



THEORETICAL ANALYSIS OF DISSERTATION RESEARCH ON THE ISSUES OF PREPARING YOUTH FOR ENTREPRENEURIAL ACTIVITY

Dmytro Zakatnov

Candidate of Pedagogical Sciences, Senior Research Fellow, Head of the Career Laboratory, Institute of Vocational Education of the National Academy of Pedagogical Sciences of Ukraine, <https://orcid.org/0000-0002-4130-089X>, e-mail: 23dazkum@ukr.net

Abstract

The relevance of this article is determined by the need to prepare students for the post-war economic recovery of Ukraine through the development of their entrepreneurial competence and the importance of cultivating young people's readiness and capability for a conscious choice of entrepreneurship as a trajectory in their educational and professional journey. This requires extensive scientific research into the theoretical and applied aspects of this pressing educational and socio-economic issue.

Objective: The study aims to quantify the body and dynamics of the flow of psychological-pedagogical dissertation research on preparing youth for entrepreneurial activities carried out in independent Ukraine; to identify specializations and a range of pressing issues insufficiently addressed in dissertation research in this area; and to highlight the contributions of scholars at the National Academy of Pedagogical Sciences of Ukraine to the scientific and methodological support for the modernization and development of education in this field.

Methods: Quantitative and qualitative analysis was used to assess the body and dynamics of dissertation research focused on preparing youth for entrepreneurial activity.

Results: 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.

Conclusions: 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.

Keywords: *youth, preparation for entrepreneurial activity, economic training, youth entrepreneurship consulting, dissertation research.*

Introduction. 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.

Sources: 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.

Purpose of the Article: The purpose of this article 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.

Methods: 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.

Results and Discussion: 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.

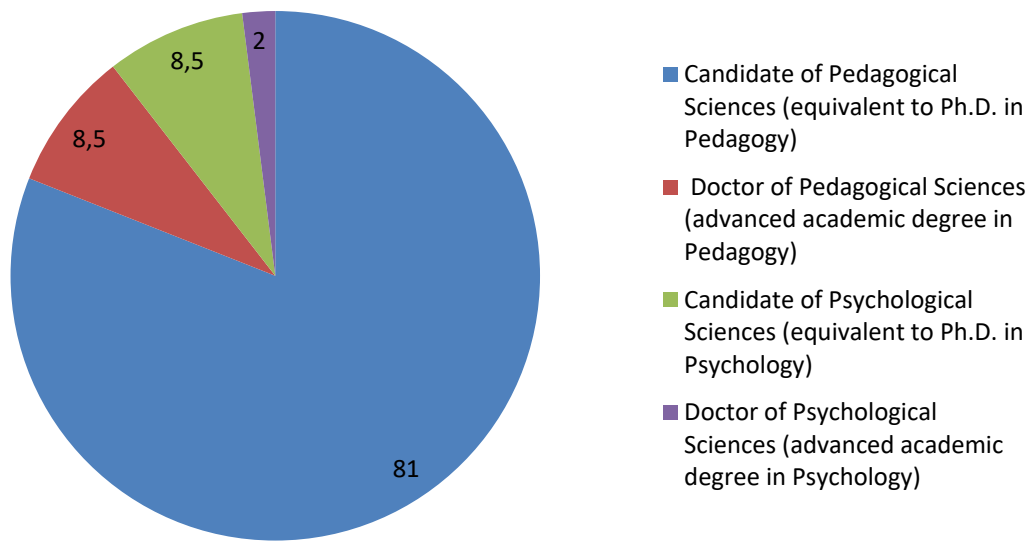


Fig. 1. Distribution of defended dissertation research on issues related to preparing young students for entrepreneurial activities (in %).

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.

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 1.

Table 1

Distribution of Dissertation Research on the Issues of Preparing Young Students for Entrepreneurial Activity by Specialty

Code	Field of Science, Specialty Group, Specialty	Number of Defended Dissertations	of Including Doctoral Dissertations
13	PEDAGOGICAL SCIENCES	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	PSYCHOLOGICAL SCIENCES	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

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. 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. Kostiuk 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.

Conclusions. 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.

List of references

Антонюк, Д. С. (2018), *Використання програмно-імітаційних комплексів як засобів формування економічних компетентностей студентів технічних спеціальностей* Кандидат наук. Житомир. держ. ун-т ім. Івана Франка, Житомир.

Базиль, Л. (2022). Концептуальні засади консультування з молодіжного підприємництва в закладах професійної (професійно-технічної) освіти. *Інноваційна професійна освіта*, 5(6), 27-31.

Базиль Л., Орлов В. (2022). Молодіжне підприємництво – ефективний напрям відновлення повоєнної економіки Української держави, *Відкрита наука та інновації в Україні 2022: матеріали I Міжнародної науково-практичної конференції* (с. 148–152). Київ: УкрІНТЕІ. <http://doi.org/10.35668/978-966-479-129-5>.

Базиль, Л.О., Байдулін, В.Б., Гриценко, І.А., Єршова, Л.М., Орлов, В.Ф., Савченко, М.О., Теловата, М.Т., Тітова, О.А. (2022). *Молодіжне підприємництво в умовах воєнного стану: практичний порадник*. Київ: ІПО НАПН України. <https://lib.iitta.gov.ua/735025/>

Дудик, В. С. (1990). *Психологические особенности развития экономического мышления учащихся в условиях НТР*. Кандидат наук. Київ: Науч.-исслед. ин-т психологии УССР.

Єршова, Л. (2022). Перспективи підготовки молоді до підприємницької діяльності у повоєнний час. *Інноваційна професійна освіта*, 1(2), 91-94. <https://doi.org/10.32835/2786-619-X/2022/1.2>.

Нисимчук, А. С. (1990). *Педагогические основы экономического воспитания учащихся в сельской общеобразовательной школе*. Доктор наук. Луцк: Луцкий гос. пед. ин-т им. Леси Українки.

Носаченко, І. М. (1978). *Формирование экономических понятий социализма у учащихся средних профессионально-технических училищ*. Кандидат наук. Київ: НИИ педагогики України.

Освіта України в умовах воєнного стану. Інноваційна та проєктна діяльність: науково-методичний збірник. (2022). Київ-Чернівці «Букрек».

<https://mon.gov.ua/storage/app/media/zagalna%20serednya/serpneva-konferencia/2022/Mizhn.serpn.ped.nauk-prakt.konferentsiya/Nauk-metod.zbirnyk-Osv.Ukrayiny.v.umovakh.voyennoho.stanu-%20Innovatsiyna.ta.projektna.diyalnist.pdf>

Побірченко, Н. А. (1999). *Формування особистої готовності учнів загальноосвітньої школи до підприємницької діяльності: монографія*. Київ: Знання.

Рябошапко, Л. И. (1991). *Кодекс законов о народном просвещении УССР 1922 г.* Кандидат наук. Київ: Киевский гос. ун-т им. Тараса Шевченко.

Смолюк, І. А. (1984). *Экономическое воспитание старшеклассников в процессе трудового обучения*. Кандидат наук. Київ: НИИ педагогики України.

Федоренко, М. І. (2015). *Особливості економічного виховання старшокласників з глибокими порушеннями зору*. Кандидат наук. Київ: Нац. пед. ун-т ім. М. П. Драгоманова.

Шпак, А. Т. (1984). *Совершенствование организации экономического образования и воспитания старшеклассников*. Кандидат наук. Київ: НИИ педагогики України.

Шпак, О. Т. (2000). *Економічна підготовка педагогічних кадрів в системі безперервної освіти : монографія*. Київ: Четверта хвиля.

Translated & Transliterated

Antonyuk, D. S. (2018) *Vikoristannya programno-imitatsiynih kompleksiv yak zasobiv formuvannya ekonomichnih kompetentnostey studentiv tehnicnih spetsialnostey [The use of software simulation complexes as a means of forming the economic competences of students of technical specialties: candidate's thesis]*. Zhitomir, [in Ukrainian].

Bazil, L.(2022) *kontseptualni zasady konsultuvannya z molodizhnogo pidpriemnitstva v zakladah profesijnoyi (profesijno-tehnicnoyi) osviti [Conceptual principles of youth entrepreneurship counseling in vocational (vocational and technical) education institutions]*. *Innovative professional education*, 5(6), 27-31, [in Ukrainian].

Bazil, L., & Orlov, V. (2022) *Molodizhne pidpriemnitstvo – efektyvnyy napryam vidnovlennya povoennoyi ekonomiki ukrayinskoyi derzhavi [Youth entrepreneurship is an effective way to restore the post-war economy of the Ukrainian state]*, *Open science and innovation in Ukraine: materials of the 1st International Scientific and Practical Conference* (с.148-152). Kyiv. <http://doi.org/10.35668/978-966-479-129-5>, [in Ukrainian].

Bazil, L.O., Baydulyn, V.B., Gritsenok, I.A., Ershova, L.M., Orlov, V.F., Savchenko, M.O., Telovata, M.T., & Titova, O.A. (2022). *Molodizhne pidpriemnitstvo v umovah voennogo stanu: praktichnyy poradnik [Youth entrepreneurship under martial law: a practical guide]*. Kyiv, [in Ukrainian].

Dudik, V. S. (1990) *Psichologicheskie osobennosti razvitiya ekonomicheskogo myshleniya uchaschihsya v usloviyah NTR. Kandydat nauk. [Psychological features of the development of economic thinking of students in the conditions of scientific and technological revolution. Candidate of Sciences]*. Kyiv, [in Ukrainian].

Yershova, L. (2022) *Perspektivi pidgotovki molodi do pidpriemnitckoyi diyalnosti u povoennoyi chas [Prospects of youth training for entrepreneurial activity in the post-war period]*. *Innovative professional education*, 1(2), 91-94. <https://doi.org/10.32835/2786-619-H/2022/1.2>, [in Ukrainian].

Nisimchuk, A. S. (1990) *Pedagogicheskie osnovy ekonomicheskogo vospitaniya uchaschihsya v selskoy obsheobrazovatelnoy shkole: Doktor nauk* [Pedagogical foundations of economic education of students in a rural comprehensive school. Doctor's thesis]. Lutsk, [in Ukrainian].

Nosachenko, I. M. (1978) *Formirovanie ekonomicheskikh ponyatiy sotsializma u uchaschihsya srednih professionalno-tehnicheskikh uchilisch. Kandydat nauk* [Formation of economic concepts of socialism among students of secondary vocational schools. *Candidate of Sciences*]. Kyiv, [in Ukrainian].

Osvita Ukrayini v umovah voennogo stanu. Innovatsiyna ta proektna diyalnist: naukovu-metodichniy zbirnik (2022) [Education of Ukraine under martial law. Innovative and project activity: scientific and methodical collection]. Kyiv, [in Ukrainian].

PobIrchenko, N. A. (1999) *Formuvannya osobistoyi gotovnosti uchniv zagalnoosvitnoyi shkoli do pidpriemniyskoyi diyalnosti: monografiya* [Formation of personal readiness of secondary school students for entrepreneurial activity: monograph]. Kyiv, [in Ukrainian].

Ryaboshapko, L. I. (1991). *Kodeks zakonov o narodnom prosveschenii USSR 1922 g.: avtoref. Kandydat nauk* [Code of Laws on Public Education of the Ukrainian SSR 1922 y. : extended abstract of candidate's thesis]. Kyiv, [in Ukrainian].

Smolyuk, I. A. (1987). *Ekonomicheskoe vospitanie starsheklassnikov v protsesse trudovogo obucheniya : avtoref. Kandydat nauk* [Economic education of high school students in the process of labor training : extended abstract. Candidate of Sciences]. Kyiv, [in Ukrainian].

Fedorenko, M. I. (2015). *OsoblivostI ekonomIchnogo viovannya starshoklasnikIv z glibokimi porushennyami zoru. Kandydat nauk* [Peculiarities of economic education of high school students with profound visual impairments. *Candidate of Sciences*]. Kyiv, [in Ukrainian].

Shpak, A. T. (1984). *Sovershenstvovanie organizatsii ekonomicheskogo obrazovaniya i vospitaniya starsheklassnikov. Kandydat nauk* [Improving the organization of economic education and upbringing of high school students. *Candidate of Sciences*]. Kyiv, [in Ukrainian].

Shpak, A. T. (1984). *Ekonomichna pidgotovka pedagogichnih kadriv v sistemi bezperervnoyi osviti: monografiya* [Economic training of teaching staff in the system of continuous education: monograph]. Kyiv, [in Ukrainian].

DOI: <https://doi.org/10.32835/2707-3092.2024.29.38-46>

ТЕОРЕТИЧНИЙ АНАЛІЗ ДИСЕРТАЦІЙНИХ ДОСЛІДЖЕНЬ З ПРОБЛЕМОЮ ПІДГОТОВКИ МОЛОДИ ДО ПІДПРИЄМНИЦЬКОЇ ДІЯЛЬНОСТІ

Дмитро Закатнов

кандидат педагогічних наук, старший науковий співробітник, завідувач лабораторії професійної кар'єри Інституту професійної освіти НАПН України, <https://orcid.org/0000-0002-4130-089X>, e-mail: 23dazkum@ukr.net

Реферат:

Актуальність статті зумовлена: необхідністю підготовки здобувачів освіти до повоєнного відновлення економіки України через формування в них підприємницької компетентності; важливістю формування в молоді готовності і здатності до усвідомленого вибору підприємництва як напряму реалізації освітньо-професійної траєкторії, що потребує проведення комплексу наукових досліджень теоретичних і прикладних аспектів цієї актуальної освітньої і соціально-економічної проблеми.

Мета: квантифікація масиву та динаміки потоку психолого-педагогічних дисертаційних досліджень з проблем підготовки учнівської молоді до підприємницької діяльності, виконаних у незалежній Україні; виявлення спеціальностей та сукупності актуальних проблем, за якими недостатньо висвітлено зазначену проблему у дисертаційних роботах; висвітлення внеску наукових працівників НАПН України щодо науково-методичного забезпечення модернізації та розвитку освіти за цим напрямом.

Методи: кількісний та якісний аналіз масиву та динаміки потоку дисертаційних досліджень з проблем підготовки учнівської молоді до підприємницької діяльності.

Результати: 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.

Висновки: 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.¹

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

Received: 03 February 2024

Accept: 01 July 2024