



2nd INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE

**“EUROINTEGRATION IN ART, SCIENCE AND EDUCATION:
EXPERIENCE, DEVELOPMENT PERSPECTIVES”**

II МІЖНАРОДНА НАУКОВО-ПРАКТИЧНА КОНФЕРЕНЦІЯ

**“ЄВРОІНТЕГРАЦІЯ В МИСТЕЦТВІ, НАУЦІ ТА ОСВІТІ: ДОСВІД,
ПЕРСПЕКТИВИ РОЗВИТКУ”**

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Foreword

The Second International Conference *EUROINTEGRATION IN THE ARTS, SCIENCE AND EDUCATION: PERSPECTIVES, PERSPECTIVES OF IMPLEMENTATION* is an event that demonstrates the support of Ukrainian scientists by Lithuanian colleagues and is dedicated to the topical issues of fine arts, culture and pedagogy.

For the second year in a row, researchers with many years of experience, as well as undergraduate and graduate students, meet in the scientific space of the conference, which is in line with the principle of equality and aims to combine traditions and alternative approaches.

The conference proceedings reflect the main goal of the event - to bring together European and Ukrainian researchers, to highlight non-standard opinions and to establish ways of interaction in the field of interdisciplinary research. Our tasks are to find answers to the questions of how intergenerational knowledge and diverse perspectives can improve the sustainable development of education and science, how to integrate theoretical achievements into life, and how to combine science and art in the context of new demands and requirements of society.

The publication of the proceedings in an online format is a deliberate move by the conference organisers, in consistence with one of the priorities of the European Green Deal - the rational use of natural resources and the development of an ecological consciousness in the global scientific community.

Compilers

Передмова

Друга Міжнародна конференція «ЄВРОІНТЕГРАЦІЯ В МИСТЕЦТВІ, НАУЦІ ТА ОСВІТІ: ДОСВІД, ПЕРСПЕКТИВИ РОЗВИТКУ» – захід, що демонструє підтримку українських вчених литовськими колегами, присвячений актуальним проблемам образотворчого мистецтва, культури і педагогіки.

Другий рік поспіль в науковому просторі конференції зустрічаються дослідники з багаторічним досвідом та студенти і аспіранти, що відповідає принципу рівності та спрямовано на поєднання традицій і альтернативних підходів.

Матеріали конференції віддзеркалюють головну мету заходу – об'єднання європейських і українських дослідників, висвітлення нестандартних думок та налагодження шляхів взаємодії у царині міждисциплінарних досліджень. Наші завдання – це пошук відповідей на запитання, як знання різних поколінь та різноманітні точки зору можуть покращити сталий розвиток освіти і науки, як інтегрувати теоретичні здобутки в життя та поєднати науку і мистецтво в контексті нових запитів та вимог суспільства.

Публікація матеріалів в онлайн-форматі – усвідомлений крок організаторів конференції, який відповідає одному з пріоритетних напрямів у реалізації європейського «зеленого курсу» – раціональному використанню природних ресурсів та формуванню еко-свідомості у світовій спільноті вчених.

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FORMATION OF ENTREPRENEURIAL COMPETENCES IN VOCATIONAL EDUCATION STUDENTS

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Abstract The article examines the development of entrepreneurial competencies among vocational education learners, with a particular emphasis on the design field. Modern theoretical approaches, pedagogical methodologies, and best practices for fostering entrepreneurial skills are explored. Key elements such as problem-solving, risk-taking, innovation, financial literacy, and design thinking are analyzed. The effectiveness of integrating entrepreneurial education into vocational training programs is assessed through case studies and empirical research. Challenges and prospects for improving entrepreneurial education in the professional and design sectors are discussed.

Keywords: entrepreneurial competencies, design, vocational education, entrepreneurial education, innovation, professional education, economic literacy.

Introduction. Problem. The rapid transformation of global economies necessitates the development of advanced entrepreneurial skills among the workforce, particularly in the field of design. Traditional vocational education systems primarily focus on technical competencies, often neglecting the development of entrepreneurial competencies essential for adapting to labor market demands. Entrepreneurial education in vocational training is crucial for equipping learners with problem-solving, risk assessment, business management, and design-based innovation skills, fostering self-employment and creative careers (Kuratko, 2020).

Objective and methods of research. This study aims to analyze the theoretical foundations and practical strategies for developing entrepreneurial competencies in vocational education learners, particularly in the design sector. Qualitative and quantitative research methods are employed, including literature analysis, case studies, and surveys of educators and vocational learners. The research methodology involves a comparative analysis of international best practices in entrepreneurial education.

Theoretical Part

Entrepreneurial competencies encompass a combination of cognitive, behavioral, and attitudinal characteristics that enable individuals to identify and capitalize on business opportunities, particularly in design industries (Neck et al., 2021). Such competencies include decision-making, risk-taking, financial literacy, and leadership skills, which are crucial for navigating dynamic business and creative environments.

Several pedagogical models support entrepreneurial education in vocational and design training:

1. **Experiential Learning:** Kolb's model suggests that hands-on experiences, such as business simulations and internships, enhance entrepreneurial skill acquisition (Kolb, 2014).

2. Problem-Based Learning (PBL): Engages learners in real-world entrepreneurial challenges, promoting critical thinking, innovation, and design-oriented solutions (Barrows, 2020).

3. Competency-Based Learning: Aligns educational goals with labor market needs, ensuring learners acquire practical entrepreneurial skills in design (Mulder, 2017).

4. Project-Based Learning: Learners develop and manage real business and design projects, gaining direct entrepreneurial experience (Rae, 2019).

Case Studies in Entrepreneurial Education for Vocational and Design Training:

Finland. The Finnish education system integrates entrepreneurial learning across all vocational programs, with a strong emphasis on project-based learning and industry collaboration, including the design sector (Stenholm et al., 2019).

Germany. Germany's dual vocational training system incorporates entrepreneurial training through apprenticeships and business incubation programs, with applications in design-related fields (Gibb, 2018).

United States. U.S. colleges implement entrepreneurial training and mentorship programs to develop business and design-related skills among vocational education learners (Morris et al., 2021).

Despite its benefits, several challenges hinder the effective implementation of entrepreneurial education in vocational and design training:

- Lack of Entrepreneurial Mindset: Many vocational learners perceive entrepreneurship as risky and prefer stable employment over starting a design business (Moberg et al., 2020).

- Limited Resources: Vocational institutions often face inadequate funding and a shortage of qualified instructors to teach entrepreneurship and design (Hannon, 2018).

- Rigid Curricula: Traditional vocational education programs may lack the flexibility needed to incorporate entrepreneurial and design disciplines (Fayolle, 2019).

Conclusions. Entrepreneurial education is a crucial component in preparing vocational learners for success in today's economic landscape, particularly in the design sector. The integration of innovative pedagogical strategies, collaboration with industry partners, and the adoption of experiential learning can significantly enhance entrepreneurial competencies. Future research should focus on digital entrepreneurship, the integration of artificial intelligence, and personalized learning approaches in entrepreneurial and design education.

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