, methods and techniques designed to ensure cognition and self-development of the individual, effective monitoring of his or her activities and results, scientific focus of labour and develop readiness for success, drafting and implementation of a strategy of personal and career development.

Used: international documents (Copenhagen Declaration (2002), Bruges Communiqué (2010), proceedings of international economic forums; laws of Ukraine ("On Education" (2017), "On Vocational Education and Training" (1998), "On Development and State Support for Small and Medium-Sized Entrepreneurship in Ukraine" (2012); other national documents (The National Programme for the Promotion of Small Business Development in Ukraine (2000), The National

Doctrine of Education Development in Ukraine in the 21st Century (2002), The National Strategy for the Development of Education in Ukraine for 2012-2021 (2009), The Sustainable Development Strategy Ukraine – 2020 (2015), The New Ukrainian School Concept (2016), The Strategy for the Development of Small and Medium-Sized Entrepreneurship in Ukraine until 2020 (2017), The Mid-Term Government Priority Action Plan up to 2020 (2017); reports prepared by the laboratory of professional career at the Institute of VET of the NAES of Ukraine (2016-2018), analytical and statistical materials of the Verkhovna Rada Committee on Education, Science and Innovation, the Ministry of Education and Science of Ukraine, State Statistics Service of Ukraine, State Employment Service; Internet resources (HeadHunter, UNESCO Database, Eurostat Educational Statistics); publications of Ukrainian researchers on the issues of developing career, entrepreneurial and other key competences of future specialists (A. Aliksieieva, B. Dratver, D. Zakatnov, V. Machuskyi, V. Orlov, N. Pasichnyk, V. Radkevych et al.).

A characteristic feature of economic reforms in the 21st century is the humanization of economic terms. It is crucial to shift the emphasis from the generation of productive forces to the development of human capital, the transition from a knowledge-based educational paradigm to a competency-based philosophy of education. A working man becomes an unconditional participant in building economic relations. The changes in economic relations lead to dynamic transformational shifts in the values of modern pupils and students. Young people's perception of the role of knowledge, the status of education, professionalism, career and career success has changed tremendously (Yershov, 2018, pp. 163). All these changes are, to some extent, based on the changes in the temporal paradigm of professional growth. The category of time becomes crucial for young specialists in the context of moving from the post-industrial to the information society, characterized by innovations and rapid changes in working conditions. Self-management is becoming a vital skill of the young generation since it implies time management and self-development. In other words, self-management becomes one of the tops of pedagogical technologies.

One should pay particular attention to some of the most well-known conceptual approaches to defining this phenomenon: an optimal use of time (L. Zayvert), testing one's capabilities, overcoming personal limitations (D. Francis, M. Woodcock), self-development of a creative personality for self-realization in various activities (V. Andreiev), raising the level of one's business culture (O. Khrolenko), achieving personal success, career realization (B. Schwalbe, H. Schwalbe). Thus, the category of time is common to all concepts, incorporating the basic ideas of each approach to the strategy of the individual's personal and career development.

At the same time, such factors as the current state of vocational guidance for pupils, their preparation for the pursuit of a professional career, readiness for

professional success and the opening of one's business reveal a significant pedagogical problem, that is the inability of young people to effectively manage their own time and develop their personality (Dratver et al., 2004; Zakatnov, 2007; 2009; 2015; Radkevych, 2012a; 2012b). A survey of pupils from professional (vocational) education schools conducted by the employees of the laboratory of professional career at the Institute of VET of the NAES of Ukraine (2016-2018) (Zakatnov, 2017) also shows the irrational approach of young people to the use of personal time.

The results of the survey show that 9.3% of pupils entered professional (vocational) education schools only because they were bored with school; 18.5% of them sought to simplify their entry to a higher education institution, and 7% of them failed to enter another educational institution. That is, 34.8% of pupils did not have a clear idea about the future profession when entering professional (vocational) education schools (see Figure 3).

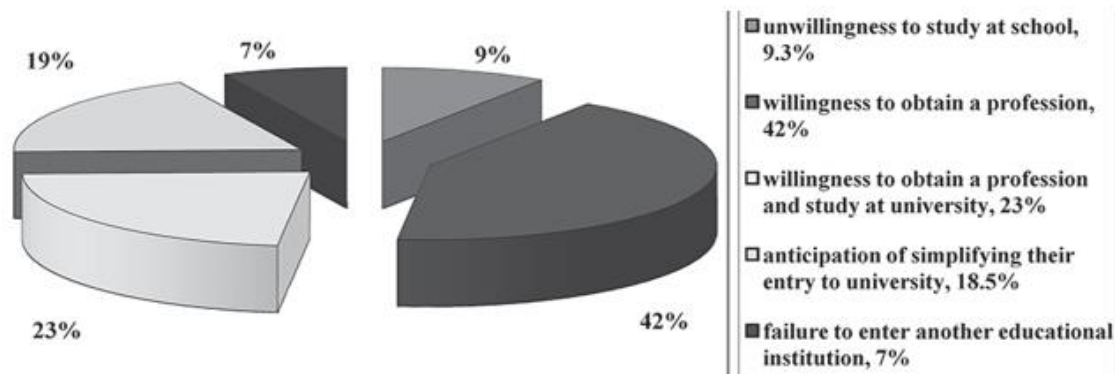


Figure 3. Pupils' motives for entering professional (vocational) education schools (Zakatnov, 2017)

Spontaneity and impulsivity remain very powerful factors in the focusing of intellectual, physical and emotional efforts of the individual on the path to professional growth. The results of the survey show that 47.5% of pupils are unsure about the correctness of their choice; 6.2% of them recognize the complete mismatch between the profile of the chosen profession and their personal needs; 24.6% of them have significant doubts about the prestige of the chosen profession. These figures conceal the so-called longdelay time bomb for many young people (see Figure 4). A person who has made a mistake in choosing a profession loses not only time (since he or she is forced to retrain in the future, that is, to restart professional career), but also confidence (because he or she is aware of his or her lagging behind more successful peers). Uncertainty causes insecurities that hinder the development of both career and entrepreneurial competencies. In a digital society, managing time means managing one's life and success.

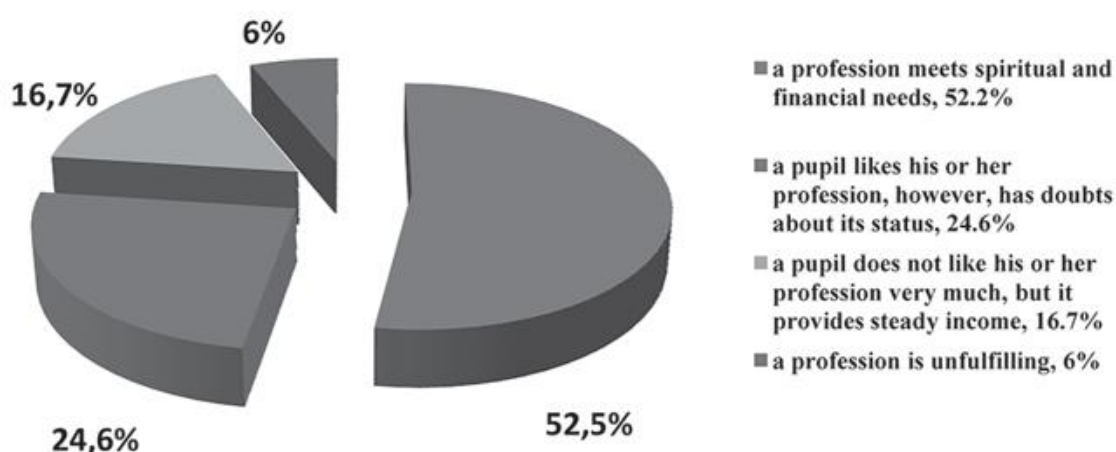


Figure 4. The relevance of the chosen profession to the personal needs of pupils from professional (vocational) education schools (based on the survey of 1690 pupils) (Zakatnov, 2017)

The study of pupils' motivation towards success allows classifying their motives into external and internal (see Table 5). The most powerful external motives for pupils are financial support and parents connections (9%). Internal factors based on higher-level needs have roughly equal percentages: professionalism and good education (13.4%), self-confidence and high aspirations (13.8%), clear life principles and goals (12.6 %), responsibility and personal standards (11.8%), volition (11.5%). One should pay specific attention to the percentage of qualities based on lower-level needs: flexibility, ability to adapt to changes (13%) and ability "to play without rules", using all the means to achieve success (8.7%), which are perceived by this category of pupils as most favourable for career success.

A gender-based approach to analyzing pupils perceptions of factors in professional success reveals that male pupils (493) consider "playing without rules" as a factor of professional success more often than female pupils (418). It must be acknowledged that girls (678) are less confident in comparison with boys (765) which confirms the well-known statement that men are more likely to be at risk

The experiment shows that pupils perceptions of their careers are determined by personal characteristics, life goals, values and personality traits; gender characteristics; the level of aspirations and development of pupils self-esteem; the characteristics of their cognition and emotional sphere; worldview, knowledge about the profession, people, society; traditions of family education, a financial status of their families; economic and socio-political circumstances. The nature of these representations is as follows: dissipative (unclear, devoid of specific content); conformal (relaying authoritative thoughts); pragmatic ("professional growth" is more associated with administrative rather than professional careers; "professional success" is more related to prestige and social status rather than

social responsibility; the need for power is connected with the pursuit of greater rights and privileges rather than socially relevant actions).

Table 5

**Pupils' perceptions of the factors in professional success**

| Factors  | Year 1     |             |             | Year 2     |             |             | Year 3      |             |             | Total        | %           |
|--|------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|
|  | Girls      | Boys        | Total       | Girls      | Boys        | Total       | Girls       | Boys        | Total       |              |             |
| <b>External factors</b>  |            |             |             |            |             |             |             |             |             |              |             |
| 1 Financial security and parents' connections                              | 134        | 131         | 265         | 149        | 167         | 316         | 154         | 198         | 352         | 933          | 9           |
| 2 A favourable situation in the country                                    | 30         | 36          | 66          | 38         | 58          | 96          | 78          | 67          | 145         | 307          | 2.95        |
| 3 Friendly ties  | 9          | 6           | 15          | 3          | 8           | 11          | 3           | 4           | 7           | 33           | 0.3         |
| 4 Conditions and facilities  | 31         | 45          | 76          | 39         | 45          | 84          | 54          | 84          | 138         | 298          | 2.9         |
| <b>Total, external factors</b>   | <b>204</b> | <b>218</b>  | <b>422</b>  | <b>190</b> | <b>233</b>  | <b>507</b>  | <b>235</b>  | <b>269</b>  | <b>642</b>  | <b>1571</b>  | <b>15.1</b> |
| <b>Internal factors</b>  |            |             |             |            |             |             |             |             |             |              |             |
| <b>based on higher-level needs</b>   |            |             |             |            |             |             |             |             |             |              |             |
| 5 Good education, professionalism  | 193        | 236         | 429         | 236        | 299         | 535         | 218         | 218         | 436         | 1400         | 13.4        |
| 6 Self-confidence, high aspirations  | 249        | 228         | 477         | 197        | 279         | 476         | 232         | 258         | 490         | 1443         | 13.8        |
| 7 Clear life principles and goals  | 183        | 257         | 440         | 169        | 267         | 436         | 219         | 219         | 438         | 1314         | 12.6        |
| 8 Responsibility and personal standards                                    | 196        | 181         | 377         | 171        | 265         | 436         | 245         | 176         | 421         | 1234         | 11.8        |
| 9 Volition   | 132        | 191         | 323         | 183        | 216         | 399         | 283         | 192         | 475         | 1197         | 11.5        |
| <b>Total, internal factors 1</b>   | <b>953</b> | <b>1093</b> | <b>2046</b> | <b>956</b> | <b>1326</b> | <b>2282</b> | <b>1197</b> | <b>1063</b> | <b>2260</b> | <b>6588</b>  | <b>63.2</b> |
| <b>based on lower-level needs</b>  |            |             |             |            |             |             |             |             |             |              |             |
| 10 Flexibility, ability to adapt to changes                                | 268        | 195         | 463         | 181        | 189         | 370         | 256         | 264         | 520         | 1353         | 13          |
| 11 Ability "to play without rules", using all the means to achieve success | 157        | 132         | 289         | 96         | 178         | 274         | 165         | 183         | 348         | 911          | 8.7         |
| <b>Total, internal factors 2</b>   | <b>425</b> | <b>327</b>  | <b>752</b>  | <b>277</b> | <b>367</b>  | <b>644</b>  | <b>421</b>  | <b>447</b>  | <b>868</b>  | <b>2264</b>  | <b>21.7</b> |
| <b>Total</b>   |            |             |             |            |             |             |             |             |             | <b>10423</b> | <b>100</b>  |

*Note. Created by the author.*

These data are of paramount interest in the context of developing entrepreneurial competency since they reflect the weak value matrix of pupils from professional (vocational) education schools, as well as the poor personal qualities required to open and run their businesses successfully.

This is mainly due to the fact that, following current regulations, the requirements for a socio-humanistic component of future specialists' professional training are advisory. As a result, social sciences and humanities are often perceived as "secondary" and "optional" in professional (vocational) education. Therefore, the quality of developing pupils' personal traits and qualities necessary for developing entrepreneurial competency traditionally depends on psycho-

pedagogical culture and values of leaders of educational institutions and teachers (Yershova, 2017, pp. 25; 218a, pp. 25).

The time-related aspect of this problem is the conservatism of the education system itself. Traditional formal education fails to follow the intense changes caused by the digital revolution. This causes a rapid decline in the prestige of education in many industries (Yershov, 2018, pp. 76). Analytical materials from specific reputable Internet resources (Eurostat Educational Statistics, UNESCO Database, HeadHunter) prove that the authority of very time-consuming formal education is declining rapidly. For one, 56% of IT specialists aged 26 to 35 do not have a university degree since they prefer non-formal and informal education, which gives them the necessary skills and knowledge in a much shorter time. Employers of many IT companies are more interested in recruiting employees who have certificates from popular courses rather than university degrees. The HeadHunter Research Center reports that Ukrainian employees rank a university degree in IT only fifth most influential factor for successful employment. The widespread dissemination of detailed workshops for completing many professional tasks using the latest materials and innovative equipment on the Internet often pose a severe competition with not quite modern methods and technologies used in many professional (vocational) education schools.

Besides, the formal education system has not yet been able to harmonize the development of professional and key (flexible) skills that have a decisive influence on specialists' ability to rely on their resources and implement a programme of personal and professional growth (Seredina, 2018, pp. 95; Odnoroh, 2018, pp. 105; Lemeshko, 2018, pp. 101). In the system of formal education, the process of developing digital skills and culture of pupils remains problematic as well (Bazeliuk, 2018; 2019; Yershov, 2019), which are very important for developing entrepreneurial competency. Underestimating the role of key skills in professional training of future specialists can lead to several consequences impeding the development of young people's readiness for personal and professional success. These include graduates' lack of relevant knowledge about intellectual, physical and emotional reserves of the individual's development; the underdeveloped "self-concept", manifested by lack of self-observation, self-analysis, self-regulation, self-control and self-improvement; lack of time management needed to build a personal and professional growth programme.

The employees from the Institute of VET of the NAES of Ukraine have developed and released a programme of the course in the basics of innovative entrepreneurship for professional (vocational) education schools to solve this problem. This program aims to deepen the knowledge and skills of pupils from professional (vocational) education schools about entrepreneurship when studying the courses in general economics and fundamentals of sector economics and entrepreneurship.

The educational course aims to develop entrepreneurial competency in pupils as a basis for successful professional self-realization, which will promote self-employment of young specialists, help them manage their lives and careers, stimulate active participation in the economic and socio-political life of their country. Besides, it intends to develop a system of knowledge in the field of innovation economics, communication competency, social responsibility, self-knowledge and self-management skills.

Self-management is one of eight modules of the programme, which includes such topics as time-management, self-management and life-management. The first topic includes information about the characteristics of time as a resource; interviewing and negotiation technology; the basic requirements for workplace organization; identification of time consumers; working out an agenda; keeping a business diary. The second topic involves personality development; cognitive activity; temperament and character; emotions and volition; communication, aspirations and self-esteem of the individual; self-concept; limitations and incentives for personal development; conflicts in activities of entrepreneurs, their causes, consequences and ways of solving. The third topic aims to contribute to understanding the essence of personal and professional career; determining the individual's creative potential and vital, operational, tactical and strategic goals, individual style of management; implementation of life and career development planning; building strategies for their development; planning a job interview.

Other modules of the programme are closely linked to the development of future specialists key competencies and ability to engage in self-management necessary to start and run their business. For one, the module, titled "Theoretical Foundations of Innovative Entrepreneurship" familiarizes pupils with the methods of generation, evaluation and presentation of innovative entrepreneurial ideas.

The module, titled "Planning Successful Business" reveals the content of the following critical psycho-pedagogical problems: building a successful image of an entrepreneur (developing readiness to succeed, understand and evaluate one's abilities; self-confidence); planning entrepreneurial success (a code of entrepreneurial behaviour, entrepreneurial culture, building strategies and tactics for success).

The module, titled "Communication in Business" presents information on verbal and non-verbal communication, communication technologies of self-presentation and reveals the communicative nature of business (stereotypes in business communication, communication barriers and solutions to them, manipulations in business communication).

The module, titled "Entrepreneurship Ethics and Corporate Social Responsibility" aims to familiarize pupils with ethical standards of human resources management and social responsibility in business.



Thus, graduates from professional (vocational) education schools can familiarize themselves with the main components of self-management: gnostic (reinforcing cognition, developing capability for self-observation and self-analysis), designing (promoting self-determination, self-prediction), communicative (involving the development of an internal strategy for interaction with other people, self-presentation, self-programming), organizational (organizing internal and external reserves of personality development), constructive (self-evaluation, self-control, self-correction, self-development).

Self-management must consist of several stages. At the first stage, pupils should learn to understand themselves, evaluate their abilities, explore the conditions of their educational and future professional and entrepreneurial activities, feel self-motivated to open their business. At the second stage, they need to learn to make management decisions. At the third stage, they must learn how to plan algorithms of practical business actions, build a strategy of personal and professional development and develop business projects. At the fourth stage, it is essential for them to practically implement the stages of the developed strategy and their business ideas. At the fifth stage, they should be able to analyze the quality of the completed strategic goals of the self-development programme and evaluate the effectiveness of the completed business ideas and business projects.

The analyzed international and national documents emphasize the importance of developing career, entrepreneurial and other key competencies as crucial for educating a proactive personality and building a successful and economically independent state. In Ukraine, there is a discrepancy between the analyzed importance of entrepreneurial competency and the conditions for developing this competency in Ukrainian professional (vocational) education schools. It is vital to prepare young people to use their personal and time resources rationally. Self-management, which aims to provide pupils with appropriate psycho-pedagogical tools to start their business and be successful in business, is one of the most optimal for developing entrepreneurial competency under the conditions of small business development. The programme, titled “The Basics of Innovative Entrepreneurship” has been developed to overcome the imbalance between the development of professional and key competencies and the improvement of psycho-pedagogical and legal training of young specialists for self-employment under the conditions of changing market relations. Its essential component is self-management technology. The paper also presents the main components of this technology (gnostic, designing, communicative, organizational, constructive), as well as the stages of its implementation. Further research should pay specific attention to the content and conditions of using self-management in professional (vocational) education schools.

### 3.3. TECHNOLOGY OF DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE OF FUTURE QUALIFIED WORKERS IN THE PROCESS OF PROJECT ACTIVITIES

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*Представлено критерії та показники ефективності реалізації педагогічної технології розвитку підприємницької компетентності майбутніх кваліфікованих робітників у процесі проектної діяльності на сучасному етапі розвитку суспільства. Висвітлено результати експериментальної перевірки її результативності.*

*The criteria and indicators of the effectiveness of implementing the pedagogical technology for developing entrepreneurial competence of future skilled workers in the process of project activities at the current stage of society's development are presented. The results of experimental testing of its effectiveness are highlighted.*

**Ключові слова:** модернізація професійної освіти, педагогічна технологія, підприємницька компетентність, проектна діяльність, заклади професійної (професійно-технічної) освіти, критерії ефективності.

**Keywords:** modernization of professional education, pedagogical technology, entrepreneurial competence, project activity, institutions of vocational (professional and technical) education, efficiency criteria.

The use of modern educational technologies in the practice of teaching is a prerequisite for intellectual, creative and moral development of young people. Modern technologies allow students to become more active participants in the educational process. They also help teachers to create new approaches, methods, models of teaching and education (Padalka and Nisimchuk, 1995). For example, a teacher may conduct an online survey at any stage of the lesson to determine the level of mastery of the material being studied. The learning process becomes more dynamic with the use of digital textbooks, when the student can use links to relevant materials or resources. Young people can seek answers to questions, form their active position, and then defend it (Alekseeva ta Sokhatska, 2020; Radkevych, 2019).

Pedagogical theory offers many learning technologies: differentiated-individual, problem-based, heuristic, visual, game, dialogue, information, health-preserving, etc. The choice of the teacher is made depending on the content of

training, psychological features of students, didactic tasks and conditions of activity (Radkevych, Orlov, Bazyl and Radkevych, 2020). We offer for your consideration the pedagogical technology of development of entrepreneurial competence of future skilled workers in the process of project activity.

The problem of ordering and systematization of pedagogical technologies has been considered by such scientists as V. P. Bepalko, E. V. Rudensky, A. Ya. Savelyev, G. K. Selevko, V. A. Slastyonin, V. T. Fomenko and others. Analysis of the training of future teachers based on the introduction of modern and innovative pedagogical technologies is found in the works of foreign and domestic teachers (Yu. K. Babansky, A. Disterweg, L. V. Zankov, J. A. Comenius, J. Locke, A. S. Makarenko, M. Montessori, J.-J. Rousseau, V. O. Sukhomlinsky, V. F. Shatalov and others), and attempts to classify existing pedagogical technologies have been made by G. K. Selevko, S.O. Sysoeva, O. M. Pekhota, D. V. Chernilevsky and others.

The concept of modernization of vocational education among the important goals states: the development of students' independence and ability to self-organization; willingness to cooperate, development of ability to creative activity. Its implementation requires specific pedagogical technologies. In our opinion, the pedagogical technology of development of entrepreneurial competence of future skilled workers in the process of project activity can be important, because it provides a system of step-by-step pedagogical actions on training, education and personal development, aimed at the use of forms, methods, techniques of project activity for the guaranteed development of future professionals' qualities, skills and abilities necessary to open and successfully run their own business. The goal is to form young people's entrepreneurial competence by means of project activity. The task is to create appropriate conditions that promote the activation of cognitive interest and independent acquisition of knowledge from various sources; formation of the ability to use knowledge in order to solve cognitive tasks; development of communication and research skills; active development of critical thinking; personal optimization of time costs, rational use of intellectual, physical and emotional resources, increasing productivity.

The content of technology is aimed at: the use of technological tools for the organization of project activity; creative disclosure of the student's personality in the process of project activity and independent work; combination of game forms and design-research work; creating conditions for a rational combination of cognitive, educational, research, creative activities, economic simulations and other activities important for opening and successful conducting by future skilled workers of own business.

The main idea is that students carry out with great enthusiasm only that project activity which they have chosen themselves; activity is not built in line with the subject. The result – students mastery of the algorithm and the ability to perform

project work contributes to the formation of cognitive interest, the development of entrepreneurial competence; ability to speak and defend their active position, independence and self-organization of educational activities; realization of creative potential in research, subject-productive and project activity (Yershova, 2018, p. 155).

Practical significance: increasing the efficiency of the educational process through the use of interactive teaching methods; filling the variable part of the curriculum with disciplines with innovative content and teaching methods; psychological and pedagogical diagnostic support of the educational process and personal development, which includes a set of socio-economic, psychological-pedagogical and medical-physiological factors; formation of skills important for entrepreneurial activity (to assess the need for resources and plan their use in solving problems in professional activities; to work in a team; the ability to build communication based on goals and communication situations; to evaluate critically and rethink the accumulated experience) (own and someone else's), to reflect on professional and social activities, to solve problems in professional activities on the basis of analysis and synthesis, to offer organizational and managerial solutions and assess the conditions and consequences of decisions taken; to participate in the implementation of technological and product innovations; to plan and implement measures aimed at activity implementation; to analyze the competitive environment; to develop business plans for the creation and development of new organizations, business ideas; the assistance in organizing comprehensive training of future skilled workers for entrepreneurial activity in VET institutions (capable of building a strategy of personal and career development); the use of mechanisms for rapid response to rapid socio-economic, political, cultural transformations; ensuring the development of personality (memory, thinking, creative, communicative and organizational abilities; education of will, ability to manage own emotional states, integrate life experience).

The expected socio-economic effect: increasing the competitiveness of the worker in the conditions of development of small business; meeting the demands of the modern labor market for creative workers capable of self-employment; increasing the ability of graduates of VET institutions to cope with stress in business; accelerating the processes of digitalization of doing business (Osovska, 2003).

During the use of pedagogical technology in the educational process of developing entrepreneurial competence of future skilled workers in the process of project activities, students create a project, comprehend real processes, live specific problem (production) situations, participate in penetrating phenomena, constructing new processes, objects, etc. The teacher is a consultant, motivating and directing research, analytical, project, creative activities of the student. The student independently chooses an effective route for solving a subject, meta-

subject, personal problem from many options, using a variety of sources of information, materials, forms, methods of project activities. It is extremely important to show young students their personal interest in the acquired knowledge, the development of entrepreneurial competence, which can and should be useful to them in professional life to build a trajectory of success. This requires a problem taken from real life, familiar and significant for the student. To solve it, the student needs to apply the acquired knowledge, new knowledge that has yet to be acquired in order to develop entrepreneurial competence.

The teacher can suggest sources of information, or can simply direct the opinion of young students in the right direction for independent search. But as a result, students must independently and jointly solve the problem, applying the necessary knowledge, sometimes from different fields, and get a real and tangible result. All work on the problem, therefore, acquires the contours of the project activity. During the project activity specially created problematic business situations contribute to the formation and development of the student's necessary system of knowledge, skills, key competencies, professional competencies (entrepreneurial), and provide a high level of development of learning and self-learning skills through the formation and development of special style of mental activity, creative business thinking. Problem-based business thinking develops creative activity and independence of students, opens opportunities for creative cooperation between teacher and student.

The advantages of pedagogical technology for the development of entrepreneurial competence of future skilled workers in the process of project activity are obvious. The use of technological tools for the organization of project activities allows to achieve significant changes in learning outcomes. Teachers have the opportunity to implement new models of organization of the educational process. Rationally and optimally organized group and collective activities can create wonders: to liberate the student's thinking; to develop the ability to cooperate, to work in team; to assess adequately and worthily the ability to put forward interesting non-traditional business ideas, their in-depth analysis. After such work, its participants with interest and desire will perform the functions of organizers, managers, activists, entrepreneurs.

During the implementation of pedagogical technology for the development of entrepreneurial competence of future skilled workers in the process of project activities, a number of identified features that may complicate the process of achieving the result provided by technology should be taken into account: to involve young students systematically in independent work with new material, prepare them for self-education; it is not easy to successfully solve problems of an educational nature, especially those related to the assessment of personal and semantic growth of young students; problematic business situations can be applied only on such material, which allows ambiguous, sometimes alternative approaches,

assessments, interpretations; problematic business situations can be applied only on the material of a high level of significance (methodological, general scientific, theoretical); this type of training is justified if the learners have the necessary starting level of knowledge, skills, abilities, key competencies, professional competencies; problematic business situations require much more time to use research methods (Petrenko, Kustrich and Homeniuk, 2015).

It is possible to talk about the content of the procedure for diagnosing the effectiveness of pedagogical technology for the development of entrepreneurial competence of future skilled workers in the process of project activity only after resolving the issue of performance criteria. In the general case, performance indicates the degree of correspondence between the results achieved and projected (set). Criteria for measuring the effectiveness of pedagogical technology for the development of entrepreneurial competence of future skilled workers in the process of project activity – an issue from which it is necessary to begin a scientific discussion on the diagnosis of innovative pedagogical technologies. Due to uncertainty of the criterion justification for diagnosing learning technologies, a number of teachers and employers have doubts and concerns about the effectiveness of innovative pedagogical technologies in terms of learning, development of key competencies, professional competencies (the issue of development of entrepreneurial competence is especially acute nowadays) defined by curricula and programs in a given period of time; they are wary of pedagogical innovations, showing in some places justified, but, unfortunately, often unnecessary "pedagogical conservatism".

The analysis of possible complicating factors has allowed us to formulate criteria for the effectiveness of the implementation of pedagogical technology for the development of entrepreneurial competence of future skilled workers in the process of project activity: technological culture of the teacher; availability of the teacher's own experience of using pedagogical technologies, in particular pedagogical technology of development of entrepreneurial competence of future skilled workers in the process of project activity; creative "refinement" and transformation of technology; creating a situation of success during the joint project activity of students and teacher in the implementation of technology; organic interconnection of technology components; possibilities of technology in actualization, self-development of young people and teacher; noticeable changes in the state of young people (in their motivation for project activity, knowledge, skills, emotions, etc.) in the implementation of certain pedagogical technology (Fomichev, 2014, pp. 32-34).

In order to experimentally test the effectiveness of pedagogical technology for the development of entrepreneurial competence of future skilled workers in the process of project activity, we find out what entrepreneurial competence is. M.V. Tkachenko (2018, p. 2-3) concretized the essence of the concept of

"entrepreneurial competence of future professionals" as a "complex socio-economic and psychological-activity phenomenon, concretized by a dynamic set of values and worldviews, knowledge, skills, ways of working, experience, professionally significant qualities that holistically determine a person's preparedness for entrepreneurial activity within the implementation of professional and functional tasks, in particular the ability to self-employment (starting own business), the ability to analyze market opportunities of the enterprise, master leading economic roles, objectively assess individual personal abilities to entrepreneurship. The structure of entrepreneurial competence of future professionals includes interrelated components: motivational and valuable; knowledge and content; personal-reflexive; operational and activity".

The experimental base has been the following state educational institutions: "Higher Vocational School № 11 Khmelnytsky", Vinnytsia Center for Vocational Education of Processing Industry", "Lviv Higher Vocational Art School", "Odessa Higher Vocational School of Trade and Food Technology", "Regional Center for Vocational Education of Garment Production and Services of Kharkiv Region", "Cherkasy Professional Road Lyceum", Melitopol Multidisciplinary Center of Vocational Education and Training, Educational and Scientific Center of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine, Art College of Art Modeling and Design. Analysis of the results of experimental pedagogical research on the use of pedagogical technology for the development of entrepreneurial competence of future skilled workers in the process of project activity can be presented in the Tables 6 – 9.

Table 6

**Levels of formation of motivational-valuable component of students of VET institutions during the ascertaining and forming experiment (%)**

| Scales   | Ascertaining experiment |        |     | Forming experiment |        |     |
|--|-------------------------|--------|-----|--------------------|--------|-----|
|  | high                    | medium | low | high               | medium | low |
| Positive attitude to vocational education as the beginning of the implementation of educational and professional trajectory in the field of entrepreneurship | 38                      | 35     | 27  | 51                 | 37     | 12  |
| The predominance in the structure of motives for the pursuit of entrepreneurial success  | 38                      | 47     | 15  | 44                 | 51     | 5   |
| Correspondence of career orientations to entrepreneurial activity as an alternative direction of professional career   | 33                      | 47     | 20  | 37                 | 48     | 15  |
| Attitude to entrepreneurial activity as personally and socially significant  | 36                      | 44     | 20  | 38                 | 47     | 15  |
| Shifting the emphasis in the process of creating a business project to the imagination, creating constructive images and their implementation                | 37                      | 36     | 27  | 50                 | 36     | 14  |

|  |    |    |    |    |    |    |
|--|----|----|----|----|----|----|
| Organization of economic training practice in really acting commercial firms | 36 | 42 | 22 | 37 | 48 | 15 |
|--|----|----|----|----|----|----|

*Note. Created by the author.*

Table 7  
**Levels of formation of knowledge and content component of students of VET institutions during the ascertaining and forming experiment (%)**

| Scales  | Ascertaining experiment |        |     | Forming experiment |        |     |
|---|-------------------------|--------|-----|--------------------|--------|-----|
|   | high                    | medium | low | high               | medium | low |
| Awareness of the period of receiving vocational education as a basic stage of a career in entrepreneurship  | 26                      | 39     | 35  | 30                 | 47     | 23  |
| Knowledge of varied career paths  | 33                      | 41     | 26  | 44                 | 45     | 11  |
| Requirements of the business environment to the knowledge, skills, general and professional competencies of the entrepreneur, the qualities of his personality      | 37                      | 45     | 18  | 43                 | 40     | 17  |
| Teacher's readiness to use the project method in preparing students for entrepreneurship  | 36                      | 45     | 19  | 42                 | 41     | 17  |
| Success of mastering the necessary knowledge and skills, practical experience in the process of implementing the developed project in the field of entrepreneurship | 37                      | 46     | 17  | 42                 | 42     | 16  |

*Note. Created by the author.*

Table 8  
**Levels of formation of operational and activity component of students of VET institutions during the ascertaining and forming experiment (%)**

| Scales  | Ascertaining experiment |        |     | Forming experiment |        |     |
|---|-------------------------|--------|-----|--------------------|--------|-----|
|   | high                    | medium | low | high               | medium | low |
| Actions aimed at career planning in the field of entrepreneurship as an alternative educational and professional trajectory | 28                      | 41     | 31  | 32                 | 48     | 20  |
| Setting and solving educational and professional tasks in accordance with the requirements of entrepreneurial activity      | 38                      | 46     | 16  | 44                 | 50     | 6   |
| Awareness raising   | 26                      | 42     | 32  | 34                 | 49     | 17  |
| Development and self-development of personality qualities important for entrepreneurial activity                            | 35                      | 40     | 25  | 46                 | 48     | 6   |



|   |    |    |    |    |    |   |
|---|----|----|----|----|----|---|
| Orientation of education to personality-oriented education and activity approach taking into account psychological and age features | 37 | 46 | 17 | 45 | 49 | 6 |
|---|----|----|----|----|----|---|

*Note. Created by the author.*

**Table 9**  
**Levels of formation of personal-reflexive component of students of VET institutions during the ascertaining and forming experiment (%)**

| Scales   | Ascertaining experiment |               |            | Forming experiment |               |            |
|--|-------------------------|---------------|------------|--------------------|---------------|------------|
|  | <i>high</i>             | <i>medium</i> | <i>low</i> | <i>high</i>        | <i>medium</i> | <i>low</i> |
| The ability of the student of VET institutions to analyze personal qualities and performance results in the process of obtaining professional education in the context of long-term plans for entrepreneurial activity | 25                      | 34            | 41         | 35                 | 46            | 19         |
| The ability of the student of VET institutions to analyze professional activity and career development   | 22                      | 33            | 45         | 28                 | 32            | 40         |
| Adequate personal self-esteem  | 38                      | 48            | 14         | 42                 | 54            | 4          |
| Development of reflexive analysis  | 37                      | 47            | 16         | 43                 | 53            | 4          |
| The ability of the student to analyze personal qualities and performance results in the process of obtaining professional education in the context of long-term plans for entrepreneurial activity                     | 36                      | 47            | 17         | 42                 | 53            | 5          |

*Note. Created by the author*

The analysis of students' responses shows a significant improvement of students' knowledge in the field of business design, formation of projective skills and positive business thinking. The students of this group have begun to actively use professional terminology and from the test it has become clear that future professionals have a systematic idea of why, when and how they can engage in entrepreneurial activity (Yenyhin, 2011, pp. 155-156).

The results of the formative stage of the pedagogical experiment suggest that the proposed experimental factors have had a positive effect on the dynamics of development of all components of the perception of students of VET institutions regarding entrepreneurial activity, and a significant difference in the relevant indicators has taken place for all components except the operational and activity component. However, we do not consider this result of the experiment for the formation of operational and activity component of the students of VET institutions (regarding entrepreneurial activity) to be negative, as both at the beginning of the

experiment and at the time of its completion, the high and average level of its manifestation was over 90% (91, 3 at the ascertaining stage and 96,6 at the formative), that is, it was already high enough at the beginning of the experiment.

The peculiarity of the use of pedagogical technology for the development of entrepreneurial competence of future skilled workers in the project activity process is its combination with traditional forms of education that provide training with the development of internal potential and entrepreneurial activity of the student's personality. The basis of pedagogical technology, in this case, is a competency-based approach in education, which is implemented through the use of innovative teaching methods in training entrepreneurs who will work in various sectors of the economy. Criteria for the effectiveness of its implementation are: establishing direct contacts between future and existing entrepreneurs; transfer of entrepreneurs' own practical experience in doing business to future professionals; acquaintance with the activities of entrepreneurs through the imitation of their functions by students in the process of project activities; involvement of students in entrepreneurial activity.

### 3.4. TECHNOLOGY OF FORMING THE VOCATIONAL EDUCATION STUDENTS' INTEREST IN ENTREPRENEURIAL ACTIVITY

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*Розвиток професійного інтересу до підприємницької діяльності є одним із ключових принципів побудови сучасної ринкової економіки в Україні, орієнтованої на західні цінності та Європейську інтеграцію. Застосування інноваційних педагогічних технологій у процесі формування підприємницької компетентності майбутніх фахівців, сприяє розвитку людського капіталу, зростанню інтересу учнів закладів професійної (професійно-технічної) освіти до підприємницької діяльності, підвищенню їх ділової активності, формуванню рис та якостей, важливих для формування сучасного покоління підприємців України.*

*На основі аналізу наукових джерел, з'ясовано, що для формування в учнівської молоді інтересу до підприємницької діяльності бракує інноваційних технологій, розроблених чи адаптованих для учнів закладів професійної (професійно-технічної) освіти. На прикладі Японії, як країни з великою часткою малого бізнесу в структурі ВВП, показано, як за фінансової та адміністративної підтримки закладів освіти інноваційні педагогічні технології сприяють формуванню інтересу учнів до підприємницької діяльності, формуванню високої культури бізнес-діяльності та соціальної відповідальності. Охарактеризовано педагогічну технологію формування інтересу до підприємницької діяльності в учнів вітчизняних закладів професійної (професійно-технічної) освіти на прикладі створення бізнес-плану майбутнього бізнесу (кав'ярня). Обґрунтовано етапи роботи над упровадженням зазначеної технології та зміст кожного етапу проведення заходу.*

*Застосування інноваційних педагогічних технологій формування у здобувачів професійної (професійно-технічної) освіти інтересу до підприємницької діяльності сприятиме активізації в них підприємницької активності, підвищенню їхнього соціального статусу та забезпечуватиме досягнення соціального ефекту – створенню через зростання самозайнятості нових робочих місць, зростанню обсягів податків, підвищенню якості товарів і послуг.*

*The development of professional interest in entrepreneurship is one of the key principles of building a modern market economy in Ukraine, focused on Western values and European integration. The use of innovative pedagogical technologies in the process of forming entrepreneurial competence of future specialists promotes human capital development, growing interest of students of professional (vocational) education in entrepreneurship, increasing their business activity, forming traits and qualities important for shaping the modern generation of Ukrainian entrepreneurs.*

*Based on the analysis of scientific sources, it was found that there is a lack of innovative technologies developed or adapted for students of vocational (vocational) education institutions to form an interest in entrepreneurial activity among students. Using the example of Japan, as a country with a large share of small businesses in the GDP structure, it is shown how, with the financial and administrative support of educational institutions, innovative pedagogical technologies contribute to the formation of students' interest in entrepreneurial activity, the formation of a high culture of business activity and social responsibility. The pedagogical technology for forming an interest in entrepreneurial activity among students of domestic vocational (vocational) education institutions is characterized using the example of creating a business plan for a future business (coffee shop). The stages of work on the implementation of the specified technology and the content of each stage of the event are substantiated.*

*The use of innovative pedagogical technologies to develop an interest in entrepreneurial activity among students of vocational (vocational and technical) education will contribute to the activation of their entrepreneurial activity, increase their social status, and ensure the achievement of a social effect - the creation of new jobs through increased self-employment, an increase in tax revenues, and an improvement in the quality of goods and services.*

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**Ключові слова:** педагогічна технологія, бізнес-планування, професійний інтерес, людський капітал, підприємництво.

**Keywords:** pedagogical technology, business planning, professional interest, human capital, entrepreneurship.

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Entrepreneurship is an independent, initiative, systematic, (at one's own risk) economic activity carried out by business entities (entrepreneurs) in order to achieve economic and social results and make a profit (1, Article 24). This is the first task, and at the same time – the goal of entrepreneurship. Entrepreneurial activity enriches society, its individual segments, physical or legal persons. Entrepreneurs provide for themselves and their families and contribute to the growth of the country's welfare. Small and medium-sized businesses become guarantors of stability and sustainable development of both the state and civil society; both economic and political components of the lives of their citizens.

At the same time, many Ukrainians still have no practical business experience and spend most of their lives working in public and private enterprises. In doing so, due to staff reductions, because of war, pandemic and economic crisis, they face unemployment, the need of finding jobs and retraining.

The way out of this situation may be the timely preparation of students of vocational (professional-technical) education (hereinafter – VET institutions) to

solve the problems they may face after graduation, such as the need to create a job for them-selves and additional working places for employed persons. This can be achieved by the use of innovative pedagogical technologies that can increase the interest of students in the training of future entrepreneurs.

Pedagogical technology is a set of psychological and pedagogical attitudes that determine a special set and layout of forms, methods, techniques, teaching methods, educational tools; it is an organizational and methodological tool of the pedagogical process (Likhachev, 1991, p.104).

Problems of professional interest in entrepreneurship are studied by many domestic scientists. Historical and psychological-pedagogical aspects of preparing schoolchildren for entrepreneurial activity in Ukraine are studied by S. Alekseeva, L. Bazil, M. Vachevsky, I. Hrytsenok, V. Dryzhak, L. Yershova, D. Zakatnov, S. Melnykov, V. Orlov, N. Pobirchenko, R. Pustoviit, K. Starchenko, M. Tymenko, O. Topol. The formation of interest in a particular type of professional activity, along with other elements that regulate the behavior of the individual in the process of choosing a profession were considered in the works of B. Afanasyev, O. Bodalev, L. Vygotsky, M. Dobrynin, D. Elkonin, V. Ivanov, O. Leontiev, N. Morozova, L. Rubinstein.

Theoretical and practical issues of introduction of technological approaches to the modernization of the education system are reflected in the scientific works of Yu. Babansky, V. Bepalko, P. Halperin, P. Erdniev, L. Zorina, M. Clarin, L. Landa, I. Rachenko, N. Talyzina and others. Studies of N. Abashkina, K. Bakhanov, V. Bondar, B. Bloom, S. Goncharenko, O. Savchenko, T. Selevka, V. Korneeva, O. Pometun and others are also devoted to the analysis of the essence of the concept 'pedagogical technology'.

We will focus on several basic definitions of the concept of 'learning technology'. In particular, S. Honcharenko (1997, p. 225) emphasized that it is 'a systematic method of creating, applying and defining the whole process of learning and acquiring knowledge, taking into account technical and human resources and their interaction, which aims to optimize education'. D. Yarmachenko considered pedagogical technology as 'a set of means and methods of reproduction of theoretically substantiated processes of teaching and education, which allow to successfully realize the given educational goals' (2001, p.359). Other educators believe that pedagogical technology is a clear scientific design and accurate reflection of pedagogical actions that guarantee success (Kryvshenko et al., 2006, p. 318). According to O. Padalka and A. Nisimchuk (1995, p. 9), pedagogical technology is a foreseen model of the system of actions of teachers and students, which must be implemented in an optimally organized educational process in order to form high professionalism.

The application of technological approaches to education is mainly considered in the formation of general education subjects at the school level. There

is a clear lack of innovative technologies developed or adapted for the formation of entrepreneurial competence of students of VET institutions (Alekseeva, & Sokhatska, 2020).

Attempts to adapt modern pedagogical technologies for the formation of entrepreneurial competence for certain professions are found in separate methodological manuals prepared by engineering and pedagogical staff and teachers of certain disciplines of VET institutions. However, they do not have a sound scientific research base, and the effectiveness of their application is of local importance.

To form the most effective technologies for training future entrepreneurs and increase interest in entrepreneurship, it is necessary to take into account the experience of highly developed countries with a significant share of small business in the structure of GDP, such as Japan. It is a country where small and medium-sized businesses thrive alongside international giant corporations. There are a large number of small businesses in this country. Almost all the first floors of private houses are occupied by workshops, small factories, shops, restaurants, printing houses, dry cleaners, gas stations and outpatient clinics, which employ 3-5 people. These workers are usually members of the same family. Family dynasties pass on their jobs, professionalism and reputation from generation to generation. And the most importantly – big and small businesses do not interfere with each other, big business depends largely on small one, forming a single thing.

Small business in Japan can be divided into three categories: family farms (about 32% of the total number of small businesses in the country), legal entities (20%) and private entrepreneurs (48%). Japan's small business employs between 6 and 12 million companies (the exact figure is difficult to name, as even one private hairdresser is already a small business). This is more than 90% of the total number of enterprises in the country. They employ 80% of all people employed in the economy (Japan's population as a whole is 127 million people). Japanese manufacturers are known abroad for the brands of several dozens of the largest corporations, but a huge contribution to the Japanese economy is made by small businesses. We can say that it is the basis of the country's prosperity. Small businesses account for more than 53% of Japan's GDP (Delo, 2015).

Figures for comparison: in Japan, the share of small business is 53% of GDP; and in Ukraine – 12%. The difference is quite significant. The formation of interest in entrepreneurial activity arises mainly in the family environment, and the educational institution through the use of innovative technologies should promote its development and the formation of readiness for entrepreneurial activity.

Practical implementation, formation of interest in entrepreneurial activity combines pedagogical technology of project-based learning with mass cultural events. Every autumn, a 'cultural festival' called 'bunkasai' is held in Japanese schools. During the festival, schoolchildren and students have the opportunity to

demonstrate their talents: each class or school club prepares some kind of entertainment program. Clubs usually stick to their theme. For example, a craft club can teach everyone the craft and sell wares during the festival, and a music club can delight visitors with a concert. Junior and high school students are required to participate in this event, and this is voluntary for high school students. Most schools hold the festival in late October or early November. It lasts from one to three days, but the preparation takes a week or more. At the time of preparation, training is suspended and participants spend days inventing costumes and decorations, drawing advertising posters, agreeing with the school board on the timing of events and etc. Students are even allowed to spend the night at school to have more time to prepare.

Working groups are created with the following structure: the head, his deputy and officials (from different classes), namely: the executive committee (chairman of the student council and his deputy); general management group; exposure group; group for making booklets, leaflets and posters; a group that deals with street tents; food organization group; group for preparation of platforms for performances. The school allocates money from the budget in the amount of 30,000 yen per class (makes branded T-shirts), and if something more is needed, students invest their money. The funds are used to purchase paints, paper, and other props (Syrix, 2013).

Practical implementation of pedagogical technologies in Ukrainian VET institutions on the example of creating a business plan for future business (coffee house). There are already enough ready-made business plans for future business on the Internet, so the use and preparation of a training event will not be as difficult as it may seem at first glance.

Stages of work on the introduction of technology:

- determining the level of readiness of education applicants to draw up a business plan (to begin with, the student must understand the following economic categories – competitors, target audience, revenue, costs, staff, marketing, profits, pay-back period);

- formation of a business template, the complexity of which is determined by the teacher of economic disciplines depending on the level and degree of training of the education applicant (business template should be easy to understand, contain a minimum amount of theoretical material and calculations, have a ready-to-solve algorithm, concise design, have illustrations and links for a better idea of what a business should look like);

- distribution of education applicants by appropriate groups: risk managers, accountants, director and his deputies (2 persons), bartender, waiters, cleaners, catering, group for the production of booklets, leaflets and posters, site preparation group).

Certain groups receive topics of abstracts in the areas of their activities in the future practical event. In addition, a seminar is planned to discuss the topics that have been researched.

Event (project) to increase interest in business on the example of «Coffee House». The theme of the cafe depends on the specialization of students of the educational institution: cooks, cooking (in addition to coffee, home-made dishes can be served); designers; tailors (can prepare costumes for the future cafe, create outdoor advertising); car service (to decorate a coffee house for a workshop).

Distribution of responsibilities among students.

First of all, regardless of the specified staff of the cafe, all students of the group where the event will be held should take part, idle students will be a strong demotivating factor for those who work.

Typical staff: director – 1 person; deputies – up to 4 people; accountant; cashier; barista; waiters; cook (if the direction of VET institution - cooking); marketers (design, advertising); interior designers; others – application, decoration of the premises, creation of the appropriate atmosphere, agitation, creation and distribution of advertising leaflets in the educational institution.

Stages of preparation for the event.

1. Planning stage (September) – creation of the necessary methodological base:

– development of an action plan, preparation of handouts, tasks for staff, definition of staff responsibilities, etc.;

– registration, approval of the action plan with the deputy director of the educational institution;

– students' fulfillment of homework, essays on the topic (duties of the director of the cafe, the accountant of the cafe, the profession of «barista», etc.);

– preparation of an abstract of 1-2 pages (the text should be concise and accessible so that the reader can easily understand the main functions of the director, accountant of the cafe and other members of the team.

After checking and discussing homework, the prepared methodical material is distributed: for the director – functional responsibilities; for deputies – delegation of part of the duties of the director in functional areas: personnel, advertising, finance, art design; for accounting – the creation of a financial plan (simplified scheme, table of income); for the cashier – the book of the account of incomes.

2. Preparatory stage (October) – creation of material base: equipment (coffee maker, kettle, thermos, water bottles – reserve); menu creation; consumables (coffee, sugar, coffee sticks, candies, paper cups, napkins, gloves); creation of flyers; making a banner with the name of the cafe; applique and toys to decorate the cafe.

3. The final stage (November) – the implementation of the event in the educational institution. It is very likely that the student will remember well the event



in the form of creating own business «Coffee House», but the theory without further consolidation will be forgotten by 80% in three months. To stimulate interest, it is also possible to distribute revenue among the participants or a cultural event can be done in the form of a trip to the museum or exhibition for the money earned.

Conclusions. Based on the analysis of scientific sources, it is found that the use of innovative pedagogical technologies is mostly considered through the formation of the content of general education subjects at the school level. Obviously, there is a lack of innovative technologies developed or adapted for the formation of entrepreneurial competence among students of VET institutions. Attempts to adapt modern pedagogical technologies for the formation of entrepreneurial competence for certain professions are found in separate methodological manuals prepared by engineering-pedagogical staff and teachers of certain disciplines of VET institutions. However, they do not have a sound scientific research base, and the effectiveness of their application is of local importance.

The example of Japan, as a country with a large share of small business in GDP, shows how innovative pedagogical technologies contribute to the formation of students' interest in entrepreneurship, the formation of a high culture of business and social responsibility. Emphasis is placed on the fact that pedagogical technologies are organically combined with the implementation of planned mass events of a particular educational institution, and young students of primary and secondary levels are required to participate in them. Proof of the high motivating effect of such activities is the high percentage of high school students who participate in them, despite the fact that these events are no longer mandatory for high school students. It is emphasized that educational institutions financially support the implementation of such motivating activities and allocate certain training time for their preparation.

The pedagogical technology of formation of interest in entrepreneurial activity among students of domestic institutions of vocational (professional-technical) education is characterized on the example of creating a business plan for future business (coffee house). The stages of work on the introduction of technology and the content of each stage of the event are substantiated.

It is proved that the application of innovative pedagogical technologies of formation of interest in entrepreneurial activity among students of vocational (professional-technical) educational institutions will promote the intensification of entrepreneurial activity of students, increase their social status and ensure the achievement of social effect – creation of new jobs, increase of tax amounts, improving the quality of goods and services.



# CHAPTER 4

**PRACTICAL ASPECTS OF FUTURE  
SPECIALISTS TRAINING FOR  
ENTREPRENEURIAL ACTIVITY IN  
VARIOUS SECTORS OF THE  
UKRAINIAN ECONOMY**



## 4.1. DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE OF FUTURE BACHELOR OF BUSINESS ECONOMICS IN THE PROCESS OF VOCATIONAL TRAINING

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*Показано, що сучасні науковці мають різні погляди на поняття “підприємництво”, але сходяться на думці про те, що успішність підприємницької діяльності залежить від рівня сформованості у випускників підприємницької компетентності. З’ясовано, що в нинішніх умовах економіст-бакалавр повинен мати сформований науковий світогляд та широку ерудицію, демонструвати високу загальну культуру й належні моральні якості, володіти розвиненою підприємницькою компетентністю, постійно підвищувати рівень свого професіоналізму з урахуванням потреб економічного розвитку України. Виявлено, що здебільшого підприємницьку компетентність розуміють як сукупність особистісних і ділових якостей, навичок, знань, модель поведінки, володіння якими допомагає успішно вирішувати певні економічні завдання й досягати високих результатів діяльності.*

*Визначено основні проблеми формування підприємницької компетентності майбутніх бакалаврів з економіки підприємства (невмотивованість студентів до вияву підприємницької ініціативи; недостатній рівень формування готовності до підприємницької діяльності; незадовільний рівень сформованості підприємницької компетентності; недосконалість освітньої програми; наявність дисбалансу між професійними та ключовими компетентностями). Окреслено перспективи формування підприємницької компетентності майбутніх бакалаврів з економіки підприємства (реформування системи національної освіти; розроблення і впровадження авторських програм з економічних дисциплін; введення у освітню програму спецдисциплін і спецкурсів, що сприятимуть формуванню підприємницької компетентності; діджиталізація вищої освіти; впровадження прогресивного зарубіжного досвіду формування готовності до підприємницької діяльності у практику вітчизняних ЗВО).*

*The subsection shows that modern scholars have different views on the concept of entrepreneurship. However, they agree that the success of entrepreneurial activity depends on graduates' entrepreneurial competency. The paper indicates that modern bachelors in economics must be well-rounded, intelligent, highly-cultured and well-mannered, competent in commercial matters and continuously enhance their professionalism, given the needs of Ukraine's economic development. Besides, it proves that entrepreneurial competency is mostly understood as a set of personal and business qualities, skills, knowledge, behaviour models, which help to solve specific economic issues and achieve high results.*

*The paper identifies the primary issues of developing entrepreneurial competency in future bachelors in business economics. They are as follows: students' lack of motivation to show entrepreneurial initiative; unreadiness for entrepreneurial activity; unacceptable levels of entrepreneurial competency; inefficient degree programmes; a particular imbalance between*

professional and core competencies. Also, the paper outlines the prospects of developing entrepreneurial competency in future bachelors in business economics. They involve reforms in the system of national education; the development and implementation of the author's programmes in economic courses; the introduction of specialized courses for developing entrepreneurial competency; the digitalization of higher education; the implementation of innovative international experience in training for entrepreneurial activity into the practice of Ukrainian HEIs.

**Ключові слова:** підприємництво, економіка  
підприємства, компетентність,  
підприємницька компетентність, бакалавр.

**Keywords:** entrepreneurship, business economics,  
competency, entrepreneurial competency,  
bachelor's degree.

Recent changes in society, economics, higher education and the state system propose a new paradigm of human capital development in Ukraine. The development of higher economic education in Ukraine requires the use of new educational technologies, which can help to train graduates ready for professional activities and with a high level of professional and economic culture, as well as entrepreneurial competency. Under the conditions of a market economic system, it is essential to prepare young people for changes and help them to adapt to radical transformations in the social and economic life of society. It is possible only if they have a sufficient level of entrepreneurial competency, which will assist them in achieving real success in any field of professional activities. In this regard, HEIs must provide relevant conditions for training not only specialists with relevant knowledge but also competitive and creative employees. Therefore, the development of entrepreneurial competency in young people should aim to develop an entrepreneurial culture in society since it is essential for the country's economic growth. Many sources indicate that entrepreneurial competency is developed based on specific innate abilities, some of which can be developed and acquired with experience. Scientific literature shows that only 11% of the population have entrepreneurial skills (Vasylytsiv, 2009). Such opinions are quite controversial, even though having long-standing historical roots. Using scientific tools of geocultural, ethnocultural, socio-cultural, biographical, typological and other approaches, L. Yershova (2018a) conducts a historical analysis of the causes and effects of changes in the image of Ukrainian multinational economic elite during the 19th century – the early 20th century, especially their relation to entrepreneurship and economic education. R. Hizrich & M. Pifers (1992) believe that one can easily teach business to those people who have a natural ability for it. Thus, they identify 14 competencies necessary for entrepreneurship. They are critical thinking, abilities to make non-standard decisions, initiate new ideas, evaluate prospects, readiness to open a new business, creative and critical evaluation of work situations, the conclusion of agreements, stress resistance, moral and ethical culture, communication skills to establish contacts and conduct negotiations. According to

V. Maikovska (2017), entrepreneurial competency is developed based on professional economic training (education). It includes a well-developed motivation to show entrepreneurial initiative, skills of successful business activity, knowledge about current business legislation, readiness for self-development and self-realization, ability to navigate in economic and financial categories. Despite many studies on entrepreneurial competency, Ukrainian scholars interpret entrepreneurship in different contexts. Justifying the goals of developing entrepreneurial competency, some scholars prioritize profit-making, whereas others focus on innovative and non-standard approaches to solving matters or the risky nature of commercial and economic activities. However, they agree on the fact that the success of business depends on the level of core competencies (Zakatnov, 2007; 2009; 2015; Lemeshko, 2018; Odnoroh, 2018; Radkevych, 2016; Yablunovska, 2018).

The subsection analyzes the Concept of Development of Economic Education, decrees of the Cabinet of Ministers of Ukraine, the State Standard of Higher Professional Education Regarding a Bachelor's Degree in Economics (Specialty 051) and the National Framework of Qualifications. Summarizing these legal documents and recent research, the author of the paper concludes that entrepreneurial competency is viewed as a set of personal and business qualities, skills, knowledge, behaviour models, which help to solve specific economic issues, engage in self-man-agement, show initiative, take appropriate risks.

Modern Ukrainian scholars regard bachelors in economics as intellectuals with a broad scientific outlook, a stable civic culture and well-developed entrepreneurial competency, who are ready for personal and professional development. The Concept of Development of Economic Education in Ukraine also focuses on the training of well-rounded professionals, active members of society with a broad scientific outlook and a talent for self-realization. However, the development of economic education should be accessible, open, systematic and continuous, combining the professionalism of degree programmes and innovative content (Verkhovna Rada of Ukraine. Legislation of Ukraine, 2003). The modern labour market needs competent spe- cialists. The concept of competency is comprehensive and includes not only knowledge but also specific competencies implying abilities, skills and moral values. Still, graduates need to be able to act effectively not only in educational but also in other fields. It refers to the situations when it is necessary to solve some issues, clarify their conditions and evaluate the obtained results independently. Education should aim to train specialists with a high level of knowledge who can think, acquire and apply knowledge in practice. Therefore, it is crucial to choose the appropriate educational content, means, forms and methods that provide more significant opportunities for both development and self-realization of the individual.

Higher education training lay the foundations of professionalism and develop the skills of independent professional activity. Therefore, students should realize that independent work completes all other types of educational work since knowledge not required for professional activities is not a real property of the specialist. Today, lecturers use a wide range of different types of activities to teach students to work independently: exercises, tasks, study of educational literature, reviewing and annotating, various types of note-taking (extracts, abstracts), preparation of written reports (abstracts, articles), structural and logical schemes of lectures, various projects. In the system of modern higher education, there are also some issues decreasing students' motivation towards educational and cognitive activities, self-development and self-study. They are the results of students' difficult adaptation to real working conditions, inability to apply the obtained theoretical knowledge and economic tools. Some graduates do not have the necessary knowledge about starting their business, the principles of the tax system and the mechanisms of economic analysis. They cannot summarize the acquired knowledge and apply it in practice. Bachelor programmes in business economics do not balance general scientific, professional and specialized courses, which negatively affects the educational process (Yevtushevskiy, 2002; Poiasok, 2003; Tkalenko, 2011). Thus, it is essential to improve the educational process in HEIs which provide degree programmes in economics.

Some scholars suggest that reforms in higher economic education should focus on the use of innovative educational technologies, multifunctional interdisciplinary links, independent work in the educational process, a collaboration between educators and stakeholders. It is also vital to implement scientific results of students and lecturers into practice (Kovalchuk, 1999). Thus, professional training of future bachelors in business economics should be considered as a process of developing students' competencies, motivating them towards self-study and self-development, as well the ability to organize the educational process independently. Research activities are also beneficial for future specialists in business economics since such activities can help to develop their professional competency rather effectively and reveal the potential of every student (Haiduchenko, 2015). Doing some research, students learn to see and analyze problem situations. Cognition occurs through the implementation of three main activities. They involve creating a personal, educational product; comprehending the profession and the self in it; organizing cognition and creation. It will allow future bachelors in business economics to use the basic types of professional activities and diversify professional results.

Entrepreneurial competencies are prognostic, methodological, communicative and in demand in the modern world. In other words, every graduate must be an entrepreneur in one way or another. In the context of education, entrepreneurship aims to unlock a personal potential of individuals so that the

student is seen as unique integrity in the ability to achieve specific goals. Entrepreneurs do not just perform some functions. First of all, they implement their ideas. They need to be aware of and identify their capabilities, as well as to take responsibility for the risks of exceeding them. They should be able to evaluate the future effects of their actions and defend their entrepreneurial strategies reasonably. Therefore, entrepreneurs need to be able to act individually (self-confidence; abilities to engage in dialogue, defend their viewpoints, understand alternative viewpoints, reach a compromise, evaluate economic situations adequately, find optimal business decisions).

A well-developed entrepreneurial competency of future economists is one of the requirements of the State Standard of Higher Professional Education Regarding a Bachelor's Degree in Economics (Specialty 051). The idea of complex and systematic training of students for entrepreneurship is becoming more and more critical regarding the organization of the educational process in HEIs. Although Ukrainian HEIs have gained considerable experience in training future bachelors in business economics, they do not meet the needs of the modern labour market caused by the digital revolution and the following socio-economic processes (Bazeliuk, 2018; Yershov, 2019).

Besides, one should pay much attention to understanding competency as a set of knowledge, skills and personal qualities needed to perform different entrepreneurial tasks. Therefore, it is essential to balance the professional and core competencies necessary for developing entrepreneurial competency (Zakatnov, 2007; Yershova, 2018b). The following components of economic training should be viewed as psycho-pedagogical conditions for developing entrepreneurial competency: clarifying educational goals and objectives; providing educational guidance; boosting students' motivation towards self-study; allocating more hours to independent work; making students more aware of possible mechanisms, methods, forms and results of economic training; improving the educational process; using new information technologies and the Internet; preparing teaching staff for developing students' economic culture; specifying psychological characteristics of individuals and their focus on economic activities.

Practical training of future bachelors in business economics takes place throughout the whole period of study. It includes industrial, economic and prediploma types of practice, which focus on different tasks but pursue a single purpose, namely, to provide students with practical experience. As a result, students establish strong links with production. New specialists do not feel themselves as "newcomers" in the labour market since they are more competitive and have practical experience in addition to theoretical knowledge. After graduating, most specialists in business economics work in the companies where they did their practice. Besides, students need to prepare course papers and

practically all qualifying bachelor theses based on the experience gained from working in real companies.

The studies on entrepreneurship as a pedagogical phenomenon and the results from the analysis of a current legal framework for professional training of future economics specialists for entrepreneurship show that there are specific issues in the context of the research issue. They are the following:

- although the system of higher education in Ukraine has gained some positive experience in training future bachelors in business economics, the socio-economic processes and the development of production and companies necessitate constant adjustments to its content in both theoretical and applied aspects, which HEIs are unable to ensure on time;
- traditional professional training of bachelors in business economics cannot fully ensure the quality training of future economists who should be able to solve complex problems of the country's economic development;
- HEIs lack robust mechanisms of employers and students' influence on building the content of degree programmes, which results in low levels of entrepreneurial competency in future specialists in business economics;
- HEIs formally acknowledge the importance of soft and digital skills in training specialists ready for professional success; yet, they cannot achieve a precise balance in developing professional and core competencies necessary for developing entrepreneurial competency;
- little importance given to social and humanities courses in HEIs not specializing in humanities results in the low motivation of graduates to show entrepreneurial initiative and readiness for entrepreneurial activity.

The steps necessary for improving mechanisms of developing entrepreneurial competency in HEIs are as follows: approving standards of higher education; updating the system of national education taking into account a competency-based approach; improving mechanisms of developing entrepreneurial competency by developing and implementing the author's programmes of economic courses; introducing specialized courses aimed at developing entrepreneurial competency; studying the experience of teaching economics in HEIs in developed countries; introducing innovative international experience into Ukrainian HEIs, taking into account the peculiarities of Ukraine's economic development and mentality; creating relevant conditions in HEIs for improving a digital culture of graduates.

Further research should aim to define criteria, indicators and levels of development of entrepreneurial competency in future bachelors in economics during professional training.



## 4.2. DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE OF FUTURE SPECIALISTS IN THE FIELD OF PHYSICAL EDUCATION AND SPORTS

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У підрозділі наголошується, що зростання якості товарів і послуг у сфері фізичної культури залежить від кадрового забезпечення цього процесу, актуалізує необхідність удосконалення якості фізкультурної освіти та підготовки фахівців до успішної самореалізації в умовах сучасного ринку праці. Особливим видом бізнесу автор розглядає спортивне підприємництво, що конкретизується відповідними ціннісними орієнтаціями, знаннями, уміннями з певних способів діяльності у сферах спорту та комерції. Відтак виникає потреба не лише у професійній підготовці майбутніх спортсменів, учителів фізичної культури і тренерів як фахівців, але й як підприємців. У такому контексті проаналізовано соціально-економічні, правові обставини суспільного поступу, що зумовлюють професійну діяльність і напрями самореалізації фахівців, у тому числі в галузі фізичної культури і спорту. Аргументовано необхідність забезпечення в системі вищої фізкультурної освіти сприятливих обставин для розвитку підприємницької компетентності суб'єктів освітнього процесу. Таким чином, обґрунтовано доцільність удосконалення професійної підготовки майбутніх фахівців у галузі фізичної культури і спорту в закладах вищої освіти. При цьому спортивне підприємництво розглядається як особливий вид бізнесу, успішна реалізація якого потребує набуття відповідних знань і вмінь. Автор обстоює позицію, що застосування підприємницького підходу уможливіє цілісність процесу формування підприємницької компетентності майбутніх фахівців у галузі фізичної культури і спорту.

*The subsection highlights that the increasing quality of goods and services in physical education depends on human resourcing and indicates the need to improve the quality of physical education and training of specialists for successful self-realization in the modern labour market. The author considers sports entrepreneurship to be a special kind of business, which is specified by relevant value orientations, knowledge and skills in certain activities in sports and commerce. Therefore, there appears to be a need not only for professional training of future athletes, physical education teachers and coaches as specialists but also as entrepreneurs. In this context, the article analyzes socioeconomic and legal conditions of social progress, which determine professional activities and areas of specialists' self-realization, including in physical education and sport. It also justifies the need to create favourable conditions in the system of higher physical education in order to develop entrepreneurship competence in the participants in the educational process. Thus, the conducted research proves the need to enhance professional training of future specialists in physical education and sport in higher education institutions.*

*However, sports entrepreneurship is regarded as a special type of business, whose successful implementation requires the acquisition of relevant knowledge and skills. The author believes that an entrepreneurial approach enables the integrity of forming entrepreneurship competence in future specialists in physical education and sport.*

**Ключові слова:** вища професійна освіта, фізкультурна освіта, підприємництво, спортивне підприємництво, підприємницька компетентність.

**Keywords:** higher professional education, physical education, entrepreneurship, sports entrepreneurship, entrepreneurship competence.

Given transformational changes and attempts to create a market economy in Ukraine, entrepreneurship is recognized as the basis of economic and social progress and a powerful tool to solve certain social problems, in particular, to overcome poverty and ensure higher living standards. On the one hand, intensive commercialization and professionalization of sport and, on the other hand, sharp competition around budget funds require that professional training of specialists in physical education and sport should be improved in the context of entrepreneurship. Taking into account dynamic modernization of the national educational system, an integral criterion for the quality of professional training for specialists in physical education and sport, in accordance with the European trends, is determined by successful entrepreneurial activities of such specialists under the conditions of the modern labour market.

Such scholars as Z. Krykhovetskyi, T. Lazanska, S. Mochernyi, O. Padalka, T. Panevnyk, O. Romanovskyi, R. Umerov, I. Tsyhylyk, Z. Varnalii and J. Schumpeter revealed historical sources and theoretical principles of entrepreneurship development. R. Aron, P. Drucker, F. Hayek, A. Marshall, D. Ricardo, W. Rostow and P. Samuelson justified characteristic features of entrepreneurship, namely initiative and autonomy, innovation and creativity, systematicity, professionalism and riskiness, legal and social responsibility, focus on profitability. Yu. Bilova, V. Madzihon, H. Matukova, O. Protsenko and S. Pryshepa clarified essential personality traits of entrepreneurs. Therefore, the main attributes of entrepreneurs include pursuing commercial success and profit (P. Drucker, A. Kaminka, A. Smith et al.); taking active actions under risky conditions (R. Cantillon, A. Petra?ycki et al.); synthesizing functions of the capital owner, manager and employee (J. Baudot); presenting a commercial idea (A. Smith, P. Drucker); combining resources and transferring capital to the zone of maximum profitability (P. Drucker, J. Say, J. Schumpeter); a certain set of personality traits (J. Schumpeter); freedom in choosing areas and methods of activity (L. Abalkin); the availability of one's own capital (A. Smith); generating new ideas or technologies (P. Drucker); offering a new service or product; studying a new segment of the market (P. Drucker). In this context, some aspects of developing

entrepreneurship competence are occasionally discussed, mainly in foreign studies (J. Fleming, J. McClelland, D. Katz, R. Kiyosaki et al.) and Ukrainian psychologists (L. Karamushka, N. Khudiakova, O. Kredentser, S. Maksymenko, V. Moskalenko, Yu. Pachkovskiy et al.). However, there are still no studies, whose content would reflect the characteristics of professional training for future specialists in physical education and sport, taking into account the socioeconomic component. During the last decade, the papers have not disclosed socioeconomic, legal and pedagogical factors in sports entrepreneurship in relation to the problem of professional training for future specialists in physical education and sport in higher education institutions.

Research methods include content analysis and synthesis of scientific works – to determine the coverage of the problem under study; analysis, synthesis, generalization of the legislative framework – to reveal achievements and failures in the mechanism for legal regulation of entrepreneurial activity; study and analysis of long-term entrepreneurial experience, social support programmes for entrepreneurship – to determine the essential characteristics of some problematic moments for entrepreneurial activity in Ukraine, in particular in Chernivtsi region; surveys – to clarify socioeconomic, legal, pedagogical factors of developing entrepreneurship competence in future specialists in physical education and sport.

The subsection aims to characterize socioeconomic and legal factors of developing the Ukrainian society, which influence professional activities of specialists in physical education and sport and, thus, highlight the need to integrate the processes of developing professional and entrepreneurship competences in future specialists in physical education and sport in the context of small and medium-sized business.

Theoretical analysis of studies on sociology, psychology and economics shows that the market economy and business in Ukraine had no development prospects for a long time and led to the devaluation of public values. Therefore, private entrepreneurship was seen as an act that might entail criminal charges.

However, since the early 1990s, there has been a gradual development of entrepreneurship as an independent socioeconomic phenomenon in the Ukrainian state. The rationale behind it lies in the content of the Laws of Ukraine "On Entrepreneurship" (1991), "On Enterprises in Ukraine" (1991), "On Joint Stock Companies" (1991), "On Business Associations" (1991), "On Property" (1992), "On Limitation of Monopoly and Prevention of Unfair Competition in Entrepreneurship Activities" (1992), "On Leasing Property of State Enterprises and Organizations" (1992), "On Bankruptcy" (1992), "On Protection against Unfair Competition" (1996), "On the State Registration of Legal Entities and Individual Entrepreneurs" (2003) etc. In addition to supporting active entrepreneurship at the state level, they started to establish organizations to meet the needs and promote the common interests of business entities or solve problem issues in regional centres, economically progressive cities.

In Chernivtsi region in 1998, an information and analytical centre for civic activity, titled "Synergy" was founded. It organizes training sessions, seminars, courses for those who wish to start their own business and also provide information, communication, consulting, legal, analytical and expert support. Since 1999, the public association, titled "Business Centre (a service centre for business)" has been successfully operating there. Its activities are aimed at protecting the rights of entrepreneurs in Chernivtsi region and the city of Chernivtsi.

Entrepreneurship activity of Ukrainian citizens is promoted by the Economic, Civil and Tax Codes of Ukraine, the Law of Ukraine "On Development and State Support to Small and Medium-Sized Entrepreneurship in Ukraine" (2012), the Strategy for Development of Small and Medium-Sized Enterprises in Ukraine until 2020 (2017), the National Programme for Promotion of Small Entrepreneurship in Ukraine (2000), the Medium-Term Plan for Priority Actions of the Government for the Period until 2020 (2017), etc. Still, the legal framework of entrepreneurship activity covers two strategic areas of its regulation. The first one is related to regulating the implementation of Ukrainian citizens' right to entrepreneurship with the further guarantee of inviolability and clarification of the legal status of economic entities. The second one determines the formulation of goals, selection of organizational and legal methods, techniques and means of the state's influence on entrepreneurship activity. Consequently, the content of the bills provides for the legal regulation of entrepreneurship activity, creation of favourable conditions and use of effective means for successful management of the economy.

In addition, the scientific concepts of the last decade view entrepreneurship as a general cultural phenomenon, which includes economic, social, personal, moral, developmental, active, intellectual and other sources. Sport, however, is an important branch of the economy in developed countries and a multifunctional phenomenon of modernized reality in the Ukrainian state, which highlights the importance of the physical and intellectual culture of its people. This sector involves considerable material and financial resources and the working force.

Foreign experience proves that progress and welfare in society can be ensured by promoting and supporting creative specialists, developing their entrepreneurship competence, financing various entrepreneurial projects. Therefore, it is important to improve the legal framework, approve the social status of entrepreneurs, allow the representatives of small and medium-sized business to enter the world market economy. These steps should facilitate the successful implementation of entrepreneurship activities of specialists in various social fields.

However, the success of entrepreneurship activity in general and particular is determined by the implementation of the current legislation. Theoretical analysis of legal documents on entrepreneurship activity and scientific publications makes it possible to summarize certain failures of Ukrainian legislation, namely an ambiguous interpretation of laws and no clear indications of priority to specific laws

on legalization and legal regulation of entrepreneurship activity; instability, contradiction and voluminosity of legal and regulatory grounds; incommensurability of laws and by-laws, their declarative and practically non-functional character, which leads to low executive discipline as for legal regulation of entrepreneurship; undeveloped mechanisms for implementing certain laws and absence of their description in the texts of bills; a certain neglect of issues related to the implementation of human rights and freedoms guaranteed by international conventions.

Therefore, professional training should provide future specialists in physical education and sport with the opportunity to acquaint themselves with legal norms, become aware of general guarantees of entrepreneurial rights, legal principles of state support to entrepreneurship and state regulation of entrepreneurship activity so that they may be confident in their knowledge and be sure that their future is protected by Ukrainian legislation, and, therefore, they are entitled to uphold their right to be successful in their home country.

It must be noted that the aim and objectives of Ukrainian citizens' entrepreneurship activity are regulated at the state level. In Art 84 of the Civil Code of Ukraine, entrepreneurial activity is aimed at "receiving profits and distributing them among the participants" (Zakonodavstvo Ukrainy, 2003b). In Art 42 of the Commercial Code of Ukraine, the aim of entrepreneurship activity is specified as follows: "to achieve economic and social results" (Zakonodavstvo Ukrainy, 2003a). In the context of economic and social aspects, however, the results of entrepreneurship activity of specialists in physical education and sport are positioned to meet the needs of the Ukrainian people within intellectual and material interests. Indeed, the activity whose aim and objectives are not intended to meet public needs is not recognized as entrepreneurial at the national level. The authors of the article believe that economic and social results of entrepreneurship activity of specialists in physical education and sport reflect the public aspect of entrepreneurship activity, namely meeting the needs of the Ukrainian society. Therefore, one can observe a significant strengthening of entrepreneurship activity in public and legal domains and also actualization of the social, economic and sociological significance of entrepreneurship.

Socioeconomic and humanitarian aspects of the objective need for developing entrepreneurship competence in future specialists in physical education and sport are reinforced by the provisions of state concepts and programmes. The National Doctrine of Education Development (2002) highlights the importance of promoting economic knowledge, information on the principles of a market economy, forms of economic activity and developing practical abilities and skills necessary to involve future specialists in productive activity and to encourage them to explore innovative areas of professional activity (Natsionalna doctryna, 2002). The National Strategy for Education Development in Ukraine for 2012-2021 indicates, "education

is a strategic resource for socioeconomic, cultural and intellectual development of society, improvement of people's well-being, protection of national interests, strengthening of international authority, promotion of the country's positive image and creation of conditions for self-realization" (Prezydent Ukrainy, 2017). Despite the support of entrepreneurship at the national level, as stated in the Strategy for Development of Small and Medium-Sized Enterprises in Ukraine until 2020" (Kabinet Ministriv Ukrainy, 2017), the process of developing entrepreneurship competence in future specialists in physical education and sport in higher education institutions is characterized by a number of contradictions and inconsistencies.

Unfortunately, the Laws of Ukraine "On Education" and "On Higher Education" do not directly reflect the issue of developing entrepreneurship competence in pupils and students. Nonetheless, scientific works consider the process of developing entrepreneurial skills in future specialists to be a priority area for improving professional education and a driving force of social progress, which will promote the development of small and medium-sized businesses in Ukraine, and, consequently, the socioeconomic stability of the state. The Law of Ukraine "On Physical Education and Sport" (2009) states that physical education implies "activities of participants in physical education and sport, which are aimed at ensuring sport activity of people to promote physical development and healthy lifestyle"; sport implies "activities of participants in physical education and sport, which are aimed at revealing and comparing achievements in physical, intellectual and other spheres by means of sports competitions and appropriate training for them" (Verkhovna Rada Ukrainy, 1994). Consequently, the Law does not foresee professional training of specialists in physical education and sport in the context of entrepreneurship activity. To a certain extent, it is not coordinated with modern socioeconomic factors and needs to be amended accordingly.

The authors of the research agree that education based on an entrepreneurial approach holistically orients professional training of future specialists towards developing personal qualities rather than only functional competences (Obrazovanie i biznes: predprinimatelskiy podhod v obuchenii kak faktor sotsialnoy adaptatsii molodezhi, 1996). Therefore, the aim and objectives of such training are more oriented towards developing an entrepreneurial attitude and discovering new ways to solve difficulties than towards mere acquiring theoretical knowledge, practical abilities, skills and methods of activity to fulfil professional duties.

It must be noted that if an entrepreneurial approach is applied to higher physical education, it will conceptualize the personality of the student as a subject of activity and encourage him/her to reveal creative potential. Despite the fact that these socioeconomic factors positively affect entrepreneurship competence in future specialists in physical education and sport in Ukrainian higher education institutions, little attention is paid to creating favourable conditions, which should take into account the peculiarities of cultivating entrepreneurial thinking and skills in

future specialists. The research supports the view that the driving force of entrepreneurship is will, ideas and the power of thought. The entrepreneur reflects on the process of activity, and, consequently, creates new product features and fills market gaps. For this, they should need knowledge and capacity for projection (Schedrovitskiy, 1991). Extrapolating the very idea into the context of this research, the authors have reason to assert that the holders of master's degree in physical education and sport, who have well-developed entrepreneurship competence, will be distinguished by distinct manifestations of innovators who are able to plan their actions for self-development and improvement and also to adapt to new demands and requirements of the labour market. After all, in the late 1980s, entrepreneurship was regarded as a multidimensional concept, which involves performing professional tasks innovatively, taking risky decisions and being proactive in the competitive struggle (Miller, 1983).

The recent papers consider specialists' motivation towards entrepreneurship as the basis of economic evolution and scientific concept, which contributes to confronting the aggressiveness of the market and its participants. Still, entrepreneurial actions are viewed as the basis of business when they help to search, use, discover and realize conditions which carry sustainable competitive advantages; a combination of production factors, which specify the success of activities and, in fact, income, are regarded as the key function of entrepreneurs (Fedotova, 2016). Given the significance of paradigmatic views on the education of "thinking and modelling" rather than "knowledge and action", one can consider the views of H. Matukova (2015) rather relevant. She believes, "the key to successful future activities of entrepreneurs is to develop those competences, which make it possible to select or create the necessary tools of learning under specific situations".

Taking into account the above-mentioned views, sports entrepreneurship is a special kind of business, which is specified by relevant value orientations, knowledge and skills in certain activities in sport and commerce. The study of practical experience and results obtained from the surveys of entrepreneurs, athletes, and coaches prove that the success of sports entrepreneurship is conditioned not only by advanced organizational skills but also by profound knowledge about anatomy, biochemistry, physiology, nutrition, sports medicine, sports psychology and pedagogy, sports management and marketing. In this regard, the essential achievement of sports entrepreneurship development lies in activating services of sports agents (managers), who act as facilitators between employers and athletes. In this case, rewards for agents are commissions from the number of contracts entered into by athletes.

Under today's conditions of forming market relations in Ukraine, sport generates its own specific market. Firstly, it is a market for sporting goods; secondly, it is a market for entertainment since sport can attract numerous

audiences; thirdly, it is a market for services in physical education and sport. The market for sporting goods depends on the number of those engaged in different sports. The market for sports entertainment is connected with such an interest, which ensure full house in sports halls, on stadiums and appropriate coverage of sports events in the media. Sports and fitness services have also become a buy-and-sell item. In this regard, the developers of sports services require service providers (coaches, teachers, instructors, athletes, methodologists of physical education and sport). The results of their activities are organized forms of exercises and sport; sports entertainment; software and methodical products. The society needs these goods and services be of good quality. Therefore, they must be provided by those specialists who are well aware of physical education and sports development. However, they must also know about the specifics of the relevant industry market. The consumers of sports services are those who are engaged in sport and physical fitness; spectators, sports fans, sponsors, coaches, teachers, instructors and clients in sports clubs, fitness centres, martial arts sections, etc.

It must be noted that the industry of physical education and sport is, first and foremost, a branch of culture based on humanistic components. Its aim is to promote personal culture and improve the physical health of students. Until recently, the term "health" was mainly considered in a narrow biological sense. In modern discourse, health is viewed as a universal capacity for comprehensive adaptation in response to the influence of the external environment and changes in the internal environment. In this case, it refers to the physiological adaptive capabilities of individuals. Nowadays, the concept of health is characterized not only by biological but also by economic and socially semantic aspects since it covers almost all spheres of the society's life. In the unity of biological and socioeconomic components, the health of the nation is an important social value, and its preservation and multiplication are top-priorities of a civilized society. Physical exercise and sports increase the physical ability of individuals in physical, intellectual and cognitive aspects. In this regard, the role and significance of physical education and sports industry are ever-increasing. Sports facilities and, above all, qualified specialists, physical education teachers and coaches will enhance the significance of working resources in society.

R. Kiyosaki (2014), an American millionaire, entrepreneur, lecturer and author of many works on entrepreneurship, indicates that maximum disclosure of an individual's economic potential is possible under the conditions of complex socioeconomic circumstances and financial constraints. He believes that anyone can and should be engaged in entrepreneurship if they seek to protect and improve their own economic situation. In 2001, R. Kiyosaki warned, "the US and many other Western countries are going to face a financial catastrophe caused by the inability of education to provide students with relevant financial knowledge". Thus, he urged



Americans and Europeans to start their own business immediately (Kiyosaki, Fleming and Kiyosaki, 2014, p. 21).

In addition, the European Commission proposed a programme, titled "A New Skills Agenda for Europe: working together to strengthen human capital, employability and competitiveness", that is aimed at challenges facing by Europe in terms of competence development. This document states that every citizen must have a key set of competences necessary for personal development, social integration, active citizenship and employment. Such competences include native and foreign languages proficiency; knowledge of mathematics and natural sciences; such cross-cutting competences as skills in information technology, entrepreneurship, critical thinking, problem-solving and ability to learn. The European entrepreneurship competence framework, also known as EntreComp, offers a tool to improve the entrepreneurial capacity of citizens and organizations in Europe. The framework aims to achieve a common understanding of entrepreneurship competence by identifying three areas of competences, 15 competences, learning outcomes and skill levels, which underpin current and future initiatives (Bachihalupo, Kampylis, Piuni, and Brande, 2016).

Theoretical analysis of normative legal acts and scientific works reveals the need for future specialists in the field of physical culture and sports to prepare themselves for self-realization in the conditions of the modern labor market, including through independent entrepreneurial activity. The main issues of entrepreneurial competence development of future specialists are: strategic directions of regulatory and legal regulation of entrepreneurial activity, in particular, provision of favorable conditions for successful economic management and economic management at the state level; strengthening the public-law nature of entrepreneurial activity and accentuation of social, economic, and sociological significance of entrepreneurship; contradictions in the practice of entrepreneurial competence development of future specialists in physical culture and sports in domestic institutions of higher education; awareness of teachers about the need for a holistic orientation of the process of professional training of future specialists for the development of personal qualities, rather than functional competencies; resource potential of the entrepreneurial approach and the likelihood of its application to higher physical education, will conceptualize the student's personality as a subject of activity, will encourage him to maximize the realization of creative potential. Despite the stated actuality that positively affects the entrepreneurial competence of future specialists in physical culture and sports in domestic higher educational institutions, understanding their professional training, their own pedagogical experience shows that in the traditional system of higher physical education, insufficient attention is paid to ensuring favorable conditions that take into account the particularities the formation of future entrepreneurship type thinking and entrepreneurial ability.

### 4.3. DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE IN EDUCATIONAL AND VOCATIONAL PROGRAMS OF PERFORMING ARTISTS' TRAINING

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*Проаналізовано чинні освітньо-професійні програми (далі: ОПП) підготовки майбутніх художників-виконавців, оприлюднені на сайтах закладів фахової передвищої освіти. Охарактеризовано їх можливості щодо розвитку у здобувачів освіти підприємницької компетентності.*

*Доведено перспективність дослідження проблеми розвитку підприємницької компетентності майбутніх художників-виконавців. З'ясовано, що підготовка фахівців до підприємницької діяльності повинна бути системною (розвивати правові, економічні, психолого-педагогічні й цифрові навички, мати цілісну програму розвитку підприємницької компетентності, поєднувати аудиторні й позааурочні, теоретичні і практичні види діяльності, самостійну і групову роботу). Виявлено проблему доступу здобувачів освіти до інформації щодо очікуваних програмних результатів навчання (на офіційних сайтах закладів освіти оприлюднено лише 70% від усіх діючих ОПП з підготовки майбутніх фахових молодших бакалаврів за кваліфікацією «художник-виконавець»). З'ясовано, що формуванню програмних результатів, важливих для відкриття і ведення власної справи, сприяють такі освітні компоненти як «Основи підприємництва і менеджменту», «Основи економічної теорії», «Економічна теорія», «Менеджмент соціокультурної діяльності», «Основи менеджменту соціокультурної діяльності», проте здебільшого вони мають статус вибіркового і тому лише частково забезпечують розвиток у майбутніх художників-виконавців підприємницької компетентності. Це зумовлює потребу обґрунтування певних організаційно-педагогічних умов, що мають бути створені в закладах освіти для розвитку в майбутніх художників-виконавців підприємницької компетентності.*

*It has been analyzed valid educational and professional programs (hereinafter – EPP) for training of future performing artists, which are published on the websites of professional pre-higher education institutions; it also describes their possibilities for the development of entrepreneurial competence in applicants for education.*

*It was proved the prospects of research issue of developing entrepreneurial competence in future performing artists. It indicates that the training of specialists for entrepreneurial activity have to be systematic (to develop legal, economic, psychological, pedagogical and digital skills, contain a comprehensive program of the development of entrepreneurial competence, which*

combines classroom and extracurricular, theoretical and practical activities, independent and group work). Beside, it reveals a problem of access for students to information on program expected learning outcomes (only 70% of all existing EPP for training of future professional young bachelors in the qualification «performing artist» are published on the official websites of educational institutions); it was clarified that the development of program results which important for starting and running business, contribute such educational components as «Fundamentals of Entrepreneurship and Management», «Fundamentals of Economic Theory», «Theory of Economics», «Management of Socio-Cultural Activities», «Fundamentals of Socio-Cultural Management Activities», but mostly they are selective and therefore only partially ensure the development of entrepreneurial competence in future performing artists. This determines justification of certain organizational and pedagogical conditions that must be created in educational institutions for the development of entrepreneurial competence in future performing artist.

**Ключові слова:** підприємництво, освітньо-професійна програма, підприємницька компетентність, фаховий молодший бакалавр, художник-виконавець.

**Keywords:** entrepreneurship, educational and professional program, entrepreneurial competence, Professional Junior Bachelor, performing artist..

Domestic professional education in artistic direction called to prepare competitive professionals who are able to independently control the development of their personality, life and career, have ability to work in the conditions of intensive development of small business, which requires cultivated entrepreneurial competence. One of the goals of preparation for entrepreneurial activity of future Professional Junior Bachelors in the qualification « performing artists» is to increase the level of competence of artists in financial activities, which is one of indicators is their willingness for such a risky business as entrepreneurship (Shymanovskyi and Vovkovinskyi, 2015, p. 8 – 9). Professionals must be able to independently manage their lives and careers, to open and successfully run their own business. Certain conditions requires for creating and developing own business, which includes personal interests, reliability of personal protection mechanisms, the ability to reduce uncertainty and risk, the ability to generate resources and manage innovations (Ko- lot et al., 2017, p. 6). The educational process should be organized accordingly to the development of entrepreneurial competence of the specialist, which achieved by his motivation (Yershova, 2017), development of key competencies (Odnoroh, 2019), disclosure of personal potential and ensuring its transformation so that it becomes an independent entity with ability to achieve the set goal (Seredina, 2018, p. 97). The development of future specialists in digital skills and digital culture is also of paramount importance for success in business (Bazeliuk, 2018; Yershov, 2019).

The process of training performing artists for entrepreneurship involves acquiring the skills to the capacity to act upon opportunities and ideas, and to transform them into values for others. Entrepreneurship requires creativity, critical

thinking, taking initiative and perseverance, and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or commercial value. (ANNEX to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning. Office of the General secretary of the European ecology, 2018, p. 37). Whereas the professional activity of performing artists involves a certain specificity of self-expression, there is a need to develop these professionals' entrepreneurial competence to support their creativity and achieve commercial goals.

In order to indicate the level of training for entrepreneurship in professional pre-higher education institutions, it is necessary to analyze the components provided by educational and professional programs (hereinafter – EPP), designed to provide future performing artists with the necessary theoretical knowledge, abilities and entrepreneurial skills. According to EDEBO, there are ten institutions of professional pre-higher education in Ukraine, which train performing artists of the specialty 023 «Fine Arts, Decorative Arts, Restoration» (specializing in graphics and painting). There are only seven of them published the EPP on their websites. It means that future applicants for education who would like to carry out business activities in the chosen specialty, do not have the opportunity to personally get acquainted with the content of the educational program and understand whether they can develop competencies sufficient to start and run their own business. This indicates the inconsistency of certain EPP with the modern requirements of the National Agency for Higher Education Quality Assurance (hereinafter NAQA), in particular regarding access to the educational program.

The issues of theory and methods of training future professionals for entrepreneurship have been considered in the works of L. Bazyl, V. Baidulin, L. Bondariev, M. Vachevskiy, I. Hrytsenok, L. Yershova, D. Zakatnov, V. Maikovska, G. Matukova, I. Seredina, V. Slipenko and others. Also a number of textbooks and manuals have been published, which set out the legal, economic and psychological issues of youth readiness for entrepreneurship (Z. Varnalii (2003), O. Yemets (2012), Yu. Pachkovskiy (2006), V. Polianko and V. Kruhlianko (2008), V. Syzonenko (2008). The issues of formation and development of entrepreneurial competence in institutions of professional (vocational) and higher education were considered in dissertations of M. Tkachenko, A. Moldovan, V. Slipenko, M. Strelnikov, S. Stebliuk. However, the analysis of these works shows the underdevelopment of the scientific problem of the development of entrepreneurial competence in future performing artists and the prospects for justification of the conditions which have to be created in institutions of professional pre-higher education.

The subsection aims to analyze valid EPP of professional pre-higher education institutions of the specialty 023 «Fine Arts, Decorative Arts, Restoration» to figure out how much they provide the development of entrepreneurial

competence of Professional Junior Bachelors in the qualification «performing artist».

The analyzed sources testify to the relevance and prospects of scientific problem of the developing entrepreneurial competence in future performing artists. At the same time, they show that in the institutions of professional pre-higher education lack of providing the conditions necessary for this. It was indicated that the preparation of a specialist for entrepreneurial activity should be systematic, including the developing of knowledge and skills in the correct order in the chosen specialty, to develop the qualities and relevant abilities of the personality. It was also proved that there is necessity to create a program for the development of entrepreneurial competence, aimed at gaining practical experience of entrepreneurial activity (Bida et al., 2021, p. 32). Accordingly to this, it is obvious the need to supplement classes in such components as «Fundamentals of Economics and Entrepreneurship», «Management and Marketing» intensification of extracurricular activities of students in order to harmonize the theoretical and practical components of the educational process in accordance with learning objectives and education of potential business entities (Moldovan, 2021, p. 16).

In this regard, we set a goal to analyze valid EPP in professional pre-higher education institutions, to verify how they provide conditions for the development of future professionals in entrepreneurial competence. The main object were the EPP, which are the basis of the training of specialists at the educational and qualification level «professional junior bachelor of fine arts, decorative arts, restoration of art works», as well as professional qualifications which assigned, and based on specializations.

To carry out the analysis, we selected seven EPP for the training of Professional Junior Bachelors in the qualification «performing artist», which are freely available on the websites of institutions of professional prehigher education of the specialty 023 «Fine Arts, Decorative Arts, Restoration» (Table 10).

It was indicated that each institution can specify a specialization (for example, graphics and painting), which is defined as a «feature of the EPP».

The analysis showed that not all institutions provide preparation of young people for entrepreneurship. Only four of the seven EPP provide the discipline «Fundamentals of Entrepreneurship and Management», (as a selective component), which provides the ability to reveal initiative and entrepreneurship (ability to put forward new ideas, proposals, ability to start a business, initiative).

The program result of this educational component is the abilities, knowledge of the fundamentals of entrepreneurship and management, to organize exhibition activities (Educational program «Fine Arts» in the specialty 023 «Fine Arts, decorative Arts, restoration» of the Dnipropetrovsk Professional College of Arts and Culture, 2020). It is assumed that the student must know modern management concepts, theory and practice of management technology, the essence and

indicators of socio-economic efficiency, main sources of funding, activities and services of socio-cultural sphere, marketing management and ability to analyze production situations and make optimal management decision, analyze the market and segment it, rationally use available, material, labor and financial resources (Educational program Fine Arts (Painting) of the Zhytomyr Applied College of Culture and Arts named after Ivan Ohienko, 2019).

Table 10  
**list of components created to develop entrepreneurial competence in future performing artists**

| Educational institutions   | Fundamentals of Entrepreneurship and Management | Fundamentals of Economic Theory | Theory of Economics | Management of Socio-Cultural Activities | Fundamentals of Socio-Cultural Management Activities |
|--|---|---------------------------------|---------------------|---|--|
| 1. Transcarpathian Academy of Arts and Facial College of Arts named after A.Erdeli                   |   | +                               |                     |   |  |
| 2. Zhytomyr Applied College of Culture and Arts named after Ivan Ohienko                             | +   |                                 | +                   |   |  |
| 3. Kyiv Industrial Professional College of Kyiv National University of Construction And Architecture | +   |                                 | +                   |   |  |
| 4. Alexandria Vocational College culture and arts  |   |                                 | +                   | +                                       |  |
| 5. Kamianets-Podilskyi Professional College of Culture and Arts                                      |   |                                 | +                   |   | +  |
| 6. Dnipropetrovsk Professional College of Arts and Culture   | +   |                                 | +                   |   |  |
| 7. Vyzhnyts'kyi Koledzh Prykladnoho Mystetstva Im. V.yu. Shkriblyaka                                 | +   | +                               |                     |   |  |

*Note. Created by the author.*

In other educational institutions, where the discipline «Fundamentals of Entrepreneurship and Management» is not provided, the theoretical fundamentals of entrepreneurial activity can be mastered by studying such educational

components as «Fundamentals of Economic Theory» or «Theory of Economics» and «Management of Socio-Cultural Activities» or «Fundamentals of Socio-Cultural Management Activities». These disciplines provide only general theoretical knowledge of entrepreneurship. Disciplines «Fundamentals of Economic Theory» or «Theory of Economics» are usually compulsory components, but also can be selective (Educational program «Fine Arts» (Graphics) of the Kyiv Industrial Professional College of Kyiv National University of Construction And Architecture, 2018). In the absence of the discipline «Fundamentals of Entrepreneurship and Management», they provide only general economic knowledge, and in the presence logically complement it, providing some knowledge (of «economic theory», production process, exchange and consumption, diversity of economic systems, features of modern Ukrainian economic system, various forms of ownership, types of social production, types and functions of money, mechanism of budget management) and developing appropriate skills (to navigate the global problems of economic development and relations, to delve into into the international division of labor, to determine their places in economic processes, use the services of market institutions, understand the tax legislation of Ukraine) (Educational program Fine Arts (Painting) of the Zhytomyr Applied College of Culture and Arts named after Ivan Ohienko, 2019).

Disciplines «Management of Socio-Cultural Activities» or «Fundamentals of Socio-Cultural Management Activities» are exceptionally selective components, meaningfully related to the compulsory educational components («Fundamentals of Economic Theory» or «Theory of Economics») and also serve as addition to knowledge needed to understand business activities. These disciplines are present through all EPP, which do not have the discipline «Fundamentals of Entrepreneurship and Management». (Educational program «Fine Arts, Restoration» of the Kamianets-Podilskyi Professional College of Culture and Arts).

The analyzed sources indicate the relevance and prospects of the study of the development of entrepreneurial competence in future performing artists. The paper indicates that the training of specialists for entrepreneurial activity should be systematic, cover a set of legal, economic and psychological and pedagogical knowledge, contain a comprehensive program of entrepreneurial competence, which combines classroom and extracurricular, theoretical and practical activities, independent, and group work. Researchers of this problem emphasize necessity to supplement classroom classes in such disciplines as «Fundamentals of Economics and Entrepreneurship», «Management and Marketing» intensification of extracurricular activities of students in order to harmonize the theoretical and practical components of the educational process in accordance with learning objectives and education of potential business entities.

At the same time, the analysis of EPP showed that in the institutions of professional pre-higher education lack of providing the conditions necessary for

this. Only 70% of all educational and professional programs for training of future professional young bachelors in the qualification «performing artist» are published on the official websites of educational institutions, which reveals a problem of access for students to information about learning outcomes. Most of the analyzed EPP only partially ensure the development of entrepreneurial competence in future performing artists. The best conditions for the development of entrepreneurial competence are provided by educational programs which provide the opportunity to study selective discipline «Fundamentals of Entrepreneurship and Management» and compulsory («Fundamentals of Economic Theory» or «Theory of Economics»), which serve as a theoretical basis for study fundamentals of entrepreneurship. The combination of selective and compulsory components creates much better opportunities for students to develop entrepreneurial competence. Less conducive for the preparation of students for entrepreneurship are EPP, where instead of the educational component «Fundamentals of Entrepreneurship and Management» are selected selective disciplines «Management of Socio-Cultural Activities» or «Fundamentals of Socio-Cultural Management Activities». It is quite difficult to ensure the development of entrepreneurial competence of future professionals, if their EPP contains «Fundamentals of Economic Theory» as a selective discipline and there are no other disciplines provided the development of students' ideas about entrepreneurship in cultural and creative industries. Practically in all analyzed EPP there are not enough types and forms of activity for developing practical skills in future performing artists, which are necessary for self-expression in free labor activity, in process of opening and conducting own business. It determines the need for further research of organizational and pedagogical conditions for the development of entrepreneurial competence of Professional Junior Bachelors in the qualification «performing artist».



## 4.4. FORMING THE READINESS OF FUTURE QUALIFIED WORKERS FOR ENTREPRENEURIAL ACTIVITY IN THE FIELD OF TRADE AND FOOD TECHNOLOGY

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Обґрунтовано актуальність дослідження готовності майбутніх фахівців сфери торгівлі і технологій харчування до підприємницької діяльності на базі ДНЗ «Одеське вище професійне училище торгівлі та технологій харчування»; представлено результати аналізу онлайн-опитування учнів щодо самооцінювання готовності до підприємницької діяльності в умовах розвитку малого бізнесу; охарактеризовано основні форми й методи роботи педагогічного колективу з формування готовності учнів до підприємницької діяльності.

Проведений SWOT-аналіз засвідчив важливість експериментального дослідження проблеми розвитку готовності майбутніх фахівців сфери торгівлі та технологій харчування до підприємницької діяльності на базі ДНЗ «Одеське вище професійне училище торгівлі та технологій харчування»; з'ясовано, що учні усвідомлюють важливість формування в закладах освіти готовності до підприємницької діяльності та розвитку підприємницької компетентності; виявлено потребу молоді в удосконаленні ІКТ-навичок, психологічної готовності до ведення власної справи, правової й економічної підготовки, професійної мобільності й швидкої адаптації випускників училища до сучасних умов виробництва, розвитку творчих здібностей, громадянської позиції та національної свідомості; представлено основні інструменти формування готовності учнів до підприємницької діяльності (запровадження програми «Основи інноваційного підприємництва»; оновлення змісту тем «Менеджмент малого бізнесу», «Основи маркетингу» з урахуванням специфіки малого бізнесу у сфері торгівлі й громадського харчування; запровадження серії тренінгів з формування готовності учнів до підприємницької діяльності; підготовка педагогічних працівників для реалізації завдань інноваційної освітньої діяльності).

*The relevance of the study of the readiness of future specialists (in the field of trade and food technology) for entrepreneurship on the basis of the state educational institution «Odessa Higher Vocational School of Trade and Food Technology» is substantiated. The results of the analysis of the online survey of students on self-assessment of readiness for entrepreneurial activity in the conditions of small business development are presented. The basic forms and methods of work of pedagogical collective on formation of readiness of students for business are characterized.*

*The SWOT-analysis has shown the importance of an experimental study of the problem of developing the readiness of future professionals (in the field of trade and food technology) for entrepreneurship on the basis of the state educational institution "Odessa Higher Vocational School of Trade and Food Technology". It has been found out that students are aware of the*

*importance of forming readiness for entrepreneurial activity and development of entrepreneurial competence in educational institutions. The need of young people to improve ICT skills, psychological readiness to do business, legal and economic training, professional mobility and rapid adaptation of school graduates to modern conditions of production, development of creative abilities, civic position and national consciousness. The main tools for preparing students for entrepreneurship are presented (introduction of the program "Fundamentals of Innovative Entrepreneurship"; updating the content of topics "Small Business Management", "Fundamentals of Marketing" taking into account the specifics of small business in trade and catering; introduction of a series of trainings on student readiness to entrepreneurial activity; training of pedagogical workers for realization of tasks of innovative educational activity).*

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**Ключові слова:** професійна освіта, підприємницька компетентність, готовність до підприємницької діяльності, сфера торгівлі і технологій харчування.

**Keywords:** vocational education, entrepreneurial competence, readiness for entrepreneurial activity, sphere of trade and food technologies.

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Market relations in Ukraine are characterized by the active development of small business, which determines a number of relevant requirements for the system of training future skilled workers (Radkevych, 2018; Zakatnov, ed., 2018). It is obvious that in the conditions of formation and intensive development of market economy the leading form of management is the enterprise as a special kind of production and trade activity. Under such conditions, a person becomes an active subject in the labor market, has the opportunity to freely dispose of his qualifications as fixed capital. A skilled worker with an innovative style of thinking, the ability to generate and implement new original ideas, solve creative problems, use the acquired knowledge in business becomes competitive in the labor market. Professions in the field of trade and restaurant industry are becoming increasingly popular, enjoying widespread demand among both the population and the labor market. In addition, there is a strong entry of domestic enterprises and associations in world markets. All this necessitates the achievement of a qualitatively different, more modern, level of training of students to ensure their future readiness for self-employment. Therefore, it is important to provide conditions for the implementation of innovative educational activities in the institutions of vocational (professional-technical) education in the field of trade and catering . This opens opportunities for the accumulation of intellectual and material resources of the educational institution for experiments, in particular, to form the readiness of young people for entrepreneurship.

The subsection is to substantiate the peculiarities of the organization of innovative educational activities for the formation of the readiness of future specialists (in the field of trade and food technology for entrepreneurship) in the institution of vocational (professional and technical) education.

The need to form the readiness of future skilled workers for entrepreneurial activity is enshrined in the Laws of Ukraine "On Education" (2017), "On Vocational Education" (1998), "On Development and State Support of Small and Medium Enterprises in Ukraine" (2012), National program to promote the development of small business in Ukraine (2000), the National Doctrine of Education Development of Ukraine in the XXI century (2002), the National Strategy for Education Development in Ukraine for 2012-2021 (2009), the Strategy for Sustainable Development "Ukraine – 2020" (2015), Concepts "New Ukrainian School" (2016), Strategies for the development of small and medium enterprises in Ukraine until 2020 (2017), the Medium-Term Priority Action Plan of the Government for the period until 2020 (2017), Concepts for the implementation of state policy in the field of vocational (professional-technical) education "Modern vocational (professional-technical) education" for the period up to 2027 (2019). These issues are also addressed in documents of international importance, in particular, in the Copenhagen Declaration (2002) and the Bruges Communiqué (2010). At the same time, the lack of research on the problem of forming the readiness of future skilled workers for entrepreneurial activity in the field of trade and food technology has been clarified. Some aspects of the formation and development of graduates of vocational education institutions of career and entrepreneurial competence and the formation of their readiness to start their own business have been the object of scientific attention of domestic researchers: S. Aliksieieva (2019), D. Zakatnov (2018), L. Yershova (2019); 2020), M. Tkachenko (2018), V. Orlov (2019), V. Radkevych (2018), I. Seredina (2019) and others. At the same time, the study of the readiness of future professionals for business in the field of trade and food technology is still relevant.

The pedagogical staff of state educational institution «Odessa Higher Vocational School of Trade and Food Technologies» took part in conducting all-Ukrainian experimental work on the formation of readiness of future skilled workers for entrepreneurial activity carried out under the scientific guidance of the Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine. The urgency of the experiment is due to the insufficient level of formation of entrepreneurial competence of future skilled workers in vocational education institutions and their readiness for entrepreneurial activity in the conditions of intensive development of small business of trade and culinary direction

The hypothesis of research and experimental work was the assumption that the formation of the readiness of future skilled workers for entrepreneurship will be more effective if the necessary organizational and pedagogical conditions are provided in the educational institution, namely: to update the content of disciplines of generalprofessional, professional-theoretical and general educational training with a component of innovative entrepreneurship; to develop methods of forming the

readiness of future skilled workers for entrepreneurial activity in state educational institution «Odessa Higher Vocational School of Trade and Food Technologies»; to develop a set of educational and methodological support for the study of innovative entrepreneurship. In accordance with the tasks and the plan-schedule of research and experimental work of the all-Ukrainian level, an order was issued for the vocational school with the indication of creative groups for the implementation of specific tasks of experimental work; a meeting of the pedagogical council was held to determine the plan of the experiment on the selected topic, where the concept, hypothesis, scientific apparatus of experimental work were discussed and the expected results were predicted, a survey of students and SWOT-analysis were conducted to identify strengths and weaknesses of experimental work

According to the results of the SWOT-analysis, the weaknesses include: insufficient level of educational and methodological support of the educational process to form the readiness of future skilled workers for entrepreneurial activity; lack of training courses on the formation of entrepreneurial competence of future skilled workers in trade and restaurant business. The strengths of the experiment are the long-term experience of conducting innovative educational activities by the creative team of state educational institution «Odessa Higher Vocational School of Trade and Food Technology», the willingness of the teaching staff to introduce new forms of learning, innovative pedagogical technologies, advanced pedagogical experience; availability of teachers' innovative developments in the training of skilled workers in trade and restaurant business ("Cook", "Confectioner", "Baker", "Supply Agent", "Food Seller; Cashier"); establishing active and effective cooperation of educational institutions with enterprises-customers of personnel.

In order to conduct research work, agreements were signed with a number of enterprises-employers that facilitate the implementation of the tasks of the experiment. Among them there are: restaurants ("Alexandrivsky", "Chelentano", "Kolyba", "Pechersky", "Emotions", "Tai Rai", "M-1", "Gastromania", "Boxing", "Tokyo House", "Seville", "Full Zen", "Savory"), Ltd. (Everest Restaurant "Cactus", "John Mack", "Toga", "By the Sea", "Mozart Hotel", "Universal", "Nick"), private entrepreneurs (Chichelnytska, Manikhina, Bakhnan, Kalkutina, Rybachok, Kovalyov, Dolinska, Andrienko, Akopov, Bravarenko, Kiryazov, Savina), cafe ("Sherlock", "In the clearing", "Garlik", "Duet", "Rickshaw") , "Satiated belly", "Tatiana", "Noodles", "Meat", "Kefir"), pizzeria "At the Fountain", hotel "Ark Palace", network "Sushi WOK", private enterprises "Polibza" and "Antonenko", several networks of supermarkets, can- teens of the plant "Promzvyazok", educational Complex "Prosvita" and secondary schools (8, 31, 54, 83, "Degrees"), etc.

Within the framework of the scientific-practical conference "Scientific and methodological support of vocational education and training" (2020), the participation of pedagogical staff of the vocational school was ensured in webinars on the topics: "Standardization of professional higher education: problems and

prospects", "Career counseling: experience and perspectives", "Ways of modernization of vocational (professional-technical) education taking into account the progressive European experience", "Distance vocational training in the context of digitalization of education", "Methodological bases of development of SMART-complexes for training skilled workers", "Implementation of project technologies in vocational training of future skilled workers". "The webinar "Preparation of students of vocational (professional-technical) education for entrepreneurship" provided active participation in the discussion on the topic: "Career-entrepreneurship".

Creative achievements during the first stage of the experiment were the participation of students and teachers in regional competitions: "Business plan for the establishment of a restaurant", which took place on the basis of Odessa National Eco- nomic University (Result: 1st place); "The best busi- ness idea", which took place on the basis of Odessa business school WAVE. (Result: 1st place; nominal scholarship awarded to the winner); "The best innovative project" on the topic: "Theoretical and methodological foundations of training future skilled workers for entrepreneurship in the development of small and medium-sized businesses" (Result: Diploma of the winner).

In order to determine the readiness of future skilled workers for entrepreneurial activity, the experiment conducted online surveys and testing, which covered 127 students in the professions of cook, confectioner, baker, supply agent, food seller; cashier controller. The results of the analysis of the obtained results have shown that 74.02% of respondents have a stable interest in entrepreneurship, 12.6% – combine entrepreneurship with learning and only 6.3% of students do not show interest in this activity. The distribution of respondents by the criterion of experience in business has shown that 66.14% have no experience of independent business (Figure 5).

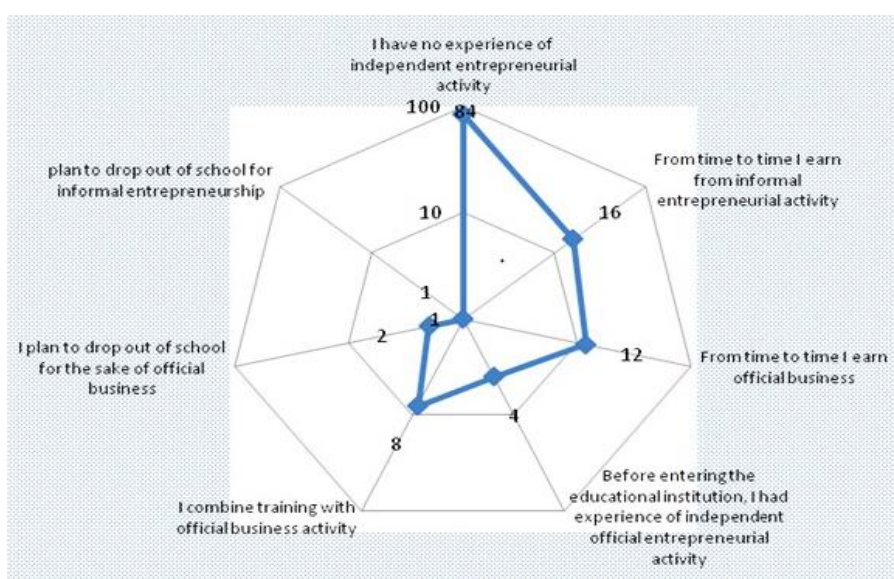


Figure 5. Availability of entrepreneurship experience.  
Note. Created by the author.

When asked about the availability of relevant knowledge, information and resources needed to start own business, about 83% of respondents have said that they need additional knowledge and experience in entrepreneurship (Figure 6).

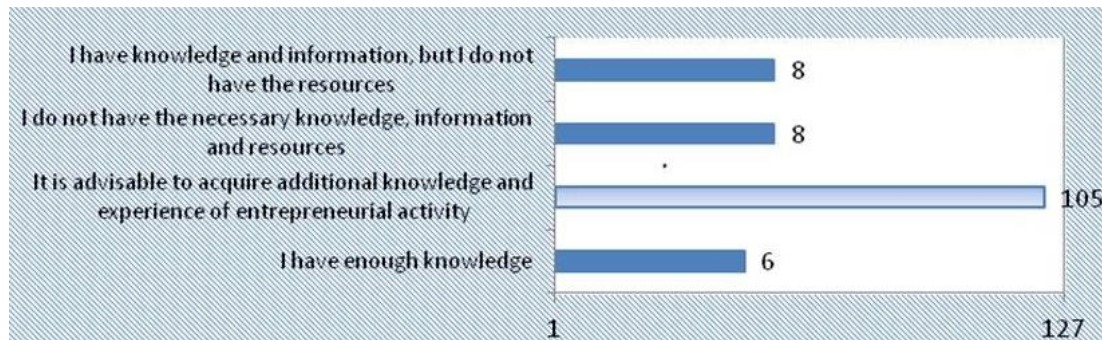


Figure 6. Availability of knowledge and resources to start own business.  
Note. Created by the author.

Questionnaire survey of students on the level of their awareness of the legislative and regulatory framework regulating business activities in the field of small business has revealed that: 89% do not know the mechanisms and algorithms for starting their own business; 92% – are not familiar with the main financial and legal documents; 94.5% – do not have the skills to analyze the state and trends of the labor market (Table 11.)

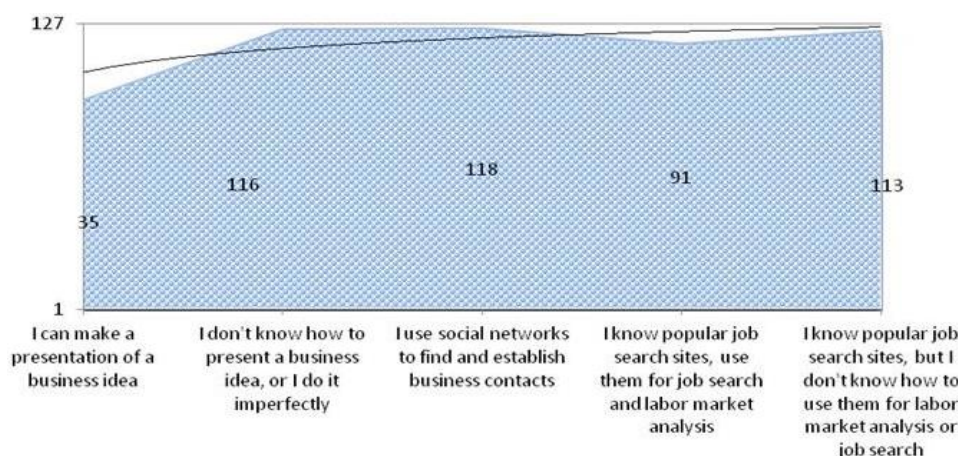
Table 11

**Awareness of students in issues of legislation and regulations**

| Answer options   | Number of answers | %     |
|--|-------------------|-------|
| I know the mechanisms of starting my own business  | 45                | 35,43 |
| I do not know the mechanisms and algorithms for starting my own business                                   | 113               | 88,98 |
| I am familiar with the list of basic documents needed to run my own business in a small-scale business     | 10                | 7,87  |
| I am not familiar with the list of basic documents needed to run my own business in a small-scale business | 117               | 92,13 |
| I know the main trends of the domestic labor market  | 12                | 9,45  |
| I do not know how to analyze the labor market, I do not know its features                                  | 120               | 94,49 |

*Note. Created by the author.*

Clarification of the main trends in IT education in Ukraine (Bazeliuk, 2018; Humennyi, 2013; Humennyi and Radkevych, 2016; Yershov, 2019a; 2019b; 2020; Odnoroh, 2019), led to inclusion of questions on the formation of future skilled workers' ICT skills in the list of questionnaires. Thus, it has been found that students are aware of the importance of information and communication technologies for opening and running the successful business. At the same time, as the survey has shown, they also recognize the existence of the need for their improvement (Figure 7).



*Figure 7. Students' self-assessment of own ICT skills.*

*Note. Created by the author.*

The study of the psychological readiness of respondents to do business has shown that 18.9% of respondents say that they know the psychological characteristics and reserves of their own personality, needed to organize their own business. At the same time, 74% of respondents have admitted that they do not even have the basic psychological knowledge necessary to run their own business. Almost 30% say that they are familiar with the psychological traits and qualities that are favorable for the organization of their business, but do not know how much these traits and qualities are developed in them personally. At the same time, almost 93% of students have undergone various types of diagnostic psychological testing in their lives, but admit that it has not been systemic. As students had the opportunity to choose several answers to each question, it was found that, realizing the importance of psychological training, young people also recognize the special importance of such factors as personal connections (61.42%) and financial security (93.7%). At the same time, almost 70% of students have expressed the belief that psychological readiness is crucial for achieving success in business. Thus, the experiment should solve the problem of providing psychological training of future professionals for entrepreneurship.

It should be noted that an integrated approach to learning, designed to ensure the development of students' systematic, creative thinking, cognitive activity, independence, interest in knowledge contributes to the formation of entrepreneurial competence of future restaurant professionals. In the process of establishing interdisciplinary links in the lesson, the teacher has the opportunity to use integrated learning material (complex tables; interdisciplinary tasks; simultaneous work with several textbooks or manuals; messages and abstracts of interdisciplinary content, etc.). In integrated classes, students have the opportunity to study subjects comprehensively, comparing them. This provides a holistic perception of reality as a necessary prerequisite for the formation of a scientific worldview. It is also necessary to organically combine the subjects of general education, special training and industrial training, coordinating their goals and objectives, complementing and enriching the content. To master a certain profession, it is advisable to use knowledge, skills and abilities of a general nature. Binary lessons, which are a synthesis of generalized knowledge, are best suited for this. For example, conducting a binary lesson on economics and educational practice allows you to comprehensively organize theoretical and practical training. Binary practical classes can be conducted in the form of production meetings based on the results of professional activities (students use factual data, analyze real processes, errors, explain the reasons for their occurrence, find reserves to improve the results).

Interdisciplinary links in the institution of vocational (professional-technical) education are built according to the following algorithm: general education disciplines – general technical – vocational-theoretical and vocational-practical training. Interdisciplinary links help to more effectively influence students' perceptions of learning material. For example, in obtaining information on the topic of "Business Planning" (question "Feasibility study of a business idea"), future professionals in the field of trade and catering rely on the principles and categories studied during the study of "Fundamentals of Economics". Knowledge of the discipline "Fundamentals of Legal Knowledge" is the basis for studying the topic "Organizational and legal forms of enterprise and entrepreneurial activity." Students can use knowledge of the disciplines "Accounting" and "Enterprise Finance" to calculate the financial costs required to implement a business idea in the practical work of developing a "business plan".

We emphasize that the global informatization of society requires changes in methodological approaches to the preparation and conduct of lessons. Therefore, to improve the educational process, teachers need to use information and communication technologies that will increase the level of teaching, bring learning outcomes closer to educational standards, help to take into account different learning conditions and different levels of student training. The lesson with the use of ICT clearly saves the time of the teacher and the student, allows the student to work at



his own pace, helps the teacher to work with students individually and differently, provides operational control and evaluation of learning outcomes.

Appropriate criteria for selection of methods and forms of preparing students for entrepreneurship by teachers are compliance with teaching methods: principles, goals, objectives and content of innovative educational activities; educational opportunities of students (age psychological, gender); learning conditions provided by the time plan for the assimilation of educational information; the level of pedagogical skills of teachers, etc. Each teacher determines the best methods for the lesson, given that they should help students consciously perceive information, be active in the learning process, provide the ability to self-realization and self-affirmation.

The formation of the readiness of future specialists in trade and food technology can be carried out not only during theoretical and practical training in institutions of vocational (professional-technical) education, but also in extracurricular activities. Extracurricular activities make it possible to maintain students' interest in the learning process, to achieve increased interest in entrepreneurship. This contributes to the expansion and deepening of knowledge, motivates to use them in own business activities. Extracurricular activities also develop such traits as neatness, perseverance, responsibility for the task. In a broad sense, extracurricular activities include both independent cognitive activity and participation in specialized circles and clubs, organization and holding of debates, round tables, seminars, "master classes", quizzes, participation in scientific and practical conferences, competitions, magazines and newspapers.

For example, at the classes of the group "Entrepreneurship" students improve knowledge, skills and abilities important for entrepreneurship, gain personal experience in solving specific practical problems related to the functioning of the enterprise. The circle prepares students for self-knowledge, self-affirmation and self-expression. The circle unites like-minded people with a common interest in business. Therefore, the classes provide special opportunities for the formation of cognitive and research activities, improving the skills and abilities of students. This contributes to the formation of readiness for entrepreneurial activity. Classes should be conducted according to the work plan, using active forms (discussion, round table, interactive mini-lectures, projects, games, etc.).

The formation of entrepreneurial traits (responsibility, communication, organizational skills) is facilitated by such events as "Business Lady", "New Year", "Teacher's Day", etc., which contain tasks and competitions related to the identification of knowledge, skills, abilities, traits and qualities necessary for successful business. Entrepreneur must be able to communicate with people, persuade them, encourage cooperation. Therefore, for the development of communicative and organizational skills it is necessary to hold conferences, debates, discussions, intellectual games, etc.

An effective extracurricular form of work on the formation of youth readiness for entrepreneurship is the creation of an "Entrepreneurship Club" in the educational institution, designed to unite active, creative students, capable of economic thinking, who want to self-determination in small business development. The task of such a club should be to prepare young people for work in new socio-economic relations, to develop motivation for entrepreneurial activity, to provide assistance in developing business plans, to develop a culture of entrepreneurship, etc. To this end, the "Entrepreneurship Club" may hold meetings with local entrepreneurs, representatives of the state executive power; training sessions, economic "Club of the Funny and Inventive", psychological testing, psychological and legal counseling, etc.

Didactic games that develop student activity, the ability to navigate independently in business situations, maintain a stable interest in entrepreneurship, are an effective method of forming the entrepreneurial competence of future professionals in the field of trade and food technology. In particular, the business game "Stock Exchange" simulates the situation of trading on the stock exchange. In the process of the game, young people learn the rules of conduct of stock brokers, have the opportunity to show intelligence, communication and organizational skills, the ability to make quick decisions, take responsibility.

Conducting quizzes promotes the development of practical thinking of students, develops their ability to analyze business situations, contributes to the improvement of professional skills. In particular, conducting a quiz on "The importance of advertising in business" gives students the opportunity to consolidate and expand their professional knowledge about the importance of advertising in business, growth in production, quality of services and goods, finding markets for products.

In accordance with the Law of Ukraine "On Promoting Social Formation and Development of Youth in Ukraine" (Verkhovna Rada of Ukraine. Legislation of Ukraine, 2019b) and in order to stimulate the activity and creativity of students and the development of entrepreneurial competence, it is advisable to hold scientific and practical conferences on "Business Development. Factors of success and obstacles", competitions "The best business project", "Own business" and others. For example, under the terms of the competition, students must demonstrate their willingness to formulate and defend their own business idea, present their own business plan and justify it. As the practice of innovative educational activities of state educational institution "Odessa Higher Vocational School of Trade and Food Technology" shows that the expected results can be achieved only by integrating the described methods and forms of work with young students.

The SWOT-analysis of the experimental research of the problem of development of readiness of future specialists in the field of trade and food technologies of state educational institution "Odessa Higher Vocational School of Trade and Food Technologies" is carried out, the results of online survey of students on self- assessment of readiness for entrepreneurial activity in the conditions of small

business development are analyzed, various methods and forms of work of pedagogical collective on formation of readiness of youth for entrepreneurial activity are analyzed. The conducted SWOT-analysis has testified to the importance of the experimental research of the problem of development of readiness of future specialists in the field of trade and food technologies for entrepreneurial activity on the basis of state educational institution "Odessa Higher Vocational School of Trade and Food Technologies". It has been found that: in the conditions of small business development, students realize the importance of forming readiness for entrepreneurial activity in educational institutions; young people need to improve ICT skills, psychological readiness to running their own business, legal and economic training, increase the level of professional mobility and adaptation to modern production conditions, development of creative abilities, civic position and national consciousness. It is proved that in order to ensure proper conditions for the development of youth traits and qualities, skills and abilities important for entrepreneurial activity, it is necessary to: implement the program "Fundamentals of Innovative Entrepreneurship", which provides psychological, economic and legal preparation of young people to start and run their own business; update the content of the topics "Small Business Management", "Fundamentals of Marketing" taking into account the specifics of small business in the field of trade and catering; to introduce a series of trainings on the formation of readiness of students of state educational institution "Odessa Higher Vocational School of Trade and Food Technologies" for entrepreneurial activity; to organize systematic extracurricular activities; to provide high-quality training of pedagogical staff for the implementation of innovative educational activities to form the readiness of young people to open and successfully run their own business.

## AFTERWORD

The analysis of the materials presented in the monograph allows us to assert that in modern conditions the problem of preparing young people for entrepreneurship is of strategic importance, as it affects the quality of the vocational education system, the economic security of the country and the achievement of social harmony in society. This socio-economic phenomenon is crucial for the formation of a powerful middle class, which is the basis for the development of a democratic society. This is a class of successful people who are able to independently provide themselves and their families with a level of income sufficient not only to meet their primary vital needs, but also higher-order needs, such as social and spiritual ones. The main task of the national system of vocational education is to form a specialist of such a level that would harmoniously combine professional and entrepreneurial, social, civic and other key competencies.

Entrepreneurship is characterized by constant, often fierce competition, emotional and physical tension, struggle not only for raw materials, personnel and markets, but also with the peculiarities of one's own personality. Researchers agree that a modern entrepreneur must be a generalist - possess knowledge of technology, economics, psychology, innovation, politics, law, finance, marketing, and be able to develop and implement business ideas, and organize the interaction of a large number of specialists. Therefore, to carry out this type of activity, the key skills of an entrepreneur are the ability to forecast, make independent decisions, take justified risks, withstand stress, manage people, and coordinate their actions. It is also recognized that in today's environment, the following personality traits and business qualities are also necessary to achieve success in entrepreneurial activity: activity, initiative, determination, courage, perseverance, independence, self-sufficiency and responsibility; ambition, desire for new things, optimism, sociability, hard work, honesty and decency, reliability, loyalty to the word, high competence, education, manners and erudition.

The materials presented in the monograph show that the organization of youth entrepreneurship counseling in vocational education institutions is important for the formation of such traits and qualities. Important arguments in favor of organizing such counseling are the fundamental changes taking place in the world - society, economy, politics, culture and education:

- competition (growing labor market demands, development of small businesses, intensity of changes in entrepreneurship require future professionals to

acquire not only a certain set of professional knowledge but also modern management and business skills)

- business stress (the intensity of entrepreneurial activity leads to an increase in emotional stress, which requires future entrepreneurs to be able to manage their emotions);

- demand for creativity (the creative potential of an employee has become the most valuable capital of an enterprise, so its preservation and development is the most important condition for the development of a business career and requires the development of creative thinking);

- the crisis state of the national economy (the risk of losing a job increases the importance of youth readiness for employment by starting their own business, as the individual's self-sufficiency and ability to be self-employed become a condition for their survival in the labor market);

- intensive digitalization of business (the need to develop digital competence of future professionals in vocational education institutions).

Thus, the problem of preparing young people for entrepreneurship is interdisciplinary in nature, which is determined by the belonging of various aspects of the phenomenon under study to philosophical, economic, psychological, legal and a number of other sciences. It is obvious that without involving the scientific apparatus of these sciences in substantiating the principles, content, forms and methods of organizing psychological, legal and business counseling for students of vocational education in youth entrepreneurship, it is impossible to achieve the expected result - pedagogical (improving the quality of training of graduates of vocational education institutions for the profession, self-development, effective and responsible life in society), economic (increasing the number of individual entrepreneurs and small businesses opened by graduates of vocational education institutions; increasing the number of

The above determines the persistent interest of the pedagogical and scientific and pedagogical community in the development and implementation of innovations in various aspects of the formation and development of career and entrepreneurial competencies of future professionals for the post-war recovery of Ukraine and the further sustainable development of its society.

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ПІДГОТОВКА ЗДОБУВАЧІВ ПРОФЕСІЙНОЇ (ПРОФЕСІЙНО-ТЕХНІЧНОЇ) ОСВІТИ  
ДО ПІДПРИЄМНИЦЬКОЇ ДІЯЛЬНОСТІ:  
МОНОГРАФІЯ

У монографії представлено низку напрямів дослідження проблеми розвитку готовності здобувачів професійної освіти до підприємницької діяльності. Зокрема, обґрунтовано історичні основи розвитку досліджуваного феномена (історичні і психологічні аспекти готовності особистості до підприємницької діяльності; ретроспективний аналіз підготовки кадрів для малого бізнесу в Україні) та висвітлено процес підготовки молоді до відкриття і ведення власної справи як науково-педагогічну проблему (розвиток кар'єрної і підприємницької компетентностей у дисертаційних дослідженнях учених НАПН України; аналіз сучасного стану підготовки молоді до підприємництва у закладах професійної освіти; опис принципів, закономірностей та умов організації консультування майбутніх фахівців із молодіжного підприємництва у закладах освіти різних рівнів). Охарактеризовано зміст, форми, методики і технології розвитку підприємницької компетентності у майбутніх кваліфікованих робітників. Викладено практичні аспекти підготовки майбутніх фахівців до підприємницької діяльності для різних галузей економіки України (економічної, виробничої, фізичної культури і спорту, креативних індустрій, сфери обслуговування тощо).

Для здобувачів освіти різних рівнів, наукових і науково-педагогічних працівників, освітніх менеджерів різних рівнів, гарантів освітніх програм з підготовки кадрів вищої кваліфікації для системи професійної, фахової передвищої і вищої освіти, представників бізнесу, громадських організацій, органів державної влади і місцевого самоврядування, які опікуються питаннями посилення самозарадності випускників вітчизняної системи освіти, українського суспільства і держави та підготовки кадрів для малого бізнесу України.

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