



# PRINCIPLES OF COUNSELING VOCATIONAL EDUCATION STUDENTS ON YOUTH ENTREPRENEURSHIP

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## Abstract

*The relevance* of the study is determined by the need to justify certain rules common to all entities responsible for organizing and conducting counselling on youth entrepreneurship in vocational (vocational and technical) education institutions, which will help to unite the efforts of the team and achieve the expected results – to create the right conditions for training self-motivated professionals ready to start and run their own business for the post-war recovery of the Ukrainian economy.

*The aim* of the study is to substantiate the basic principles of counselling students of vocational education in youth entrepreneurship and the patterns of organization of counselling activities.

*Methods:* theoretical analysis of scientific sources, comparison and generalization to identify and substantiate the guidelines necessary for the organization of effective counselling of vocational education students in youth entrepreneurship, to determine the patterns that arise in the process of counselling.

*Results:* the guidelines for organizing counselling on youth entrepreneurship are characterized; the significance of the phenomena of "awareness" and "acceptance" of counselling principles as factors in ensuring the effectiveness of counselling activities is substantiated; the regularities that are revealed in the process of implementing counselling activities are determined.

*Conclusions:* it is justified that in the process of organizing counselling on youth entrepreneurship in vocational education institutions, the primary priority is the awareness of organizers and consultants of the importance of adopting common norms, rules, requirements and determining mechanisms for their strict observance; the basic principles of counselling students of vocational education on youth entrepreneurship (humanism, legality, morality, fair use, systematic and consistent, practical orientation, corporate social responsibility) are highlighted; it is shown that the principles of counselling students of vocational education in youth entrepreneurship are also associated with certain regularities concerning the goals, content, technologies, forms, methods and means of counselling, as well as the system of control and evaluation of the results of counselling activities.

**Keywords:** *vocational education, vocational education seekers, youth entrepreneurship consulting, principles of consulting, regularities of consulting organization.*

**Introduction.** Preparing for entrepreneurship in vocational education institutions is a complex process that requires meticulous preparation and coordination not only of direct consultants, but also of the entire pedagogical team: managers, educators, masters of industrial training, and potential employers. Therefore, it is crucial to adopt certain common rules that will help unite the efforts of the team and achieve the expected results – creating proper conditions for effective youth

entrepreneurship consulting. The adoption and adherence to such rules ensure the achievement of synergistic interaction among all consulting participants and its high effectiveness.

In the process of organizing youth entrepreneurship consulting in vocational education institutions, it is essential for organizers and consultants to recognize the importance of adopting uniform norms, rules, requirements, and

mechanisms for their strict compliance. Let us consider the term "principle." This concept signifies a beginning; a fundamental starting point of any scientific system, theory, ideology; a foundation on which a particular process or system of actions is built; a characteristic that underlies the creation or implementation of something; a conviction, norm, or rule that an individual or social group adheres to in life and activity. Symbolically, the term "principle" (from Latin *princeps* – first) was also used to name the heavy infantry warriors of the Ancient Roman army, who held the front line in battle order. Thus, in the context of youth entrepreneurship consulting organization, defining principles is like outlining the front line of the pedagogical front.

Therefore, the principles of youth entrepreneurship consulting are guiding positions that must be laid at the foundation of the organization and implementation of consultative activities in the institution of vocational education with the aim of: upholding the lawful rights of all consulting subjects; fostering pedagogical initiative; developing pedagogical and social responsibility; enhancing the self-reliance of vocational education seekers; increasing the readiness of the youth to start their own business in their field; forming the ability of graduates to successfully and responsibly run their own business even under adverse conditions; strengthening the image of the educational institution and the education system as a whole; contributing to the development of the national economy; supporting the interests of society and the state.

Sources. The principles of consulting future specialists in youth entrepreneurship are based on: the provisions of J.A. Comenius (1940) about the school as a "workshop of wisdom and humanity," capable of forming individuals ready to serve society, J. Locke (2023) on the right to initiative and the expression of creative energy, about "forming a gentleman" as a virtuous, active, physically and emotionally resilient individual, capable of managing their affairs "sensibly and prudently"; J. Dewey (1980) on the formation of a generation of initiative, active, independent, and responsible individuals, capable of planning, making decisions, and bearing responsibility for them. Also considered were the conclusions of Ukrainian educators: I. Pidlasyy (2004, p.41) on the need to ensure the

social orientation of education, S. Honcharenko (1997, p. 170) on the importance of principles of stimulating internal activity of the personality, humanism combined with high demands, democracy; V. Galuzynskyi (1995) and M. Yevtukh (2002) on the humanistic nature of pedagogical action, the necessity of creating a favorable moral-psychological climate in the team, transforming the education seeker from an object of passive perception to a subject of active self-education; L. Bazyl, V. Orlova (2019) on the importance of forming the business activity of future specialists; and others.

**Objective:** The purpose of this text is to substantiate the main principles of consulting young entrepreneurs in vocational education and the patterns of organizing consultative activities.

**Methods:** Theoretical analysis of scientific sources, comparison, and generalization were employed to identify and substantiate guiding principles necessary for organizing effective consulting for young entrepreneurs in vocational education and to determine the patterns that emerge during consultative activities.

**Results and Discussion:** It is evident that establishing certain principles as guiding positions for the effectiveness of consulting in youth entrepreneurship is a very important step, but not the only one. Equally significant and, essentially, decisive is the recognition and acceptance of such guiding positions by each subject of consulting. Every member of the educational team must comprehend the essence of each principle, understand its purpose, and the consequences of its neglect in their activities.

However, mere awareness of principles, although important, is not sufficient to ensure the effectiveness of a particular educational activity. It is necessary for each team member to incorporate the principles defined by the educational collective into their personal beliefs. This will allow the collective principles to become the internal convictions of each participant in the consultative activity. Thus, only the combination of awareness and acceptance of principles by a like-minded team can organize and implement effective consultative activity. This helps overcome the difficulties that inevitably arise in solving educational tasks, achieve coordinated actions, improve mutual understanding

among consulting participants, and promote the synergistic effect so desired in educational activity, where the results exceed the team's expectations.

For each principle to be understood, thorough information must be provided to team members about its essence, features, purpose, etc. This is facilitated by the systematic work of the educational institution in enhancing pedagogical skills and professional qualifications of the educational team, creating conditions for their self-education, conducting seminars, webinars, educational conferences, and other events, all of which are collectively aimed at providing comprehensive information on the importance of principles for organizing consulting in youth entrepreneurship. Thus, simply deciding to organize consultative activity in an educational institution is not enough. For this activity to be effective, the collective needs to be thoroughly prepared. Each future participant in this activity must perceive it as a system of understandable components and logical pedagogical actions.

Accepting principles, just like realization, is an internal process. However, it is not shaped by a teacher's participation in various events but becomes the result of their self-analysis and personal conclusions. Therefore, realization and acceptance are sequential phenomena: accepting a particular principle results from realizing its importance not only for the cause but also personally for the individual. This sequence harbors a certain threat: the effectiveness of training teachers to realize principles, which should guide them during entrepreneurship consulting, will always depend on the teacher's prior life and professional experience. Negative experiences associated with failures, disillusionment with the effectiveness of pedagogical projects, distrust towards management, emotional burnout, and many other factors can completely negate the potential titanic efforts of the management or consulting organizers. In such cases, a teacher may understand the essence of a certain principle, recognize its significance, but fail to accept it, meaning they do not adopt it as a personal belief. To avoid this, it is crucial not only to prepare the team but also to properly form its composition. It is unlikely that a group of unmotivated, burned-out, and disillusioned teachers will become a

cohesive pedagogical team even after extensive well-organized training.

Therefore, to ensure the effectiveness of consulting principles for professional education seekers in youth entrepreneurship, it is necessary to form a team of motivated experienced professionals and develop a system of preparatory events for them.

We propose a characterization of the main principles of consulting professional education seekers in youth entrepreneurship.

*The principle of humanism* – a foundational principle of many sciences, emphasizes the attention on the Human as a value, their dignity, the right to happiness, and the expression of their abilities. It is believed that its application in a particular activity is a criterion for the progressiveness of the corresponding social institution. Therefore, the pedagogical council of a vocational education institution (VEI), deciding to organize consulting on youth entrepreneurship, must organize the work, select consultants, and design the content and forms of consultative activity in such a way that the focus of the goals and tasks is on the personality of the education seeker. The result of applying this principle in consulting on youth entrepreneurship should be the future professional's confidence in their abilities, the realization of the possibility to start their own business successfully, and an overall increase in the graduates' self-sufficiency, particularly in business activities.

*The principle of legality* is a fundamental guiding principle of law that permeates the entire sphere of legal relations. Its essence lies in the strict adherence to and implementation of legal norms by all subjects of legal relations, with the supremacy of the law over other normative legal acts. It entails the principle of clear definition of legal norms. For instance, if the state imposes certain restrictions on people's behavior, it must at least clearly and unambiguously delineate the boundaries of these requirements. In the process of organizing consultation on youth entrepreneurship, this principle entails a clear division of functions among all subjects of consultative activities, the determination of norms and rules for each subject, the provision of a system of incentives and motivations, rewards and sanctions, and so forth.

It is noteworthy that legal norms (awards, rewards, determination of duties, suspension from

activities, etc.) should not depend on the discretion of specific officials. They all must be clearly regulated. However, in modern educational institutions, the implementation of this principle in the process of organizing consultation on youth entrepreneurship encounters many problems of legal uncertainty. A vivid example could be the absence of career centers in vocational education institutions, which, according to their functions, have the best opportunities to prepare young people for entrepreneurship, as a staff structural unit. This implies that practically all such centers operate as extracurricular on a voluntary basis, and the work in them for the teaching staff of educational institutions is just another unpaid workload.

The absence of legal standardized grounds for carrying out consultative activities in career centers forces the leaders of these educational institutions, where they are open, to "reshape" the functions of their staff, find non-budgetary ways to motivate and encourage them to organize the work of the centers, select effective forms of work, and achieve certain positive results. From the standpoint of classical motivation theories, such an approach to the implementation of any project is inefficient. Usually, neglecting this principle in organizing consultation on youth entrepreneurship can lead to uneven distribution of workload among teachers, abuse of responsibility by teachers, their dependence on management, overloading and emotional burnout of many activists, or the institution's descent into imitative activities.

*The Principle of Morality in Consultative Activities.* The justification of this principle should start from the distinction between the concepts of "morals" and "morality." If the former represents a collection of laws, norms, and rules, the latter is the manner of adhering to these in real life and activities. At the heart of this principle lies the golden rule of morality, which urges: "Treat others as you would like to be treated." Moral rules are universally significant, applying equally to all individuals regardless of gender, age, social, or financial status. They regulate the process of communication among people, teaching us to express thoughts or intentions in a way that does not offend the interlocutor and to demonstrate kindness, respect, and a readiness to understand and respect others' interests. This principle underpins diplomacy, which is a crucial

aspect of successful business activity. Thus, in the organization and conduct of consulting educational aspirants on youth entrepreneurship, this principle holds special importance. Firstly, it requires leadership to serve as an example of morality for their subordinates, and consultants as an example for the educational aspirants. Secondly, during the consulting process, this principle should be adopted by the aspirants as a guideline for action. To this end, the educational institution must demonstrate a complete rejection of double standards, especially concerning relationships with potential employers or former graduates who have become entrepreneurs.

*The Principle of Good Faith Use.* This principle in the system of principles for organizing and conducting consultations with aspirants of professional education on youth entrepreneurship is derived from copyright law. In legal practice, good faith use means that copyrighted materials can be utilized without the owner's permission under certain conditions. In the context of consulting on youth entrepreneurship, this should be understood as the application of various pedagogical innovations, diagnostic, psychological, or didactic methodologies, pedagogical systems, concepts, technologies, road maps, etc. The principle of good faith use is not applied automatically or merely by mentioning it. If you are using someone else's copyrighted work, there is no guarantee that the principle of good faith use will apply to your case. It suggests that in state institutions of professional education, during the conduct of various consultative activities, methods, technologies, and publications recommended by the Ministry of Education and Science of Ukraine, academic councils of educational institutions, and scientific establishments of the corresponding profile should be used. This again emphasizes the importance of developing consultation programs concerning the preparation of youth for entrepreneurial activity.

*The principle of systematicity and consistency in advising vocational education seekers* on youth entrepreneurship requires a clear structural organization of information necessary for future professionals to start their own business. It necessitates the rational distribution of this information into individual semantic fragments and their phased mastery. Within the confines of an educational institution, this can be implemented

through the integration of educational and extracurricular activities' objectives and tasks. Systematic advising is ensured by the fact that youth preparation for employment through self-employment must be conducted in classes, career centers, and extracurricular events. For instance, over 85% of vocational education career centers staff include consultants (professional, career, business consultant, and legal advisor). Career counseling is traditionally provided by staff psychologists or social educators. Legal consultations are conducted by staff lawyers or law teachers. Business consulting is mostly carried out by economics teachers, occasionally by representatives of partner organizations or employers (with their consent). Professional counseling often coincides with career counseling. If a career center has a separate professional consultant on staff, these duties are typically assigned to a vocational training master. Therefore, those educational institutions that have career centers possess experience in logically structuring the information necessary for youth to develop entrepreneurial competencies and readiness to start their own business. Psychologists help the future professional explore their personality, identify traits conducive to business activities, and develop characteristics necessary for business success. Legal consultants teach how to properly start and responsibly manage one's business, avoid legal issues, and protect one's interests without infringing on the rights of others. Business consultants familiarize with the nuances of the service market for young entrepreneurs.

The systematic nature of consultative work is strengthened by incorporating entrepreneurship preparation into the work programs of other disciplines studied by education seekers, as well as into the educational plans of the educational institution and individual groups of seekers.

The consistency of preparation for entrepreneurship can be ensured by each consultant defining a list of sequential lessons and tasks for the entire year (or for the period of the seeker's study in a particular specialty). This allows education seekers to not only receive answers to questions regarding the prospects and opportunities of employment in the small business sector during individual consultations but also to gain systematic preparation

for future business activities, where the presentation of information will be logical and match the level of knowledge and previous life experience of the seeker. Thus, it is clear that the implementation of this principle requires meticulous work from a scientifically organized planning and control of all types of consultative activities.

*The principle of practical orientation* in consultancy work involves selecting methods and forms that provide educational seekers with answers to questions related to real steps in starting and managing a business. This is facilitated by the entire pedagogical team's focus on practical training for youth in entrepreneurship. An example of such practical orientation is Japan, a country with a significant share of small businesses in its GDP. Japan is known for innovative educational technologies that foster young people's interest in entrepreneurial activities, high business culture, and social responsibility (Patoka & Baidulin, 2020). This is achieved through collective project activities involving the entire educational institution, from younger students, for whom participation is mandatory, to older students, who may choose to participate. Such projects are incorporated into the educational process, uniting all structural units of the institution, its entire staff, and all learners, immersing them in the real business sphere from idea to profit generation.

*The principle of corporate social responsibility* means a responsible approach by any organization, company, or social institution to its products or services, consumers, employees, and partners. It involves an active social stance by various institutions, characterized by harmonious coexistence, interaction, and ongoing dialogue with society, and participation in solving social issues. An educational institution—a state institution—provides the population with educational services, including consulting youth on starting and managing their businesses. Therefore, the declared educational service must be delivered qualitatively. Imitation in consultancy work or its unprofessional organization and conduct is a deception of public expectations and qualifies as irresponsible.

The term "corporate social responsibility" emerged in the 1950s and was initially related to the business sector. According to American economist H. Bowen, corporate social responsibility should

concern the obligation of businessmen to conduct policies and make decisions that reflect the goals and values of their society. This notion initiated the discussion on business ethics and social responsibility of companies (Kyivstar Business HAB, 2023). This principle equally applies to educational institutions funded by state or local budgets, fulfilling a social mandate to prepare specialists of a certain quality. Given the state of Ukraine's economy, severely undermined by the invasion of the Russian Federation, this responsibility increases manifold.

The domestic market requires not just qualified professionals, but also self-reliant ones capable of securing employment for themselves and providing for their families, without relying on a state weakened by war. Thus, the preparation of education seekers for self-employment should become the cornerstone of the renewal and modernization of educational programs for training specialists in all fields. An educational institution that has not analyzed its programs for alignment with the needs of a wartime and post-war economy is acting contrary to the principles of social responsibility. The corporate nature of this responsibility means that the blame for inadequate preparation of the youth for life and activity in wartime conditions is not only on the management but also on the teaching council that represents the entire staff of the educational institution.

Therefore, the organization of counseling for vocational education seekers on youth entrepreneurship must be legally formalized and standardized, motivated, and supported by a well-prepared staff and content that meets the urgent needs of society and the economy. Any educator agreeing to participate in the organization and conduct of such counseling assumes responsibility for meeting the social expectations regarding the readiness of youth to start their own businesses and their ability to conduct business responsibly. The refusal of the staff to organize such counseling can also be viewed as inaction, distancing from the problem of increasing unemployment among youth, which will lead to delayed but inevitable reputational losses for the educational institution.

The principles of counseling vocational education seekers on youth entrepreneurship are also linked with certain regularities concerning the goals,

content, technologies, forms, methods, and means of counseling, as well as the system for controlling and evaluating the results of counseling activities. Particular attention should be paid to some of these aspects.

There exists a *certain regularity between the quality of legal and regulatory provisions and the intensity of implementing pedagogical innovations*. For instance, the impact of the developed project on the Standard Regulations for the Career Center of a vocational (vocational-technical) education institution (2020) on the frequency of such centers being established in vocational education institutions is well-documented. It is known that 90.4% of career centers were opened immediately following the publication of the Standard Regulations, based on which educational institutions developed their own regulations, incorporating tasks aimed at "promoting the development of entrepreneurial initiative" (Bazyl et al., 2022, pp. 6-18). Clearly, a quality regulatory package optimizes the efforts of educational institution leaders and consulting organizers.

A correlation has also been established between *the financial and resource provisioning of structural units that provide consulting on youth entrepreneurship and the effectiveness of the consulting activity*.

For example, the better the resource provisioning for consulting activities (material-technical, scientific-methodological, informational-communicational, personnel), the more effective its outcomes will be. For instance, in vocational education institutions, slightly more than half of the opened career centers have their own premises. The rest are located in educational and methodical offices, admissions committee premises, libraries, and even hallways. Experience shows that the absence of funding and clear localization of any structural unit complicates the communication among staff members, with educational seekers, and with partnering organizations, decreases the unit's status and prestige, and reflects the administration's regard of it as somewhat marginal. Approximately 20% of the established centers are not equipped with the necessary computer technology and do not have access to high-speed internet, indicating them as merely formal entities (ibid., p. 13). It is evident that such centers are unable to perform their functions

adequately, which, in times of war and uncertainty, requires serious digital provisioning.

It is also worth acknowledging the existence of regular links between the inclusion of consulting on youth entrepreneurship in the educational process, in the overall system of extracurricular educational activities, and the effectiveness of the consultative activity.

For instance, it is known that in many vocational training institutions, the work of career and entrepreneurship competence development centers not only involves conducting their own events but also extends to the entire educational institution's activities—both curricular and extracurricular. In 62% of these institutions, the development of career and entrepreneurship competencies occurs through teaching specific subjects (such as "Fundamentals of Entrepreneurial Activity," "Basics of Industry Economics and Entrepreneurship," "Fundamentals of Entrepreneurship," "Business Economics," etc.), in 29% through the study of specific modules, and in 72% during the resolution of relevant theoretical and practical tasks in classes. Analysis of employment rates of graduates in the small business sector enables us to assert that the best results are shown by those educational institutions where entrepreneurship consulting is a logical component of the overall system of educational and extracurricular activities aimed at preparing youth for entrepreneurial activities. Consequently, there is a clear need for educational and methodological support in the process of developing entrepreneurial competencies in students of vocational training institutions. This can be achieved through the preparation of educational programs, textbooks, and guides tailored to them, considering the industry specifics of educational institutions and the specialties they teach; and the development and dissemination of lesson plans, extracurricular activities, and business projects aimed at developing the entrepreneurial competencies of future specialists.

It must also be recognized that there is *a link between the presence of a motivation program in an educational institution for all subjects of the educational process to participate in consulting and the effectiveness of preparing youth for entrepreneurial activities.*

The establishment of clear mechanisms in the educational institution to stimulate the creativity of youth entrepreneurship consultants is key to the success of this type of activity. Establishing strong connections with various stakeholder groups interested in the development of future specialists' entrepreneurial competencies can be an additional source of moral and material encouragement for educators to participate in preparing youth for entrepreneurship. Without the motivation of the teaching staff, it is impossible to ensure the necessary motivation of education seekers (Yershova, 2020, pp. 154-155). Only a convinced educator can persuade an education seeker, unlock their internal emotional reserves, crucial for acquiring the necessary knowledge, skills, and abilities for entrepreneurial activities. The general style of the teaching staff plays a significant role: the punctuality of the educators, their respect for the students' time, the selection of relevant and rational tasks, the formation of an adequate educational workload, and the development of practice-oriented consulting content.

*The effectiveness of youth entrepreneurship consulting is directly linked to the effectiveness of coordinating the activities of all consulting parties.* This regularity indicates that the lack of clear, coordinated actions by the entire pedagogical team can prevent the achievement of the set goals (Yershova, 2020, p. 155). Therefore, to ensure the effectiveness of consultative activities, it is crucial to establish a certain coordination center (or select a coordinator) and empower it with official authority necessary for prompt and efficient task resolution. It is important to avoid signs of a formal approach to the creation of the coordination center (choice of coordinator): authoritarian imposition of coordination duties on deputies, methodologists, psychologists, and other team members without their consent (forced appointment), creating additional burdens "on a community basis" without changes in employee remuneration; appointing a coordinator who lacks experience in the field and authority within the team; disregarding the opinions of education seekers (student self-government, trade union). Experience in implementing many pedagogical projects shows that this is precisely the stage at which the process of realizing the pedagogical idea is hindered. Many educational

institutions have not yet shed the formal Soviet approach, which essentially entrenched "academic feudalism" incompatible with business thinking, without which it is impossible to develop entrepreneurial competence in the youth. The coordination center (coordinator) must not only incorporate consultative activity into the general work plan for developing entrepreneurial competence but also ensure its systematic execution and reporting.

**Conclusions.** It has been substantiated that in the process of organizing consulting on youth entrepreneurship in professional education institutions, the primary task is for organizers and consultants to recognize the importance of adhering

to unified standards, rules, requirements, and defining mechanisms for their strict compliance. The main principles of consulting professional education seekers on youth entrepreneurship have been identified: humanism, legality, morality, conscientious use, systematicity and consistency, practical orientation, and corporate social responsibility. It is shown that the principles of consulting professional education seekers on youth entrepreneurship are also associated with certain regularities concerning the objectives, content, technologies, forms, methods, and means of consulting, as well as the system of control and assessment of the results of consultative activities.

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# ПРИНЦИПИ КОНСУЛЬТУВАННЯ ЗДОБУВАЧІВ ПРОФЕСІЙНОЇ ОСВІТИ З МОЛОДІЖНОГО ПІДПРИЄМНИЦТВА

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## Реферат:

*Актуальність* дослідження визначається необхідністю обґрунтування певних правил, спільних для всіх суб'єктів, відповідальних за організацію і проведення консультування з молодіжного підприємництва у закладах професійної (професійно-технічної) освіти, що допоможуть об'єднати зусилля колективу й досягти очікуваних результатів – створити належні умови для підготовки самозарадних фахівців, готових до відкриття і ведення власної справи задля повоєнного відновлення економіки України.

*Мета:* обґрунтувати основні принципи консультування здобувачів професійної освіти з молодіжного підприємництва та закономірності організації консультативної діяльності.

*Методи:* теоретичний аналіз наукових джерел, порівняння й узагальнення – для виявлення й обґрунтування керівних положень, необхідних для організації ефективного консультування здобувачів професійної освіти з молодіжного підприємництва, визначення закономірностей, що виникають у процесі консультативної діяльності.

*Результати:* охарактеризовано керівні положення організації консультування з молодіжного підприємництва; обґрунтовано значення феноменів «усвідомлення» і «прийняття» принципів консультування як факторів забезпечення ефективності консультативної діяльності; визначено закономірності, що виявляються у процесі реалізації консультативної діяльності.

*Висновки:* обґрунтовано, що в процесі організації в закладах професійної освіти консультування з молодіжного підприємництва першочерговим є усвідомлення організаторами й консультантами важливості прийняття єдиних для всіх норм, правил, вимог та визначення механізмів їх неухильного дотримання; виокремлено основні принципи консультування здобувачів професійної освіти з молодіжного підприємництва (гуманізму, законності, моральності, добросовісного використання, систематичності і послідовності, практичної орієнтації, корпоративної соціальної відповідальності); показано, що принципи консультування здобувачів професійної освіти з молодіжного підприємництва пов'язані також з певними закономірностями, що стосуються цілей, змісту, технологій, форм, методів і засобів консультування, а також системи контролю й оцінювання результатів консультативної діяльності.

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**Ключові слова:** професійна освіта, здобувачі професійної освіти, консультування з молодіжного підприємництва, принципи консультування, закономірності організації консультування.

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