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**THE NEED OF DEVELOPING THE EDUCATIONAL STANDARDS TO
STIMULATE ENTREPRENEURIAL ORIENTATION OF UNIVERSITY
STUDENTS IN UKRAINE AND POLAND**

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The entrepreneurial orientation (EO) can be defined as a person's natural tendency or attitude towards entrepreneurship. Educational support has been perceived as a determinant of EO intensification, because of equipping the students with necessary knowledge about entrepreneurship. The university education is one of the crucial determinants of EO playing a relevant role in identifying and shaping entrepreneurial features. The main aim of this article is to indicate the need of educational standards development in the area of entrepreneurship education, in order to stimulate the entrepreneurial orientation among students in Ukraine and Poland. In order to determine the current state of the issue the authors conducted a questionnaire survey among 212 students in Ukraine and Poland in 2016. The results of the research clearly show that Ukrainian students present higher level of entrepreneurial orientation as an intent to setting up and development of the company in the future, than Polish students, and at the same time they expect less support from the university.

Keywords: *educational standards, entrepreneurial orientation, entrepreneurship, university education.*

Introduction

Nowadays, entrepreneurship is a concept which is growing rapidly and has become a common research field in social science and economic policy. Some authors stated that “entrepreneurial” business entities act as a major engine of economic development (Henderson, Weiler, 2010). Entrepreneurship is crucial for the dynamism of every economy, as it is usually expressed by the establishment of new enterprises, which create jobs and foster competition finally leading to economic development (Markatou, 2015; Okręglicka et al., 2016). The contribution of entrepreneurship to economic growth consists in playing the role of a knowledge filter transforming inventions into market products and processes. Entrepreneurship is crucial for having a rich and healthy economic structures characterized by high well-being levels (Saiz-Álvarez et al, 2014). It leads to development of the middle class, unemployment reduction through development of employment area, increasing the flexibility of markets or counteracting the monopolization. Therefore, the importance of education in the field of entrepreneurship should become the priority in each educational system. Enterprise education could develop aspirations of entrepreneurial individuals by equipping them with the appropriate knowledge and skills to create and sustain businesses (Kadir et al., 2012).

During the development of this issue, the thesis appeared. It assumed that the current students are the future participants of labor market, so the scope of their skills and knowledge possessed during university studies should be reflected at the standard of educational services.

Entrepreneurial orientation and its stimulation within educational system

Entrepreneurship can be described as the process in which something new and innovative is created in order to generate wealth for the entrepreneurs and, indirectly, to aggregate value for society (Leit, de Moraes, 2015). Entrepreneurship is reflected in establishing new and independent enterprises (Mueller, ve Thomas, 2001). It is a managing attitude that gives individuals the chance to use the opportunities continually and offers new ideas and employs them (Thompson, 1999). According to Duman et al. (2015) entrepreneurship can be defined as the organization ability and risk taking talent aimed at benefiting from new opportunities or creating new opportunities by producing new products or services.

For using entrepreneurship as a crucial economic growth factor, it is first needed to understand the entrepreneurial potentials and than design and implement strategies to foster entrepreneurship (Yıldırım, 2016). The start point for entrepreneurship is an entrepreneurial orientation (EO). It is a person’s natural tendency or attitude towards entrepreneurship (Ngah et al, 2016). However, EO is not related to individual level characteristics as in the previous entrepreneurship theories, but it is related to organization level processes (Rauch, Frese, 2009). Morris et al. (1996) defined it as an organizational willingness to find and accept new opportunities and taking responsibility to affect change.

Miller (1983) developed a concept of EO as combination of three dimensions: innovativeness, risk taking and pro-activeness. Lumpkin and Dess (1996) complemented the dimension collection with another two elements: autonomy and competitive aggressiveness.

Educational institutions play a major role in this development of early entrepreneurial competencies which are later manifested in the form of entrepreneurial orientation (Ismail et al, 2015). Especially universities can have their input in strengthen each of the EO dimension.

Educational support has been perceived as a determinant of entrepreneurial intention, because of equipping the students with necessary knowledge about entrepreneurship (Mumtaz et al., 2012). Entrepreneurship education can be described as a systematic, goal oriented and conscious process. The main aim of this education is providing knowledge and information to non-entrepreneurs with

entrepreneurial potential, which help them to gain skills and attributes required for entrepreneurship (Fekri et al, 2012). Development of business type of students' thinking requires from educational system introducing the new contents and style of the teaching called the business approach in education (Seidahmetov et al, 2014)

Ibrahim and Soufani (2002) emphasized that the education system plays a relevant role in identifying and shaping entrepreneurial features. Education will intensify entrepreneurial efficacy of students such as opportunity seeking, resource assembling, and succeed in business through attitude, knowledge and skills they possess (Wilson et al., 2007).

University education enables strengthen entrepreneurial efficacy through learning activities, business plan development, or running a real business within academic business incubators. Similarly, in Zaidatol (2009) work also stated that entrepreneurship related courses and trainings are necessary to enhance the entrepreneurial intention and entrepreneurial efficacy of university students, who by participating in entrepreneurship education have shown more intentions towards start-up new business (Noel, 1998).

Summarizing, in the context of entrepreneurial attitude and behaviour shaping, university environment has already been accepted as a predictor of entrepreneurial intentions (Schwarz et al, 2009). To survive in intensified business world, the universities are therefore required to play a key role in promoting entrepreneurship.

The issue of educational standards

The settled thesis needs more detailed consideration of the essence of the term “standard” and in particular the role of standards in forming the specific characteristics of future professionals. According to popular dictionaries, standard can be described general as:

- a) a pattern or model that is generally accepted;
- b) something considered by an authority or by general consent as a basis of comparison;
- c) an approved model;
- d) an object that is regarded as the usual or most common size or form of its kind;
- e) a level of excellence or quality etc. (Dictionary.com; Cambridge Dictionary; BusinessDictionary).

From the enormous list of the definitions of „standard” more or less, what are related to certain activities, we show several definitions, which are the most generalized and are relevant to any industry, including education. In our opinion, these definitions have a common idea that a fault could be formulated as follows: if we want to offer market some specific products/services (P/S) and we want to be successful in this, we have to be sure that these P/S correspond to certain image (pattern, model) segment of consumers which we have chosen. In other words, the proposed T/P has to satisfy the perception standards of the target consumers. In addition, with the aid of the mentioned definitions (in our case, from “a” to “e”) can follow up the changes of understanding these definitions during the development of commodity-market relations. Interestingly, that the development of the market contributed to the emergence of new interpretations of the standard, however all previous definitions kept relevant, proving the multidimensional concept of this definition.

As a document in which fixed the complex of characteristics, that P/S should correspond, standard at first appeared as “technical standard”. Mc Gregor M. gives three the most important factors the emergence of technical standards: Industrial Development, Need for Interoperability, and Common Understanding. The scientist defined a technical standard so: “an established norm or requirement in regard to technical systems. It is usually a formal document that establishes uniform engineering or technical criteria, methods, processes and practices. In contrast, a custom,

convention, company product, corporate standard, etc., that becomes generally accepted and dominant is often called a de facto standard” (McGregor, 2017).

Further development of the market was characterized by the increasing the role of service that caused a sharp increase in sales of services, and thus this increase had the impact on profits. Step by step the role of service quality as a factor of profitability became determining, this fact forced the manufacturers for searching ways how to standardize the services (Droghoul, 2011). For developers of standards the important task was to provide solutions to the problems of perception by consumers of services, based on a set of “four In”: intangibility, inability to store (or storage), instability of quality and inseparability from the supplier (Shulgina, 2014).

Everything, which was mentioned above also applies to educational services, however with certain characteristics, which emerges from the special education content, namely:

–from its high mission as a key component in the spiritual and moral upbringing of the younger generation, for the reason that the underestimation of identity formation process leads to social strains, social apathy of society and other negative phenomena;

–from the defining role of education in building a career of employee, and thus to achieve (or failure to reach) the vital goals;

–from a long period of provision/consumption of educational services, especially in today's rapidly changing world that requires the individual studying from the constant (for example, education during whole life or third age education) (Osvitni reformy, 2013).

The first two specific features were peculiar to education during all the period of its existence, and the last – this is an achievement of modern knowledge economy, for which education is a key productive power for the reason that it supplies educated professionals creating intellectual capital in this way (Panasevich, 2016).

Methodology of the research

The main aim of this article is to indicate the need of educational standards development in the area of entrepreneurship education, in order to stimulate the entrepreneurial orientation among students in Ukraine and Poland.

The article is based on the the results of the questionnaire survey among students in Ukraine and Poland. The research group selection had a purposeful character, as two universities in the two countries were selected, which have departments of economic/business/management nature. The data collection was completed in 2016, in total 212 usable survey questionnaires were used for the data analysis from universities.

Descriptive statistics such as percentages, answer distribution were used to show the entrepreneurial orientation of students and the role of universities in its stimulating by proper education. Than, the results were analyzed using the statistical method – Chi square independence test and percentage distribution of the answer. The calculations were performed using software Statistica.

Table 1 present the structure of respondents according their gender. In the surveys participated 72,6% of women and 27,4% of men.

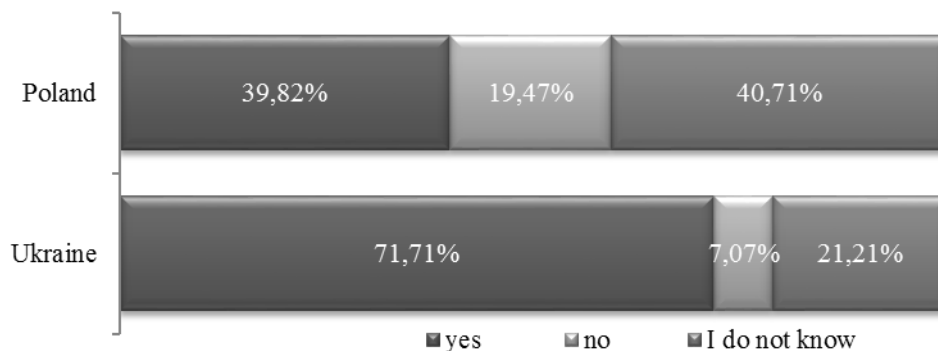
Table 1. The gender's structure of students

Gender	Poland	Ukraine	Total
Male	41	17	58
Female	72	82	154
Total	113	99	212

Source: own research

Results of the questionnaire survey

One of the most important issue of the research is the determining the entrepreneurial orientation among students, as an intent to setting up and development of the company in the future. There are the significant differences in analyzed countries, that means over 70% of Ukrainian students prefer to be self-employed, while only about 40% students plan creating their own company in Poland. This tendency is visible in the whole Europe – the higher level of wealth of society is, the lower entrepreneurial orientation is visible among members of the society (Fig. 1).

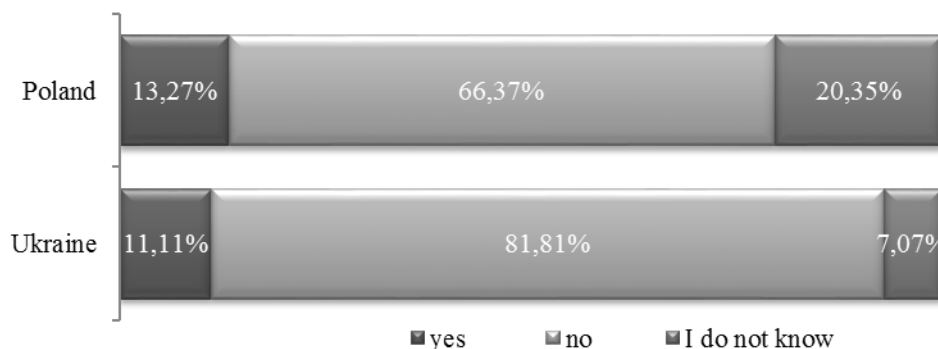


* Chi square independence test = 22,086; df = 5; p = 0,000

Fig. 1. Intention of starting own business after graduation by the student

Source: own research

During the research, students were expected to assess the quality of knowledge provided by university, through the prism of its usefulness for creating and developing own business. The results in this area are rather poor, because the assessments of students in both countries are very low. Only 11,11% students in Poland and 13,27% students in Ukraine confirmed the usefulness of the acquired knowledge in creating and running of own business (Fig. 2). The majority of students in both countries access the university education in the entrepreneurship area negatively what encourages to rethinking the efficiency of current educational standards.



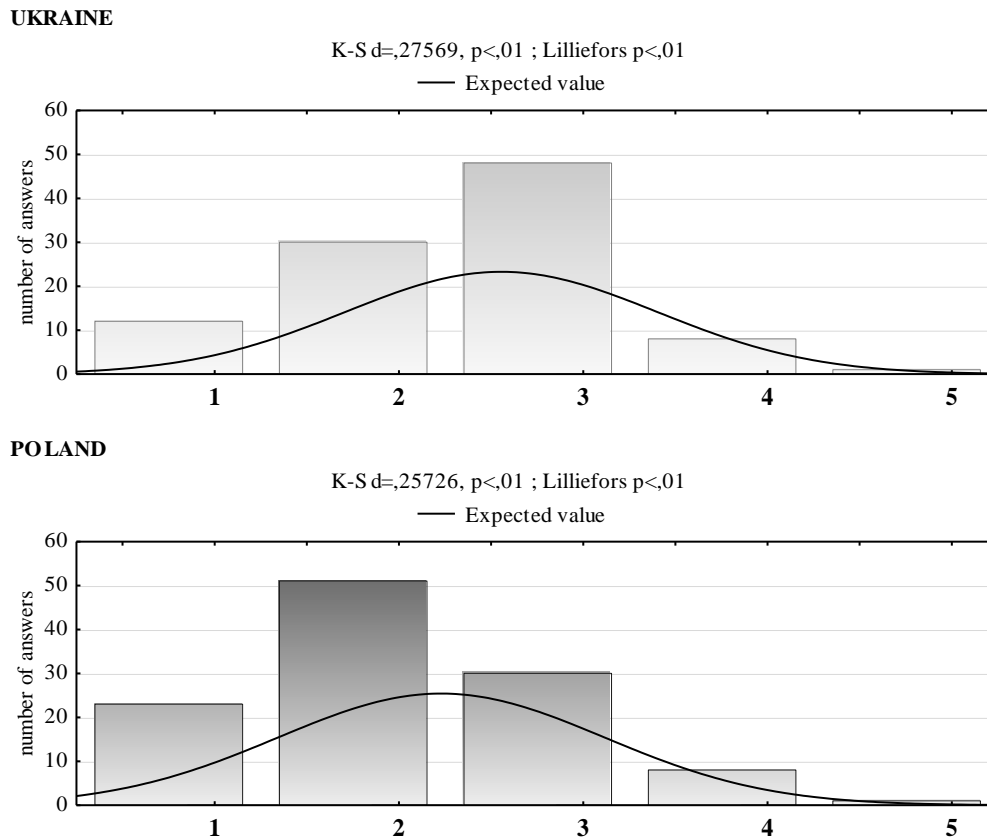
* Chi square independence test = 8,492; df = 5; p = 0,131

Fig. 2. Sufficiency and usefulness of knowledge gained at university for a possible running of own business

Source: own research

Despite the fact that the Ukrainian students assess the knowledge gained at university worse than their Polish peers, generally they fill to be better prepared by university to start their own business (mean 2,51 in 5-point scale), in comparison to Polish students (mean 2,23).

In addition, Chi square independence test result doesn't show statistical dependencies between answers in both countries (Fig. 3).



*Chi square independence test = 12,184; df = 9; p = 0,203

**Fig. 3. Preparation of students during studies to start
the own business by university (student's assessment)**

Source: own research

In conclusion, the survey showed that the entrepreneurial orientation of students in Ukraine is higher than in Poland, and Ukrainians are less demanding in the area of external support in creating and running their own business. Polish students considered to be supported by the university in wider extend, and the limited access to this support can be one of the reasons of lower entrepreneurial orientation.

Discussion about the need of educational standards in developing entrepreneurial orientation among students

Returning to express of thesis at the beginning of article, we can assume that there is a group of conflict:

- 1) between the objective essence of education, which was described above and its subjective perception by consumers of educational services;
- 2) between the declared promises of educational institutions (in their missions, programs, promotional announcements, etc.) and the final result that get the consumers;

3) between the level of preparation of school graduates (in other words their ability to overwhelm the material) and content of educational programs;

4) between the content of studying programs and needs of labor market, and others. The list of conflicts that need an urgent solution is not completed, and problems which were raised are complex and difficult.

The way of solving these problems could be the development of standards system at all levels of education, harmonized not only with each other but also between education and other sectors of the economic system. Understanding the complexity of these issues, we have focused only on the fragment, which describes the impact of studying environment (which is based on the standards of higher education) on EO of Polish and Ukrainian students. Thus, another sub hypothesis of research was formulated as follows: students from Poland and Ukraine differently perceive the role of the university in their acquisition of important competencies, including entrepreneurial orientation. The results of a pilot study are listed below.

In order to set out the factors that led to those results, and to isolate the impact of educational standards, it is necessary to continue the started survey of this pilot study. However, basing on the information which has already been obtained we could offer authors' view of the role of the higher education in forming the entrepreneurial orientation of students.

Nowadays universities run their activity in difficult conditions: migration processes are more active, academic mobility is increasing and, consequently, competition for students. On the other hand, in the face of rising global competition increases the responsibility of universities for preparing thinking, ambitious, progressive and at the same time self-critical, tolerant and moral to society intellectuals. In particular, the desire to take on this responsibility, we explain the increased attention of representatives of higher education to improve the legal framework of its activities, and the development of educational standards. Table 2 shows some of the results of this activity in Ukraine and Poland.

Table 2. Dynamics of the legislative field of higher education in Ukraine and Poland

Ukraine	<ul style="list-style-type: none"> – The Decree No 375 of the Ministry of Education and Science of Ukraine of 6 April 2016 «On approval of the membership of the Scientific-methodical commissions (sub commissions) of Higher Education sector of Scientific and Methodological Council of the Ministry of Education and Science of Ukraine» – The Decree No 266 of Cabinet of Ukraine of 29 of April 2015 «On approval of the list of disciplines and specialties, which trains candidates of higher education"» – The Decree No1341 of Cabinet of Ukraine of 23 of November 2011«On approval of a national qualifications framework» – The Decree No 922 of the Ministry of Education and Science of Ukraine of 11 September 2015 «On approval of Regulations the Scientific and Methodological Council of the Ministry of Science and Education of Ukraine» – The Law of Ukraine №1556-/VII of 1 of July 2014 «On higher education».
Poland	<ul style="list-style-type: none"> – Act of 14 March 2003 on Academic Degrees and Academic Title and Academic Degrees in Art and Academic Title in Art. – Act of 27 July 2005 Law on Higher Education (Dziennik Ustaw – Official Journal of Laws of 2005, No.164, item 1365, as amended) with further changes – Act of 22 December 2015 on Recognition of Professional Qualifications Acquired in the Member States of the European Union – Act of 12 June 2015 amending the Act on the Polish Language and the Law on the Organization and Operation of Pension Funds – Act of 24 April 2015 amending the Act – Law on Higher Education and the Law on income tax from individuals

Source: own elaboration

Timeline, which was specified in Table 2 is a short fragment and points out significant activity of legislative performance in both countries, and the content suggests the different level of their tasks. If Poland has undergone the period of educational standards formation, Ukraine considers this problem as a priority. The last step on the way to implement of this priority was to create a Scientific and methodical commissions (sub commissions) sector of Higher Education Scientific

and Methodological Council of the Ministry of Education and Science of Ukraine to develop the higher education standards in our country.

The subject of educational standards, the necessity of taking to account the specificity of educational services and the needs of the modern labor market is very popular in scientific publications of Ukrainian scientists. The main areas of research should be called, first of all, the provision of qualitative implementation of the Law of Ukraine "On higher education" on the basis of the following tools: competence approach, national qualifications framework, ECTS, the standard classification levels, aspirations, sectors of higher education, standards of education activity and higher education, licensing and accreditation and etc. (Lugovyy, 2015).

The scientists point to the existence of significant discrepancies and problems that arise during the implementation of the Law of Ukraine "On higher education" (2014), namely: discrepancy the Law of Ukraine "On Education" (1996); methodologically not prudent classification of levels and degrees of higher education; illegality of equating diplomas of junior bachelor's degree and junior specialist's degree; specialist and master; PhD and candidate of sciences; closed cycle of development and adoption of standards (development – the Ministry of Education and Science of Ukraine (MES), approval – the Ministry of Education and Science of Ukraine (MES), agreeing – with the National Agency) (Panasevich, Dashkovska, 2016).

The scientists also note the declarative provisions of designed documents, lack of programs that would be coordinated tactical steps of implementation of defined strategic directions. These all show the low efficiency of educational reforms (Levovytsky, 2013; Sauh, 2013).

In the EU, the activity of the formation and improvement of educational standards has lasted much longer period of time compared to Ukraine, however, its intensity is not reduced. This process involves such heavy organizations as the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA). Every year an information packet of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is published, which describes the main events that were occurred in the field of higher education during the year.

In particular, from these information packets can be enquired that the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) have been adopted by the Ministers, who were responsible to prepare a suggestion for higher education in 2005.

Since 2005, significant progress has been made in the field of quality assurance as well as in other Bologna action lines such as qualifications frameworks, recognition and the promotion of the use of learning outcomes, all these contributes to a upheaval of paradigm towards student-centered studying and teaching.

Considering this change of context, in 2012 the Ministerial Communiqué invited the E4 Group (ENQA, ESU, EUA, EURASHE) in cooperation with Education International (EI), the European Quality Assurance Register for Higher Education (EQAR) and BUSINESSEUROPE to prepare an primary suggestion for a revised ESG "to improve their clarity, applicability and usefulness, including their scope" (Standards and Guidelines, 2015).

Analysis of measures for improving the educational standards, which was held in Ukraine and in the EU showed that in this area considerable work is being done. However, for today we deem that it's not enough, if we consider entrepreneurial education (EE) as the ability of the individual to permanent self development and the skill to sell their competence under the conditions of increasingly competitive labor market.

Improving of higher education standards as a way to enhancing the level of entrepreneurial education of students

As it was mentioned at the beginning of the article, the different factors have complex influence on the formation of the EE. In particular, our survey shows that compared to Poland in Ukraine almost two times as many students who want to run their own business, thrice as little students have in-and-out work and nearly 10% – do not work. More in-depth study of the reasons for this situation will be conducted. However, before we can assume that the main reasons for the differences are: in Ukraine, employers do not meet the need of students in providing flexible working conditions, and it is quite difficult to get an individual studying schedule at university; the labor market is more stable in Poland that means that students can relatively easier find a work. In particular, because of these difficulties in finding work and the lack of any support (informational, practical and so on.) from the university, the Ukrainians have more hope for themselves and do not expect help from the university. However, it is useful to repeat that today's students are tomorrow's employees, and if we talk about strengthening connection between science, education and practice, there is no doubt for the need of significant changes.

The most important issue that needs an urgent solution, in both countries, is the lack of a systematic approach of developing the standards. Thus, in the higher education standard, which is in phase of development in Ukraine, the detail competencies of graduate were spelled out. These competencies should be based not only on continual hard work of the development of student's uniqueness, but also the ability to assess the situation properly and (just as importantly) to get reasonable assessment from people who make decisions.

It is clear that the formation of socially active, harmoniously developed personality requires of appropriate conditions. The special role we attach to atmosphere of studying in high school. In our opinion, the logical chain of necessary atmosphere at the university is the following: obtaining by universities actual (not just declarative) autonomy – self management by universities on the principles of “least common” and “student centralism”, – educational standards, which include:

- a) requirements for results of education,
- b) requirements for teachers, which should ensure these results,
- c) requirements to conditions, in which should be formed these results.

Thus, the development of higher education should include all the above components. The other scientists also emphasize on these components. According to Zdanowski (2006), elaboration of education standards for individual fields of study can not be conducted in isolation from the problems of academic and professional careers teachers. Academics who have realized lectures in the same way from decades, especially on subjects crucial for the development of students' knowledge, but characterized by rapid changes (resulting from the development of civilization), harm the educational process. Their theoretical knowledge is outdated. Additionally, Polish higher education system is organized in the way, in which conducting any field of study is connected with the employment of academic staff with certain scientific degrees: associate professors and professors, who are not required to possess the current knowledge and practical experience. This team created other variants of the standards of educational processes, “core programs” and “educational standards”. These solutions were burdened by the increasingly subjective desire of “older” academics to preserve the meaning and importance of subjects and contents of the lectures, which they repeated for many years. If the development of the next version of the educational standards and processes will not be prepared by creative and change oriented generation of academics the situation will be repeated again. In new educational standards must the basic constant content should be limited to maximum of 10 to 15% of the study program. Universities should have a lot of flexibility in creating the educational programs, which should be focused on developing of

critical thinking and practical problem solving. However, the most important problem in the process of the new educational standards' development is the academic staff. It is necessary generational change in personnel.

Conclusions

The development of entrepreneurial orientation is not possible without high an modern educational standards, ensuring obtaining necessary and useful knowledge about entrepreneurship.

The survey shows clearly that Ukrainian students present higher level of entrepreneurial orientation as an intent to setting up and development of the company in the future, than Polish students. It is unexpected as students from Ukraine assess the knowledge provided by university worse than their Polish colleagues, so they are prepared to running own business on lower level.

Along with other important factors, EO students greatly depend on the atmosphere of studying in higher school, which, in turn, is determined by the standards of educational services. In the current standards (both Ukrainian and European) there is no systematic approach, the emphasis is made to determine the competencies that graduates should acquire during the studying at university. The authors insist on two key ideas: first – the development of higher education system should be in the system of standards at all levels of education, which would be harmonized not only between themselves but also between education and other sectors of the economic system; the second – a subsystem of higher education standards should include not only a requirement for studying outcomes, but also for teachers who have to provide these results, as well as the conditions in which should be formed these results.

The significant limitations that give a reason to consider the performed studies as pilot studies, is that they were only conducted in a few universities of Ukraine and Poland; also was represented only view of students (excluding the views of other participants of the educational process), were implemented only quantitative methods (questionnaire), the results of these studies will be good to confirm with qualitative methods.

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НЕОБХІДНІСТЬ УДОСКОНАЛЕННЯ ОСВІТНІХ СТАНДАРТІВ З МЕТОЮ СТИМУЛЮВАННЯ ПІДПРИЄМНИЦЬКОЇ ОРІЄНТАЦІЇ СТУДЕНТІВ УКРАЇНИ ТА ПОЛЬЩІ

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Підприємницька орієнтація (ПО) може бути визначена як природня схильність людини або її ставлення до підприємницької діяльності. Освітня підтримка розглядалася авторами як детермінанта інтенсифікації ПО завдяки забезпеченню студентів необхідними знаннями про підприємницьку діяльність. Університетська освіта є одним з найважливіших факторів, що визначають ПО, а отже і відіграють відповідну роль у визначенні та формуванні підприємницьких можливостей особистості. Основна мета цієї статті полягає в тому, щоб вказати на необхідність розробки таких стандартів в галузі економічної освіти, які б стимулювали підприємницьку орієнтацію серед студентів України та Польщі. Для визначення сучасного стану цього питання автори провели анкетне опитування серед 212 студентів в Україні і Польщі в 2016 році. Результати дослідження однозначно показують, що українським студентам притаманний більш високий рівень підприємницької орієнтації, у т.ч. наміри створити і розвивати власну компанію в майбутньому, ніж польським студентам, водночас українські студенти менше очікують на підтримку з боку університету.

Ключові слова: освітні стандарти, підприємницька орієнтація, підприємницька діяльність, вища освіта.

**НЕОБХОДИМОСТЬ УСОВЕРШЕНСТВОВАНИЯ ОБРАЗОВАТЕЛЬНЫХ
СТАНДАРТОВ С ЦЕЛЬЮ СТИМУЛИРОВАНИЯ ПРЕДПРИНИМАТЕЛЬСКОЙ
ОРИЕНТАЦИИ СТУДЕНТОВ УКРАИНЫ И ПОЛЬШИ**

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Предпринимательская ориентация (ПО) может быть определена как естественная склонность человека или ее отношение к предпринимательской деятельности. Образовательная поддержка рассматривалась авторами как детерминанта интенсификации ПО путем обеспечения студентов необходимыми знаниями о предпринимательской деятельности. Университетское образование является одним из важнейших факторов, определяющих ПО, а значит и играет соответствующую роль в идентификации и формировании предпринимательских возможностей личности. Главная цель этой статьи состоит в том, чтобы указать на необходимость разработки таких стандартов в отрасли экономического образования, которые бы стимулировали предпринимательскую ориентацию среди студентов Украины и Польши. Для определения современного состояния этого вопроса авторы провели анкетный опрос 212 студентов Украины и Польши в 2016 году. Результаты исследования однозначно свидетельствуют о том, что украинские студенты имеют более высокий уровень предпринимательской ориентации, в т.ч. намерения создать и развивать собственную компанию в будущем, чем польские студенты, в то же время украинские студенты меньше ожидают поддержку со стороны университета.

Ключевые слова: стандарты образования, предпринимательская ориентация, предпринимательская деятельность, высшее образование.