

Ukrainian educational policy on the culture of entrepreneurship in globalization, Europeanization, and glocalization

Kebijakan pendidikan Ukraina dalam budaya wirausaha pada globalisasi, Eropanisasi, dan glocalisasi

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Abstract

Today, many factors contribute to the formation of educational policy in Ukraine as regards to the culture of entrepreneurial activity, in particular: globalization, Europeanization, and glocalization. Regarding the culture of entrepreneurial activity, critical stratification in the construction and understanding of business is the characteristic feature of contemporary understanding and is connected with the 'Europeanization' of entrepreneurial culture, etc. This article investigates general factors that influence educational policy in Ukraine, the formation of educational policy on entrepreneurship and the culture of the business. The foundation of studies in this article was the methodology of factor analysis. Diagnostic and forecasting methods made it possible to determine the prerequisites and trends for the formation of educational policy on the culture of entrepreneurship in Ukraine. The method of sociological observation helped to study employers' representations about the status of higher education in the field of entrepreneurship culture. The methods of analysis and diagnosis were used to identify signs of modification of the Ukrainian educational policy on the culture of entrepreneurship in the context of globalization, Europeanization, and glocalization. As a result, it was possible to identify the general factors that influence the formation of educational policy in general and special ones that relate exclusively to entrepreneurial activity and the culture of an entrepreneur. The researchers claim that the pursuit to new progressive, and consistency and imitation are new trends, which must be balanced in the ethical code of the entrepreneur. It is claimed that ethical codes of entrepreneurs and 'good practice' are important components of Ukrainian business. At the same time, these instruments are at the formative stage; therefore, their development depends in many respects on educational policy, on the education of entrepreneurs in the spirit of good faith, the honest running of the business, and a responsible attitude to their activities.

Keywords: educational policy; entrepreneurship culture; Europeanization of Ukrainian education; corporate social responsibility; legal regulation

Abstrak

Saat ini, banyak faktor berpengaruh pada pembentukan kebijakan pendidikan di Ukraina dalam kaitannya dengan kegiatan wirausaha, khususnya: globalisasi, eropanisasi, dan glocalisasi. Dalam budaya wirausaha, stratifikasi kritis dalam pembentukan dan pemahaman bisnis adalah karakter pemahaman kontemporer yang berkaitan dengan 'Eropanisasi'. Artikel ini meneliti faktor-faktor umum yang mempengaruhi kebijakan pendidikan di Ukraina, dan pembentukan kebijakan pendidikan dalam bidang kewirausahaan dan budaya bisnis. Studi ini berdasarkan metodologi faktor analisis. Metode diagnostik dan prediksi memungkinkan peneliti menentukan prasyarat dan tren pembentukan kebijakan pendidikan budaya wirausaha di Ukraina. Metode observasi sosiologis memberikan pemahaman mengenai status pendidikan tinggi dalam budaya wirausaha. Metode analisis dan diagnosis digunakan untuk mengidentifikasi adanya tanda modifikasi pada kebijakan pendidikan Ukraina terhadap budaya wirausaha dalam konteks globalisasi, eropanisasi, dan glocalisasi. Penelitian ini berhasil mengidentifikasi faktor-faktor umum yang mempengaruhi pembentukan kebijakan pendidikan yang secara eksklusif berkaitan dengan kegiatan wirausaha dan budaya seorang wirausahawan. Peneliti menyatakan bahwa usaha untuk mencari hal progresif, konsisten, maupun imitatif adalah tren baru yang perlu diseimbangkan dengan kode etik wirausahawan. Kode etik wirausahawan dan praktik wirausaha

yang baik adalah komponen utama dalam dunia bisnis di Ukraina. Di sisi lain, instrumen-instrumen ini masih dalam tahap formatif. Oleh karena itu, pengembangannya bergantung pada kebijakan pendidikan yang mengedepankan kepercayaan dan semangat yang baik, perilaku yang jujur dan penuh tanggung jawab terhadap aktivitas wirausaha.

Kata kunci: *kebijakan pendidikan, budaya wirausaha, Eropanisasi pendidikan Ukraina, tanggung jawab sosial korporasi, regulasi hukum*

Introduction

The definition of the “culture of entrepreneurial activity” is a relatively new concept in post-Soviet Ukraine. Although 28 years have passed ever since the independence of Ukraine, the content of this concept continues to emerge based on the acquired mentality of Ukrainian entrepreneurs and consumers of goods and services. It plays a vital role to enlighten, study, science, and state educational policy in general. Many factors contribute to the formation of educational policy in Ukraine as regard to the culture of entrepreneurial activity, namely: 1) the past, that is a historical heritage (seventy years of understanding of entrepreneurial activity neglect within the Soviet Union), has been replaced by the disorientation processes of the initial stage of independence, 2) modern research for an optimal model as to Ukrainian entrepreneurship of the present day marks the formation of a culture of industrial and post-industrial society in conditions of Russian aggression and the occupation of part of Ukraine territory, 3) this is the influence of globalization, Europeanization and glocalization on the culture of entrepreneurial activity that is being formed by taking into account many external economic, social, political factors combined with the worldview and psychological peculiarities of Ukrainian population, 4) systematic excesses in the state economy of Ukraine due to different understandings of the concept of business (some consider business from a “pro-Soviet” or “feudal” point of view and use salaries given in envelopes, non-payment of wages, non-registered employees at their workplaces, while others focus on modern European understanding business and the culture of entrepreneurship, which is specific corporate social responsibility, compliance, self-regulatory organizations). The listed above is not a comprehensive response; it is just fully generalized. The purpose of this study is to discover a general factor that influences the educational policy in Ukraine, the formation of educational policy on entrepreneurship, and the culture of the business.

Research Methods

The foundation of studies in this article was the methodology of factor analysis. Diagnostic and forecasting methods made it possible to determine the prerequisites and trends for the formation of educational policy on the culture of entrepreneurship in Ukraine. To study the concepts of ‘educational policy’ and ‘culture of entrepreneurial activity,’ which contained in international acts, Ukrainian legislation, and the works of foreign and Ukrainian scientists, a formal logical method and method of comparative legal analysis used. The purposes of analysis and synthesis used to combine the categories of educational policy and culture of entrepreneurship, as well as to formulate the general concept of educational policy on the culture of entrepreneurship. The method of sociological observation helped to study employers’ representations about the status of higher education in the field of entrepreneurship culture. Subjective factors that affect the formation of educational policy have been considered using functional classification. The methods of analysis and diagnosis used to identify signs of modification of the Ukrainian educational policy on the culture of entrepreneurship in the context of globalization, Europeanization, and glocalization.

Results and Discussion

Educational policy on the culture of entrepreneurship: General issues

According to the definition of the International Standard Classification of Education (ISCED), the latter is a purposeful and organized activity to meet trained needs (UNESCO 1997). Education is an activity aimed at gaining specific knowledge as well as skills. The concept of education proposed

in the Law of Ukraine: About education (2017) No. 2145-VIII states that education is the basis of intellectual, spiritual, physical, and cultural development of an individual, his successful socialization, economic prosperity, the pledge of society development, united by shared values and culture, and the state. In this definition, the role education plays in its acquisition, and the importance of education for society is combined. According to Dubasenyuk (2013), the modern paradigm of the development of education in Ukraine should have a proactive character and promote the introduction of innovative trends in the educational sphere. Haddad & Demsky (1995) defined policy as a decision designed to guide future choices or to initiate and guide the implementation of previous decisions. Educational administration is an essential component of state policy, both internal and external, and includes a system of principles, ideas, goals and objectives, and practical instruments for its implementation. According to Shulga (2011), state education policy is an officially determined, organized, and purposeful activity of the state and its subordinate institutions, aimed at the functioning and further development of the education system as the leading institution of a democratic society. The scientific research states that the definition of state policy in the field of education or state education policy has been used from the 60s and 70s of the twentieth century and is associated with the so-called “information explosion” period. According to Zhuravsky (2003), as a consequence in the Soviet Union, the United States of America, the European countries and Japan, education has been regarded as the most critical factor in economic development and social progress. This area needs special attention at the national level as well as consideration of the content and directions of the state policy. At the same time, the educational policy should be relevant, effectively taking into account the needs of society in a specific historical period, being promising, modernized for both the whole community and the individual. The White Book of National Education of Ukraine states that Ukrainian education in the context of globalization tendencies and modern challenges should professionally prepare people for life in the information society, the society of knowledge and innovations (Alekseenko et al. 2010).

According to Field (2000) explores the sudden increase in the interest of lifelong learning among policymakers in Great Britain and elsewhere, existing patterns of participation in lifelong learning, the measures being developed to promote lifelong learning, and the prospects of a viable learning society. The following are among the topics discussed in the book’s five chapters: global policy consensus on lifelong learning, hanging life and new challenges, education and learning society, the learning economy (mobility, flexibility and learning imperative), the concept of employable workers as economic nomads, self-direction and employment, learning to work and learning from work, the new educational order (schooling in a learning society, expanding participation, investing in social capital, pursuing the search for meaning) (Field 2000). According to Snyder et al. (1999) discuss the methods used to overcome these obstacles and provide ways to increase overall student performance. Kogan (1975) draws together his previous findings to offer a careful examination and overview of education, its relationship to government and individuals and groups within the system, while. Manzer (1994) interprets the framework of political ideas and beliefs that structure individual and collective thinking about educational policies and which give special meaning. Manzer (1994) explains that the study argues from their foundation, elementary and secondary education in Canada has been dominated by liberalism (political, economic, and ethical), with each progressive liberal ideology taking its place as a public philosophy for state education. Prunty (1985) criticizes 1) current trends in educational policy analysis is drawing attention to the vagueness of conceptualization, 2) the inattention to values and ethical issues, the small role of the policy analyst, 3) the dominance of functionalist, systems theory perspectives and the technically rational implications for policymaking which follow from these, 4) the absence of educational terms of reference, and 5) the failure of policy analysis is to improve socio-educational problems.

State educational policy based on constitutional norms, international treaties, laws, and subordinate legal acts. Law of Ukraine: On the Principles of Domestic and Foreign Policy No. 2411-VI (2010) states that the importance of education policy also emphasized. In accordance with Article 10, the creation of appropriate conditions for building Ukraine’s educational potential involve, improvement of the education system with the provision of high-quality pre-school, full secondary, vocational,

higher education in state and municipal educational institutions, raising the role of higher education and science as the basis for the establishment of a capable “knowledge economy” in Ukraine, and reforming and developing the national system of higher education and science, ensuring their integration into the European and world educational and scientific space. At the same time, Article 7 provides creation of favorable conditions for entrepreneurship development, simplification of the requirements for starting and ending a business, reducing state interference in economic activity of economic entities, simplifying the system of obtaining permits, and reducing pressure on business from the controlling authorities, the transition to a European model of market surveillance, quality, and product safety, introduction of European approaches in the field of the delegation of state functions to business entities, unveiling of a shadow economy, and the creation of favorable conditions for the activities of economic agents in the righteous legal field, and intensification of investment and innovation activities (Law of Ukraine 2010). Consequently, the educational policy on the culture of entrepreneurial activity combines the development of education with the directions envisaged by the law in the economic sphere. Therefore, it should be aimed at gaining the knowledge and skills that are determined by the principles of Ukraine’s domestic policy.

According to Andrushchenko (2008), the basic principles of educational policy should be reviewed and based on the following modern socio-cultural trends that influence the educational system is strengthening its role as a source of ideas, new knowledge, technology and information, awareness of the imperative of survival and global responsibility for their actions, which is determined by the degree of spirituality in each person, and the diversification of social patterns of society, which necessitates the flexibility of thinking, perceptions of the world and dialogue between cultures. The rapid change of knowledge as a result of aging (building a system of advanced education), the need to form the competence of specialists able to think critically about the diversification and innovation education, ethical culture, self-organization and self-regulation, humanization (transition from technocratic to a socio-cultural model of knowledge), and ecologization have become new directions for the formation of content of the state educational policy in Ukraine, which requires a deep understanding and implementation of it by its subjects of realization. These trends are also intrinsic for building an educational system on the culture of entrepreneurial activity as related to the acquisition of comprehensive knowledge in various fields (economics, psychology, sociology, management, law).

The economic development of a particular state influences national educational policy. Therefore, its object is the officially defined and consolidated system of educational relations, which includes various levels and structural elements, and relations within national networks of other states. The ideology of building a secular state influences Ukraine’s educational policy and strategy, including changes in the block of knowledge formation about the culture of entrepreneurship. Thus, the notion of social entrepreneurship, corporate culture, compliance, and self-regulation in economic and professional activities comes to the fore—all these issues connected with the universal concept of building a society of sustainable development. Indeed, UNESCO (2016a) states that— now, more than ever, education has a responsibility to foster the right type of skills, attitudes, and behavior that lead to sustainable and inclusive growth. The 2030 Agenda for Sustainable Development calls on us to develop holistic and integrated responses to the many social, economic, and environmental challenges we face. It means reaching beyond the traditional boundaries and creating effective, cross-sectoral partnerships. A sustainable future for all is about human dignity, social inclusion, and environmental protection. It is a future where economic growth does not exacerbate inequalities but builds prosperity for all, where urban areas and labor markets designed to empower everyone and financial activities, communal and corporate, are green-oriented. Sustainable development is a belief that human progress cannot happen without a healthy planet (UNESCO 2016a). Therefore, the educational policy on the culture of entrepreneurship in Ukraine aimed at ensuring sustainable development and, accordingly, should be implemented in the content of relevant educational programs. In addition, UNESCO (2016b) pointed out that:

“...education as inclusive and as crucial in promoting democracy and human rights and enhancing global citizenship, tolerance, and civic engagement as well as sustainable development.”

Uvalic-Trumbic (2004) indicates that these factors have been the catalysts for a new level of options in higher education including 1) the emergence of new education providers such as multi-national companies, corporate universities, and media companies, 2) new forms of delivering training including distance, virtual and new face-to-face, such as private companies, 3) greater diversification of qualifications and certificates; 4) increasing mobility of students, programs, providers and projects across national borders, 5) more emphasis on lifelong learning which in turn increases the demand for post-secondary education, and 6) the increasing amount of private investment into the provision of higher education. These factors are the reality for higher education in Ukraine and education related to entrepreneurship in particular. Thus, students of higher educational establishments have the opportunity to obtain a double diploma and study on different specialties in several states. During the first years of statehood in Ukraine, students did not have such an immense opportunity.

Educational policy regarding the culture of entrepreneurial activity means the state-defined strategy and tactics of regulatory, managerial movement, including the selection and practical application of ways and means of implementation. However, it should be noted that educational policy implemented by various subjects of activity: from state authorities to lecturers and teachers. Komarova (2015) notes that state education policy is an integral part of the state social policy that is carried out both by public authorities and other subjects of activity to achieve economic, social, cultural, scientific, and technical goals and solve problems of national and global nature. In addition, the item of educational activities has the right to make decisions independently on any issues within its autonomy, which means the power of the subject of scholarly activity to self-government, which is its self-determination, independence and responsibility in making decisions regarding academic (educational), organizational, financial, personnel and other issues of activity, carried out in the order and within limits specified by the law (Law of Ukraine 2017). Therefore, the content of the educational policy on the culture of entrepreneurship will depend on the activities of different subjects at the appropriate level. The subjective factor of the teacher who directly implements public policy to the audience is of paramount importance since proactive entrepreneurial activity will depend on his preparedness and vision of the future. According to Pekhota (2000), personally oriented education is involving cooperation, self-development of subjects of the educational process, the identification of their functions.

It should also be noted about the emergence of new educational actors, in particular transnational companies, as well as the establishment of own educational academies at the company level, provide a specific set of knowledge about the specifics of work in a particular market. In some cases, a narrow set of experiences satisfies employers. Knight (2000) points out that the emergence of cross-border educational services traders' transfers education into market relations, and thus can make state administration of higher education impossible within the framework of the adopted national policy. Lawn & Lingard (2002) point out that the European education space is a recognition that, in practice, a new era in transnational governance has opened up opportunities and threats to critical national actors, engaging with new actual and virtual sites of politics and governance. This question is quite essential for Ukraine as well. According to the authors' observations of this article on employers' representations about the status of higher education in the field of entrepreneurship culture, we observe a lack of real vision of this issue. Thus, employers do not have factual and objective notions about the contents of their training programs and their practical skills in this area and try to criticize higher education, in most cases, without justification. At the same time, employers want to get a specialist in higher education. Still, they do not want to promote the development and financial support of higher education, leaving it to the discretion of the state. Thus, one can observe a partial dissatisfaction with the training of specialists on the part of employers, which is the reason why the inadequate cooperation and interaction of higher education institutions with employers remains. Therefore, in this case, cooperation between higher educational establishments and employers should be upgraded.

Along with the general directions of educational policy in Ukraine, which correspond to the European integration course, there are problems and contradictions in their implementation. These problems are both public and partial. However, it should be noted that the analysis of the works of scientists

who studied the issues of educational policy outside Ukraine leads to the idea that each state faces problems with the implementation of educational ideology and strategy. These issues are universal and vary by region, state, and specific locality. Therefore, Ukraine has certain contradictions regarding the education of a culture of entrepreneurship, which, in turn, are inherent in education as a whole and have specific connotations (concerning the literature of entrepreneurial activity).

The general contradictions and problems can be attributed to: reduction of prestige and underfunding of education and science; inconsistencies between the requirements of the labor market and the volume, structure, and quality of training of specialists; weak interaction between educational establishments and employers; lag in determining the needs of the labor market and specialists in new specialties, accelerating the aging of knowledge; and lack of mechanisms for stimulating pedagogical and scientific-pedagogical personnel. The general tendency is the need to train specialists with the analytical mindset, not only the 'cogs' of a particular labor market but the elite who are capable of thinking critically, of realizing their public mission and with their leadership skills. They are those specialists who are usually in need of an economic field of activity, where the ability for daily and routine market analysis (marketing strategies, forecasting the policies of a particular state and consumer preferences) of risk become practical skills at the level of intuition.

Particular contradictions in the field of entrepreneurship education and entrepreneurship culture are lack of understanding of the deep essence of the social component of entrepreneurship, both on the part of the state educational policy and the subjects of management themselves; lack of knowledge and practical skills on competition policy, antitrust, tax and anti-offshore compliance; lack of explanatory and teaching theoretical foundations and developing practical skills regarding modern alternatives to the functioning, protection, and safety of business; lack of specification of the need for the use of the Institute of Corporate Social Responsibility as a component for running the industry; and insufficient training of specialists who would understand the need for self-regulation of economic activity, ethics of business. Most of the comments relate to the content of teaching entrepreneurship in higher educational establishments. However, the process of providing relevant knowledge and skills formation remains essential, taking into account the indispensability and the non-alternative practical application of the acquired theoretical knowledge.

Globalization, Europeanization, glocalization, and hybridization of educational policy

The development of information technologies, the internationalization of the economy, innovation in all spheres of public life, the intensification of international cooperation and contacts have all affected the globalization trends in education. New specialties become in demand, orders for scientific research in the fields related to global challenges and trends created: ecology, public-private partnership, and corporate citizenship. Reducing costs of production and service delivery leads to a global division of labor, the benefits of technology and innovation. With the redistribution of the global labor market, the migration of the labor force encourages reforming education, including a higher and professionally-oriented one. The questions of globalization of higher education investigated by Altbach (2004) and Huang (2005) states the problem of the tendency of extensive higher education, and the loss of its elitism and quality in the aspect of globalization was studied Scott (1998). Lawn & Lingard (2002) affirm that educational policy no longer exists, if it ever did, as the product of the nation-state. In Europe, significant policy actors in education are working today in the field of joint government projects and networking on translating, mediating, and constructing educational policies (Lawn & Lingard 2002). It is quite difficult to fully agree with this thesis, despite globalization processes in education, national peculiarities are preserved and depended on the socio-cultural preferences of the citizens of a particular state.

Ukrainian higher educational establishments began to borrow the experience of leading higher educational establishments of European Union countries, enriching the educational capabilities of public schools, and increasing the mobility of students and teachers in order to remain competitive in the globalized education market. It was through the globalization of education that it became possible to co-operate on international educational programs (for example Erasmus Mundus, ERASMUS+,

Jean Monnet Project, Leopold for Future, The World Bank Internship Program, Fulbright Graduate Student Program, Fulbright Specialist Program, and Horizon 2020), and research, including new perspectives on knowledge in the field of entrepreneurship. That is, student and academic mobility allows us to gain knowledge and education about the legal systems of several countries, compare their advantages and disadvantages, and then introduce better models of entrepreneurship culture in practice.

The introduction of the best models of European education is an indisputable constructive advantage in combating corruption in Ukraine. Indeed, honest competition, conscience, and honest business practices are fundamental principles of the culture in the entrepreneurial area and sufficient safeguards against corruption. The leading Ukrainian companies and international companies adhere to these fundamental principles; therefore, they often consolidate their conceptual provisions in international commercial contracts. Accordingly, students study this practice and, therefore, the formation of thinking graduates is about the necessity to meet the global imperatives for running a business.

Another example of the impact of globalization on education is the General Agreement on Trade in Services (GATS), which defines specific rules and conditions for liberalizing and regulating trade. The inclusion of trade into higher education services within the framework of the GATS is a reality. Each country can determine the extent to which it will allow foreign education providers to access the domestic market. However, the growing concern of the education community in the world is because the World Trade Organization (WTO), an organization that aims to promote trade in terms of economic efficiency without competence in education, can negatively affect the sustainable development of education (Uvalic-Trumbic 2004). The issue of higher education as a phenomenon and the influence of GATS and the liberalization of trade on the development of universities studied by Knight (1997).

Taylor et al. (1997) suggested that educational policy analysis in the period of globalization should consider the way: 1) the globalization processes are taken into account in the policy priorities of nation-state level, 2) ideological discourses that frame education policies at the national level may already be globalized, 3) political structures operating beyond nations are framing national policies options, 4) global policy community may be emerging, and 5) that globalization processes affect the cultural field within which education operates. In light of the above, it should be noted that Ukraine takes into account globalization trends in educational policy. For example, cooperation with employers as one of the areas of cooperation in higher education institutions.

The Europeanisation of Ukrainian education, including education on the culture of entrepreneurship, takes place within the framework of the Association Agreement between Ukraine, on the one hand, and the European Union, the European Atomic Energy Community and their member-states on the other (Association Agreement 2014). In particular, the context of the implementation of educational policy on the culture of entrepreneurship, this Agreement provides active study provisions on introduction of conditions for strengthening economic and trade relations that intended to lead onto the gradual integration of Ukraine into the EU internal market, including the establishment of an in-depth and comprehensive free trade area, strengthening cooperation in the field of justice, freedom, and security in order to ensure the rule of law and respect for human rights and fundamental freedoms, cooperation in order to ensure an adequate level of protection of personal data following the highest European and international standards, development of comprehensive dialogue on all issues in the field of migration; mobility of workers; and combating money laundering, terrorist financing, and others (Association Agreement 2014). In general, since 1992, Ukraine has been implementing a policy of harmonization and adaptation of Ukrainian legislation on the *acquis communautaire* (legal system) of the European Union. Significant and demonstrative in this process was the adoption of the Law of Ukraine (2004). Although the EU directives are not applied in Ukraine, taking into account the European integration direction, their content is, however, essential for the business. For example, in the European Union on May 25, 2018, new rules on data protection— General Data Protection Regulation (GDPR) came into force, giving EU citizens more rights as to how their personal information used. Now, all EU citizens have the right to see what information the

company has about them and may require that this information be removed. Companies operating in the EU should get an explicit agreement on the collection of personal information. Otherwise, they are to face high fines and penalties (Regulation EU 2016). The provisions of this regulation are of interest to Ukrainian companies that co-operate with EU companies; therefore, the provisions of this Regulation are taken into account and, respectively, Ukrainian students study this document and practice its implementation.

Glocalization is also an essential process in educational policy, through which universal strategies, principles, and norms are implemented or adapted to the conditions of a particular state or territory. In this case, the emphasis is on the difference, exclusiveness, and mentality of a particular state. Thus, the universal principle of the culture of entrepreneurship seems to be honest and fair, but it may be interpreted differently. Along with it, these differences in various countries can be quite substantial. Here is another example, the application in practice of the universal codification companies established by the International Chamber of Commerce (INCOMERS) the rules. These terms of delivery were as universal as possible and created for maximum uniqueness in understanding for contractors from different countries. However, in practice, there are some problems with their different understanding and interpretation. Therefore, while forming the culture of an entrepreneur who works in international trade, it is essential to understand the processes of glocalization, as well as moments of adaptation and transformation of globalization trends due to the possibility of local modifications.

Such local modifications lead to hybridization, which is national educational policy adapts globalization processes to existing values and cultural preferences within a particular state. Especially by hybridization, certain features of the educational policy of the states revealed, and hybridization is a manifestation of the self-regulation of educational policy as a complex system. Examples of a hybrid approach to the formation of an entrepreneur's culture are, in most cases, normative and procedural safeguards for international trade. Despite general tendencies of unification of legal regulation in this area, states create hybrid forms based on their own legislation. In particular, the Convention on Contracts for International Buy-Sell Goods of 1980 does not prohibit the oral form of this contract, but, for Ukrainian residents, it is foreseen exclusively in written form (this convention has been ratified with reservations for Ukraine). Another example is The Model Laws (in particular, the UNCITRAL Model Law on International Commercial Arbitration), which can be adapted to national legislation, is to be established by leading international governmental organizations. That is, the hybrid national form created to the generalized international standards. Therefore, Ukraine, as a member of UNCITRAL (from 2018 for six years), should also be guided by Model Laws while improving national legislation.

The issues of educational policy on the culture of entrepreneurship are not profoundly studied in Ukrainian science, whereas researchers from other countries focus on the role of education for the development of innovative competencies and skills of entrepreneurs and entrepreneurial individualism. Hovne et al. (2014) state that entrepreneurship innovation is found to benefit from education, especially from training during schooling and also from training after graduation, controlling for other characteristics, while culture emphasizing entrepreneurial individualism moderates the benefit in the way that it enhances the benefits of education for innovation. Ertuna & Eda (2011) point out that policymakers may wish to review the current higher education system and implement educational programs that will develop students' innovation and independence.

Solesvik et al. (2014) affirm that universities provide Entrepreneurship-Specific Education (ESE) to equip students with the skills needed to pursue entrepreneurial careers in new firms and innovative private and public sector organizations and explore the link between perceived local cultural environment, ESE investment and the intensity of entrepreneurial intention as regard becoming an entrepreneur. Meanwhile, Ertuna & Eda (2011) point out that logistic regression analysis also shows that having a business family is a significant predictor of having a business start-up. That is, not only entrepreneurial education is an essential component for an entrepreneur, but also an inherited ability of him. From a British perspective, Gibb (1993) noted that the small firm itself is a learning organization

and that learning environment is 'learning by doing.' More formal knowledge is, therefore, 'adapted' as appropriate for business needs. Hence the model he proposed emphasizes self-discovery, what he calls an 'enterprise' style on learning, as opposed to a more formal didactic approach (Gibb 1993). According to Ozsoy et al. (2001), the most significant motive for self-employment in Turkey is financial. Because of low wages and the high unemployment rate in Turkey, individuals are pushing for a business to have a decent living. Also, researchers focus on the importance of forming an understanding of environmental and cultural factors in their activities among entrepreneurs. Holmgren et al. (2005) consider that environmental or cultural factors treated as either promoting or inhibiting entrepreneurial behavior/personality. The locus of the specific traits of the individual is the logic behind the normative and quite naive, favoring entrepreneurship education characterized as learning by doing, practice-orientation, and, thus, viewed as the way to foster the right kind.

Considering the issues of higher education in entrepreneurship in Portland, Taylor et al. (2008) note that an educated workforce is essential to a thriving economy; knowledge, not money or land, is now the coin of the realm of our emerging knowledge economy; countries that have people with the qualified expertise to enter this arena are competitive, those who not are left behind. According to Kirby (2002), in order to prepare students for the challenges of the entrepreneurial climate of the twenty-first century, they need to develop personal skills, attributes, and behavior patterns that enhance their entrepreneurial capabilities. The formation of a socially-oriented economy ensures the involvement of the whole spectrum of social regulation (economic, legal, moral and ethical) in order to achieve the set of goals as the locus of domination of fair and just competition in economic activity on the market of economic process regulation in the state (Bakalinska 2017).

Gibb (1993) defines enterprise education as concerned with encouraging certain enterprising behaviors, the skills, and attributes associated with self-reliance, and, through this process, also providing students with better insight into the subjects studied. Consequently, the result of entrepreneurial education should be the creation of reflective practitioners fit with entrepreneurial careers (Jack & Anderson 1999). Furthermore, the Carnegie Foundation argues that there is a need to synthesize business practice and teaching by ensuring that students continue to learn beyond the walls of academies (Gibb 1996). Krasnyakov (2011) offers a modern model and suggests that higher education should actively participate in the creation of a competitive infrastructure like technology parks and innovation centers.

Consequently, educational policy on the formation of culture in entrepreneurial activity plays an essential role in defining the directions and mechanisms for its implementation. It proved that education affects: the development of innovative practices among entrepreneurs, the formation of entrepreneurial individualism, ethics and culture, and the improvement, intensity, and efficiency of entrepreneurial activity. Education can also act as an incentive for entrepreneurial behavior. The combination of theory and practice outside the university improves entrepreneurial education. The effectiveness of entrepreneurial education is to be more significant in the case of the creation of a competitive infrastructure (technology parks, innovation centers). The question is, what content and organizational factors are relevant for the Ukrainian model of educational policy formation in entrepreneurial activity and entrepreneur culture in the conditions of globalization, Europeanization, and glocalization? The above question can be paraphrased in another way: what are the unique features of the formation of educational policy in entrepreneurial activity, and the culture of an entrepreneur? These particular factors include the very general fact of formation and construction of the Ukrainian state and civil society, which is reflected in other factors: 1) political (the course on decentralization and deregulation encourages entrepreneurs to look for different models of cooperation with public authorities and civil society), 2) economic (reform of the economy of Ukraine; the direction to build a favorable investment climate and deepening international trade is reflected in changing the culture of the entrepreneur and his perception of building an active business), 3) social (the role of the entrepreneur in the social structure of a society changes and the balance of rights and obligations of entrepreneurs and consumers of their goods and services becomes more and more critical), 4) legal (new categories appear or the content of already known changes become essential

for a modern Ukrainian entrepreneur: corporate social responsibility, self-regulation of economic activity, social entrepreneurship, competition policy and various types of compliance, fair and honest business conduct, public-private partnership). The essence of self-regulation is the potential and real possibility for subjects to create their behavior and act without any external influence (Goncharenko & Neskorozhena 2018). In a situation where government bodies choose measures to influence economic entities from an arsenal of identified ones, the self-regulation offers new approaches of influence that can be no less effective and out of the need for approval through the use of the state mechanism. Learning to implement effective self-regulation is, therefore, an essential task for a Ukrainian entrepreneur.

It should also be noted the critical role played by public organizations in implementing educational policy on the culture of entrepreneurs. Thus, in Ukraine, there are public organizations that promote the development of corporate social responsibility, dissemination, and clarification of information on the culture of entrepreneurship. Corporate social responsibility today is one of the essential factors in the Europeanization of the educational policy of entrepreneurs culture. After all, support of corporate social responsibility provided for in a series of articles of the Association Agreement and Directive 2013/34/EC, Directive 2014/95/EC amending Directive 2013/34/EC on the disclosure of non-financial and diversified information by some large enterprises and groups. Meanwhile, Ukrainian business is in no hurry to implement the corporate social responsibility instrument, referring to the lack of funds, information on this instrument, and the belief that this is a function of the state, not a business one. In this case, the educational policy should be actively implemented.

Conclusion

It is possible to identify the general factors that influence the formation of educational policy in general and particular ones that relate exclusively to entrepreneurial activity and the culture of an entrepreneur. General factors include globalization, Europeanization, and glocalization, which are relevant to all aspects of the political, economic, social, and legal life of the state. The general tendencies of education include the diversification of education, the direction of its advance, the use of innovative technologies, and the change of the personality-oriented paradigm.

In conditions of globalization, Europeanization, and glocalization, there is a formation of the peculiarities content and instrumental filling the education of entrepreneurs and the establishment of their culture. There is an expansion of understanding for the culture of entrepreneurship through the categories of self-regulation, corporate social responsibility, compliance, fair and honest business, and public-private partnership. Scientific and technological progress leads to the emergence of new concepts, phenomena, and rapid changes in the culture of society, which also affects the formation of the culture of the entrepreneur. The game of advancement, race, and consistency are new trends, which must be balanced in the ethical code of the entrepreneur. Changing the paradigm of the state policy on the functioning of business in Ukraine also leads to changes in the educational system regarding the culture of the entrepreneur. There is a development of self-regulatory mechanisms and, accordingly, the culture of entrepreneurs regarding their introduction is also changing. Ethical codes of entrepreneurs and 'good practice' are essential components of Ukrainian business. At the same time, these instruments are at the stage of formation and, therefore, their development depends in many respects on educational policy, on the education of entrepreneurs in the spirit of good faith, the honest running of the business, and a responsible attitude to their activities.

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