

розмовляють. З нами говорять українською, але між собою італійською».

Сім'я повністю інтегрувалася в італійське суспільство. За словами пари, навіть Різдво та Великдень діти тепер святкують тоді ж, коли італійців[6]...

Разом з тим понад 15 мільйонів українських діаспорян в усьому світі продовжують інформаційно, культурно, фінансово й морально підтримувати Україну на шляху до демократичного, відкритого суспільства [7].

Таким чином, згідно даних Державної служби статистики України станом на II квартал 2019 р. чисельність населення України ледве перевищує 42 млн. осіб, в той час як статистика Світового Конгресу Українців – найвищої надбудови українських організацій у діаспорі – свідчить про 20 млн. закордонних українців та трудових мігрантів. Ці дві цифри наближаються до 65 млн. українців по всьому світу, про яких згадав Президент Володимир Зеленський у своєму інавгураційному виступі з трибуни Верховної Ради України 20 травня 2019 р. Причому в Україні, як видно зі статистики, проживає лише дві третини від всіх українців, в той час як кожен третій українець мешкає на постійній чи тимчасовій основі за кордоном[8].

Наведений стан справ обумовлює нагальність законодавчого врегулювання відносин між державою Україна та українцями, які живуть за її межами, що має бути безумовним пріоритетом Верховної Ради 9-го скликання. Зокрема, варто наголосити, що упорядкувати ці стосунки потрібно не тільки задля українців, інтереси яких держава покликана представляти і захищати, а в першу

чергу в інтересах самої держави, яка від своїх представників закордоном отримує політичний, економічний, інформаційний і соціальний зиск.

У підсумку повторююсь – культура служить характеристикою соціальної зрілості суспільної системи, її різних спільностей, а також надихає творчі можливості людини.

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#### PECULIARITIES OF IMPLEMENTATION OF WORLD PROGRAMS ON PREPARATION OF YOUTH FOR ENTREPRENEURSHIP IN THE CONDITIONS OF GLOBALIZATION PROCESSES

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#### ОСОБЕННОСТИ РЕАЛИЗАЦИИ МИРОВЫХ ПРОГРАММ ПОДГОТОВКИ МОЛОДЕЖИ К ПРЕДПРИНИМАТЕЛЬСТВУ В УСЛОВИЯХ ГЛОБАЛИЗАЦИОННЫХ ПРОЦЕССОВ

**Summary.** The article is dedicated to theoretical and practical aspects of implementation of world programs for preparation the youth for business. It is noted that the formation of business activity among the young people is a relevant task of education due to the challenges of society in the XXI century. The publication emphasizes the priority of entrepreneurship education in order to implement the relationship between modern education and the economy. It has been established that European institutions have developed a list of key competencies for lifelong learning. The essence of the definition of «key competence» is revealed. The list of key competencies in the edition of 2006 and 2018 is presented. The understanding of entrepreneurial competence as a key competence is clarified. The experience of formal education of Great Britain, Sweden, Germany, France, Norway, Finland, and the USA in teaching young people entrepreneurship is considered. The author's variant of interpretation of the definition of «entrepreneurship education» is offered.

**Аннотация.** Статья посвящена теоретическим и практическим аспектам реализации мировых программ подготовки молодежи к предпринимательству. Отмечено, что в связи с вызовами общества XXI века формирование у молодежи деловой активности является актуальной задачей образования. В публикации подчеркивается приоритетность обучения предпринимательству с целью реализации взаимосвязи между современным образованием и экономикой. Выяснено, что европейскими институтами наработан перечень ключевых компетентностей для обучения в течение всей жизни. Выявлена сущность дефиниции «ключевая компетентность». Представлен перечень ключевых компетентностей в редакции 2006 и 2018 годов. Установлено понимание предпринимательской компетентности как ключевой компетентности. Рассмотрен опыт формального образования Великобритании, Швеции, Германии, Франции, Норвегии, Финляндии, США в обучении молодежи предпринимательству. Предложен авторский вариант трактовки дефиниции «обучение предпринимательству».

**Key words:** *entrepreneur, entrepreneurship environment, entrepreneurship education, formal education, key competencies, entrepreneurial competence.*

**Ключевые слова:** *предприниматель, предпринимательская среда, обучение предпринимательству, формальное образование, ключевые компетентности, предпринимательская компетентность.*

**Introduction.** The most important condition for economic growth is the creation of a conducive environment for entrepreneurship. Modern entrepreneurs demand from employees an analytical and systematic thinking, initiative and sociability, decision-making skills and responsibility. Therefore, one of the relevant tasks of society development in the XXI century is the transition to new educational guidelines and technologies based on the introduction of innovation policy in education. Special attention in foreign countries is paid to the formation of young people's business activity [1].

The acceleration of the world economy requires not only the formation of a new stratum of society – the generation of entrepreneurs – but also an increase in their physical number. That is why entrepreneurship education is developing as one of the priority social directions all over the world, becoming an important component of modern education. The first developments of national concepts of entrepreneurship education in Western Europe began in the late XX century. The beginning of the XXI century in the European Union was marked by a clear understanding that society needs to introduce entrepreneurship education at all levels of the education system [2]. Despite the number of works on comparative pedagogy, the problem of preparing young people for entrepreneurship still remains little studied. The publication uses such theoretical and empirical methods as data analysis, generalization and systematization of reference and scientific sources in order to clarify the essence of key concepts and identify the state of development of this problem. The author makes an attempt to generalize the features of the implementation of global programs to prepare young

people for entrepreneurship in the context of globalization.

**Analysis of sources by research topic.** The first studies of the personality of the entrepreneur belong to A. Smith [3]. The structure of the entrepreneur's personality in the historical and cultural plane was the focus of J.-B. Say [4; 5]. L. von Mises, identified a number of individual and personal human qualities that are important for doing business, based on an in-depth analysis of the culture of market relations [6].

The intellectualization of the definitions of entrepreneurship was carried out by R. Cantillon, J. Schumpeter, F. Hayek, R. Khizrich, E. J. Dolan, D. E. Lindsay, and others. Continuing the ideas of J. Schumpeter, R. Majo, D. Ray, M. Moltz, W. James considered entrepreneurship as a general human behavior aimed at finding the latest economic opportunities for self-realization [7].

The definition of the essence of entrepreneurship is set out in the explanatory dictionary of J. Black, «Great Economic Dictionary» edited by A. Azrilian; economic encyclopedia of the Institute of Economics of the RAS edited by Academician L. Abalkin; in the New Economic Encyclopedia O. Rumyantseva [8].

The works of A. Batarshev, A. Busygin, A. Karpov, L. Kotegov, V. Novikov, T. Obukhova, A. Smirnov, M. Tutushkin present the results of scientific research, the main purpose of which was to identify and characterize entrepreneurial qualities. Researchers of entrepreneurship and entrepreneurial qualities D. Eisenberg, R. Branson, E. A. Gribben, V. Demidov, O. Katkova, G. Matukova, G. Pittavey, A. Sadekova, M. Strelnikov, M. Tkachenko, O. Charushina, A. Chernyavsky and others believed that entrepreneurship should be taught [9].

**Selection of previously unsolved parts of the overall problem.** Despite the existence of the Lisbon Strategy to increase the global competitiveness of the economy, social sphere and environmental protection, research of the European Education Fund (EEF), recommendations of the Parliament and the Council of Europe on key competences for lifelong learning, numerous research results on this issue, clear definition of the term «entrepreneurship education» as an independent definition is absent. Unfortunately, the results of scientific research did not allow to identify a sufficient number of publications that would analyze the experience of implementing global programs to prepare young people for entrepreneurship in the context of globalization. Obviously, this problem is relevant and needs serious research and coverage in the face of intensified competition in the markets of educational services and labor.

**Purpose of the Study.** The article researches the theoretical and organizational aspects of preparing young people from different countries for entrepreneurship and seeks opportunities to apply the

analyzed experience in order to form entrepreneurial competence as one of the key competencies of future service professionals in Ukraine.

**Presenting main material.** The entrepreneur ecosystem consists of many elements. One of them – education – is extremely important for modernity. In recent decades, entrepreneurship has been the focus of the European Union and the Organization for Economic Cooperation and Development (OECD). It is an international economic organization that operates in a country that teaches the principles of representative democracy and a free market economy. In the past, it was established in 1948 to coordinate economic reconstruction projects in Europe after World War II. The 1989 OECD report highlighted the close link between education and the economy, which necessitated the development of new methods and approaches in education. In 2000, the European Commission initiated a project called «Best». The purpose of this project was to analyze the situation in terms of each country and to select indicators for the organization of youth entrepreneurship training.

Table 1

Comparative list of key EU competencies [9]

First edition (2006 p.)	Last edition (2018 p.)
1. Спілкування рідною мовою (Communication in the mother tongue)	1. Грамотність (Literacy competence)
2. Спілкування іноземними мовами (Communication in foreign languages)	2. Мовна компетентність (Languages competence)
3. Математична компетентність та основні компетентності у природничих і точних науках (Mathematical competence and basic competences in science and technology)	3. Математична компетентність та компетентність у науках, технологіях й інженерії (Mathematical competence and competence in science, technology and engineering)
4. Цифрова компетентність (Digital competence)	4. Цифрова компетентність (Digital competence)
5. Вчитися засвоювати знання (Learning to learn)	5. Особиста, соціальна та навчальна компетентність (Personal, social and learning competence)
6. Соціальна і громадянська компетентність (Social and civic competences)	6. Громадянська компетентність (Civic competence)
7. Почуття ініціативності та взаємодії (Sense of initiative and entrepreneurship)	7. Підприємницька компетентність (Entrepreneurship competence)
8. Культурна впевненість і самовираження (Cultural awareness and expression)	8. Компетентність культурної обізнаності та самовираження (Cultural awareness and expression competence)

In 2006, the European Parliament and the European Council recommended the eight Key Competencies for lifelong learning to be implemented in all education systems in all European countries [9]. In this document, competencies were defined as a combination of knowledge, skills and attitudes that are manifested in the appropriate context. They have been identified as «key», because they are necessary for all individuals for personal realization and development, active citizenship, social inclusion and employment.

The «Recommendations of the European Parliament and the Council of Europe on the formation of key competences for lifelong learning», approved on 17 January 2018, have a slightly different list of key competences (Table 1). The key competence data in 2018 are recognized as necessary for all people in a changing and closely interconnected world to increase

personal potential, expand employment opportunities, social integration and active citizenship. Among them: literacy; language competence; mathematical and science competence in sciences, technologies, engineering; digital, personal, social, educational, civic competence and competence of cultural awareness and self-expression; entrepreneurial competence. The last competence (Entrepreneurship competence) to the list of key competencies was introduced for the first time (in the 2006 edition it was absent). It is defined as the ability to respond opportunities and ideas and turn them into values for others. These competencies are should be developed by a person throughout life by formal, non-formal and informal learning [7].

The results of the analysis of literature sources revealed the successful experience of implementing global programs to prepare young people for

entrepreneurship in some countries [8]. The special attention deserves an experience of Great Britain and Sweden, because their state policy on entrepreneurship is implemented through special executive authorities – line ministries (Table 2).

One of the directions of education reform in 1988 in British schools was to change the content of the subjects from the work cycle to technological cycle. Technology in a broad sense is considered as part of a general culture, which is a set of methods of influencing the material world and a means of its transformation. The UK National Curriculum, creating an opportunity

for modernization approaches to learning in today's world, is oriented towards promoting entrepreneurship education and reflects the state's awareness of the importance of such educational activities. Entrepreneurial training aims to achieve two goals. The first one is purposeful formation of qualities of entrepreneur personality (such as enterprise, initiative, independence, creativity, sociability, ability to take risks and others); the second one is the formation of competence in organizing and implementing a mini-enterprise project.

Table 2

**A comparative list of executive authorities that pursue educational policy in some countries**  
[composed by author]

Country	Executive authority, that pursues an educational policy	Executive authority, that pursues a policy for involvement of the population in entrepreneurship
Great Britain	Ministry of Education	Ministry of Business and Energy
Sweden	Ministry of Education and Science	Ministry of Entrepreneurship
Canada	Ministry of Science	Ministry of Small Entrepreneurship and Tourism
USA	Ministry of Education	Small Business Administration (Agency of the US Federal Government)
Bulgaria, Georgia, Kazakhstan, Latvia, Lithuania, Germany, Norway, Russia, Ukraine	Ministry of Education and Science (scientific researches)	-
Italy, Poland, France, Hungary	Ministry of Higher Education and Research (education, universities, research, innovation)	-
Greece (and for religion), Finland (and for culture), Spain (for culture and sports)	Ministry of Education and Other Social Needs	-
Belgium (departments of education in three languages - English, French, Flemish), Belarus	Ministry of Education	-

Various training courses based on real business activities or its modeling are included in school curricula to acquaint students with the types of entrepreneurship. Preparation of young people for entrepreneurship is carried out in three directions: 1) through the development and implementation of projects in the classroom; 2) through the acquisition of direct experience on enterprises; 3) through the organization of mini-enterprises for the production and sale of goods and services. Special attention is paid to the last one: before organizing their own mini-enterprise, teachers and students receive appropriate training, and a system of financing school mini-enterprises has been developed at the state level. An analysis of the activities of schools in the UK shows that entrepreneurial training has become part of the educational process, it is a mandatory element of the system of preparing young people to life and activity in a market economy. In Sweden, an entrepreneurship training programs have been taught since 1994. In the general case, the system of training entrepreneurs can be divided into three subgroups: 1) activities that are used for the basic knowledge of the enterprise; 2) activities supported in preparation for entrepreneurial activity; 3) activities that worked on those who are

engaged in entrepreneurial activities. Educational programs offer programs that were presented on the entrepreneurial skills of young and middle-aged students: «Snilleblixarna» («Outbreaks of genius» – you have never worked with participants from 1 th to 5th class) and «Invention!» (mentioned for children from 6th to 9th class). Both models are aimed at developing creativity, inventive abilities of students, identifying problems in everyday life, trying to solve problems with their own inventions. Familiarization trips to enterprises and cooperation with local companies are provided for primary school students. In high school, students are working with a mentor company (SFEE), working in the virtual companies (Practice Firms) or listening to lectures from the business world (Transfer). Most universities have business incubators, and students are in demand for courses and programs in entrepreneurship and innovation in the field of basic education.

The basic model for raising the level of professional activity in senior classes is the model of cooperation between schools and business enterprises SFEE (Swedish Foundation for Enterprise Education), developed by the Swedish Foundation for the Support of Learning through Entrepreneurship. The educational

process, built on this model, is designed for 1-2 years and aims to implement each student 4-8 projects. In terms of subject matter and set of tasks, the projects are related to school subjects. The SFEE model covers school subjects included in traditional schooling. This means that students trained in this model receive no less knowledge than those who studied in the standard program. After graduating from entrepreneurship, they can continue their education on a general basis. According to the authors of the SFEE model, working with adults who do not belong to the usual school environment, but are curators from real market players in the implementation of projects by students, develops students' initiative, focus, ability to solve problems, independence and social competence.

In German schools, entrepreneurship education does not stand out as an independent educational field. The training of schoolchildren is carried out within the framework of teaching economics. Economic education in Germany is not compulsory for all schools, and in different countries has its own specifics. The main content sections of the school economics course contain the following basic modules: «Household»; «Enterprises, entrepreneurship»; «Economic order»; «State»; «Abroad, international relations». The practice of achieving educational goals within the mastery of school economics is seen as an experience of primary socialization of students.

In France, the view of the school as a social institution where the future of the nation is formed has become widespread. From the primary school age children begin to be purposefully acquainted with the basics of economic knowledge, and from the second class of lyceum (corresponding to the tenth year of secondary school) students can choose to study in a group with a clear socio-economic nature. Regarding the preparation of young people for entrepreneurship, the French school cooperative movement based on the ideas of S. Frenet. Cooperatives unite children by interests. They have an agricultural, environmental or other orientation. All students are members of the cooperative class. The cooperative is headed by the Council, which includes several students and a teacher. The composition of the council changes annually. The structure of the school cooperative is democratic and is based on the principles of self-government, which helps to educate children in entrepreneurship, business acumen, independence, responsibility. In 1928, the National Bureau of School Cooperatives (OSCE) was established to promote the development of school cooperatives. Upon joining the National Bureau, each school cooperative receives appropriate benefits.

In Norway, home economics is one of the compulsory school subjects from primary to a high school. From the eighth class students study economics and disciplines of professional orientation. In most high schools, economics is studied in the academic department, and the vocational skills department prepares for the chosen working profession for two years, after which a school diploma with a professional qualification is issued.

Entrepreneurship education in Finland began in the 1950s and 1960s, but the fundamental entrepreneurship programs introduced in the 1990s are certain that with the economic downturn in one's own and problematic situations. Kindergartens and preschool organizations give entrepreneurs the beginning of continuous education. The purpose of entrepreneurship education has stimulated the development of their own ministries in their own enterprises, enhanced opportunities for other forms of self-sufficiency used in the workplace to use their enterprises (given that it concerns the family business). Basic school education is aimed at the development of entrepreneurial qualities of the individual, the formation of a culture of relations in the business sphere, the understanding of the essence and content of entrepreneurial activity in the mechanism of society. Vocational education in Finland aims to create the preconditions for every person's business. In the system of higher education, entrepreneurship education is focused on the creation of innovative products by students, which allow to achieve business activation. The Finnish government is working to ensure that entrepreneurship education is free and in-service.

The leading concept in entrepreneurship in the United States is the concept of «Career Education». Junior Achievement Inc., a non-profit corporation developed and launched a program of entrepreneurial training (Business Education) for US students. More than four million secondary school students participate in the Junior Achievement program in the United States through a system of national regional centers. The number of participants in this program outside the United States reaches more than two million students in 112 countries. The methodology of the Junior Achievement Program is a fundamental development of the system of free enterprise and the acquisition of practical entrepreneurial skills by schoolchildren. A characteristic feature of this program is cooperation with represented American companies. The main business partners within the Junior Junior Achievement are Hewlett-Packard and Microsoft [8].

**Conclusions and suggestions.** Based on the above, it can be argued that in the context of globalization, the education system has acquired a qualitatively new meaning: it forms in young people, starting from school level, the ability to live economically. Constant changes and aging of knowledge in the XXI century emphasize the need to start training in entrepreneurship at the preschool level and to continue it throughout life on the principles of continuing education, acquiring the competence of self-education, self-employment.

Taking into account the results of the analysis of psychological and pedagogical literature on the above problem and the above practical experience, we try to justify the definition of «entrepreneurship education», which means a specially organized within the formal education system both educational and upbringing process. education in order to provide a person with relevant knowledge, gaining initial business experience, developing the spirit of entrepreneurship

and entrepreneurial thinking, use the ability to reduce the problem by finding and realizing new opportunities and using available resources, possibly delays, which remain in their own interests, but also in the highest public interest, in the political and social situation. Further research is related to the study of the possibility of organization based on the implementation of international experience of entrepreneurship education in the Ukrainian education system.

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### О НАПРАВЛЕНИИ ТОКА В ЭЛЕКТРИЧЕСКОЙ ЦЕПИ

**Abstract.** About the direction of the current in the electrical circuit. Mukhiti I.M., The accepted direction of the current in the electrical circuit does not correspond to theory and practice. The examples show the direction of the current in an electrical circuit according to the data of today's science. The current in the electrical circuit is directed from the negative pole to the positive pole of the current source.

**Аннотация.** О направлении тока в электрической цепи. Мухити И.М., Принятое направление тока в электрической цепи не соответствует теории и практике. На примерах показано направление тока в электрической цепи согласно данным сегодняшней науки. Ток в электрической цепи направлен от отрицательного полюса к положительному полюсу источника тока.