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Problems of developing entrepreneurial competence of students in vocational educational institutions of Ukraine

NATALIIA TYKHONOVA. Problems of developing entrepreneurial competence of students in vocational educational institutions of Ukraine. *The problems of developing entrepreneurial competence among graduates of vocational education are relevant due to the economic crisis, the challenges of wartime, the need to reform the education system, its harmonization with the EU educational system.*

The purpose of the theoretical research is to determine the pedagogical problems of the development of entrepreneurial competence of students in institutions of vocational education in Ukraine after 2014 and until now.

Theoretical (analysis, comparison, classification, systematization of data) and empirical research methods (interviews and observations) were used to identify such problems as youth employment, mobility; the content and quality of vocational education; readiness of vocational teachers to implement the competence approach in the educational process; adaptation of the educational process; the content, theory and practice in education; state standards in vocational education; low prestige of

vocational education in society; legislation of Ukraine for self-employment, deregulation in business; harmonization of the professional education system of Ukraine with EU education.

But it turned out that pedagogical and socio-economic problems co-exist together being a challenge for the development of entrepreneurial competence among students of vocational educational institutions.

In order to solve pedagogical problems, the need to develop educational programs for the economic disciplines "Financial Literacy", "Fundamentals of Entrepreneurship and Self-Employment", methodological recommendations were substantiated for the effective development of entrepreneurial competence among students.

To reduce the negative impact of socio-economic problems on the development of entrepreneurial competence among graduates of vocational educational institutions, it was suggested developing and submitting recommendations to the Chamber of Commerce, the Cabinet of Ministers of Ukraine and relevant ministries, although the determination of socio-economic problems were not considered to be the purpose of this study.

Also it was recommended to solve these problems as a complex of measures of a pedagogical and socio-economic nature due to their mutual influence.

Keywords: *entrepreneurship, self-employment, vocational education, financial literacy, sustainability, human trafficking.*

1. Introduction

The market economy has its own conditions of functioning in modern society, for which graduates of vocational educational institutions should be ready. In accordance with the principles of a competence-oriented approach, students of vocational educational institutions need the qualities that would not only meet public interests, contribute to the comprehensive development of the individual, but also develop entrepreneurial competence, which is relevant for ensuring effective employment and functioning of vocational students in modern socio-economic conditions.

As a result of prolonged hostilities on the territory of our state, unprecedented internal and external migration of the population, starting in 2014 and the beginning of the invasion of Russian troops into Ukraine on February 24, 2022, the situation with economic employment only worsened, and the crisis phenomena in the economic and social spheres became even worse. Migration increased the level of competition in the labor market and caused a negative impact on the social and

economic situation of the local population and IDPs (internally displaced persons), refugees, forced migrants, the youth in particular.

Local residents, internally displaced persons, forced migrants have to adapt to new circumstances: master new professions, acquire new knowledge and skills, completely change career plans in order to adapt to new realities in the conditions of war aggression.

But, unfortunately, new workplaces for qualified workers were not created, in particular, in the towns and cities of Donetsk and Luhansk regions, city-forming industrial enterprises, in most cases coal mining and adjacent to them, do not provide enough opportunities for employment for graduates of vocational institutions without their prior training to get ready for the specifics and internal conditions of the enterprises during short-term training courses at industrial enterprises.

Thus, according to statistical data, the unemployment rate of graduates of vocational educational institutions in 2021 is 9.7% and 7.1% of graduates continue their studies at higher educational institutions and other educational institutions, there are no data about people who were employed outside of their profession. Therefore, the analysis of statistical data and training programs in vocational educational institutions, one-sided content of education and the lack of opportunities for mobility confirm the existence of problems with the quality of vocational education [16].

Institutions of vocational education have a different profile and provide an opportunity to obtain any labor professions. According to the statistical data of the State Statistics Service, as of January 1, 2022, more than 685 vocational educational institutions were operating in Ukraine, of which most were located in Dnipropetrovsk Region (57 institutions), Lviv Region (53) and Donetsk Region (43).

As of January 2022, about 247,500 students obtained vocational education, among them 164,200 entered a vocational educational institution after the 9th grade and, together with obtaining a profession, received a secondary education. The largest number of students studied in Dnipropetrovsk region (20,994 thousand), Lviv region (20,850 thousand) and Kharkiv region (13,867 thousand). In the city of Kyiv, 7,852 thousand students obtained vocational education [21].

According to the data of the State Statistics Service of Ukraine regarding the economic activity of the population in 2021, young people aged 15-24 remain the most vulnerable category when it comes to employment only 24.8% of young people have official employment, persons aged 15-70

in the number of 3018,4 thousand are unofficially employed, there are no statistical data on unofficial employment of the 15-24 age group. In particular, students of vocational educational institutions are often faced with the problem of finding suitable opportunities on the labor market after completing their studies in vocational educational institutions, they find work outside of their profession [17]. In these cases, students and graduates may even be victims of human trafficking, especially during wartime when employment opportunities are rather scarce.

The theoretical analysis of scientific and pedagogical sources [19], [20] and pedagogical practice on the raised problem proves that its solution is complicated by the presence of contradictions between:

- modern requirements of time and level of training of students of vocational educational institutions;
- the economic and social needs of society and the content of educational programs for the development of entrepreneurial competence of students of vocational educational institutions;
- modern challenges in education and the level of readiness of teachers of vocational education;
- the potential opportunities for training teachers of vocational education for the development of entrepreneurial competence of students and the available methodological support for it;
- the expectations of students on one hand and the needs of employers, society, state institutions and private, in particular, oligarchic business on the other one;
- theoretical and practical aspects of the development of entrepreneurial competence in the crisis and post-war period;
- the scientists' level of development of the problem of the readiness of vocational educational institutions for the development of entrepreneurial competence of students and the insufficient development of this problem in pedagogy in the conditions of modern realities and reforming of vocational education.

Therefore, there are certain discrepancies between the expectations of society, the state, the employer and the level of training of students in vocational educational institutions, there is no control over educational standards on the part of the state, if we are talking about training and retraining at private enterprises, then it is even possible to have different standards in parallel – state and private ones, which negatively affect the content and quality of students' training, mobility, development of entrepreneurial skills, etc.

In the scientific and pedagogical literature, there is a lack of research focused on the development of entrepreneurial competence of students in vocational educational institutions, and the problems of the development of entrepreneurial competence have not been thoroughly investigated until now.

Since 2014, the society and the state need a qualitatively different training of education seekers and teaching staff of vocational educational institutions in order to work in war and post-war times, for the restoration of Ukraine.

The purpose of the theoretical research is to determine the pedagogical problems of the development of entrepreneurial competence of students in vocational educational institutions in Ukraine after 2014 and until now.

2. Methods

The study of the problems of the development of entrepreneurial competence of students of vocational educational institutions is purely of theoretical nature. To achieve the goal of the study, a complex of research methods was used:

- theoretical – analysis of scientific and pedagogical literature, statistical data, legislation; pedagogical analysis of teaching and methodological, programmatic and regulatory materials to identify the peculiarities of the organization of training of students of vocational educational institutions; analysis of pedagogical practice, comparison, classification and systematization of theoretical data for the study of the essence, structure and content of educational activities of students of vocational institutions; modeling in the form of recommendations, generalization of research results, application of a system approach;
- empirical – conversations, interviews with vocational education specialists, teachers and methodologists, students; observation of the educational process in order to identify deficiencies in the development of entrepreneurial competence of students; pedagogical examination of the developed model and methodology for designing the content of professional training and the development of entrepreneurial competence of students of vocational educational institutions.

3. Results

During the theoretical research, socio-economic and pedagogical problems of the development of entrepreneurial competence of students of vocational education were identified:

- youth employment problems, low level of mobility [21];
- inconsistency of the content and level of quality of vocational education with the demands and needs of the labor market: use of outdated programs, methodological base and educational standards;
- shortcomings in the application of a competence-oriented approach to education, in particular, the development of entrepreneurial competence, the level of readiness of vocational education teachers to implement the competence approach in the educational process;
- lack of adaptation of the educational process to existing pedagogical and socio-economic conditions in vocational education;
- one-sided content of education, predominance of theory over practice in the educational process;
- lack of supervision with state standards in vocational education;
- low prestige of vocational education in society;
- unsettled legislation of Ukraine regarding opportunities for self-employment of the population, partial deregulation of business [25];
- lack of harmonization of the vocational educational system of Ukraine with the EU educational system.

It is important to consider the definition of socio-economic and pedagogical problems of the development of entrepreneurial competence comprehensively in a dialectical relationship. Although the definition of socio-economic problems of the development of entrepreneurial competence is not the purpose of the article, the research revealed that the impact of these problems on professional education is significant.

During the research, both theoretical (analysis, comparison, classification, systematization of data) and empirical research methods (interviews and observations) were used, however, not all the data necessary for the research were available for processing in open access, the theoretical research was conducted in the conditions of socio-economic uncertainty and lack of resources in the country due to hostilities, but the scientific work is timely now.

Determination of pedagogical problems of the development of entrepreneurial competence of students in institutions of vocational edu-

cation as a theoretical study provided an opportunity to obtain practical results of scientific research.

The practical significance of the obtained research results lies in the theoretical substantiation of the development of educational programs of economic orientation in the academic disciplines "Financial Literacy", "Fundamentals of Entrepreneurship and Self-Employment", methodological recommendations for teachers regarding the application of educational programs for the development of entrepreneurial competence of students of vocational education in terms of reforming the educational system, as well as introducing these developments into the educational process to increase the effectiveness of the development of entrepreneurial competence of students of vocational educational institutions. It is proposed to pay special attention to the content of educational programs, which should eliminate the existing contradictions and pedagogical problems of the development of entrepreneurial competence of students of vocational education. Additionally, together with socio-economic topics, it is proposed to include information on the prevention and combating of human trafficking in the content of the program on the basics of entrepreneurship and self-employment.

Therefore, the implementation of the development of training programs and recommendations will help in solving problems of a pedagogical nature, in relation to the socio-economic problems identified in the study, without the solution of which it will be impossible to solve the problem of the development of entrepreneurial competence effectively and quickly, it is suggested developing and submitting recommendations to the Chamber of Commerce, the Cabinet of Ministers in Ukraine and relevant ministries.

Thus, socio-economic and pedagogical problems are recommended to be solved in a complex of measures of a pedagogical and socio-economic nature.

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Thus, socio-economic and pedagogical problems are recommended to be solved in a complex of measures of a pedagogical and socio-economic nature.

4. Discussion

After 2014, the economy of Ukraine was found in a difficult situation, and from February 24, 2022, the problems in the socio-economic sphere of the country became even more serious. Subsequently, socio-economic problems in combination with pedagogical ones led to the reform of vocational education, these problems were very closely interconnected, therefore, it was proposed to define and analyze them together:

- youth employment problems, lack of opportunities for mobility;
- inconsistency of the content and level of quality of professional education with the demands and needs of the labor market: use of outdated programs, methodological base and educational standards;
- shortcomings in the application of a competence-oriented approach to education, in particular, the development of entrepreneurial competence, the level of readiness of vocational education teachers to implement the competence approach in the educational process;
- lack of adaptation of the educational process to existing pedagogical and socio-economic conditions in professional education;
- one-sided content of education, predominance of theory over practice in the educational process;
- lack of supervision of compliance with state standards in professional education;
- low prestige of vocational education in society;

- unsettled legislation of Ukraine regarding self-employment opportunities of the population, partial deregulation of business;
- lack of harmonization of the professional education system of Ukraine with EU education.

The importance of the development of entrepreneurial competence is caused primarily by the economic and industrial needs of the country, the low level of employment of graduates of vocational educational institutions, the one-sided content of education and the lack of opportunities for mobility of graduates of vocational educational institutions.

The problems of developing entrepreneurial competence of students have certain contradictions, it is obvious that at private enterprises there is no motivation to develop entrepreneurial competence of students during training activities, because the owner is interested in hiring a qualified worker with a peculiar specialization, and the society and economy of Ukraine need a universal specialist, in particular with developed entrepreneurial competence.

While studying in vocational educational institutions, they receive most of the necessary technical skills for their future profession, however, the Ukrainian educational system does not prepare students for alternative employment opportunities – entrepreneurship and self-employment. This is confirmed by optional classes on financial literacy and the basics of entrepreneurship at schools in Ukraine and recommendations as for implementation of similar disciplines, which in the conditions of a lack of jobs, war and post-war times, crisis phenomena in the economy will become one of the prerequisites for the development of the economy of Ukraine in the post-war period, in particular, a worthy employment alternative for graduates of vocational educational institutions, these disciplines should be included into the educational process.

For many years the development of the entrepreneurial competence of citizens in Europe has been a key goal of the European Union's policy. It is a common knowledge that entrepreneurial skills and abilities can be learned, entrepreneurial thinking and entrepreneurial culture can be developed, which will benefit not only individual citizens, but also society as a whole.

Therefore, the UN Sustainable Development Goals aim to support learners during the reform of vocational education and to promote the development of their entrepreneurial competencies. The European Union considers entrepreneurial skills essential for economic growth, financial

stability and sustainability. Thanks to entrepreneurial education, entrepreneurial thinking and behavior, effective tools for the development of the economy, industry, innovative technologies and human capital will appear [22].

At the same time, the European Commission identified initiative and entrepreneurship as components of eight competencies necessary for society. The Entrepreneurial Competence Framework (EntreComp) defines entrepreneurial competence, which aims to establish a link between education and employment and serves as a benchmark for initiative in any area related to the development of entrepreneurial competence. The entrepreneurial competence framework is a flexible mechanism for implementing any changes or reforms in various contexts – developing or reforming new curricula in education, creating opportunities for acquiring entrepreneurial experience in formal and informal education; development of tools for assessing the level of development of entrepreneurial competence, etc. [18].

Today, entrepreneurship is one of the most complex and interesting socio-cultural phenomena for the entire period of human existence. In different periods, the entrepreneur acted in different capacities: merchant, speculator, dealer, specialist, worker, business owner, successful manager, etc. Ukrainian society is increasingly aware that entrepreneurship is one of the most important factors in the development of the national economy. What's more, entrepreneurship is a prerequisite for an innovative type of economic growth, which is based on entrepreneurial initiative in the field of scientific-technical and organizational-economic activity.

Therefore, in the system of professional education, it is necessary to introduce mandatory disciplines of economic orientation “Financial literacy”, “Fundamentals of Entrepreneurship and Self-Employment”, because even in the system of secondary education there are no mandatory disciplines of economic orientation, thus the development of entrepreneurial competence in the system of vocational education should be introduced to a certain extent as problematic against the background of already existing problems.

Problems of economic education, economic education of vocational students, conceptual provisions that determine the essence of entrepreneurial competence within the framework of the competence approach, problems of the development of entrepreneurial competence, in particular, are quite widely represented in the scientific works of foreign scientists. The development of entrepreneurial and related competences

of students' education has always been actively discussed in scientific and methodological literature and in scientific discourses.

So Espinosa M.P.P, Fernandez I.M.S., Martinez J.G., Cartagena F.C. in their study rely on the European Framework of Entrepreneurial Competence and emphasize the need to develop models and practical guides for teachers of economic disciplines that will help to determine the content of their educational activities, the researchers also consider the training of teachers in both technological and pedagogical directions to be critically important [6], [11].

Scientists Seikkula-Leino J., Salomaa M., Jonsdottir S.R., McCallum E., Israel H. investigated how European policy can be turned into an effective tool for stimulating the development of entrepreneurial competences based on the European Framework of Entrepreneurial Competence (EntreComp), identified the possibilities of its integration in the development of education and training in different countries. However, according to the authors' opinion, due to the lack of a common vision and methods of its application, EntreComp may hinder the effective implementation of the competence framework, therefore, additional support and training for educators is needed for educational planning at the micro and macro levels [14].

Researchers Diepolder C. S., Weitzel H., Huwer J. identified a framework of competencies which provides training for future entrepreneurs using a competency-oriented approach in accordance with the principles of sustainable development, they believe that such entrepreneurs play a key role in the process of economic transformation, as they create innovative market solutions with environmental, social and economic value, but they have not reached a consensus on the competencies needed by learners to solve the problems of sustainable development [4].

The authors of the study Comesana-Comesana P., Amorós-Pons A., Alexeeva-Alexeev L. found out the problems of developing competences in such professional skills of students as problem solving, strategic thinking and creativity. Scientists suggested using social networks in teaching entrepreneurship and knowledge management. The aim of the research is to develop digital competences of the students, this will encourage their self-learning, improve creative potential and practical skills for better adaptation to social needs. The work also points out the need for three-way synergy of education, business and society to achieve sustainable results [3].

Scientists Keinanen, M. M., Kairisto-Mertanen L. presented a pedagogical strategy called innovative pedagogy. They believe that entrepreneurship can be related to innovative competences of students, the study expands approaches to scientific developments both in education and innovation, the article concludes that the educational environment should be universal [9].

The authors of the article Jonsdottir S. R., Macdonald M. A. emphasize the need to build a methodology for evaluating the implementation of innovative and entrepreneurial education in general educational institutions, the conclusion was made about the possibility of developing own standards for each educational institution [8].

The authors of the research Lv Y., J. Chen Y., Y. Sha Y. M., Wang J., An L. Y. J., Chen T. J., Huang X., Huang Y. J., Huang L. L. analyzed the impact of entrepreneurship education on entrepreneurial intentions from the perspective of the theory of planned behavior, it has also been experimentally confirmed that entrepreneurship training, organization and holding of business plan competitions and support of entrepreneurial practice have a positive effect on the development of entrepreneurial competence. They believe that such training activities improve the ability to start a business and engage in entrepreneurship in the future, so entrepreneurial competence acquired through entrepreneurship education has a positive effect on entrepreneurial intentions [10].

Ferreras-Garcia R., Sales-Zaguirre J., Serradell-Lopez E. in their study developed a structural approach model, concluded that general competencies influence specific competencies, and there is a close relationship between professional and entrepreneurial competencies, in particular it was emphasized that the change of experience has a positive effect on different groups of competences, and gender and age do not affect the development of entrepreneurial competence in any way [7].

Scientists Moller-Recondo C., D'AAmato J.P. proposed to combine the idea of entrepreneurial competence, which, in their opinion, has leadership and social responsibility in its structure, with high intellectual abilities, in order to be engaged systematically in the development of entrepreneurial competence [12].

Thus, Donoso-Gonzalez M., Pedraza-Navarro I., Palferro-Fernandez L. studied the impact of entrepreneurial education on the formation of personality and the definition of its entrepreneurial identity, they believe that it improves the adaptation of education seekers in a changing socio-economic environment [5].

Researchers Morris T. H., Konig P. D. in their work rely on the principles of independent learning, they formulated a theoretical basis for combining independence in learning with experimental learning for the development of adaptability, which is a necessary prerequisite for the development of entrepreneurial competence [13].

And the scientists Belwal R., Belwal S., Sufian A. B., Al Badi A. applied an innovative method – the project approach (PBL) to develop a set of skills and competencies in the target group that are qualitatively different from those obtained during the traditional teaching method, thus bring students closer to the realities of life, in particular, practical aspects of education and employment, the authors proposed the implementation of separate courses using project-based learning and an interdisciplinary approach. Researchers believe that these approaches provide a pedagogical way to connect education with real-life situations [1].

Scientists Charosky G., Hassi L., Papageorgiou K., Bragos R. suggest using traditional project courses together with design courses to increase the efficiency of competence development and reduce gap between industry needs and innovative competences of education seekers [2].

Researchers Zat'kova T. S., Ambrozy, M. studied the problems of training teachers of general economic theory in Slovakia. The article presents the results of the ENTAGLE project, which includes the following geography: Slovakia, Lithuania, Spain, the Netherlands, Great Britain and Cyprus. The study deals with the training of teachers for the development of entrepreneurial competence of students. The idea of additional entrepreneurial education together with the proper pedagogical one, is considered to overcome the problem of unemployment among young people in EU countries [15].

5. Conclusion

Therefore, the need to develop educational programs for the disciplines of economic direction "Financial Literacy", "Fundamentals of Entrepreneurship and Self-Employment", methodological recommendations for the development of entrepreneurial competence of students in the context of vocational education reform is considered relevant and timely.

The study of domestic and international experience, the rational combination of modern theory and practice of the development of entrepreneurial competence of students of vocational education institutions,

the systematization of existing methodological developments on the development of entrepreneurial competence are relevant and timely, since the problems of the development of entrepreneurial competence in practice of the students of vocational institutions have not been studied in Ukraine.

Based on the analysis of the economic block of the content of the training of vocational education students, the contradiction between society's need for personnel for activities and the current state of the economic training of vocational education students is determined. To solve it, the necessity of developing entrepreneurial competence of students of vocational education in practice to train a comprehensively developed personality, which will be competitive in the labor market thanks to the alternative forms of employment – entrepreneurial activity and self-employment, is substantiated.

It is possible to ensure the development of entrepreneurial competence of students of vocational educational institutions only with the help of a competence-oriented approach in the learning process.

The initial conceptual provisions of the 21st century personality education are outlined in state documents. For example, the Law of Ukraine "On Education" (2017) [23] defines eleven key competencies that a student must acquire while studying at an educational institution. Entrepreneurial competence occupies an important place among them.

Accordingly, the methodological base, in particular the content of educational programs and curricula, is designed to ensure the development of entrepreneurial competence of students of vocational educational institutions based on the new requirements of the Law of Ukraine "On Vocational Education" [24].

The content of vocational education is determined by social requirements for the level of qualification of workers and is determined by the state standards of professional vocational education in each profession for the training of qualified workers in the institutions of vocational education specified in the state list of professions.

The content of vocational education is systematically updated in accordance with changes in science, technology, production or service technologies, work organization, etc. through the periodic development of new standard curricula and standard educational programs, as well as making appropriate changes to the curricula and educational programs. In this way, the periodicity of updating typical curricula and typical educational programs is carried out at least once every 5 years.

Control over updating the content of vocational and education is carried out by the central body of executive power, which implements state policy in the field of education and science [24].

The purpose, general tasks and ways of ensuring high-quality professional training of students of vocational educational institutions are outlined in particular in the Concept of Development of Vocational Education (2020), which provides the transformation of the current higher and professional higher pedagogical education [26].

So, the scientific novelty of the research consists in substantiating need to develop educational programs in the disciplines of economic direction in institutions of vocational education for the development of entrepreneurial competence of students in the conditions of modern vocational reform.

So, we can conclude that the problems of developing entrepreneurial competence of students of vocational educational institutions are relevant not only in Ukraine, but also abroad. The analysis of scientific research confirmed the relevance and necessity of:

- development at the level of the EU and individual countries of the regulatory and legal framework, which contributes to the successful solution of this problem and the transition of education to a competence approach, as well as to the integration of vocational education of Ukraine into the EU educational system;
- filling the content of educational disciplines and forms with modern educational material of an economic orientation, thanks to which it will be possible to prepare qualitatively the future generation for further life, to form a cohort of modern entrepreneurs;
- implementation of a comprehensive competence-oriented and creative approach of the teacher to the organization and implementation of the process of education and upbringing, taking into account national, socio-economic and pedagogical factors, age and personal qualities of students;
- development of methodological recommendations for the development of entrepreneurial competence for teachers of vocational education.

Thus, the article provides a theoretical justification for the need and importance of developing programs in the disciplines of economic orientation “Financial Literacy”, “Fundamentals of Entrepreneurship and Self-Employment”, the need for their introduction into the educational process of vocational educational institutions, since in the system of

general secondary education these disciplines are optional. Therefore, it can be considered that the elective nature and optionality of these disciplines in the system of general secondary and vocational education is a justification for the need to develop programs in economic disciplines for institutions of vocational education and their mandatory introduction into the educational process for the development of students of institutions of vocational education of entrepreneurial competence, improvement of the quality and prestige of vocational education, opportunities for employment and mobility of vocational education recipients.

In the perspective of scientific research, it is considered to be necessary to develop methodological recommendations for programs in the economic disciplines "Financial Literacy", "Fundamentals of Entrepreneurship and Self-Employment" and their implementation in vocational education institutions.

The problems of training future teachers for the development of entrepreneurial competence of students of vocational educational institutions also require further research.

We can see the prospects for further scientific work in this direction in the development of a manual on the development of entrepreneurial competence for teachers of vocational and educational institutions.

Theoretical ideas regarding the development of entrepreneurial competence of students of vocational educational institutions in the context of reforming modern vocational education in Ukraine, taking into account existing socio-economic and pedagogical problems, as well as the content and methods of professional training students taking into account research recommendations on the development of entrepreneurial competence.

Further study of the problems of youth employment, inconsistencies in the content and insufficient level of quality of vocational education, outdated programs, methodological base and educational standards, shortcomings in the application of a competence-oriented approach to education, in particular the development of entrepreneurial competence, the level of readiness of vocational education teachers to implement the competence approach in education process, the lack of adaptation of the educational process to the existing pedagogical and socio-economic problems in vocational education, the one-sided content of education, the predominance of theory over practice in the educational process, the lack of supervision of state standards in vocational education, low prestige of vocational education must be solved comprehensively for

effective development of entrepreneurial competence of students of vocational educational institutions, as a result of which the expectations of society and employers regarding the quality of training of professional personnel will tend to logical solution by reproducing in the content of new educational programs disciplines of economic direction. Thus, in the system of vocational education the conditions will be created for the effective development of entrepreneurial competence, and our state will ensure the harmonization of the system of professional education in Ukraine with EU education.

Therefore, in order to solve the problem of developing the entrepreneurial competence of students of vocational educational institutions, it is planned to develop educational programs in the disciplines of the economic cycle, namely "Financial Literacy", which will be directed to the development of financial literacy of students of vocational education, as well as a curriculum from the discipline "Fundamentals of Entrepreneurship", the content of which will be directed to the development of entrepreneurial skills. Both initial disciplines with developed programs are offered as compulsory in the curriculum. It is also planned to develop methodological recommendations for teachers of vocational education for the implementation and use in the educational process of economic programs.

Also, together with the economic topic, it is proposed to include in the educational program on the basics of entrepreneurship and self-employment information on combating and preventing human trafficking, since students of vocational educational institutions can become a vulnerable category and may suffer from human trafficking, especially in times of crisis and military operations on the territory of our country.

In the study, it is proposed to consider socio-economic and pedagogical problems of the development of entrepreneurial competence of students of vocational education comprehensively due to their mutual influence.

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Abstract

НАТАЛІЯ ТИХОНОВА. Проблеми розвитку підприємницької компетентності учнів професійно-технічних навчальних закладів України. Проблеми формування підприємницької компетентності у випускників професійно-технічної освіти є актуальними у зв'язку з економічною кризою, викликами воєнного часу, необхідністю реформування системи освіти, її гармонізації з освітньою системою ЄС. Метою теоретичного дослідження є визначення педагогічних проблем розвитку підприємницької компетентності учнів закладів професійно-технічної освіти України після 2014 року і дотепер. Теоретичні (аналіз, порівняння, класифікація, систематизація даних) та емпіричні методи дослідження (інтерв'ю та спостереження) використовувалися для виявлення таких проблем, як зайнятість молоді, мобільність; зміст і якість професійно-технічної освіти; готовність педагогів ПТНЗ до впровадження компетентнісного підходу в освітній процес; адаптація

навчального процесу; зміст, теорія і практика освіти; державні стандарти з професійно-технічної освіти; низький престиж професійно-технічної освіти в суспільстві; законодавство України щодо самозайнятості, дерегуляція бізнесу; гармонізація системи професійної освіти України з освітою ЄС. Але виявилось, що педагогічні та соціально-економічні проблеми співіснують разом і є викликом для розвитку підприємницької компетентності учнів ПТНЗ.

З метою вирішення педагогічних завдань обґрунтовано необхідність розробки навчальних програм з економічних дисциплін «Фінансова грамотність», «Основи підприємницької діяльності та самозайнятості», методичних рекомендацій щодо ефективного розвитку підприємницької компетентності у студентів. Для зменшення негативного впливу соціально-економічних проблем на розвиток підприємницької компетентності у випускників професійно-технічних навчальних закладів запропоновано розробити та подати рекомендації до Торгово-промислової палати, Кабінету Міністрів України та профільних міністерств, хоча визначення соціально-економічні проблеми не вважалися метою цього дослідження. Також було рекомендовано вирішувати ці проблеми комплексом заходів педагогічного та соціально-економічного характеру за рахунок їх взаємовпливу.

Ключові слова: підприємництво, самозайнятість, професійно-технічна освіта, фінансова грамотність, стійкість, торгівля людьми.

NATALIIA TYKHONOVA. **Problemy rozwoju kompetencji przedsiębiorczych uczniów szkół zawodowych w Ukrainie.** Problemy kształtowania kompetencji przedsiębiorczych u absolwentów szkół zawodowych są aktualne ze względu na kryzys gospodarczy, wyzwania wojenne, konieczność reformy systemu edukacji i jego harmonizacji z systemem edukacji UE. Celem opracowania teoretycznego jest identyfikacja pedagogicznych problemów kształtowania kompetencji przedsiębiorczych uczniów szkół zawodowych na Ukrainie po 2014 roku i do chwili obecnej. Za pomocą teoretycznych (analiza, porównanie, klasyfikacja, systematyzacja danych) i empirycznych metod badawczych (wywiady i obserwacje) zidentyfikowano takie problemy, jak: zatrudnienie młodzieży, mobilność; treść i jakość kształcenia zawodowego; gotowość nauczycieli szkół zawodowych do wdrożenia w procesie edukacyjnym podejścia opartego na kompetencjach; adaptacja procesu edukacyjnego;

treść, teoria i praktyka kształcenia; państwowe standardy kształcenia zawodowego; niski prestiż kształcenia zawodowego w społeczeństwie; ustawodawstwo Ukrainy dotyczące samozatrudnienia; konieczność opracowania systemu kształcenia zawodowego. Okazało się jednak, iż problemy pedagogiczne i społeczno-ekonomiczne współlistnieją razem i stanowią wyzwanie dla rozwoju kompetencji przedsiębiorczych uczniów szkół zawodowych.

W celu rozwiązania problemów pedagogicznych w artykule uzasadniono potrzebę opracowania programów nauczania dla dyscyplin ekonomicznych "Wiedza o finansach", "Podstawy przedsiębiorczości i samozatrudnienia", zaleceń metodycznych dla efektywnego rozwoju kompetencji przedsiębiorczych uczniów. W celu zmniejszenia negatywnego wpływu problemów społeczno-ekonomicznych na rozwój kompetencji przedsiębiorczych wśród absolwentów szkół zawodowych zaproponowano opracowanie i przedstawienie rekomendacji Izbie Przemysłowo-Handlowej, Gabinetowi Ministrów Ukrainy i odpowiednim ministerstwom, chociaż identyfikacja problemów społeczno-ekonomicznych nie została uznana za cel tego badania. Zalecono również, aby problemy te były rozwiązywane przez zestaw środków pedagogicznych i społeczno-ekonomicznych ze względu na ich wzajemny wpływ.

Słowa kluczowe: przedsiębiorczość, samozatrudnienie, kształcenie zawodowe, wiedza finansowa, zrównoważony rozwój, handel ludźmi.