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THE DEVELOPMENT OF BUSINESS EDUCATION IN UKRAINE (1991-2025): ANDRAGOGICAL APPROACH

Abstract. The relevance of the problem of applying an andragogical approach to the study of the content and prospects for the development of business education in Ukraine is determined by the current socio-economic and socio-cultural realities of Ukrainian society, as well as globalization trends in the world educational space. Because of this, the formation and development of business education seems to be a natural result of socio-economic, socio-cultural, and personal synergistic processes in the overall development of the education sector of our country. The purpose of the article is to substantiate the main principles of the andragogical approach to analyze the process of development of business education in Ukraine during the period of independence. To achieve this purpose, a set of scientific research methods was used: analysis of scientific sources, synthesis of scientific ideas of national and foreign researchers, comparison of their theoretical statements, classification of the principles of lifelong learning, modelling of educational processes based on modern andragogy, extrapolation of general theoretical considerations to the problem of development of national business education. The study found that national business education is based and developed on the principles of the andragogical approach, and therefore the principles of lifelong learning and their reflection in the business education system in Ukraine are identified: new basic knowledge and skills for everyone; increased investment in human resources; innovative teaching and learning methods; a new system of education assessment; the development of mentoring and counselling; bringing education closer to the place of residence. Three main forms of business education are presented: formal, non-formal, and informal.

Keywords: andragogy, lifelong education, business education, emergence, knowledge economy.

Introduction. The current state of the development of Ukrainian society involves fundamental changes in all spheres of its life, including education. The axiological characteristics of Ukrainian society have been transformed, defining value priorities in the form of freedom of action and thought as a result of personal resolution of the dichotomy of rights and duties, justice and injustice, good and evil, morality and immorality. In addition, significant changes have occurred in the interpretation of the value of private property and educational determinants of entrepreneurship as a basic activity for a significant social group in Ukraine.

Based on the analyzed scientific research, we can state that the set of scientific approaches to the problem of business education is determined by the field of knowledge within which such research is carried out. This emphasizes the interdisciplinary nature of the problem of business education development, which, as a subject of research, is of interest not only to teachers but also to sociologists, economists, philosophers, and psychologists. The theory and methodology of pedagogical phenomena and processes lead to the identification of such scientific approaches that most fully characterize the set of research methods. The foundations of the methodology of pedagogical science are laid down in the scientific work of well-known Ukrainian scientists.

The andragogical approach to the problem of the formation and development of business education in Ukraine directly correlates with the theory and practice of lifelong learning. The foundations of the pedagogical theory of lifelong learning are presented in the scientific work of national scholars, such as O.Dubaseniuk [1], Zh.Borsch [2], O.Ziliak [3], L.Lukianova [4], M.Novak [5] and others.

It should be noted that most often, scientific publications discuss the problems of andragogical teacher training and lifelong learning in the system of pedagogical education. However, it should be noted that business education, like other areas of training (such as

medical, pedagogical, juridical), requires an andragogical approach, as specialists in these fields of knowledge should constantly update their knowledge, skills, and abilities, develop existing and new professional competencies. That is why it is important for us to analyze the leading models of business education, among which the lifelong learning model is basic.

The purpose of the article is to substantiate the scientific and theoretical foundations of business education development in Ukraine during the period of independence in terms of the andragogical approach. To achieve this purpose, a set of scientific **research methods** was used: analysis of scientific sources, synthesis of scientific ideas of national and foreign researchers, comparison of their theoretical statements, classification of the principles of lifelong learning, modelling of educational processes based on modern andragogy, extrapolation of general theoretical considerations to the problem of the development of national business education.

Results. Traditionally, the leading methodological approaches to the analysis of pedagogical phenomena include systemic, activity-based, personality-oriented, andragogical, synergistic, and other scientific approaches. Pedagogical research often uses methodological approaches typical of other areas of scientific knowledge – culturological, sociolinguistic, ethnocultural, etc. At the same time, scholars distinguish several levels in the totality of approaches, most often calling them general scientific, specialised scientific, and specific scientific. Thus, in the study of O.Krasovska [6], one can see systemic and andragogical scientific approaches to the analysis of the problem of business education development. In the scientific research of S.Opatska [7], systemic and environmental scientific approaches can be noted. O.Shevchuk [8], considering the main scientific approaches to the training of future specialists in financial and economic areas, suggests taking into account the systemic, personality-oriented, activity-based, personality-activity, competence, and situational

approaches. It is worth noting that scholars often use quite different scientific approaches when analysing similar objects of study or even theoretical concepts that cannot be called approaches (such as situational). T.Poiasok [9] proposes systemic, and activity-based scientific approaches to analyze the information technology support of the process of training future economists.

The andragogical approach uses a whole range of interrelated concepts and terms – adult education, lifelong education, further education, and lifelong learning.

«A Memorandum on Lifelong Learning» (2000), adopted at the Lisbon Summit of the Council of Europe, approved the basic principles of its implementation, the content of which in relation to the development of business education is presented in Table 1.

Table 1

Principles of lifelong learning and their reflection in the business education system in Ukraine.

The principle of lifelong learning	Content of the principle	Reflection of the andragogical principle in the business education system
New basic knowledge and skills for everyone	This principle highlights the guarantees of continuous access to education for every citizen in order to acquire and update skills to function in constantly changing social conditions.	Since business education directly affects the development of the individual in the development of the knowledge economy, all types and forms of business education contribute to the formation of new economic skills and the updating of business knowledge.
Increasing investment in human resources	According to this principle, investments in human resources are declared to be the most important, and a person is proclaimed to be the greatest social capital in society.	This principle reflects not only investment in people, but also in the economy, as business education encourages dynamic socio-economic development and competitiveness.
Innovative teaching and learning techniques	This principle reflects the desire of the academic and pedagogical community to develop the latest methods and technologies of education in order to develop critical thinking, lifelong learning, etc.	The business education system uses innovative methods and techniques of the educational process, as the variety of forms and models of business education provides for compliance with modern global trends in online education, virtual education, blended learning, etc.
New system of education assessment	This principle has transformed the system of assessment of the level of education and a set of professional competences, taking into account the non-formal and informal components of the educational system of European countries. The need for accreditation and certification of non-formal and informal education outcomes has also been updated.	Business education systems around the world rely on informal and non-formal components. Therefore, the development and implementation of appropriate accreditation mechanisms is important, although diplomas or certificates of completion of business education are also quite common in Ukraine and abroad..
Development of mentoring and counselling	This principle outlines the need to create separate counselling services focused on the active consumer of educational services to ensure their optimal orientation in these services.	The business education system of European countries currently does not have such a special advisory or consultative institution. However, information about business schools, courses, trainings and other forms of business education is available thanks to modern information technologies.
Bringing education closer to the place of residence	This principle regulates the possibility of getting lifelong education without problems related to the place of residence or functional limitations of the consumer of educational services.	The majority of national business schools, courses and trainings offer online learning, which facilitates access to business education for everyone. Such opportunities have been developing gradually over the entire period of business education development in Ukraine in 1991-2025.

Source: the author

The andragogical approach to education is based on the world-famous Jacques Delors' «theory of the four pillars», the content of which is reduced to the following theses: learning to know, learning to do, learning to live together, learning to be [10, p.52].

Continuity of education is a certain idea, a principle of education organization, a condition for the formation of a specialist in a changing world and rapidly changing conditions of professional activity. Scientific researches (O.Anishchenko, L.Lukianova [11], P.Lengrand [12], A.Salo [13], P.Saukh [14], N.Serdiuk and T.Vogel [15]) discuss knowledge environment, knowledge economy, knowledge generation, virtualization, and creation of new knowledge using artificial intelligence.

In our opinion, andragogical theory is based on the thesis that education is not a condition for preparing for the future life but a way of life in the post-post-classical world. It is well known that the time for updating knowledge has been significantly reduced; e.g., the unit of measurement for knowledge obsolescence in the USA is only five years. This leads to the conclusion that a certain part of the knowledge acquired at the university becomes obsolete even before the end of the learning process. At the same time, the proportion of the population in different countries who update knowledge and obtain additional qualifications and competences (25 to 64 years old) is not quite as significant – from 9.7% on average in the EU countries [16]. However, this percentage grows

every year, with the Scandinavian countries leading the way, with 23 to 32% of the population covered by various forms of adult learning. We have not found statistical data on the share of business education among the various areas of adult education, but we note that non-formal and informal business education for adults is in high demand in all European countries.

The unpredictability and variability of the global and local environments of life lead to the construction of andragogical models of personality functioning. The most famous of these is the Lifelong Learning Programme, adopted by the European Commission in 2006 [17]. Conceptually, lifelong education (or lifelong learning) combines three main forms or *components*:

1) Formal, represented in the system of business education by economic areas of training and business schools in national universities;

2) Non-formal, consisting of certified courses, virtual seminars, webinars, workshops, etc;

3) Informal, which is based on the individual cognitive activity of all subjects of business education. It should be noted that modern models of business education actively use this component of lifelong education, as they promote and implement communication between participants in the educational process, various forms of educational mobility, trips and travel, visits to business institutions, etc.

Analyzing the theory and practice of business education in Ukraine over the past decades, we note that its subjects are highly *motivated* to learn throughout life. The specifics of such motivation within the andragogical approach can be outlined as follows:

1. Adults are critical of the subject-object model of learning because they are independent individuals.

2. With the help of business education, adult students seek to fulfill their rational needs (primarily career needs).

3. In the process of learning in adulthood, participants want to see the results of business education immediately.

4. The level of formation of knowledge, skills, and abilities of adults in the process of business education is influenced by their personal experience – professional, cultural, and social.

In addition, the systemic nature of business education as a phenomenon of andragogy also includes *emergence*, which implies the presence of such system features in which the whole system has properties that are not typical for its individual components (elements). For example, studying the experience of a single business school as a structural component of a national university is unlikely to give an idea of how business education in Ukraine is organized in general. This is due to the diversity, multicomponent nature, and multi-level nature of the components of business education in Ukraine during the period of independence.

Discussion. The emergent state of business education as an andragogical phenomenon implies, on the one hand, the emergence of non-additive (emergent) development strategies that arise spontaneously. The first institutions/establishments/models of national business education were borrowed in a ready-made form from foreign long-term experience.

For example, the first business school in Ukraine was founded in 1989 as *MIM Business School, International Management Institute*. However, this does not mean that all subsequent business schools or other business education institutions (especially non-formal ones) should follow the MIM model. On the other hand, each

of these business schools seeks to gain licensed access to medium and long-term MBA programmes – pre-MBA, MBA, Senior Executive MBA, and even DBA, which involves the preparation of PhDs in business or administration

During the first decade of independence of Ukraine, international business education programmes have taken a prominent place in the system of training specialists for the economic and managerial spheres. MBA diplomas have become an indicator of successful career growth, a prestigious profession, and motivation to obtain a promising level of professional training and business activity. The result of the system's transition through the bifurcation stage is the restructuring of all its components, and the system itself (based on the principle of self-organization) chooses the most appropriate path of development inherent in a given time and situation. Thus, business education as a system endowed with emergence features goes through transformational changes and reaches a new level of its functioning.

Based on the conclusions of Yu. Shaigorodsky [18, p.19-29], we can state that at the end of the twentieth century, changes took place in Ukrainian society that led to the breakdown of the education system, including the emergence of a specific educational phenomenon, which was business education. The instability of the educational environment led to anomalous processes that provoked the accumulation of chaos; the movement of chaotic changes to the bifurcation point, in turn, systematized fragmented business education (courses, trainings, individual international and national business programmes and projects). However, this process gradually acquired signs of systematicity and continuity, which determines the need for andragogical analysis of business education as a complex nonlinear phenomenon in pedagogical science.

Conclusions. Thus, on the basis of the theoretical analysis of scientific sources, the necessity of applying an andragogical approach to the study of the problem of the development of business education in Ukraine during the period of independence is substantiated. It has been established that the andragogical approach correlates business education with the theory and practice of continuing education. The author identifies the leading principles of lifelong learning and their reflection in the business education system in Ukraine: new basic knowledge and skills for everyone; increased investment in human resources; innovative teaching and learning methods; a new system of education assessment; development of mentoring and counselling; bringing education closer to the place of residence. Three main forms of business education are presented: formal, non-formal, and informal. The conclusion is made that there is an anomic component in the social system where business education is developing. It is noted that at the end of the twentieth century, changes took place in Ukrainian society that led to the breakdown of the education system, including the emergence of a specific educational phenomenon, which was business education. Emergence is characterized as a characteristic of the business education system, which implies the presence of system features in which the whole system as a whole has properties that are not typical of its components (elements). The prospects for further research are associated with the substantiation of the systemic foundations of the functioning of business education in Ukraine in the context of current trends in globalization.

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РОЗВИТОК БІЗНЕС-ОСВІТИ В УКРАЇНІ (1991-2025 рр.): АНДРАГОГІЧНИЙ ПІДХІД

Анотація. Актуальність проблеми застосування андрагогічного підходу до вивчення змісту та перспектив розвитку бізнес-освіти в Україні визначається сучасними соціально-економічними та соціокультурними реаліями українського соціуму, а також глобалізаційними тенденціями у світовому освітньому просторі. З огляду на це становлення й розвиток бізнес-освіти видається закономірним результатом соціально-економічних, соціокультурних та особистісних синергетичних процесів в загальному розвитку сфери освіти нашої держави. Мета статті полягає в обґрунтуванні провідних засад андрагогічного підходу для аналізу процесу розвитку бізнес-освіти в Україні періоду незалежності. Для реалізації означеної мети використовувався комплекс наукових методів дослідження: аналізу наукових джерел, синтезу наукових ідей вітчизняних та зарубіжних дослідників, порівняння їхніх теоретичних викладок, класифікації принципів організації освіти упродовж життя, моделювання освітніх процесів на засадах сучасної андрагогіки, та екстраполяції загальнотеоретичних міркувань на проблему розвитку вітчизняної бізнес-освіти. У процесі дослідження встановлено, що вітчизняна бізнес-освіта ґрунтується й розвивається на засадах андрагогічного підходу, у зв'язку з чим визначено принципи здійснення освіти упродовж життя та їх відображення у системі бізнес-освіти в Україні: нові базові знання і навички для всіх; збільшення інвестицій в людські ресурси; інноваційні методики викладання й навчання; нова система оцінки отриманої освіти; розвиток наставництва й консультування; наближення освіти до місця проживання. Представлено три основні форми бізнес-освіти: формальну (представлену у системі бізнес-освіти економічними напрямками підготовки фахівців та бізнес-школами у вітчизняних університетах), неформальну (складається з сертифікованих курсів, віртуальних семінарів, вебінарів, тренінгів тощо) та інформальну (основною якою є індивідуальна пізнавальна діяльність всіх суб'єктів бізнес-освіти). Відзначено, що сучасні моделі бізнес-освіти активно використовують саме неформальний складник неперервної освіти, оскільки він сприяє реалізації комунікацій між учасниками освітнього процесу, та передбачає різні форми освітньої мобільності, поїздки і подорожі, відвідання бізнес-установ.

Ключові слова: андрагогіка, неперервна освіта, бізнес-освіта, емерджентність, економіка знань.