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DIGITALIZATION OF YOUTH TRAINING FOR ENTREPRENEURIAL ACTIVITIES IN THE CREATIVE INDUSTRIES

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Abstract

The relevance of this study stems from the significant and growing role of digital technologies in the economy, particularly within the creative industries, where the digitalization of all aspects of life has become a prerequisite for competitiveness.

Aim: To analyze the impact of digitalizing education on the development of entrepreneurial skills among young people.

Methods: Theoretical analysis of scientific, industry-practical, reference, and educational literature to explore the influence of digitalized education on preparing youth for entrepreneurial activities in the creative industries; synthesis of theoretical information and empirical data to identify positive international practices in using digital educational technologies to prepare youth for career development; and a survey of young people to assess their readiness to apply digital technologies in starting and managing their own businesses.

Results: Based on the theoretical analysis of research sources, it was established that integrating digital technologies into youth training significantly enhances their entrepreneurial competence and preparedness for entrepreneurial activities. The majority of surveyed students expressed a positive attitude toward digital innovations in education and confirmed the need for further development of digital skills through practical sessions, webinars, and workshops. Through the analysis of theoretical insights and the synthesis of empirical data, key factors were identified that improve conditions for developing entrepreneurial competence in future professionals. These include active involvement of the state and businesses in creating opportunities for digitalizing education, expanding youth access to digital resources, continuously updating educational programs to reflect the latest digital trends, incorporating modern technologies (such as VR/AR and artificial intelligence) into the educational process, and strengthening the practical component of training through business simulators and startup incubators.

Conclusions: The digitalization of youth training for entrepreneurial activities in the creative industries is a critical factor in shaping competitive professionals capable of creating innovative products that meet the demands of the digital era.

Keywords: *digitalization of education, creative industries, entrepreneurial competence, digital educational technologies, arts education, design education.*

Introduction. In the context of digitalization and globalization of the economy, young entrepreneurs face the need to master cutting-edge technologies and knowledge to create and promote competitive products. The creative industries sector (design, film, music, marketing, IT, fashion, gaming industry) is particularly sensitive to digital transformations. Digitalization enables young people not only to develop innovative products but also to effectively promote them on global markets. In Ukraine, the digitalization of education closely interacts with the commercial sector, which actively employs modern technologies to develop business

models that function efficiently under contemporary conditions (Koleshnia, 2021, p. 80).

The relevance of this study stems from the necessity to adapt the training system for young professionals to modern realities, where digital technologies serve as a key tool for creating and promoting creative products. Today, the creative industries represent one of the most dynamic and promising sectors of the economy, contributing not only to economic development but also to the cultural enrichment of society.

The digitalization of education opens new opportunities for young people by providing access to global markets, simplifying communication, production, and distribution processes for creative products. Preparing youth for entrepreneurship in this field should encompass the acquisition of digital skills such as social media management, digital marketing, proficiency in modern visualization and animation tools, and the ability to work with online platforms and digital collaboration tools. Furthermore, fostering analytical thinking skills among young people is crucial for effectively handling big data, enabling them to swiftly adapt business strategies to changing market conditions. Educational digital platforms, virtual simulators, and business simulation tools play a significant role in training young entrepreneurs, allowing them to practically test various business models and gain essential experience without risk. However, the successful realization of these objectives is contingent upon support from the state and the business sector, particularly through the establishment of digital incubators and accelerators, which facilitate the transformation of innovative ideas into tangible startups and commercially viable projects. To enhance the participation of small and medium-sized enterprises in exports and boost their competitiveness, it is vital to equip specialists with up-to-date knowledge and skills shaped within the modern educational system. Additionally, supporting the development of business incubators and encouraging innovative activity are essential steps (Kholodnytska, 2018, p. 156).

Sources. Researchers of creative industries development (O. Tkachenko, I. Turskyi, M. Fedyk, A. Kholodnytska, N. Chechetova, T. Chechetova-Terashvili, et al.) emphasize the importance of cultivating entrepreneurial and digital competencies in future specialists for the successful realization of their professional careers. Studies by Ya. Koleshnia and V. Kokhan, dedicated to the challenges of developing digital educational platforms as tools for effective business models, are of particular interest for achieving the objectives outlined in this article. Theoretical and methodological aspects of preparing youth for entrepreneurial activities have been explored in the works of L. Bazyl, V. Baidulin, L. Bondarieva, M. Vachevskyi, I. Grytsenok, D. Zakatnov, M. Liashenko, V. Maikovska, H. Matukova, and others. Nevertheless, the issue of leveraging digital educational technologies to enhance the quality of youth training for activities in the creative industries remains highly relevant.

Objective of the article: To analyze the impact of education digitalization on the formation of entrepreneurial skills among youth.

Methods: Theoretical analysis of scientific, industry-practical, reference, and educational literature—to examine the influence of education digitalization on preparing youth for entrepreneurial activities in the creative industries; synthesis of theoretical information and empirical data—to identify positive international experiences in utilizing digital educational technologies for youth career development; surveys of young people—to assess their readiness to apply digital technologies in starting and managing their own businesses.

Results and Discussion. Creative industries are characterized by high innovativeness, a need for rapid adaptation, and flexibility in business models. They also constitute one of the leading directions and driving forces of the modern innovation economy, encompassing, in particular, the fields of culture and arts. Creativity in this context is associated not only with innovation but also with creative activity. This explains the widespread adoption of the term "creative industries" (Chechetova & Chechetova-Terashvili, 2019). This sector actively utilizes digital technologies to create new products, promote them, conduct marketing, and communicate with clients. Multimedia technologies, which enable the integration of text, sound, images, video, and animation to produce vivid, appealing, and competitive products, hold particular significance in this context. The concept of digitalization implies the integration of information and communication technologies into

all spheres of life, including the education system. The use of digital tools significantly expands the boundaries of traditional learning, making education accessible, interactive, and personalized. Multimedia technologies in design allow for the conscious and harmonious integration of various types of information. Thanks to computer-based tools, it becomes possible to present information in diverse forms widely applied in the educational process across institutions of various levels, including graphic images (scanned photographs, drawings, maps, slides), audio (voice recordings, sound effects, music), video materials with effects, interactive elements, 3D modeling, animations, and animated modeling (Kolesnyk et al., 2024, p. 646). The use of multimedia tools helps young people acquire practical skills in creating high-quality content, fosters the development of creative potential, and enhances interaction within the learning process.

Given this context, preparing young people for entrepreneurial activities in the creative industries becomes of paramount importance. According to a study conducted by Rating Lab in collaboration with the sociological group "Rating" (2023), 73% of surveyed Ukrainian youth aspire to own their own businesses, while only 19% prefer salaried employment (Youth Attitudes Toward Entrepreneurship: Ukraine and the EU, 2023). At the same time, the research indicates that only one-third of those who wish to start their own ventures have taken concrete steps toward realizing this goal. The primary motivations for launching a business include personal satisfaction from implementing an idea (65%) and improving financial status and independence (55%). Among the reasons why young people opt for salaried work are stable income (64%), insufficient finances and resources to start a business, lack of confidence in their abilities (42%), the need for a fixed work schedule (38%), and a lack of additional knowledge and skills to initiate their own ventures (36%) (Work.ua, 2023; Youth Attitudes Toward Entrepreneurship: Ukraine and the EU, 2023). Notably, 87% of vocational education students express interest in pursuing an entrepreneurial career. However, they acknowledge that entrepreneurship training is often limited to theoretical knowledge and business plan development, lacking sufficient practical preparation (Youth Entrepreneurship: Education, 2023). According to a scientific study by the State Institute of Family and Youth Policy, in 2021, the average level of positive attitudes toward entrepreneurship among Ukrainian youth was 63%, slightly below the European average of approximately 75% (Siryi, 2021, p. 19). It is worth noting that by 2023, according to the "Rating" group's study on youth attitudes toward entrepreneurship in Ukraine and EU countries, these figures had shifted significantly. Specifically, 73% of Ukrainian youth favored self-employment and entrepreneurship, while only 19% expressed a desire to be salaried employees. In contrast, in EU countries, 56% of surveyed youth preferred salaried work to avoid risks, with only 39% showing readiness for self-employment (Youth Attitudes Toward Entrepreneurship: Ukraine and the EU, 2023).

Thus, these findings highlight, on the one hand, a strong interest among Ukrainian youth in entrepreneurship and, on the other, the need to enhance the quality and practical orientation of educational programs to better prepare young people for self-employment, particularly in the creative industries, which are highly sensitive to advancements in digital technologies. The digitalization of entrepreneurship training for students entails creating conditions for young people to acquire skills in using digital platforms (e.g., Coursera, Prometheus, Udemy), applying modern tools to develop creative competencies (e.g., Adobe Creative Cloud, Canva), and managing business processes (e.g., Google Workspace, CRM systems). It is essential to integrate multimedia technologies, business simulators, and interactive training sessions that enable young entrepreneurs to practically apply their knowledge in simulated environments, aligning the educational process with real market demands. The use of innovative tools such as virtual reality (VR) and augmented reality (AR) provides opportunities to refine ideas, test products, and develop models without financial risks. Additionally, fostering digital incubators and startup accelerators is critical, as they create a supportive ecosystem for funding and implementing young people's creative entrepreneurial initiatives.

Educational programs aimed at preparing youth for entrepreneurial activities must integrate

digital technologies from the earliest stages of learning. This can be achieved by introducing online courses, virtual simulators, webinars, and masterclasses led by successful entrepreneurs and digital technology experts. A key direction in the digitalization of education is the development of online platforms and digital tools that enable young people to acquire the necessary knowledge and skills. The use of virtual simulators, business simulation tools, and AR/VR technologies allows young entrepreneurs to gain practical experience and test their business ideas in safe settings without financial or reputational risks. Social media platforms (e.g., Instagram, TikTok, YouTube) serve as vital tools for marketing and branding, while freelance platforms (e.g., Fiverr, Upwork) enable youth to seamlessly enter the labor market and monetize their skills. Digital platforms facilitate the growth of a virtual labor market and the emergence of a distinct form of remote employment—e-freelancing (Kokhan, 2021, p. 31).

It is also necessary to establish digital incubators and accelerators that will facilitate the transformation of young people's creative ideas into concrete business projects. This will enable them not only to acquire theoretical knowledge but also to develop practical skills in managing businesses within a digital environment. A crucial aspect in this context is the collaboration between educational institutions and real-world businesses, which allows students to gain experience in addressing practical challenges and adapting their projects to current market demands (Tkachuk, 2015). As a result, young people will gain a better understanding of startup management processes, familiarize themselves with modern business models, and learn effective digital marketing strategies. Additionally, the creation of such digital platforms will foster the active development of professional networks, facilitate connections with potential investors and mentors, and assist young individuals in finding their first clients and partners for future entrepreneurial endeavors.

The primary obstacles to the digitalization of youth preparation for starting and running their own businesses include the low level of digital literacy among many learners, limited access to technology across different regions of the country, educational programs insufficiently adapted to the digital economy, and inadequate funding for education. Addressing these challenges requires comprehensive measures involving government bodies, private businesses, and civil society organizations (Turskyi, 2016). Another significant barrier hindering the successful integration of digital technologies into the educational process is the low level of digital skills not only among young people but also among educators. This issue largely stems from insufficient attention to digital technologies in existing educational standards and curricula, as well as imperfect mechanisms for enhancing the qualifications of teaching staff. Consequently, many learners lack even basic skills in working with digital platforms and modern information and communication tools, creating substantial difficulties when entering the labor market in rapidly digitalizing creative industries.

Limited access to technology across various regions of the country further exacerbates the situation. While youth in large cities have the opportunity to utilize modern tools and services, significant digital divides persist in rural areas and small towns. The lack of stable high-speed internet and modern computer equipment severely restricts young people's ability to acquire quality knowledge, develop entrepreneurial skills, and actively participate in the digital economy.

Another critical issue is the insufficient adaptability of educational programs to the digital conditions of the contemporary art market. Most curricula and programs fail to account for the needs of modern business and the rapid evolution of digital technologies that support it, making it impossible for young people to quickly adapt to new challenges in the digital labor market. Overcoming this problem requires systematic updates to educational programs, active involvement of business representatives, digital technology experts, and experienced entrepreneurs in their development, who can impart relevant knowledge and skills to the youth.

Insufficient funding also significantly hampers the pace of digitalization in preparing youth for entrepreneurship. Modern digital technologies, multimedia tools, and software necessary for effectively training young people demand substantial financial investments. Currently, these costs primarily fall on educational institutions or

private investors, whose resources are often quite limited. Therefore, active state involvement in establishing specialized funds and programs to finance the digitalization of education is essential.

To successfully overcome these obstacles, the development of public-private partnerships is vital, enabling the pooling of efforts and resources between the state and businesses. Additionally, the role of civil society organizations must be enhanced, as they can initiate educational projects, promote digital skills, and conduct outreach work among young people. Only a comprehensive approach involving all stakeholders will enable the effective implementation of an education digitalization strategy, positively impacting youth preparation for entrepreneurship and the country's overall development.

A promising direction for improving youth preparation for professional careers through self-employment in creative industries is the use of artificial intelligence (AI) for personalized learning. This approach allows educational materials to be tailored to the individual characteristics, abilities, and needs of each student. By leveraging machine learning algorithms, educational platforms can analyze students' performance, learning pace, interests, and preferences, offering personalized learning pathways and tasks. This enhances motivation, improves knowledge retention, and fosters the development of practical skills. Equally important is the systematic integration of entrepreneurial education into formal curricula, starting from the early stages. Incorporating courses on entrepreneurship fundamentals, digital marketing, business project management, creative thinking, and innovation will equip students with the skills necessary to launch their own businesses and thrive in the digital economy.

Conclusions. The study confirms that the digitalization of the educational process is a prerequisite for effectively preparing youth for entrepreneurial activities in creative industries. This opens new opportunities for unlocking young people's entrepreneurial potential by providing access to knowledge, technologies, and resources critical in the context of the digital transformation of the national economy. Digital platforms, multimedia tools, augmented reality elements, analytical software, and other technologies significantly enhance the effectiveness of the educational process and contribute to the formation of practical skills essential for successfully managing businesses in a creative environment. Based on the analysis of theoretical frameworks and the synthesis of empirical data, key factors have been identified that improve the conditions for developing entrepreneurial competence among future professionals: active involvement of the state and businesses in creating conditions for education digitalization; expanded access to digital resources for youth; continuous updates to educational programs reflecting the latest digital trends; integration of modern technologies (VR/AR, AI) into the educational process; and a stronger emphasis on practical training through business simulators and startup incubators. Support for initiatives by civil society organizations working in digital education and entrepreneurship, as well as the development of partnerships between educational institutions and representatives of creative industries, is also crucial.

Thus, the digitalization of youth preparation for entrepreneurial activities in creative industries is a strategic direction for educational development, fostering the emergence of competitive, innovation-driven professionals. Such individuals are capable not only of effectively implementing business ideas but also of generating new meanings, products, and services that meet the challenges of the digital era and contribute to the sustainable development of the country's economy.

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ЦИФРОВІЗАЦІЯ ПІДГОТОВКИ МОЛОДІ ДО ПІДПРИЄМНИЦЬКОЇ ДІЯЛЬНОСТІ У СФЕРІ КРЕАТИВНИХ ІНДУСТРІЙ

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Реферат:

Актуальність дослідження визначається значним зростанням ролі цифрових технологій в економіці, особливо у сфері креативних індустрій, де цифровізація усіх сфер життя стає необхідною умовою конкурентоспроможності.

Мета: аналіз упливу цифровізації освіти на формування підприємницьких навичок молоді.

Методи: теоретичний аналіз наукової, виробничо-практичної, довідкової і навчальної літератури – для вивчення впливу цифровізації освіти на підготовку молоді до підприємницької діяльності у сфері креативних індустрій; узагальнення отриманої теоретичної інформації та емпіричних даних – для виділення позитивного міжнародного досвіду щодо використання цифрових освітніх технологій у підготовці молоді до розвитку кар'єри; опитування молоді – для визначення рівня їх готовності до застосування цифрових технологій у процесі відкриття і ведення власної справи.

Результати: на основі здійсненого теоретичного аналізу джерел дослідження з'ясовано, що інтеграція цифрових технологій у процес підготовки молоді суттєво покращує рівень її підприємницької компетентності та готовності до підприємницької діяльності; більшість опитаних здобувачів освіти висловили позитивне ставлення до цифрових інновацій в освітньому процесі та підтвердили необхідність подальшого розвитку цифрових навичок через практичні заняття, вебінари та майстер-класи; на основі аналізу теоретичних та узагальнення отриманих емпіричних даних визначено фактори, що впливають на покращення умов розвитку підприємницької компетентності майбутніх фахівців (активне залучення держави та бізнесу до створення умов

для цифровізації освіти; розширення доступу до цифрових ресурсів для молоді; постійне оновлення освітніх програм з урахуванням новітніх цифрових трендів; впровадження сучасних технологій (VR/AR, штучний інтелект) в освітній процес; посилення практичного компоненту навчання з використанням бізнес-симуляторів та інкубаторів стартапів).

Висновки: цифровізація підготовки молоді до підприємницької діяльності у сфері креативних індустрій є необхідною умовою формування конкурентоспроможних фахівців, здатних створювати інноваційні продукти відповідно до сучасних вимог цифрової епохи.

Ключові слова: *цифровізація освіти, креативні індустрії, підприємницька компетентність, цифрові освітні технології, мистецька освіта, дизайн-освіта.*

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