



TRENDS IN PREPARING YOUTH FOR ENTREPRENEURIAL ACTIVITY IN THE HISTORICAL RETROSPECTIVE OF THE DEVELOPMENT OF PROFESSIONAL EDUCATION IN UKRAINE

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Abstract

The relevance of the research is determined by: the importance of developing entrepreneurial traits and qualities in students of domestic professional education, the effectiveness of which is proven by the dynamic development of the economies of leading European countries; the necessity to overcome post-Soviet approaches in shaping the content of professional education, seeking new methods to develop market thinking, preparing future specialists for entrepreneurial activity and fostering individual initiative; the need for modernizing contemporary Ukrainian professional (vocational-technical) education, creating conditions in professional education institutions for shaping a self-reliant, skilled worker capable of self-employment in a wartime labor market and ready for post-war reconstruction tasks in Ukraine.

Purpose: to identify trends in preparing youth for entrepreneurial activity at different stages of the development of professional education in Ukraine.

Methods: theoretical analysis of official, scientific, archival sources, and internet resources - to determine the state of research on the problem and identify trends in preparing youth for entrepreneurship at different stages of the development of professional education in Ukraine; the comparison method - to contrast historical models of professional education and identify their characteristics in preparing youth for entrepreneurial activity; analysis and synthesis methods - to study the evolution of forms and methods of developing entrepreneurial qualities in youth; generalization and forecasting - to implement the identified positive experience in preparing current professional education students for entrepreneurial activity in wartime and post-war reconstruction in Ukraine.

Results: based on the theoretical analysis of the source base, the state of research on the problem in historical perspective was studied; based on comparing historical models of professional education development in Ukraine, trends in preparing youth for entrepreneurial activity at different stages were identified; based on studying the evolution of preparing youth for entrepreneurship, the transformation of forms and methods of developing entrepreneurial qualities in future specialists at different stages of professional education development in Ukraine was shown; based on the analysis of positive and negative past experiences, the main directions for improving professional training of youth for entrepreneurship in wartime and post-war reconstruction in Ukraine were outlined.

Conclusions: the domestic source base contains numerous materials on preparing youth for entrepreneurship (archival materials from Ukrainian educational institutions operating at different historical times; laws of Ukraine and other official documents; scientific publications on the history and methodology of professional education, documents of contemporary internet resources on promoting entrepreneurial initiative, etc.), but requires more thorough historiographical research; main trends in preparing youth for entrepreneurial activity in educational institutions of Tsarist Russia (certain elements of developing business and entrepreneurial skills were traced in the system of professional education), the Ukrainian SSR (complete denial of the development of individual initiative and formation of entrepreneurial activity skills, absence of elements of developing entrepreneurial competence in the educational process and educational work of vocational-technical education institutions), and Independent Ukraine (deliberate formation of entrepreneurial competence gains strategic importance for the country's development) were identified; forms and methods of developing entrepreneurial qualities in future specialists in the Tsarist Russian model of professional education (educational programs focused on mastering economic concepts that formed the basis of future entrepreneurial activity; individual subjects aimed

at developing entrepreneurial skills in graduates for future entrepreneurial activity), Soviet (issues of market economy, entrepreneurship, management were not reflected in the content of professional education; primary focus was on vocational training of workers for state enterprises) and Independent Ukraine (introduction of courses and programs on the basics of market economy and entrepreneurship; conducting practice-oriented events; maximizing approximation to the conditions of a real enterprise) were characterized; recommendations for improving the professional training of youth for entrepreneurship in wartime and post-war reconstruction in Ukraine (introduction of relevant courses; implementation of practical business projects; organization of business incubators in professional education institutions) were formulated.

Keywords: *entrepreneurial competence, entrepreneurial activity, professional education, market economy, small business, command-administrative system, totalitarian regime.*

Introduction. Modern socio-economic conditions, characteristic of a wartime market economy, require the preparation of self-reliant professionals, the development of entrepreneurial qualities, and the fostering of initiative. This is especially relevant for vocational education students, particularly in the field of renewable energy, as most of them become employed or self-employed after completing their studies. In a dynamic economic environment, it is crucial that future skilled workers possess key competencies necessary for successful employment and entrepreneurial activities. The armed aggression of Russia against Ukraine has radically transformed the principles of our country's economy. The full-scale war initiated by the Kremlin has fundamentally changed the principles of economic activity in the Ukrainian economy, and the invasion of Russian troops in Ukraine has led to the radical reform of the foundations of the domestic economic system.

Alongside this, "the preparation of future professionals for entrepreneurial activities in post-war times gains particular relevance, requires systematization, should include the formation of organized knowledge and skills in the chosen profession, aims to develop qualities and corresponding personal abilities, and necessitates the creation of a comprehensive program for developing entrepreneurial competence (which will guide the content of in-class, extracurricular, and after-school activities of students), as well as the updating of educational programs according to the demands of society, the economy, and the labor market" (Yershova, 2022). Entrepreneurial competence implies initiative, readiness for reasonable risk, the ability to generate and implement new ideas, and the responsibility for one's decisions. This enables young professionals not only to find employment in their specialty but also to create their own business and achieve self-realization. Therefore, vocational education institutions should focus on developing

entrepreneurial qualities – through relevant educational components, training, projects, internships, etc. This will allow combining professional qualifications with the ability to work in conditions of uncertainty, competition, and rapid changes in the labor market.

Sources. It is important to emphasize the existence of regulatory documents on the necessity of forming entrepreneurial competence in vocational education students at the current stage of its development, particularly, the Decree of the President of Ukraine "On the Goals of Sustainable Development of Ukraine for the period until 2030" (2019), Laws of Ukraine "On Education" (2017), "On Vocational (Vocational-Technical) Education" (1998), "On Entrepreneurship" (1991), "On the Development and State Support of Small and Medium Enterprises in Ukraine" (2012), National Economic Strategy – 2030 (2021).

The issue of preparing for entrepreneurial activities is at the epicenter of research attention of numerous scholars both in Ukraine and abroad. Specifically, a number of researchers focus their scientific inquiries on the theory and practical methodologies of preparing professionals for future entrepreneurial activities. Among these researchers are S. Alekseyeva (2020), L. Bazyl (2021), V. Baydulin (2022), I. Grytsenok (2023), L. Yershova (2022), D. Zakatnov (2022), V. Orlov (2023), M. Telovata (2022), and many others.

Researchers emphasize that the issue of forming and developing entrepreneurial competence is extremely relevant for economically developed countries, as the orientation of the education system towards entrepreneurship and business is seen as a guarantee of economic prosperity in democratic societies. Such societies are based on state support for startups, small business, and private initiative. Entrepreneurial activity plays a vital role in ensuring socio-economic and political stability. In conditions of economic destabilization and lack of financial resources, representatives of small and medium

businesses, who do not require significant initial investments and demonstrate rapid capital turnover, with certain support, can quickly and rationally solve problems of monopolization and stimulate the development of economic competition.

Meanwhile, in contemporary scientific-pedagogical research dedicated to the issue of forming entrepreneurial competence in educational seekers, there is a clear predominance of an innovation-oriented approach with a focus on prospects and opportunities. Most works concentrate on justifying the appropriateness and effectiveness of implementing various innovative methodologies, technologies, startup projects, aimed at developing entrepreneurial skills and qualities of the personality.

However, beyond the scientific analysis, the problems and shortcomings of the Soviet model of vocational training often remain unaddressed, particularly in the context of developing individual initiative and entrepreneurship. The negative experience of the past, with its ideological constraints and the leveling of young people's entrepreneurial potential, requires thorough scientific analysis. This analysis should consider both the positive potential of contemporary vocational education and a critical understanding of the shortcomings of the Soviet legacy in this field. A comprehensive review of both the achievements and errors of the past will allow for a more holistic assessment of the current problems and challenges in developing entrepreneurial competence among vocational education seekers, and help build a realistic strategy for further transformations.

Objective: To identify trends in preparing youth for entrepreneurial activities at different stages of vocational education development in Ukraine.

Methods: Theoretical analysis of official, scientific, archival sources, and internet resources - to determine the state of research on the issue and identify trends in preparing youth for entrepreneurship at different stages of vocational education development in Ukraine; comparative method - to compare historical models of vocational education and identify their characteristics in preparing youth for entrepreneurial activities; analysis and synthesis method - to study the evolution of forms and methods for developing entrepreneurial qualities in youth; generalization and forecasting - to implement the identified positive experience in training modern vocational education seekers for entrepreneurial activities in the conditions of war and post-war recovery of Ukraine.

Results and Discussion: Unlike modern Ukraine, where the formation of entrepreneurial competence is regulated by a number of legislative acts, in the Soviet Union and the Ukrainian SSR, there were no corresponding normative-legal mechanisms or developed methodologies for preparing future skilled workers for entrepreneurial activities. This can be explained by the fundamental differences between the Soviet and current socio-economic systems.

As is known, in the USSR, the command-administrative economy predominated, where the leading role belonged to state planning and state ownership of the means of production. Private entrepreneurship was viewed as a "relic of capitalism" and was therefore strictly limited. Soviet legislation did not encourage, but rather restrained, the development of individual labor and economic initiative of citizens.

Accordingly, in the system of vocational-technical education of the Ukrainian SSR, no attention was paid to the formation of entrepreneurial qualities and skills in youth. Educational programs were aimed at preparing qualified personnel for the state sector of the economy according to national economic needs.

Until 1917, the term "vocational-technical education" was not used. In Russia, as in other European countries, the term "vocational education" was widely used to denote the education system whose main task was the professional training of the population (Likarchuk, 1999). The term "vocational education" was used to refer to the training of specialists at all levels of qualification for further labor activities. Worker cadres were trained in lower-level vocational education institutions, thus a certain hierarchy of vocational education institutions existed for worker training (Likarchuk, 1999).

It should be emphasized that before the beginning of the Soviet era in educational institutions on the territory of modern Ukraine, which prepared youth for future professional life, the content of educational discipline programs was intended to form economic concepts that laid the foundation for future entrepreneurial activities. For example, "Programs and Rules of 8-Class Commercial Schools" specifically stated that commercial schools taught subjects such as: God's Law, Russian language, arithmetic, algebra, geometry, trigonometry, history, geography, natural history, physics, penmanship, drawing, painting, accounting, commercial arithmetic, chemistry, commodity science, political economy, law, history of trade, commercial

geography, commercial correspondence, and manual labor (Programs and Rules of 8-Class Commercial Schools, 1915).

The provided text offers an insightful historical perspective on entrepreneurial education in different political and economic systems. Here's the translated version in English, adhering to the structure and logic of the original while incorporating appropriate punctuation as per English grammar rules:

"The content of certain subjects could foster the development of entrepreneurial skills in graduates of these educational institutions, thereby enabling their future entrepreneurial activities. Specifically, the curriculum of the subject 'Political Economy,' taught in the 7th and 8th grades, outlined topics related to general knowledge of entrepreneurship in its modern sense: 'Business forms of enterprises. Home production. Crafts and their types. Home cottage industry. Manufacture. Factory. Private enterprises. Sole proprietorships. Full and limited partnerships. Joint-stock companies, cooperative associations, artels. Public and state enterprises. Entrepreneurs' associations' (Programs and Rules of 8-grade Commercial Schools, 1915).

Thus, despite the limitations of market relations in the pre-revolutionary period, certain elements of business and entrepreneurial skills development were still evident in the vocational education system (Yershova, 2015, pp. 110-120).

Unlike the vocational education system of the pre-revolutionary period, in the Soviet Union, systematic training for entrepreneurial activities in vocational-technical education institutions was absent. This was also due to the fundamental differences between the socio-economic systems of the Russian Empire and the USSR.

The command economic system of the Soviet Union was based on total state planning and state ownership of the means of production. Formally, they belonged to the people, but in reality, the central government fully controlled production and distribution of goods. The main mechanism of economy was centralized state planning without competition. This system aimed at increasing the output of major products (Command Economic System, 2020).

Private initiative and self-employment of citizens were strictly limited. Therefore, developing entrepreneurial competence contradicted the essence of the Soviet economic system. From the first days of the Soviet regime, according to communist ideology, there was a sharp criticism of the experience of

vocational education in tsarist Russia. Specifically, Lenin considered the creation of several vocational schools at the end of the 19th century, which he believed were a profanation, as an expression of tsarist class politics. Marxists-Leninists, rejecting the old vocational school, proposed their model of worker training, which was intended to educate the working class and bring the socialist revolution closer. This system became vocational-technical education (Likarchuk, 1999).

Consequently, vocational-technical education in the USSR was entirely focused on meeting the staffing needs of state enterprises and organizations according to national economic plans. The curricula aimed at training narrowly specialized performers, not enterprising entrepreneurs.

The main task of vocational-technical education was declared as preparing qualified workers for socialist industry. The content of education was entirely subordinate to communist ideology and economic needs.

In the article 'The Struggle on the Economic Front and the Organization of Vocational-Technical Education in Ukraine and Russia,' K. Kalynenko (1921) emphasizes:"

"To achieve victory on the economic front, it is necessary to have, besides raw materials, equipment, and food, a numerous, politically conscious, and well-trained labor army, consisting of disciplined worker-executors and red labor commanders. During the imperialist and civil wars, the labor army suffered enormous losses – both soldiers and commanders. During those times, we had no opportunity to replenish our losses. Now, as the world bourgeoisie has given us a respite, we immediately begin to restore our losses, supplying the national economy with skilled workers of various qualifications – from the skilled worker to the red engineer and agronomist. Our goal is to enhance production and organize it on communist principles. Although at this time of economic ruin, we support small peasant farms and some small factories, our goal is large industrial and agricultural production. For this large production, we must prepare fresh cadres of workers who are capable of practically, using scientific methods, building a great communal communist economy. Thus, vocational-technical education, by providing the national economy with fresh ranks of practically and ideologically

prepared fighters, thereby realizes in practice the general cultural tasks of the working class, because only people who possess scientific methods, think communistically, and are capable of practical action, will create a truly universal culture of those who labor" (Kalynenko, 1921, p. 3).

It is evident that there was a clear ideological direction in the Soviet system of vocational-technical education during the period of establishing the communist regime. The primary task was declared as the preparation of "disciplined worker-executors" and "red commanders of labor" for building a large industrial production on "communist principles." During this time, entrepreneurial activity was not considered a goal of vocational-technical education. On the contrary, it was noted that although small private enterprises temporarily remained, the main objective was the development of large state industry. Vocational education institutions provided the industry and agriculture with qualified personnel according to the directives of the state economic planning. In this period, vocational-technical education was completely subordinate to the tasks of Soviet construction and communist ideology. Educational curricula and programs were designed to prepare personnel for the state sector of the economy, not private entrepreneurs.

Specifically, the explanatory note (or "target setting") of the curricula of factory-school apprenticeship schools, which were the lower (basic) type of vocational-technical school in the USSR from 1920 to 1940, outlined that it should provide teenagers with: the skills and abilities to perform production operations within a certain profession and specialty; general educational and special technical knowledge necessary to understand the production process, its natural essence, and economic significance; social-political knowledge and skills necessary for a worker's conscious participation in the socialist construction of the country (Educational Curricula of Factory-School Apprenticeship Schools, 1928).

The collection "Educational Curricula of Vocational Schools" (1930) indicates that the course of social studies consisted of subjects such as: the history of class struggle and party history, economic geography, political economy with economic policy, fundamentals of Soviet law and construction with national policy, and the principles of dialectical materialism. However, the recommended content of the "Political Economy" discipline was far from even the slightest hint at fostering entrepreneurial skills:

"The course on Political Economy and Economic Policy is designed to provide students with a concise, yet systematic presentation of the fundamental laws and knowledge in the field of Political Economy and Economic Policy. It builds upon the material already known to the student from labor school. Political Economy illuminates the fundamental regularities in the development of the capitalist economic system and the inevitability of its bankruptcy and the transition to socialism. The teaching of Political Economy, alongside Economic Policy, aims to identify the main characteristics of both systems – capitalist and socialist – through comparison and contrast" (Educational Plans of Professional Schools, 1930, p. 11).

The entire content of vocational and technical education was subordinate to training disciplined performers for the state sector of the economy according to command-administrative methods of management. Soviet pedagogy did not envisage any signs of market thinking or business initiative. In preparing youth for work, the state system of vocational and technical education played an important role, as reflected in the Constitution of the USSR. The training and upbringing of workers in vocational education institutions were seen as a factor influencing the structure of the working class "towards strengthening its socialist homogeneity, which helps to eliminate discrepancies between physical and intellectual labor workers" (Veselova, 1982).

Vocational and technical education in the Ukrainian SSR viewed the market economy and private initiative as antagonistic manifestations, the overcoming of which was proclaimed the goal of building communism. Accordingly, the curricula were aimed at forming the "Soviet person," devoid of any desire for entrepreneurship and private property. The entire content of professional education was subordinate to training disciplined performers for the state sector of the economy according to command-administrative methods of management. Even economic disciplines were taught exclusively from Marxist ideological positions, emphasizing the "inevitable collapse of capitalism."

Not only the educational programs of Soviet vocational and technical institutions lacked any elements of forming entrepreneurial competence. The educational process was also purposefully built on instilling students with communist ideology and the

morals of the "Soviet person," incompatible with market thinking and entrepreneurial qualities.

The main principles of communist upbringing were outlined in the so-called "Moral Code of the Builder of Communism" (1961), approved by the XXII Congress of the CPSU. Among the main virtues were collectivism, selfless labor for the benefit of society, modesty, and intolerance of egoism and profit (Moral Code of the Builder of Communism, 2022). Additionally, the role of the Communist Party in preparing a generation of skilled workers was significant: "The experience of leading the training and education of skilled workers in the system of vocational education is of great importance in the life of the party. The relevance of this problem is determined by the objective process of the growing role of the working class during the construction of communism, which is the leading force of Soviet society" (Baranova, 1979). These moral settings completely denied the possibility of forming in youth the desire for personal success and enrichment characteristic of entrepreneurs.

Particular attention in the light of the researched issue requires consideration of the concept of "fartsovanie," characteristic of the Soviet era, and possibly only indirectly related to vocational and technical education, but gives an idea of conducting individual entrepreneurial activity, which in the USSR was essentially illegal. The Soviet concept of "fartsovanie" meant illegal trade in scarce goods. Fartsovanie involved secretly purchasing and reselling imported items at inflated prices, which were virtually inaccessible to the average Soviet citizens. Such goods included clothing, records, tapes, cosmetics, household items, food, etc. Thus, fartsovanie was a kind of "black" speculation of the deficit (Fartsovanie, 2023).

The USSR government viewed fartsovanie as a serious economic and ideological challenge to the command-administrative system. The Presidium of the Supreme Soviet of the USSR adopted special decrees (1986) on the fight against non-labor incomes, which effectively criminalized fartsovanie. The emergence of this phenomenon proves that entrepreneurial qualities can be formed even in the absence of specialized targeted training. In particular, in conditions of total deficit and limited resources, people naturally awaken initiative and ingenuity, the desire to achieve the desired good or service, to circumvent the problem. However, the lack of proper entrepreneurial education leads to either spontaneity or criminalization of such economic activity, which is harmful to society and the state.

In the late 1980s, in the conditions of "perestroika," there were isolated attempts to introduce courses on the basics of entrepreneurship in educational institutions. However, systemic shifts in this direction became possible only after the collapse of the USSR and the establishment of a market economy in independent Ukraine.

At that time, the basic laws were adopted that stimulated the development of entrepreneurship and the formation of entrepreneurial competence in the education system. In particular, the 1991 Law of Ukraine "On Entrepreneurship" legalized and standardized the entrepreneurial activities of citizens. The "Education Law" of 1991 and its amendments in 1996 obliged educational institutions to promote the development of youth abilities and talents, forming skills for independent living.

The command-administrative system of management in the Soviet Union, which was incapable of adapting to changes and criticism, left a heavy legacy – a multitude of socio-economic problems. This system led to the alienation of concepts such as responsibility, risk, entrepreneurship, and democratic forms of social life for many generations. People deeply internalized beliefs in complete social and property equality, the fallacy of unemployment, and the secondary role of money. Enrichment was long considered indecent: if someone had more than others, it was only because they took it from someone else (Yatsenok, 1992).

Conclusions. Analysis of the domestic source base on the studied problem shows that it contains numerous materials for preparing youth for entrepreneurship (archival materials of Ukrainian educational institutions functioning at different historical times; laws of Ukraine and other official documents; scientific publications on the history and methodology of professional education, documents of modern internet resources on promoting the development of entrepreneurial initiative, etc.), but requires more thorough historiographical research.

Studying the historical models of the development of professional education in Ukraine allows us to assert that the priorities of preparing youth for entrepreneurial activities in educational institutions have undergone significant transformation according to the socio-political and socio-economic realities of a specific historical period: in certain institutions of professional

education of Tsarist Russia, the peculiarities of commercial activity were somewhat considered; during Soviet times, any manifestations of individual business initiative were categorically denied; in Independent Ukraine, the strategic importance of purposefully preparing the young generation for entrepreneurial activities became a significant factor in social progress and the economic development of the state.

A clear trend is observed in changing the main forms and methods of developing entrepreneurial qualities in future specialists. In the Tsarist Russian model of professional education, the programs of academic disciplines were aimed at mastering the basic economic categories and laws, principles, and mechanisms of the functioning of the market economy. In addition, individual subjects aimed to form practical skills in managing one's own business and business processes. During the Soviet era, there was a total eradication of any manifestations of a market economy, entrepreneurship, and management from the content of vocational-technical education. Training programs for qualified workers contained exclusively technical-technological aspects of future professional activity without any hints of the possibility of individual labor or entrepreneurial initiative. Training was carried out exclusively to satisfy the staffing needs of state enterprises and organizations. In Independent Ukraine, the methodological base of professional education has undergone a radical transformation according to the principles of the market economy and the needs of modern production: educational courses and programs on the basics of the market economy and entrepreneurship are being developed and actively implemented, providing thorough mastery of

theoretical foundations and practical tools for entrepreneurial activity; interactive and practice-oriented forms and methods of teaching are widely used, which simulate real business situations and decision-making processes.

The system of professional (vocational-technical) education must become one of the key institutions providing young people with entrepreneurial knowledge, skills, and abilities. Indeed, the current socio-economic conditions require from young professionals not only a specific professional qualification but also the ability to flexible self-employment, self-reliance, innovativeness, business development, and the realization of creative ideas.

Therefore, it is extremely important for institutions of professional education to use various modern forms and methods to form entrepreneurial competence in students. Firstly, this involves the introduction of relevant courses ("Basics of Entrepreneurship", "Fundamentals of Business Planning", "Innovative Management", etc.). These should provide basic knowledge about entrepreneurial activity, business processes, idea generation, and implementation. Secondly, it is advisable to introduce practical business projects, where students will develop their own startups and practice the skills to realize them. Thirdly, the organization of business incubators at vocational education institutions is effective, providing comprehensive support to the most promising youth startups at the initial stage. The examples mentioned do not reflect the full range of opportunities that can be used by institutions to achieve the set task, but can be creatively utilized by them.

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ТЕНДЕНЦІЇ ПІДГОТОВКИ МОЛОДІ ДО ПІДПРИЄМНИЦЬКОЇ ДІЯЛЬНОСТІ В ІСТОРИЧНІЙ РЕТРОСПЕКТИВІ РОЗВИТКУ ПРОФЕСІЙНОЇ ОСВІТИ УКРАЇНИ

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Реферат:

Актуальність дослідження зумовлюється: важливістю формування у здобувачів вітчизняної професійної освіти підприємницьких рис і якостей, ефективність яких доведена динамічним розвитком економіки провідних європейських країн; необхідністю долавання пострадянських підходів до формування змісту професійної освіти, пошуку нових методів формування ринкового мислення, розвитку готовності майбутніх фахівців до підприємницької діяльності й виявлення індивідуальної ініціативи; потребою модернізації сучасної української професійної (професійно-технічної) освіти, створення в закладах професійної освіти умов для формування особистості самозарядного кваліфікованого робітника, здатного до самозайнятості в умовах воєнного ринку праці й готового до виконання завдань повоєнного відновлення України.

Мета: визначення тенденцій підготовки молоді до підприємницької діяльності на різних етапах розвитку професійної освіти України.

Методи: теоретичний аналіз офіційних, наукових, архівних джерел та інтернет-ресурсів – для з'ясування стану вивченості проблеми дослідження й визначення тенденцій підготовки молоді до підприємництва на різних етапах розвитку професійної освіти України; метод порівняння – для зіставлення історичних моделей професійної освіти й виявлення властивих їм особливостей підготовки молоді до підприємницької діяльності; метод аналізу й синтезу – для вивчення еволюції форм і методів розвитку підприємницьких якостей молоді; узагальнення й прогнозування – для впровадження виявленого позитивного досвіду в підготовку сучасних здобувачів професійної освіти до підприємницької діяльності в умовах війни й повоєнного відновлення України.

Результати: на основі теоретичного аналізу джерельної бази вивчено стан дослідженості проблеми в історичній ретроспективі; на основі зіставлення історичних моделей розвитку професійної освіти України виявлено тенденції підготовки молоді до підприємницької діяльності на різних етапах розвитку професійної освіти України; на основі вивчення еволюції підготовки молоді до підприємництва показано трансформацію форм і методів розвитку підприємницьких якостей майбутніх фахівців на різних етапах розвитку професійної освіти України; на підставі аналізу позитивного й негативного досвіду минулого окреслено основні напрями вдосконалення професійної підготовки молоді до підприємництва в умовах війни й повоєнного відновлення України.

Висновки: вітчизняна джерельна база містить численні матеріали з підготовки молоді до підприємництва (архівні матеріали українських закладів освіти, що функціонували в різні історичні часи; закони України й інші офіційні документи; наукові публікації з історії та методики професійної освіти, документи сучасних інтернет-ресурсів з питань сприяння розвитку підприємницької ініціативи тощо), але потребує більш ґрунтовного історіографічного дослідження; виявлено основні тенденції підготовки молоді до підприємницької діяльності в закладах освіти царської росії (певні елементи формування ділових і підприємницьких навичок простежувалися в системі професійної освіти), УРСР (повне заперечення розвитку індивідуальної ініціативи й формування навичок підприємницької діяльності, відсутність елементів формування підприємницької компетентності в освітньому процесі й виховній роботі закладів професійно-технічної освіти) і Незалежної України (цілеспрямоване формування підприємницької компетентності набуває стратегічного значення для розвитку країни); охарактеризовано форми й методи розвитку підприємницьких якостей майбутніх фахівців у царсько-російській моделі професійної освіти (програми навчальних дисциплін спрямовані на засвоєння економічних понять, які лягали в основу майбутньої підприємницької діяльності; змістом окремих предметів передбачається формування у випускників закладів освіти підприємницьких навичок щодо провадження в майбутньому підприємницької діяльності), радянській (питання ринкової економіки, підприємництва, менеджменту не знайшли відображення у змісті профосвіти; основна увага приділялася фаховій підготовці робітничих кадрів для державних підприємств) і Незалежної України (упровадження навчальних курсів і програм щодо основ ринкової економіки й підприємництва; проведення практико-орієнтованих заходів; максимальне наближення до умов роботи реального підприємства); сформульовано рекомендації з удосконалення професійної підготовки молоді до підприємництва в умовах війни й повоєнного відновлення України (упровадження відповідних навчальних курсів; запровадження практичних бізнес-проектів; організація при закладах профосвіти бізнес-інкубаторів).

Ключові слова: *підприємницька компетентність, підприємницька діяльність, професійна освіта, ринкова економіка, малий бізнес, командно-адміністративна система, тоталітарний режим.*

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