



THEORETICAL ANALYSIS OF THE PHENOMENON OF "CAREER COMPETENCE" IN THE CONTEXT OF PROFESSIONAL TRAINING OF FUTURE BACHELORS IN ENTERPRISE ECONOMICS

Oleksandr Kryachek

Postgraduate Student, Institute of Vocational Education of the National Academy of Educational Sciences of Ukraine, <https://orcid.org/0009-0002-5810-9538>, e-mail: kulykns@gmail.com

Abstract

The relevance of this study is driven by societal and economic demands for creative, proactive, and ambitious economists capable of guiding the national economy out of crisis, ensuring stable economic growth, and contributing to the post-war reconstruction of the country.

Objective: To conduct a theoretical analysis of the pedagogical phenomenon of "career competence" within the context of training future bachelors in enterprise economics.

Methods: This study utilizes scientific literature review, analysis of legislative and regulatory documents, and empirical data examination to assess the current development of the problem. It also employs theoretical analysis, synthesis, and generalization to substantiate the importance of fostering career competence among future bachelors in enterprise economics for the post-war reconstruction of Ukraine.

Results: A theoretical analysis of scholarly sources was conducted (covering the philosophy, history, and didactics of vocational education; development of personal and professional qualities of specialists; continuous professional education; theoretical foundations of economist competence development; and career competence development within vocational education systems in Ukraine and abroad). The analysis confirmed the importance of developing career competence among future bachelors in enterprise economics for the country's post-war recovery.

Conclusions: The issue of preparing young people for career choice, planning, implementation, and career competence development is relatively new for domestic psychological-pedagogical science. The traditional approach to professional training for future bachelors in enterprise economics does not foster their understanding of the profound psychological phenomena of self-knowledge, nor does it aid in identifying their abilities and personal resources, or motivate them to actively participate in Ukraine's post-war reconstruction. Studying factors that influence the development of individual career competence will help reveal the patterns of personal and professional self-improvement and career success of future bachelors in enterprise economics within the disrupted labor market context caused by the war. The need to design and experimentally validate effective pedagogical conditions and models for career competence development in the professional training of future bachelors in enterprise economics, considering wartime and post-war economic recovery needs, is underscored. Social and pedagogical conditions favorable for developing career competence among future bachelors in enterprise economics are identified (positive changes in sociocultural policies; rapid digitalization of all spheres of social life and economy; reform processes in the national educational system; shifts in Ukraine's socio-political and economic landscape; creation of pedagogical conditions and psychological-pedagogical technologies and methods aimed at forming ideas about professional success, motivation for self-knowledge and self-development, and readiness for lifelong learning).

Keywords: *professional career, bachelor in enterprise economics, career competence, self-improvement, higher economic education, personal resource potential.*

Introduction. Preparing future professionals for entrepreneurial activities and career growth is a vital condition for sustainable educational development and its significant contribution during economic recovery both under wartime conditions and in the post-war period. The issue of preparation for professional careers and career competency development is relatively new to the domestic psychological and pedagogical sciences. Most scholars view career building as a process of professional self-determination, rooted in the "self-concept" of the individual—a unique holistic formation that gradually evolves as a person matures, leading to transformations in life and professional perspective choices. Recent scientific research justifies the understanding of the essence of a professional career in relation to the "main stages of professional formation" within the framework of social and pedagogical psychology, as well as the theory and methodology of vocational education. The professional career of a specialist is perceived as an essential indicator of human development within a social system, associated with gaining professional self-identity, achieving professional mobility, adopting professional culture, including embracing the value orientations of professional activity, social responsibility, continuous self-education, self-development, and self-actualization (Bazyli, 2021; Orlov, 2017; Zakatnov, 2016). Agreeing with researchers, we generalize that a professional career is an individual trajectory of a person's life and professional path, projected during the stage of professional training.

At the same time, domestic science has not yet fully achieved its main goal in this regard—that is, forming clear perceptions of career success prospects among graduates of higher education institutions, especially future bachelor's degree holders in business economics. These perceptions should be supported by processes of conscious professional self-determination, aligned with each individual's unique traits, abilities, and capacities, taking into account all areas of their development, as well as the demands of the modern labor market. Therefore, it should be noted that the traditional approach to training business economists does not provide a complete characterization for understanding the deeper psychological phenomena

of self-awareness, identifying abilities, and assessing an individual's resource potential.

The development of career competency depends on a multitude of closely interrelated determinants. Studying the factors influencing career competency development among future bachelor's degree holders in business economics will contribute to identifying patterns in their personal-professional self-improvement and success in professional activity and career growth. Consequently, there is an objective need to develop, theoretically substantiate, and experimentally test pedagogical conditions and a model for developing career competency among future bachelor's degree holders in business economics during their professional training.

In this context, it is worth noting that the complex issues related to preparing individuals for building and realizing a professional career have been studied by scientists in Western Europe, the USA, and Japan since the mid-20th century. They closely link career competency formation with globalization of the world economy, the information-technology revolution, modernization, and technological advancement in production, as well as the rapid development of information and communication technologies. They emphasize the need for fundamental changes in higher technical education to train a new generation of business economics specialists.

Sources. The theoretical basis of this article is rooted in the research of foreign specialists in career development in economically advanced countries, including D. Super, J. Holland, D. Hall, S. Covey, V. Patton, M. McMahon, L. Iacocca, and others. We relied on the concept of career building as a process of professional self-determination, founded on the individual's "self-concept"—a holistic formation that gradually changes as a person matures and continuously faces choices concerning life path and professional prospects (R. Burns, J.M. Ivancevich, O. Moll, D. Super, R. Turner, E. Hug, and others). In recent years, a number of studies have been conducted (D. Berenova, A. Derkach, D. Zakatnov, S. Covey, V. Tolochek, and others). A common theme among these studies is that they reflect a new understanding of the concept of "professional career" from the perspectives of social and pedagogical psychology, pedagogy of

vocational education, expanding its conceptual framework, and establishing connections among career, professional, and personal development.

The concept of our study was also built upon the views of domestic scholars who studied the internal mechanisms and external conditions of professionalization (Y. Golovakha, O. Ignatyuk, I. Kankovsky, O. Kovalenko, P. Luzan, L. Lukyanova, N. Nychkalo, V. Radkevych, O. Romanovsky, T. Sushchenko, and others). Works applying a psycho-acmeological approach to the professional training of future bachelor's degree holders in business economics and their subsequent career development are of particular interest (L. Bazyl, V. Biskup, V. Bochelyuk, L. Yershova, L. Karamushka, Y. Mogilovkin, V. Orlov, L. Pochebut, and others). Additionally, issues concerning the quality of vocational education, employment, labor market integration, and career development of graduates from professional (vocational) educational institutions have been covered (S. Alekseeva, I. Androshchuk, D. Zakatnov, O. Kucheryavy, V. Lozovetska, A. Poplavska, and others).

Of particular interest to us are comparative studies in vocational pedagogy concerning the training of economic specialists in other countries. Specifically, this includes L. Otroshchenko's research "Organization and Implementation of Professional Training of Future Foreign Economic Profile Specialists in Germany" (2011), A. Naidionova's "Professional Training of Agribusiness Economists in British Universities" (2015), N. Voinarovska's "Bachelor's Training in Economics in Higher Educational Institutions of the USA" (2011), V. Ilyina's "Establishment and Development of Higher Economic and Business Education in the United States under Modern Conditions" (2006). Especially relevant, due to the territorial and historical proximity of the countries, is A. Zagorodnya's study (2019), which is devoted to a comparative analysis of the professional training of future economists in Poland and Ukraine. This research presents a comparative analysis of the organizational-methodological foundations of professional training of specialists in the economic field in higher education institutions, outlining commonalities and differences in the training of economic specialists in the Republic of Poland and Ukraine (Prospectiveness, 2019). These works

mainly reflect the results of studies on professional competence development, while also including integrative elements where success in professional development depends on the realization of career success by future bachelor's degree holders in business economics.

We also focused on research on the historical and methodological aspects of professional orientation and career development (V. Baidulin, O. Boiko, N. Velychko, M. Vovkovinsky, L. Zlochevskaya, M. Klymenko, Yu. Kurnishev, and others). Additionally, the peculiarities of preparing youth for a professional career in the digital society have been studied (Gurzhi, Radkevych, Zaichuk, & Prygodi, 2021; Bazelyuk, 2021; Yershov, 2019; 2023).

Despite a significant number of studies, domestic science has not yet established the theoretical and methodological foundations for forming clear perceptions of career success prospects among future bachelor's degree holders in business economics, supported by processes of conscious professional self-determination aligned with each individual's unique characteristics, abilities, and capabilities, considering all spheres of personal development as well as labor market demands. In this sense, it is worth noting that the use of the traditional test (verbal) approach to training future bachelor's degree holders in business economics does not fully characterize the deeper psychological phenomena of self-awareness, the determination of abilities, and the assessment of resource capacities as both a person and a professional.

The aim of the study is to conduct a theoretical analysis of the pedagogical phenomenon of "career competence" in the context of the professional training of future bachelor's students in enterprise economics.

Methods: An examination of scientific sources, legislative, and regulatory documents, as well as empirical data, to determine the extent of development on the issue; theoretical analysis, synthesis, and generalization to demonstrate the importance of developing career competence among future bachelor's students in enterprise economics for Ukraine's post-war recovery.

Results and Discussion: Researchers prioritize concerns for humanity's future,

identifying ways to jointly address new higher education challenges, activating integration processes, ensuring high-quality training of bachelor's students in enterprise economics, creating a flexible system for access to continuous education, developing a nomenclature of economic specializations aligned with global standards, transforming the content of bachelor's training in enterprise economics, sharing experiences, and forming a unified European space in economic education.

Theoretical analysis of the scientific literature on the research problem reveals an insufficient level of development in the issue of career competence development among future bachelor's students in enterprise economics, underscoring its relevance. This relevance is shaped by several contradictions between:

- the growing societal need for economists motivated to develop career competence and the insufficient theoretical and practical elaboration of pedagogical conditions that support this development within the learning and training process;
- a focus on technical knowledge acquisition and insufficient psychological and pedagogical support for forming modern understandings of professional success, employability, and competence development in building a career within a market economy;
- the objective need to improve the process of professional training for future bachelor's students in enterprise economics and the inadequacy of existing pedagogical and digital technologies in educational institutions that would facilitate the integration of professional and career competence development processes for these students;
- the significance of determinants in forming and developing career competencies as factors enhancing the effectiveness of future bachelor's students' professional activities in enterprise economics, and the insufficient consideration of these factors in designing their professional career development trajectory.

Addressing these contradictions requires the development and implementation of new approaches to the career competence development of future bachelor's students in enterprise economics, drawing on both domestic and

international practices. This underscores the necessity of clarifying the methodological foundations for acquiring and systematizing knowledge about careers, ensuring a holistic understanding of their essence (an ontological framework), and developing a scientifically grounded concept for managing the career development of future bachelor's students in enterprise economics.

The issue of improving the quality of training for future bachelor's students in enterprise economics (particularly based on the positive principles of Western European and American experience) remains under-researched but has shown some positive progress. It has been found that the training of economic professionals in domestic and foreign higher education institutions shares certain common features (such as broad-based foundational training, the possibility of sequential and parallel acquisition of multiple specializations, awareness of professional choice by students and their interest in realizing it, development of creative abilities, professional orientation of curricula, learning organization forms, etc.), as well as specific characteristics (curriculum and program structure, alignment of content with economic needs, training directions, organization of various types of practice, student workload distribution, organization of independent work, length of studies, tuition fees, accreditation of professionals, humanization and humanitarian aspects of education, material and methodological support, informatization and digitization of the educational process, connection between educational institutions and the production sector, etc.).

Conditions and circumstances favorable for developing career competence in future bachelor's students in enterprise economics include positive shifts in sociocultural policy, rapid digitalization across all spheres of social and economic life, reform processes in the national educational system, changes in Ukraine's socio-political and economic landscape, and the creation of pedagogical conditions and psychological-pedagogical technologies and methods for forming concepts of professional success, motivation for self-knowledge and self-development, and readiness for lifelong learning.

The study shows that analyzing the factors contributing to an individual's career competence development will help identify patterns of personal and professional self-improvement and career success among future bachelor's students in enterprise economics in a war-disrupted labor market. This emphasizes the need to develop and experimentally verify the effectiveness of pedagogical conditions and a model for career competence development in the professional training of future bachelor's students in enterprise economics.

Conclusions: Career competence is a condition for individual self-realization, reflecting a person's knowledge and understanding of their strengths and weaknesses, abilities, and the ability to

foresee prospects for personal, professional, and career development, even amid martial law and post-war recovery. Career competence, as a component of professional competence and a set of corresponding life and professional skills of a self-sufficient individual, facilitates the effective integration of future bachelor's students in enterprise economics into various professional and social structures, accelerating the post-war recovery of the national economy. However, achieving this requires significant effort, extensive knowledge, access to diverse information, technical equipment, and strong self-motivation; during their professional training, students must acquire instrumental, interpersonal, and systemic skills that comprise the general structure of career development.

List of references

Bazyl, L. O., Shatkovska, H. I., Klymenko, M. M. and Radkevych, V. O. (2019). Psychological and Pedagogical Features of Career Growth of Teachers of Vocational Education Institutions. *Opcion: Revista de Ciencias Humanas y Sociales*, 35 (23), 763-779 URL: <http://produccioncientificaluz.org/index.php/opcion/article/view/30083>.

Yershova, L., Aliksieieva, S., Kulalaieva, N., Odnoroh, H., & Yershov, M.-O. (2022). Technologizing youth training for entrepreneurship to fulfil sustainable development goals. *SHS Web of Conferences*. https://www.shs-conferences.org/articles/shsconf/pdf/2022/12/shsconf_ichtml2022_01004.pdf

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

Базелюк, О. (2021). Особливості цифровізації вищої освіти в сучасних умовах. *Педагогічні інновації: ідеї, реалії, перспективи*, 2 (27), 37-43

Базиль Л. (2021). Психолого-педагогічні умови кар'єрного розвитку викладачів закладів професійної освіти. *Педагогічні науки: теорія, історія, інноваційні технології*, 2021, № 8 (112). С.76-95. DOI 10.24139/2312-5993/2021.08/076-095

Базиль, Л., & Орлов, В. (2018). Суперечності в консультуванні з професійної кар'єри майбутніх кваліфікованих робітників. *Науковий вісник Інституту професійно-технічної освіти НАПН України. Професійна педагогіка*, 16, 14-19

Вознюк, О. В. (2010). Інтегративний підхід до професійного розвитку особистості педагога в умовах цивілізаційних змін. *Науковий часопис НПУ імені М. М. Драгоманова*, 12 (22). Режим доступу: <http://eprints.zu.edu.ua/8418/1/>

Гуржій, А.М., Радкевич, В.О., Зайчук, В.О., & Пригодій, М.А. (2021). Підготовка фахівців на основі SMART-комплексів. In *Наука та освіта : зб. пр. XVI Міжнар. наук. конф. (4–11 січ. 2022 р., м. Хайдусобосло, Угорщина)*, (с. 93-96). Хмельницький: ХНУ.

Єршов, М. (2019). Сучасні проблеми формування цифрової компетентності учнів у закладах загальної середньої освіти. In В.Г. Кремень, О.І. Ляшенко (ред.). *Інформаційно-цифровий освітній простір України: трансформаційні процеси і перспективи розвитку. Матеріали методологічного семінару НАПН України. 4 квітня 2019 р.*, (с. 79-85). Київ: б.в. <https://lib.iitta.gov.ua/id/eprint/718707/>

Єршов, М. (2023). *Тенденції розвитку ІТ-освіти в Незалежній Україні*: монографія. Київ: «Видавництво Людмила». <http://eprints.zu.edu.ua/38844/>

Закатнов, Д. (2016). Теоретичні засади проектування системи консультування з професійної кар'єри учнів професійно-технічних навчальних закладів. Київ: б.в.

Клименко, М. (2017). Проектування і розвиток кар'єри інженера: навчальний посібник. Київ: СПД Чалчинська Н. В.

Найдьонова, А. (2015). *Професійна підготовка економістів аграрного профілю в університетах Великої Британії*: кандидат наук. Київ: НУБіП.

Орлов, В. (2017) Кар'єрні орієнтації суб'єктів сучасної професійної школи. *Науковий вісник Інституту професійно-технічної освіти НАПН України. Професійна педагогіка*, 13, 15-21.

Отрощенко, Л. (2011). Організація та здійснення професійної підготовки майбутніх фахівців зовнішньоекономічного профілю в Німеччині. *Витоки педагогічної майстерності. Педагогічні науки*, 8(2), 199-202.

Загородня, А.А. (укл.), (2019). Перспективність використання досвіду професійної підготовки фахівців економічної галузі Республіки Польщі в Україні: методичні рекомендації; Інститут педагогіки НАПН України. Київ: Педагогічна думка.

Пригодій, М. (2011). [Педагогічні умови підготовки майбутніх учителів технологій до профільного навчання учнів](#). *Вища освіта України*, 1(3), 388-395.

Пуцов, В. І. (2004). *Особливості навчання дорослої людини*. Київ: ЦППО АПН України.

Семиченко, В. А. (2001). Психологічні аспекти професійної підготовки і післядипломної освіти педагогічних кадрів. *Післядипломна освіта в Україні*, 1, 54-57.

Сьюпер, Д. Е. (1990). *Просторовий підхід до кар'єрного розвитку*. Сан-Франциско: Джоссі-Басс.

Translated & Transliterated

Bazyl, L. O., Shatkovska, H. I., Klymenko, M. M. and Radkevych, V. O. (2019). Psychological and Pedagogical Features of Career Growth of Teachers of Vocational Education Institutions. *Opcion: Revista de Ciencias Humanas y Sociales*, 35 (23), 763-779 URL: <http://produccioncientificaluz.org/index.php/opcion/article/view/30083>., [in English].

Yershova, L., Aliksieieva, S., Kulalaieva, N., Odnoroh, H., & Yershov, M.-O. (2022). Technologizing youth training for entrepreneurship to fulfil sustainable development goals. *SHS Web of Conferences*. https://www.shs-conferences.org/articles/shsconf/pdf/2022/12/shsconf_ichtml2022_01004.pdf, [in English].

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

Bazeliuk, O. (2021). Osoblyvosti tsyfrovizatsii vyshchoi osvity v suchasnykh umovakh [Features of digitization of higher education in modern conditions]. *Pedahohichni innovatsii: idei, realii, perspektyvy* [Pedagogical innovations: ideas, realities, perspectives], 2 (27), 37-43, [in Ukrainian].

Bazyl L. (2021). Psykholoho-pedahohichni umovy kariernoho rozvytku vykladachiv zakladiv profesiinoy osvity [Psychological and pedagogical conditions of career development of teachers of vocational education institutions]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii* [Pedagogical sciences: theory, history, innovative technologies], 2021, № 8 (112). S.76-95. DOI 10.24139/2312-5993/2021.08/076-095, [in Ukrainian].

Bazyl, L., & Orlov, V. (2018). Superechnosti v konsultuvanni z profesiinoy kariery maibutnikh kvalifikovanykh robitnykiv. [Contradictions in career counseling of future skilled workers.]. *Naukovyi visnyk Instytutu profesiino-tekhnichnoi osvity NAPN Ukrainy* [Scientific Bulletin of the Institute of Vocational and Technical Education of the National Academy of Sciences of Ukraine. Professional pedagogy], 16, 14-19, [in Ukrainian].

Vozniuk, O. V. (2010). Intehratyvnyi pidkhid do profesiinoho rozvytku osobystosti pedahoha v umovakh tsyvilizatsiinykh zmin [An integrative approach to the professional development of a teacher's personality in the conditions of civilizational changes]. *Naukovyi chasopys NPU imeni M. M. Drahomanova* [Scientific journal of the M.M. Drahomanov NPU], 12 (22). Rezhyim dostupu: <http://eprints.zu.edu.ua/8418/1/>, [in Ukrainian].

Hurzhi, A.M., Radkevych, V.O., Zaichuk, V.O., & Pryhodii, M.A. (2021). Pidhotovka fakhivtsiv na osnovi SMART-kompleksiv [Training of specialists on the basis of SMART-complexes]. In *Nauka ta osvita [Science and education]* : zb. pr. KhVI Mizhnar. nauk. konf. (4–11 sich. 2022 r., m. Khaidusoboslo, Uhorshchyna), (s. 93-96). Khmelnytskyi: KhNU, [in Ukrainian].

Yershov, M. (2019). Suchasni problemy formuvannia tsyfrovoy kompetentnosti uchniv u zakladakh zahalnoi serednoi osvity [Modern problems of the formation of digital competence of students in institutions of general secondary education]. In V.H. Kremen, O.I. Liashenko (red.). *Informatsiino-tsyfrovoyi osvitnii prostir Ukrainy: transformatsiini protsesy i perspektyvy rozvytku. Materialy metodolohichnoho seminaru NAPN Ukrainy [Information and digital educational space of Ukraine: transformational processes and development prospects. Materials of the methodological seminar of the National Academy of Sciences of Ukraine]*, (4 kvitnia 2019 r., (s. 79-85). Kyiv: b.v. <https://lib.iitta.gov.ua/id/eprint/718707/>, [in Ukrainian].

Yershov, M. (2023). Tendentsii rozvytku IT-osvity v Nezalezhnii Ukraini: monohrafiia [Development trends of IT education in Independent Ukraine: monograph]. Kyiv: «Vydavnytstvo Liudmyla» [«Lyudmila Publishing House»]. <http://eprints.zu.edu.ua/38844/>, [in Ukrainian].

Zakatnov, D. (2016). Teoretychni zasady proektuvannia systemy konsultuvannia z profesiinoi kariery uchniv profesiino-tekhnichnykh navchalnykh zakladiv [Theoretical principles of designing a system of counseling on the professional career of students of vocational and technical educational institutions]. Kyiv: b.v. , [in Ukrainian].

Klymenko, M. (2017). *Proektuvannia i rozvytok kariery inzhenera: navchalnyi posibnyk [Designing and developing an engineer's career: a study guide]*. Kyiv: SPD Chalchynska N. V. , [in Ukrainian].

Naidonova, A. (2015). *Profesiina pidhotovka ekonomistiv ahrarnoho profilu v universytetakh Velykoi Brytanii [Professional training of agricultural economists at universities in Great Britain]*: kandydat nauk. Kyiv: NUBiP, [in Ukrainian].

Orlov, V. (2017). Karierni oriientsatsii subiektiv suchasnoi profesiinoi shkoly [Career orientations of subjects of a modern vocational school]. *Naukovyi visnyk Instytutu profesiino-tekhnichnoi osvity NAPN Ukrainy. Profesiina pedahohika [Scientific Bulletin of the Institute of Vocational and Technical Education of the National Academy of Sciences of Ukraine. Professional pedagogy]*, 13, 15-21, [in Ukrainian].

Otroshchenko, L. (2011). Orhanizatsiia ta zdiisnennia profesiinoi pidhotovky maibutnikh fakhivtsiv zovnishnoekonomichnoho profilu v Nimechchyni [Organization and implementation of professional training of future specialists in the foreign economic profile in Germany]. *Vytoky pedahohichnoi maisternosti. Pedahohichni nauky [Origins of pedagogical skills. Pedagogical sciences]*, 8(2), 199-202, [in Ukrainian].

Zahorodnia, A. A. (uklad.), (2019). *Perspektyvnist vykorystannia dosvidu profesiinoi pidhotovky fakhivtsiv ekonomichnoi haluzi Respubliki Polshchi v Ukraini : metodychni rekomendatsii / Instytut pedahohiky NAPN Ukrainy [Prospects of using the experience of professional training of specialists in the economic sector of the Republic of Poland in Ukraine: methodological recommendations; Institute of Pedagogy of National Academy of Sciences of Ukraine]*. Kyiv : Pedahohichna dumka [Pedagogical thought], [in Ukrainian].

Pryhodii, M. (2011). Pedahohichni umovy pidhotovky maibutnikh uchyteliv tekhnolohii do profilnoho navchannia uchniv [Pedagogical conditions for training future technology teachers for specialized training of students]. *Vyshcha osvita Ukrainy [Higher education of Ukraine]*, 1(3), 388-395, [in Ukrainian].

Putsov, V. I. (2004). *Osoblyvosti navchannia dorosloi liudyny [Peculiarities of adult education]*. Kyiv: TsIPPO APN Ukrainy, [in Ukrainian].

Semychenko, V. A. (2001). Psykholohichni aspekty profesiinoi pidhotovky i pislidyplomnoi osvity pedahohichnykh kadrov [Psychological aspects of professional training and postgraduate education of teaching staff]. *Pislidyplomna osvita v Ukraini [Postgraduate education in Ukraine]*, 1, 54-57, [in Ukrainian].

Siuper, D. E. (1990). *Prostorovi pidkhid do kariernoho rozvytku [Spatial approach to career development]*. San-Frantsysko: Dzhossi-Bass, [in Ukrainian].

ТЕОРЕТИЧНИЙ АНАЛІЗ ФЕНОМЕНА «КАР'ЄРНА КОМПЕТЕНТНІСТЬ» У КОНТЕКСТІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ БАКАЛАВРІВ З ЕКОНОМІКИ ПІДПРИЄМСТВА

Олександр Крячек

аспірант Інституту професійної освіти НАПН України, <https://orcid.org/0009-0002-5810-9538>, e-mail: kulykns@gmail.com

Реферат:

Актуальність визначається запитом суспільства й економіки на креативних, активних та амбітних економістів, здатних вивести вітчизняну економіку з кризового стану, забезпечивши її стабільне економічне зростання й повоєнне відновлення країни.

Мета: здійснити теоретичний аналіз педагогічного феномена «кар'єрна компетентність» у контексті професійної підготовки майбутніх бакалаврів з економіки підприємства.

Методи: вивчення наукових джерел, законодавчих, нормативно-правових документів, емпіричних даних – для з'ясування ступеня розробленості проблеми; теоретичний аналіз, синтез і узагальнення – з метою доведення важливості розвитку кар'єрної компетентності майбутніх бакалаврів з економіки підприємства для повоєнного відновлення України.

Результати: здійснено теоретичний аналіз наукових джерел (з філософії, історії і дидактики професійної освіти; формування особистісних і професійних якостей фахівця; неперервної професійної освіти; теоретичних основ формування компетентності економіста; розвитку кар'єрної компетентності у системі професійної освіти в Україні і зарубіжних країнах); доведено важливість розвитку кар'єрної компетентності майбутніх бакалаврів з економіки підприємства для повоєнного відновлення країни.

Висновки: проблема підготовки молоді до вибору, планування й реалізації професійної кар'єри та розвитку кар'єрної компетентності для вітчизняної психолого-педагогічної науки є відносно новою; використання традиційного підходу до професійної підготовки майбутніх бакалаврів з економіки підприємства не сприяє усвідомленню ними глибинно-психологічних феноменів самопізнання, визначенню ними здібностей і ресурсних можливостей особистості і не мотивує до активної участі у повоєнному відновленні України; вивчення чинників розвитку кар'єрної компетентності особистості сприятиме виявленню закономірностей особистісно-професійного самовдосконалення і кар'єрного успіху майбутніх бакалаврів з економіки підприємства в умовах розбалансованого війною ринку праці; актуалізовано необхідність розроблення й експериментальної перевірки ефективності педагогічних умов та моделі розвитку кар'єрної компетентності майбутніх бакалаврів з економіки підприємства у професійній підготовці з урахуванням потреб воєнного стану й повоєнного відновлення економіки; визначено соціально-педагогічні обставини й умови, сприятливі для розвитку кар'єрної компетентності майбутніх бакалаврів економіки підприємства (позитивні зміни у соціокультурній політиці; стрімка цифровізація усіх сфер суспільного життя й економіки; реформаційні процеси, що відбуваються у вітчизняній освітній системі; зміни в соціально-політичному та економічному житті України; створення педагогічних умов і психолого-педагогічних технологій та методик формування уявлень про професійний успіх, мотивації до самопізнання і саморозвитку та готовності до неперервної освіти).

Ключові слова: професійна кар'єра, бакалавр з економіки підприємства, кар'єрна компетентність, самовдосконалення, вища економічна освіта, ресурсні можливості особистості.

Received: 05 April 2024

Accept: 08 July 2024