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Interdisciplinary Approach to the Economic-Legal Socialization of Specialists in Modern Labor Market

Enfoque interdisciplinario para la socialización económico-legal de especialistas en el mercado laboral moderno

L. BAZYL

<https://orcid.org/0000-0003-4130-5436>
ljudmilabazyl@gmail.com

Institute of Vocational Education and Training of the National Academy of Educational Science of Ukraine, Ukraine

O. RADKEYVCH

<https://orcid.org/0000-0002-2648-5726>
mr.radkevych@gmail.com

Institute of Vocational Education and Training of the National Academy of Educational Science of Ukraine, Ukraine

V. RADKEYVCH

<https://orcid.org/0000-0002-9233-5718>
mrs.radkevich@gmail.com

Institute of Vocational Education and Training of the National Academy of Educational Science of Ukraine, Ukraine

V. ORLOV

<https://orcid.org/0000-0003-4150-9893>
v.f.orlov@ukr.net

Institute of Vocational Education and Training of the National Academy of Educational Science of Ukraine, Ukraine

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RESUMEN

El artículo presenta el estudio sobre la socialización económico-legal de futuros especialistas en instituciones educativas. Revela la necesidad de transformar la educación vocacional en educación y formación profesional. Por lo tanto, existe una creciente atención al enfoque interdisciplinario en la educación que proporciona el desarrollo de habilidades empresariales en los estudiantes. El artículo también discute la importancia socio-psicológica y económico-legal del emprendimiento en el desarrollo de la sociedad. Muestra que el mercado laboral de hoy demuestra el mayor interés en diferentes formas de actividades empresariales y requiere la capacitación efectiva de futuros especialistas para el establecimiento y operación de actividades comerciales.

Palabras clave: Capacitación empresarial, Economía, Educación vocacional, Emprendimiento.

ABSTRACT

The article presents the study on the economic-legal socialization of future specialists taking place in educational institutions. Discloses the need to transform vocational education into professional education and training. Hence, there is rising attention to the interdisciplinary approach in education that provides the development of entrepreneurial skills in students. The article also discusses the socio-psychological and economic-legal importance of entrepreneurship in the development of society. Shows that today's labor market demonstrates the increased interest in different forms of entrepreneurial activities and requires the effective training of future specialists to the establishment and operation of business activities.

Keywords: Business training, Economics, Entrepreneurship, Vocational education.

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INTRODUCTION

In today's labor market, which represents a complex social phenomenon and is recognized by the interaction of employers (owners, production managers), recruiters, employees, consumers, and the unemployed, there is a heightened interest in business activities. Ukrainian politicians, researchers, and educators focus their attention, on the one hand, on the development of theories and methods for the development of enterprise that integrates socio-political, economic, legal, and psychological-pedagogical content characteristics, and on the other, on enhancing the effective support for entrepreneurial initiatives of citizens. New economic trends cause fundamental changes in the strategies of world perception, forms, and techniques of human thinking.

New economic models, strategies, and methods of management are adopted. Entrepreneurial activity is recognized as the driving force of the economic development of the Ukrainian people, and entrepreneurship as "an important determinant of the improvement of the national economy's competitiveness" (Haim Faridian et al.: 2019, pp. 104-123). According to the information and analytical materials of the State Statistics Service of Ukraine (n.d.), 81.2 % of the small and 14.3 % of the medium-sized businesses operate successfully.

Researchers conduct numerous interdisciplinary studies that integrate political, historical, economic, social, legal, psychological, and pedagogical approaches to the characteristics of the labor market as a complex variety of social relations. In particular, the modern scientific discourse analyzes the socio-psychological aspects of entrepreneurial activity (Coase: 1938; Stigler: 1983, pp. 529-545), features the psychology of the livelihoods of unemployed citizens, analyzes the principle of entrepreneurship and certain aspects of entrepreneurial activity (Ward et al.: 2016, pp. 85-112; Dollinger: 2008), features the characteristics of individual and personal qualities of entrepreneurs (Bazyl & Orlov: 2019, pp. 15-18; Ramírez et al.: 2018, pp. 2076-2101; Vesper: 1990), identifies psychological factors of entrepreneurial success (Gibb: 1991), defines problematic aspects of improving the efficiency of entrepreneurship (Karamushka & Gnuskina: 2018; Vered & Bar-Tal: 2017), summarizes historical stages of formation of this phenomenon and methodological foundations of training future professionals of various disciplines in business (Radkevych: 2016, pp. 5-22; Medland et al.: 2018), substantiates psychological determinants of personality motivation in business (managerial) activity (Ushatikova et al. : 2016).

At the same time, there is no consensus among researchers and practitioners in understanding the socio-psychological and economic-legal importance of entrepreneurship in the development of society; the generally accepted theory of entrepreneurship and the methodology of integration of economics, law, and psychology in the professional training of future specialists in conditions of the modern labor market is not substantiated. In this regard, the need to study an interdisciplinary approach to the economic and legal socialization of future specialists in today's labor market is newly emphasized (Shutenko et al.: 2018, pp. 961-974).

METHODS

This article aims to study and stress the importance of economic-legal socialization of future specialists according to the demand of today's labor market. The authors conducted an analysis of academic literature, materials, and documents, the works of researchers, economists, psychologists, educators on the problems of training students for business activities, the importance of entrepreneurship development for the State and society. In the course of the study, the following set of methods was used: theoretical methods – analysis of academic sources in the field of the studied problem; empirical – conversation, observation, survey, pedagogical experiment.

RESULTS

The labor market as the most important mechanism for the development of the Ukrainian economy is marked by several problems:

- 1) Decline in gross domestic product and capital investment;
- 2) Decrease in the production volume and provision of services, which led to the reduction of available job opportunities provided for the employment of persons with vocational education;
- 3) Increase in the quantitative and qualitative disparity between the demand for labor and its supply;
- 4) Increase in the number of inefficient jobs, non-standard forms of employment, etc.

This is evidenced by the highest unemployment rate among young people, especially under 24 years of age, without work experience, and a decrease in the level of motivation among the graduates of vocational education institutions to be employed for unskilled and low-paid work. Moreover, the training of qualified workers in vocational education institutions only partially factor in the socio-economic needs of modern society.

This is due to the several factors: the legislative framework that is not regulated by modern conditions; financing mechanisms; the formation of state order for the training of qualified workers; ineffective monitoring of the labor market, the mechanism of management and motivation of employers, aimed at providing conditions for the production practice of students, internships and advanced training of teachers of professional educational institutions. At the same time, the dynamic technical and technological upgrading of domestic enterprises, with the creation of highly productive job opportunities, requires providing them with qualified workers who can work in technologically changed conditions, demonstrating high professional competencies, with regards to the requirements and specifics of production processes (Radkevych: 2016, 5-22).

Therefore, there is a need to transform vocational education into professional education and training as an effective system for training future skilled workers in demand on the labor market, with retraining and improving their skills. It is vocational education that will provide the labor market with specialists possessing a high level of professional competence, whereas professional in-work training is continuous professional growth of qualified specialists throughout their working life.

Economic psychology reveals the patterns of psychological reflection of economic relations in the fields of labor and management, entrepreneurship, commodity-money exchange, distribution, and consumption. Researchers substantiate the methodology, theory, and applied features of the manifestations of the psychological qualities of individuals or social groups within a specific environment and determine their impact on the results of economic activity. Economic, psychological and legal research related to the study of the realities, phenomena, processes, and patterns of entrepreneurial activity is conducted according to three vectors: market (identification of the socio-psychological characteristics of the consumer, psychological mechanisms, methods and types of economic management); business (studying the individual and personal qualities of entrepreneurs, analysis of the psychological characteristics of the business subjects' behavior during the conclusion of transactions, negotiations, in competitive situations, the need to preserve commercial secrecy, etc.); society-citizen relations (understanding the systems, mechanisms and regulatory requirements regarding taxation, profit generation, phenomena and mechanisms of inflation, unemployment and their impact on the population, as well as features of economic policy measures and their role in the formation of a market economy).

At the same time, the sector of education is considered, first, "as a social space in which the economic culture of an individual is being formed", and, secondly, "as a system of purposeful, pedagogically organized interactions between teachers and students, teachers and teachers and students with each other" (Shutenko

et al.: 2018, pp. 961-974). Increased emphasis on education, considering it an important environment for economic and legal socialization of a person, is due to drastic transformations in society.

In this context, future specialists need to develop “a legal culture as a system of legal values, knowledge, and skills that are a moral regulator of business activity and lawful behavior of a person” (Radkevych: 2019, pp. 75-81).

Foreign researchers (Keane et al: 2018, pp. 65-74), emphasizing the importance of entrepreneurial education of young people, pay special attention to the potential of designing business plans, which undoubtedly motivates young people to start their own business, develop their entrepreneurial relationships/behavior” (Ferreira & Pinheiro: 2018, pp. 854-865). In this regard, there is a rising problem of the implementation of the interdisciplinary approaches to the professional training of future specialists for the modern labor market, an important condition for reforming which is seen in the creation of a special socio-psychological environment that will facilitate the engagement of each individual in the complex system of social and labor relations.

Integration of psychological-pedagogical and economic-legal approaches into the modernization of professional training of future specialists involves the improvement of its objectives, content, and technologies in the context of mastering the essential characteristics of human behavior, the acquisition of practical skills, methods of economically feasible, rational activities aimed at simultaneously meeting the needs of society, maximizing profits while minimizing costs (Bazyl & Orlov: 2019, pp. 15-18).

On the one hand, the authors of this work agree with the position of many researchers that to achieve success in business “it is necessary to master knowledge on economics, finance, management, law, and other socio-economic sciences that contributes to the establishment, organization and independent operation of economic activities” (Kazlauskaitė et al.: 2016). On the other hand, the authors believe that for a deep understanding of socio-economic processes, and development of effective business projects and their successful implementation, it is important to possess entrepreneurial qualities, know mechanisms of psychological impact and stimulate the desire for success in a particular kind of human activity, to acquire psychological knowledge, since the success of specialist’s activity is ensured by the harmonization of individual and economic-social factors of adaptation, actualization and mobilizing of individuals or social groups.

The effect of economic and legal socialization processes that take place in the modern educational paradigm is due to the established subject-subject interaction of the teacher and future specialist, which helps not only to achieve a deep understanding of socially significant norms and behaviors but also to make changes in the motivational and value system of both subjects, including about entrepreneurial activity, which is a complex multidimensional dynamic phenomenon and is improved under the influence of civilizational transformations, acquiring new content characteristics in the integrity of economic, social and psychological aspects.

The implementation of psychological-pedagogical and economic-legal approaches in the professional training of future specialists is determined by the understanding of entrepreneurship as a complex socio-economic and socio-psychological phenomenon, which distinction depends on the historical and economic features of the formation of the business environment, the originality of the psychology of business subjects. Thus, through the lenses of system-integrative, subject-activity, competence-praxeological approaches, entrepreneurship is a special type of human activity, differs in content-procedural originality and provides for the establishment, organization, ensuring the successful functioning and development of an enterprise, its own business, the production of goods or the provision of services. Thus, the key emphasis is placed on the specifics of the implementation of activities as the structural integrity of such elements as the goal, means, process, and result.

In the context of axiological, personal-developing, existential-phenomenological approaches, entrepreneurship is a special type of behavior of an economic subject that structurally combines a set of

consistently performed actions aimed at obtaining subjective benefits from the difference between the efforts made and the result obtained in the process of acquiring, distributing and producing material and spiritual values. In particular, the Ukrainian sociologist Yu. Pachkovsky in entrepreneurial behavior highlights the element of the initiative, which is represented in particular sensitivity to changes and willingness to change something in own life; the element of risk that implies a willingness to take risks, despite the awareness of possible failures; the element of innovation, that is to support the adoption and application of the latest technologies and equipment based on the implementation of scientific inventions and innovations, as well as in organizing or reorganizing of socio-economic mechanisms to benefit from the available resources and the specific situation; the element of freedom, which means independence of assessments when making important decisions; the element of activity, that is specified by the focus on the effective transformation of the environment, the establishment of new relationships, the ability to stay ahead of events and compete (Kolot & Herasymenko: 2017, pp. 76-97).

Despite the priority of economic and psychological approaches, the effectiveness of the economic and legal socialization of young people in a socio-psychological educational environment depends on the motivation of students to engage in entrepreneurship, taking into account their needs and related environmental factors. Therefore, in the professional training of future specialists for entrepreneurial activity, it is reasonable to consider such factors leading to the reduced motivation of an individual to entrepreneurship:

1) Lack of direct connection between the expended individual-personal resources, efforts and the results obtained;

2) Sense of a vague, superficial connection between the result obtained and the desired reward;

3) Uncertainty in receiving remuneration equivalent to the spent individual and personal resources.

If there is an event of inequity, a person naturally experiences psychological stress and a decrease in motivation for the activity. Therefore, in the process of professional training of future specialists it is necessary to create the target attitudes towards:

1) Availability and transparency of information about the criteria, factors, varieties, size, and degree of remuneration of future activities;

2) Subjectivity and complexity of employee's assessment of remuneration, and understanding that payment is important, but not the only component of it;

3) Equal remuneration for similar work as a prerequisite for creating an effective system of labor motivation;

4) Monitoring of the evaluation of the remuneration equity by all employees (Kazlauskaitė et al.: 2016).

Improving the professional training of future specialists, it is advisable, as the authors believe, to apply a Porter-Lawler comprehensive motivation model, which synthesizes elements of the above-mentioned theories of expectancy and equity, namely, the function, needs, expectations and perception of fair remuneration by an individual. According to this theory, the results of performed activities depend on three main and constantly changing circumstances: effort, individual qualities (abilities, talents, character, and temperament), value-semantic attitudes, and beliefs (the person's awareness of their rights and responsibilities in the process of activity). In particular, the level of effort is determined by the significance of the reward and the degree of a person's awareness of the direct relationship between the effort spent and the possible reward. The level of performance depends, first, on the fact that a person evaluates internal remuneration (obtained satisfaction from completed work, increased self-esteem, confidence in their competence, self-respect); and, second, on external remuneration (praise from the mentor, manager, financial incentives, etc.). Thus, the awareness of the completion of the performed task produces a feeling of satisfaction and, thus, contributes to the growth of performance as a whole.

Therefore, in a socio-psychological educational environment, it is necessary to achieve a balance between internal and external rewards, taking into account their fairness, since the satisfaction of students

(their awareness of the value of rewards) significantly affects their perception of future professional and business activities.

When executing economic-legal socialization of the future specialists in the professional training process, it is important to consider the cultural and historical dependence of economic behavior (uniqueness of entrepreneurial behavior depends on culture and level of society development), the principle of subjectivity (the person in economic life is active, aware of own goals, purposefully control own actions, and chooses only those tools that are needed for dealing with important issues for this person, in a personalized way interacts with various economic subjects, such as people, organizations), the principle of interdependence of consciousness and behavior (human actions lack of constant absolute correspondence with their ideas, preferences, values, goals, that is, behavior and consciousness are dependent, but not identical expressions of a person), the principle of mutual influence of socio-psychological and economic-legal phenomena (economic conditions affect a person, his/her worldview, behavior, moods), the principle of bringing the empirical research closer to practice (research efforts must correspond with real problems of the economy, its subjects).

Thus, taking into account psychological, pedagogical and economic-legal approaches to the professional training of future specialists makes it possible to predict the degree of influence of preferences, moods, feelings on the balance of economic activity results, in particular, on the processes occurring in the economic environment with the involvement of market subjects.

Given the importance of subjective factors in ensuring the effectiveness of the entrepreneurial activity, it is necessary to analyze its potential, that is, the totality of the psychological characteristics of an individual which determines the success of this activity. One of the key factors is the value-motivational aspect of entrepreneurial activity. In determining the motivation for establishing and operating the entrepreneurship (respondents had to choose one of the proposed positive characteristics of entrepreneurship), it was found that the most appealing aspects of this activity are: freedom and independence in decision-making, in the current and strategic planning of own activities and working hours, lack of control (45.2 % of respondents); the desire to achieve success in their own business (26.4 %); rich professional communication associated with constant interpersonal interaction in the business environment (17.1 %); the opportunity to obtain particularly high profit (9.3 %). The received answers indicate that a person is Poly motivated to engage in entrepreneurial activities and break social stereotypes that the principal motive for entrepreneurship is high income. However, it should be mentioned that only 2 % of respondents have social motives, in particular, "the need to be recognized in society".

Analyzing individual and personal qualities that have an effective impact on the operation of entrepreneurial activities, the following types were identified: responsibility (71.0 %); social skills (52.5 %); willingness to compromise (42.7 %); ability to make independent decisions (46.0 %); independence (46.0 %); developed intuition (56.0 %). However, a significantly fewer number of future specialists seeking to engage in entrepreneurship in the future noted that they possess such important qualities for business activities as the ability to take risks (41.0 %); leadership qualities (29.0 %); ability to self-organize and organize the work of the team (28.0 %); ability to finish the job started (15.0 %), and so forth. It is these personal qualities that they would like to develop and improve to increase the effectiveness of entrepreneurial activities.

As for the direct implementation of entrepreneurial activities, the majority of entrepreneurs (from 67.0 to 94.0 %) note that they have some difficulties in implementing the functions of planning, organization, and control. At the same time, respondents positively assess the role of a competitive team in ensuring the success of business activities (80.0 % of respondents), they have vague ideas about the role of the team, its structure, principles of functioning and mechanisms of formation. Also, 90.0 % of entrepreneurs indicated that their activities are constantly accompanied by stressful situations, and 57.0 % said that they lack knowledge on how to successfully overcome them.

The obtained data indicate the need for appropriate training of future specialists to the conditions of the modern labor market and their economic and legal socialization. This is also confirmed by the results of a survey among entrepreneurs, 75.0 % of which said that they need psychological support. Priority areas of psychological assistance to future entrepreneurs during training sessions and training firm classes should be the following:

- a) Psychological support in solving problems (creating the company's image, conducting sales training for staff, preparing to deal with "difficult" clients, etc.) – 80.0 %;
- b) Psychological support for staff activities (selection and evaluation of staff activities, the formation of a favorable socio-psychological climate in the team, etc.) – 50.6 %;
- c) Providing individual psychological and managerial consultation for future entrepreneurs (determining the style of future business, its advantages and limitations; developing a program of professional and personal improvement; mastering techniques for preventing and overcoming stress, etc.).

From the above it follows, that independent, self-sufficient people seeking to achieve personal success, self-realize, and assert themselves are willing to engage in entrepreneurial activity. The authors believe, that to improve the professional training of future specialists in the conditions of the created socio-psychological educational environment, it is important to include problem-search tasks to obtain primary information about the state of activity of a particular branch of the economy, enterprise, household, consumers, and the labor market. The implementation of this method involves the formation of micro-groups in educational institutions, the development of questionnaires with them to find out current information about the labor market, the activities of enterprises, private entrepreneurs, business structures, etc., demonstration of the research results, their analysis and synthesis. These may be short-term platform-based studies that last up to two weeks, or long-term studies lasting up to six months. For short-term studies, information is provided daily, and for long-term studies – it is provided weekly.

Survey results can be recorded either in writing or using video or audio devices. About the specifics of regional policy, it is considered appropriate to practice such thematic types of platform-based studies as "trading platform" (shopping centers, stores, retail kiosks, system retail, network trade, product assortment, sales volumes, and market share, distribution, retail prices, etc.), "consumption platform" (consumption volumes, consumer demand for products, market share, average retail price, consumer behavior, consumer profile, consumer habits, etc.), "information platform" (channel rating and their share, TV viewing volume, the state of the telecommunications market and its impact on economics and psychology).

The use of the "brainstorming" method helps to prepare students for entrepreneurship, it allows them to get as many interesting ideas as possible and generate them into value-semantic constructs. The implementation of this method is carried out in three stages, which are called preparatory, organizational, summarizing-final. At the preparatory stage, it is necessary to identify the problem, clearly formulate the problem question and think through the main way to solve the problem (for example the problem of successful self-realization of a person in a particular industry; the question "how is it possible to achieve success in the modern market?"; boosting the participants' thinking is associated with the definition of the main method of solving the proposed problem at the level of consciousness; thinking about all possible solutions to the problem that arose in the field of consciousness). At this stage, it is important for teachers to determine the organizational, technical, economic contradictions that create barriers to solving the problems, to formulate the purpose of "brainstorming" (new use of a known product, technology, tool, or a new product type, a new source of resource support, etc.), to prepare several solutions to the problem and to select representatives of different social groups to perform the function of experts. In this manner, the core of the problem is specified, its significance is assessed, and the main thematic and content areas of the group's work are defined.

The organizational stage of brainstorming implies the formation of a "creative group" (up to 15 people), the participants of which are placed in a circle, with separate selecting of "secretary-observers" who will record

the expressed ideas, and start working in a comfortable and relaxed atmosphere. The organizational procedure of brainstorming includes familiarization of participants with the specifics of the method, commenting rules of conduct (free communication, friendly attitude to the participants, the prohibition of criticism of the proposed ideas, activity and statements as many ideas as possible, exchange experiences and attempts to integrate the proposed ideas in the most cost-successful solution), articulation and recording of the problem, explaining the reasons for its choice, specifying alternatives for problematic issues from the participants (up to 15 minutes). The procedure for idea-generation is focused on free-form statements by members of the "creative group" of ideas and their fixation on the board or using audio recording, as well as encouraging to propose original ideas. If there are no new ideas, the teacher asks to carefully read the questions and ideas written on the board and reflect on them; or offers future specialists to answer additional, "clarifying, motivating questions" (for example, "why and how are costs reduced?", "What are the production reserves?", "what are the additional sources of enterprise development?", "in what way is it possible to strengthen the competitiveness of the enterprise?", etc.).

DISCUSSION

At the summarizing-final stage of brainstorming, participants determine the criteria for evaluating the ideas expressed, which are recorded on the board by their importance. The ideas proposed by participants are grouped by meaning, then the most promising group is determined and each idea given by this group is evaluated according to the accepted criteria. In pedagogical practice, grouping ideas can be carried out according to the following properties: acceptability/unacceptability; easy-to-implement/difficult-to-implement/impossible-to-implement. Also, it is possible to use the method of testing ideas "from the opposite", which involves predicting scenarios for the failure of a certain idea and its rejection ("How can this idea fail if it is implemented?"). The activity of future specialists is most evident when they try to identify the most "unrealistic" ideas and change them into real ones, that is, each participant tries to create something new based on already fixed ideas. After the discussion, the most substantial ideas are selected, which are fixed by importance and proposed for implementation in practice.

A positive effect in the economic socialization of future specialists lies in the use of the method of synectics, the principle of which is to generate ideas for the production of new goods and services by applying analogies from other spheres of human existence. The application of this method is similar to brainstorming, however, the problem solution is based on the use of various types of analogies: direct, involving figuring out solutions to these problems; personal, consisting in the imagined "transformation" of a person in the "object image"; symbolic, that is focused on the verbal-figurative definition of the problem; fantastic, according to which it is assumed to speak on behalf of a fictional, fantastic character. To stimulate the imagination of future specialists, it is advisable to use images, such as slides, illustrations, videos, with subsequent commenting and fantasizing on them.

Methodically correct application of the morphological analysis method contributes to improving the training of future specialists for entrepreneurial activities, in particular, the acquisition of skills on the identification of the most important parameters of the object, followed by consideration of all possible ratios, combinations. The procedure of method implementation provides for a general overview by future specialists of a specific problem, which is further specified by parameter criteria (type and form of the product, its packaging, the material from which the product is made, its cost). At the final stage, the information obtained is summarized and systematized, several solutions are considered, from which the most successful one is selected.

The search for alternative sources of funding by professional education institutions encouraged them to create training and production enterprises, households, and commercial structures that produce and sell industrial and agricultural products and provide services to the population. Of the total amount of income

earned by students, 50 % was allocated to wages, which increased their motivation to business activities” (Radkevych: 2019, pp. 75-81).

Promotion of a small and medium-size business is provided by the tasks of the regional administrations, district and city councils, business centers, public organizations (Ukrainian Union of Industrialists and Entrepreneurs, Union of Entrepreneurs of Small, Middle-sized and Privatized Enterprises of Ukraine, All-Ukrainian Association of Small and Medium-sized Business Entrepreneurs “Fortetsia”, Association “UkrRynok”, The Khortytsia Rayon Union of Entrepreneurs “Porada”, The Guild of Entrepreneurs of the Zaporizhzhia Region, etc.). A competition for establishing and development of small businesses by internally displaced persons was organized for non-governmental organizations in the Donetsk and Luhansk regions. Development of social entrepreneurship skills in students and integration of the social model of the school-enterprise to the local education system in Zhytomyr, Ivano-Frankivsk, Kyiv, Kramatorsk is a key focus of the German non-governmental organization Child Fund Deutschland with financial support from the Federal Ministry for Economic Cooperation and Development of Germany, starting from September 2019 in institutions of general secondary education in Luhansk and Donetsk regions. The formation of entrepreneurial spirit as the key skill of the 21st century is provided by the Concept of “New Ukrainian School”, and the development of a capacity to entrepreneurship is announced in the Concept of state policy implementation in the sphere of professional (vocational) education “Contemporary professional (vocational) education” for the period of up to 2027, educational-professional programs and academic discipline programs at all levels of education.

CONCLUSION

Thus, at all levels of the State system, attention is drawn to the professional training of proactive, purposeful, high-motivated specialists who are able not only to establish a socially demanded business, but also to successfully carry out entrepreneurial activities, generate and implement innovative ideas that contribute to positive social changes, in particular, improving the welfare of individual citizens and society as a whole, creating additional employment opportunities, and producing socially demanded products. Economic-legal socialization of the future specialists in the process of professional training is determined by a set of psycho-pedagogical and economic-legal approaches, that conceptualize entrepreneurship as a complex socio-economic and socio-psychological phenomenon, determine the historical and economic characteristics of the development of entrepreneurial environment and have a positive impact on the behavior of business subjects.

Of particular importance is compliance with the principles of cultural and historical dependence of economic behavior, subjectivity, the interdependence of consciousness and behavior, mutual influence of socio-psychological and economic-legal phenomena in ensuring the quality of economic and legal socialization of young people. Considering the importance of developing the entrepreneurship skill in future specialists for the development of Ukrainian society, attention is drawn to the need to apply the interdisciplinary approach to improving professional education for the successful economic and legal socialization of students.

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BIODATA

L. BAZYL: Ljudmila Bazyl was Doctor of Pedagogical Sciences, Associate Professor at National Pedagogical Dragomanov University: Kyiv, UA from 2010-11-01 to 2014-02-01. Employment is Academic Secretary at Institute for Vocational Education of the National Academy of Pedagogical Sciences of Ukraine from 2017-07-02 to present.

O. RADKEYVCH: Oleksandr Radkevych studied Master of Law at National Academy of Internal Affairs: Kiev, UA from 2005-09-01 to 2010-07-15, and studied Ph.D. of Law at National Academy of Internal Affairs: Kyiv, UA from 2010-09-01 to 2013-10-31. Employment is Senior Research Fellow at Institute of Vocational Education and Training of the National Academy of Educational Sciences of Ukraine.: Kyiv, UA.

V. RADKEYVCH: Valentyna Radkevych was Born on 13 sticks of 1956 rock. She is Director of the Institute of Professional and Technical Education of the National Academy of Sciences of Ukraine from 2008-02-20 to present, and she is a Member of NAPN of Ukraine. She is a doctor of pedagogical sciences, professor, and a teacher. She was Protector of the director of science-experimental robots at the Institute of Pedagogical Education and Education of the National Academy of Pedagogical Sciences of Ukraine: Kyiv, Kiev, UA.

V. ORLOV: Orlov is Doctor of Pedagogical Sciences, Professor, Senior Research Fellow of Professional Career Laboratory at Institute of Vocational Education and Training of the National Academy of Educational Science of Ukraine. The research area is Pedagogical Sciences and the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning.