



PROBLEMS OF CONSULTING ON YOUTH ENTREPRENEURSHIP DEVELOPMENT

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Abstract.

The *relevance* is due to the acute need of society for the development of Youth Entrepreneurship as a priority direction of civilizational progress in economically developed countries of the world and an important way to increase the level of employment of the population, which requires recognition and consideration by legislators of the significance of this phenomenon, as well as involvement of young citizens of Ukraine in the processes of consideration and decision-making. This relevance will be especially evident in the post-war period, when the revival of the Ukrainian economy and society will require the creation of thousands of new jobs.

Objective: to study the state of development of the problem of consulting on Youth Entrepreneurship, which requires urgent solutions in the field of vocational (vocational and technical) education.

Methods: general theoretical methods of analysis and synthesis of scientific works, generalization of worldview positions and interpretive options for understanding the essence of Youth Entrepreneurship counselling; theoretical analysis, comparison and generalization of conceptual views on the problem under study.

Results: 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.

Conclusions: 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.

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

Introduction. 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.

Sources. 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; Piddubna, 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 at all, 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.

Purpose of the article. To investigate the state of development of the problem of consulting on Youth Entrepreneurship and highlight the best practices and controversial issues in this regard.

Methods. To perform the research tasks, general theoretical methods of analysis and synthesis of scientific works were applied, generalization of worldview positions and interpretive options for understanding the essence of consulting on Youth Entrepreneurship – to identify developments and problematic moments in this area; theoretical analysis, comparison and generalization of conceptual views on the problem under study – to determine promising ways to solve the scientific problem.

Results and discussion. 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, re-think 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 medium-sized 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 activ-

ities 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 well-versed 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.

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ПРОБЛЕМИ КОНСУЛЬТУВАННЯ З ПИТАНЬ РОЗВИТКУ МОЛОДІЖНОГО ПІДПРИЄМНИЦТВА

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Реферат.

Актуальність зумовлена гострою потребою суспільства у розвитку молодіжного підприємництва як пріоритетного напрямку цивілізаційного прогресу економічно розвинених країн світу і важливого способу зростання рівня зайнятості населення, що потребує визнання й урахування законодавцями значущості цього явища, а також залучення молодих громадян України до процесів розгляду й ухвалення відповідних рішень. Особливо ця актуальність проявиться у повоєнний час, коли відродження економіки України і суспільство потребуватиме створення тисяч нових робочих місць.

Мета: дослідити стан розробленості проблеми консультування з молодіжного підприємництва, що потребує нагального вирішення у сфері професійної (професійно-технічної) освіти.

Методи: загальнотеоретичні методи аналізу і синтезу наукових праць, узагальнення світоглядних позицій та інтерпретаційних варіантів розуміння суті консультування з молодіжного підприємництва; теоретичний аналіз, зіставлення й узагальнення концептуальних поглядів щодо досліджуваної проблеми.

Результати: 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, використовуючи 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.

Висновки: 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.

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

Received: 30 January 2022

Accept: 10 February 2022