

DOI: <https://doi.org/10.34069/AI/2024.84.12.6>

How to Cite:

Grynyov, R., Boiarynova, I., Tsarova, Y., Storozhuk, V., & Berbets, V. (2024). Consulting activities in the modern educational space: necessity or a fad?. *Amazonia Investiga*, 13(84), 97-117. <https://doi.org/10.34069/AI/2024.84.12.6>


Consulting activities in the modern educational space: necessity or a fad?

Консалтингова діяльність в сучасному освітньому просторі: необхідність чи мода

Received: November 5, 2024

Accepted: December 28, 2024

Written by:


Roman Grynyov¹ <https://orcid.org/0000-0001-6500-5724>**Iryna Boiarynova²** <https://orcid.org/0000-0002-9228-464X>**Yvelina Tsarova³** <https://orcid.org/0000-0001-9929-6670>**Vladyslav Storozhuk⁴** <https://orcid.org/0009-0006-0295-7932>**Vitalii Berbets⁵** <https://orcid.org/0000-0003-2798-9210>


Abstract

The article clarifies the importance of educational consulting and ways to ensure high-quality consulting activities in the modern educational space to form the entrepreneurial competence of specialists. The purpose of the article is to substantiate the basic principles of consulting activities in the modern educational space and the formation of entrepreneurial competence of specialists to ensure a high-quality educational process throughout life. The methodological principles of the study are: leading provisions of the theory of scientific knowledge; general scientific principles of historicism, systematicity, and scientificity; conceptual provisions of pedagogical, psychological, and sociological sciences; ideas of experience based on the synchronous study of pedagogical, socio-cultural and economic phenomena; philosophical and


Анотація


У статті з'ясовано вагомість освітнього консалтингу, шляхи забезпечення якісної консалтингової діяльності в сучасному освітньому просторі з метою формування підприємницької компетентності фахівців. Метою статті є обґрунтування основних засад консультативної діяльності в сучасному освітньому просторі та формування підприємницької компетентності спеціалістів для забезпечення якісного освітнього процесу протягом життя. Методологічними засадами дослідження є: провідні положення теорії наукового пізнання; загальнонаукові принципи історизму, системності, науковості; концептуальні положення педагогічних, психологічних, соціологічних наук; ідеї досвіду на основі синхронного вивчення педагогічних, соціально-культурних і економічних явищ;

¹ Candidate of Physical and Mathematical Sciences, Engineer and Scientific Researcher at the Department of Physics, Speaker at the Faculty of Natural Sciences and Engineering, Ariel University, Israel.  WoS Researcher ID: KUD-1654-2024 - Email: romagrinev@gmail.com

² Candidate of Economic Sciences (Ph.D. in Economics), Associate Professor, Director, Detached Structural Unit «Professional Pedagogical Specialty College of Oleksandr Dovzhenko Hlukhiv National Pedagogical University», Ukraine.  WoS Researcher ID: LSM-4023-2024 - Email: bojarinova.io13@gmail.com

³ Ph.D. in Pedagogy, Senior Research Fellow at the Laboratory of Foreign Systems of VET, Institute of VET of the NAES of Ukraine, Ukraine.  WoS Researcher ID: KIA-7147-2024 - Email: evelina76@ukr.net

⁴ Full-time Postgraduate Student, Specialty 011 Educational, Pedagogical Sciences, Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Ukraine.  WoS Researcher ID: LTC-7811-2024 - Email: chairvladislav16k@gmail.com

⁵ Ph.D. (Pedagogics), Associate Professor, Associate Professor of the Department of Technological Education, Pavlo Tychyna Uman State Pedagogical University, Ukraine.  WoS Researcher ID: E-4880-2019 - Email: berbec1977@ukr.net

pedagogical ideas for the development of modern education. The components of the entrepreneurial competence of specialists are identified. The main functions of consulting and trends that determine the development of consulting services are shown. The results of the experiment demonstrated the effectiveness and feasibility of the developed methodology aimed at improving consulting activities in the modern educational space.

Keywords: consulting activities, management culture, entrepreneurial activity, entrepreneurial competence, consulting services in education.

філософсько-педагогічні ідеї розвитку сучасної освіти. Виокремлено складові підприємницької компетентності фахівців. Показано основні функції консалтингу та тенденції, що зумовлюють розвиток консалтингових послуг. Результати експерименту продемонстрували ефективність та доцільність розробленої методики, спрямованої на вдосконалення консультативної діяльності в сучасному освітньому просторі.

Ключові слова: консалтингова діяльність, управлінська культура, підприємницька діяльність, підприємницька компетентність, консалтингові послуги в освіті.

Introduction

Modern global transformations in all spheres of human life determine the active, innovative development of consulting. The sphere of consulting activities, in particular, support of participants in the educational process through communication in the modern educational space during its management, has expanded to solving problems in the management of educational institutions, vocational training, labor relations, health and religion, social security, etc.

Since the education system is experiencing a period of radical reforms and large-scale changes associated with integration into the global space, the emergence of new opportunities for the development of educational services, the modernization of state support for education, the commercialization of education, consulting services in the educational sphere are increasingly being used (Khomenko, 2020).

Global changes and transformations are taking place in the higher education system, which are associated with adaptation to the constantly changing external environment. Under the influence of economic, technological, and social transformations that exist in the global educational space, the development of higher education is carried out (Drahunova, 2023).

The active development of the modern digital society necessitates the introduction and use of consulting in the educational sphere at a professional level, which will contribute to the support and development of the educational institution, thereby ensuring the quality of education and facilitating the provision of high-quality educational services. The ability of higher education institutions to develop rapidly in the context of global changes and a progressive market is one of the most important conditions for their successful functioning.

However, despite the wide range of issues considered in the works of scientists on consulting activities, it can be argued that so far there is no coherent, scientifically based idea of the importance of educational consulting.

The development of Consulting activities in the quality training of future specialists is currently a relevant issue of the theory and methodology of teaching in the educational process. Based on this, we considered the following issues in the article:

- Different approaches to the content of the concept of "consulting", the content of educational consulting, and the leading goal of consulting.
- Ensuring high-quality consulting activities in the modern educational space to form the entrepreneurial competence of specialists.
- Consulting functions and trends that determine the development of consulting services.
- Various aspects of consulting services in the field of higher education and methodological recommendations for their inclusion in the system of activities of a higher education institution.
- External and internal principles of consulting services in the modern educational space and features of consulting services of educational activity subjects to promote the management culture of future specialists.

Literature Review

Analysis of scientific literature on the essence and content of the concept of "consulting" allows us to state that many Ukrainian and foreign authors have studied this issue.

The issue of the essence, relevance in modern conditions, tasks, and goals of consulting activities is considered by I. Spilnyk (2005), in particular, attention is focused on the analytical nature of consulting activities and their content. It is proved that the success of a consulting firm depends on the analytical training of personnel, the importance and necessity of developing organizational and methodological principles of analytical support for consulting are shown. The same problem in the constantly changing educational environment is studied by Z. Riabova (2022), emphasizing the constant activation of the processes of transformation and adaptation of educational activities of the educational space and participants in the educational process and their professional activities. It is emphasized that "educational consulting in the management of a vocational (vocational and technical) education institution is aimed at supporting participants in the educational process through communication, meetings and facilitating their decision-making regarding the effective functioning of the educational institution in conditions of uncertainty".

The work of many scholars has been devoted to the study of the genesis, and emergence of the institute of consulting activities, and the evolution and subsequent formation of the global consulting services industry.

Having considered the issues of the essence, relevance in modern conditions, tasks, and goals of consulting activities, we will single out studies that are devoted to the overview direction of the specified problem. In particular, the studies of V. Drahunova (2023) are due to the "need to understand the essence and conceptual and terminological apparatus of the study of consulting activities in a higher education institution in conditions of uncertainty against the background of socio-economic crises". The scientist revealed the essence of consulting activities in a higher education institution and carried out an analysis of consulting activities in a higher education institution (scientific and theoretical) in the conditions of the development of consulting activities and the rapid growth of consulting services.

Currently, the demand for consulting services is growing, which is due to the development of business and the need to increase the efficiency of its work. The relevance of the chosen topic is explained primarily by the fact that the formation of the economy of Ukraine as an integrated system occurs under the conditions of the development of the consulting services market. The transformation processes taking place in Ukraine objectively require the coordination of national economic policy, and market transformations in the service sector, and therefore the study of this issue is practical and relevant. Also, the essence and disclosure of the conceptual and terminological apparatus of the study of consulting activities is devoted to the study of V. Khomenko (2020). The scientist substantiated the features and necessity of providing consulting services in the field of education and analyzed the main functions of consulting in education. The main areas of cooperation between educational institutions and consulting companies are characterized by scientific and methodological support of the educational process, conducting various studies for the needs of the educational industry, and legal support for educational activities, revealing the importance of management consulting in the educational industry.

The growing demand for consulting services is causing the transformation of audit, legal, and valuation companies into commercial associations that provide a comprehensive range of services. Issues related to the formation and functioning of the consulting services market are extremely relevant, including in terms of improving institutional instruments for interaction between the state and science, aimed at increasing the professional activity of enterprises. Therefore, we drew attention to the works of foreign authors on this topic. The author Erchul, W. P. (2022) notes that the parallels between school counseling and academic coaching are significant, as both fields typically involve an indirect service model of providing services to students/clients and teachers/counselors; a problem-solving approach based on different data. Hanuláková, E., Dano, F., & Drábik, P. (2019) note that strategy for education and personal development of consultants should be a part of the consulting company strategy. Educational activity in the fields of management, marketing, and environmental consulting represents a continuous process that is factually and logically linked to other corporate processes. It requires a strategic and systematic approach. Lahav, O., Talis, V., Cinamon, R. G., & Rizzo, A. (2019) explain that the virtual interactive consulting agent system is an online virtual career center that supports freshman students in transition to higher education. This virtual counseling system, based on accumulative empirical knowledge for working students and

knowledge about effective career intervention, aims to guide first-year university students in combining study and work effectively.

A review of literary sources gives grounds to speak about the disclosure by scientists of the essence and features of consulting activities in the modern educational space, which is relevant in modern conditions.

The attention is focused on the analytical nature of consulting activities and their content, the constant activation of the processes of transformation and adaptation of educational activities of the educational space, and participants in the educational process and their professional activities are emphasized on the overview direction of the specified problem. The main areas of cooperation between educational institutions and consulting companies are characterized by scientific and methodological support of the educational process, conducting various studies for the needs of the educational industry, legal support of educational activities, and the importance of management consulting in the educational industry. Despite the range of issues considered in the works of scientists on consulting activities in the modern educational space, it can be argued that to date, there is no scientifically substantiated, holistic view of the features of consulting activities in the modern educational space in particular, support in the management of an educational institution of participants in the educational process through communication.

The purpose of the article is to substantiate the basic principles of consulting activities in the modern educational space and the formation of entrepreneurial competence of specialists to ensure a high-quality educational process throughout life.

Methodology

The methodological principles of the study are: leading provisions of the theory of scientific knowledge; general scientific principles of historicism, systematicity, and scientificity; conceptual provisions of pedagogical, psychological, and sociological sciences; ideas of experience based on the synchronous study of pedagogical, socio-cultural and economic phenomena; philosophical and pedagogical ideas for the development of modern education.

To achieve the stated goal, the following research methods were used: theoretical – analysis of methodological, psychological, pedagogical literature, comparison, synthesis, generalization and comparison, deduction and induction, which made it possible to characterize and substantiate the state of the development of the identified problem; generalization and systematization of methodological and theoretical principles to clarify the state of consulting activities in the modern educational space; generalization of the system for the formation of entrepreneurial competence of specialists to ensure high-quality consulting activities in the modern educational space; empirical – questionnaires, interviews, pedagogical observation, pedagogical experiment to determine the level of formation of entrepreneurial competence of specialists in order to ensure high-quality consulting activities in the modern educational space; methods of mathematical statistics – to process empirical data, to prove the reliability of the results of the pedagogical experiment.

The main tasks of the pedagogical experiment were as follows:

- Studying the essence and distinguishing the features of consulting activities in the modern educational space, clarifying the support of participants in the educational process through communication in the management of an educational institution, the state of the problem of the formation of pedagogical entrepreneurship of specialists in the works of scientists;
- Identifying the purpose of the study;
- Developing a research program;
- Testing the developed methodology, which included conducting a cycle of training seminars to form the readiness of a specialist for entrepreneurial activity to improve consulting activities in the modern educational space;
- Conducting, within the framework of the experiment, diagnostics of the methods used in the educational process.

During the ascertaining experiment, a survey was conducted among students of 1-2 years of higher education institutions, which was carried out to clarify the importance and necessity of forming a specialist's readiness for entrepreneurial activity, popularizing educational technologies and innovative ideas to

improve consulting activities in the modern educational space, and exchanging promising pedagogical experience. Forty respondents took part in this survey. At the ascertaining stage of the experiment, respondents were divided into CG and EG; indicators, criteria, and levels of formation of a specialist's readiness for entrepreneurial activity were substantiated; diagnostic tools were developed.

The validity of the obtained results and the objectivity of their assessment were ensured by applying a complex of various research methods, using a group of respondents from educational institutions to analyze the results.

To assess the homogeneity of experimental and control data, statistical processing was carried out using MS Excel and SPSS (Statistical Package for Social Science) programs.

In our article, we used quantitative methods of data collection and analysis. This group of empirical research methods includes methods of obtaining information about the object under study that allow us to identify its quantitative characteristics.

During the ascertaining experiment, it was concluded that students of higher education institutions are interested in forming a readiness for entrepreneurial activity and are positive about the possibility of creating a methodology that would include conducting a cycle of training seminars to form a specialist's readiness for entrepreneurial activity to improve consulting activities.

At the ascertaining stage of the study, we observe low indicators of the general level of formation of respondents' readiness for entrepreneurial activity to improve consulting activities. To identify, at the ascertaining stage of the study, differences in the initial levels of formation of respondents' readiness for entrepreneurial activity in the CG and EG, the method of testing statistical hypotheses (alternative and null) was used.

To establish the choice of one of the statistical hypotheses – null or alternative, the study used the criterion of agreement with the observation data – Pearson's criterion ("chi-square"), which answers the question of whether the differences between the levels of formation of respondents' readiness for entrepreneurial activity to improve consulting activities in the modern space are random in the CG and EG respondents.

The obtained results of the study indicate that respondents of both groups (CG and EG) are characterized by a similar attitude toward improving consulting activities in the modern space, the need for respondents to be prepared for entrepreneurial activity, showing interest in professional activities, and a positive attitude towards the chosen profession.

Analysis of the state of readiness of respondents for entrepreneurial activity at the stage of the ascertaining experiment confirms that respondents of the EG and CG are characterized by similar indicators regarding the initial state of readiness of respondents for entrepreneurial activity for improving consulting activities. We checked the reliability of the obtained results by calculating a complex indicator to determine the levels of readiness of specialists for entrepreneurial activity to improve consulting activities in modern society according to all criteria according to the results of the formative experiment.

The reliability of the obtained data and the reliability of the results of the experimental study were statistically verified using the Pearson χ^2 criterion.

Since the obtained results are significant at the 1% level ($>(0.01)$), the null hypothesis (H_0) is rejected, and the alternative hypothesis H_1 is accepted at a high level of significance that the general level of preparedness of specialists for entrepreneurial activity to improve consulting activities in modern society in CG and EG is significantly different.

The results of the experiment's formative stage demonstrated the effectiveness and feasibility of the methodology developed to improve consulting activities in the modern educational space. This methodology included a series of seminars and training sessions designed to prepare specialists for entrepreneurial activities.

Results and Discussion

Different approaches to the content of the concept of "consulting", the content of educational consulting, and the leading goal of consulting.

The conditions in which educational institutions operate today are conditions of uncertainty because, speaking about the probability of future events, they contain insufficient information and are a certain doubt about something. It is these conditions of uncertainty that activate the processes of changing the priorities of human life and its philosophy. The processes of transformation and adaptation of the educational activity of the institution in a constantly changing environment are activated, as well as the processes of professional activity of participants in the educational process. Therefore, a certain transformation of the methods and means of interaction of participants in the educational process in conditions of uncertainty is necessary to ensure the productive functioning of the educational institution. Therefore, there is a reorientation to adaptive principles and transformation of the institution's management system, ensuring the successful adaptation of each participant in the educational process to changes in the internal state and to external influences both in the collective and in their own, developing a common goal.

We are confident that the provision of consulting services will contribute to achieving the above.

Consulting – this is "the activity of consulting those who need help, or it is a consultation on a wide range of issues, both for professional activity and for adapting to life in conditions of uncertainty. Generally, consulting is understood as the activity of advising representatives of the organization's management system in the professional field (Riabova, 2022).

Consulting is "a complex of knowledge that enables the support of scientific research, research, conducting experiments and experiments organized to expand existing and obtain new knowledge, scientifically substantiate various projects, test scientific hypotheses, establish patterns and build scientific generalizations, which is carried out with the aim of successful development of the organization." (Bezkravnyy et al., 2015).

Consulting, which carries in its content consulting, is a process of intellectual activity of a group of persons or a person in the field of problems being consulted, the result of the implementation of consulting services is the formed recommendations for solving the tasks of the consulted problem, which allows the decision-maker (to make an optimal, compromise decision) to choose one of them, regarding the management and functioning of the management and functioning processes, while the implementation of the solution ensures the solution of the tasks of the consulted problem (Kononiuk, 2009).

So, having analyzed the approaches of different authors to the content of the concept of "consulting", we say that there is no unambiguity in understanding the essence of the singled-out concept and its content, and this issue has not yet been sufficiently considered.

Helping the management system in solving the tasks of the educational institution and achieving certain goals is the leading goal of consulting. Considering that education for an individual is a certain cognitive activity to acquire certain competencies, skills, knowledge, and methods of activity, we define the essence of educational consulting as a process of joint interaction between the recipient and the provider of "consulting services and making decisions regarding the resolution of any issues of the individual's life, including professional activity" (Yelnykova & Ryabova, 2021).

Educational consulting has its own classification according to the subject of consulting. For example, these may be issues: grant and financial issues, in conditions of uncertainty – issues of professional development, management of project activities of the institution, etc.

Educational consulting also has grounds for classification according to the method of providing consulting services: educational consulting (seminars, training, etc.), individual process consulting, and audit – expert consulting.

Like any service, educational consulting has its own product. In conditions of uncertainty, the following consulting service products are most in demand for an educational institution: determining ways to attract consumers to the services provided by the institution and clarifying the contingent of the institution;

developing an educational institution's strategy in conditions of uncertainty; based on the use of knowledge management technology, managing the development of the intellectual potential of an educational institution; optimizing the institution's activities; preparing, examining, implementing both grant projects and investment projects; forming appropriate educational services and researching educational needs; support and organization of dual education in an educational institution, etc.

In the management of an educational institution, educational consulting is aimed at solving the task through meetings, communication, etc., to support participants in the educational process and, in conditions of uncertainty, to facilitate the adoption by participants in the educational process of decisions regarding the effective functioning of the institution (Riabova, 2022).

Therefore, "the main goal of consulting is to help, for example, in formulating a real goal of activity, or in achieving certain goals and solving set tasks, etc." (Riabova & Kotelevets, 2022).

Innovative consulting activities in education are aimed at improving the quality of management activities, which is a reliable mechanism for ensuring the competitiveness of higher education institutions and the needs of educational activity subjects. However, consulting management is not fully implemented in the higher education system, which necessitates the design of the outlined activities.

The subjects of educational consulting activities are teaching staff of higher education institutions, managers, scientific and pedagogical workers, and public organizations that participate in the implementation, application of educational consulting, development, and design; the object of educational consulting activities is the activities of teaching staff, managers, scientific and pedagogical workers with the use of educational consulting, i.e., educational consulting activities (Drahunova, 2023).

As the analysis of the practice of providing consulting services shows, higher education institutions are among the educational structures that provide such services. They can also be educational, methodological, scientific, and educational centers, agencies, etc. Let us list the types of consulting services that they provide:

- Assisting in solving problems related to learning difficulties, choosing educational preferences for education seekers;
- Assisting in the development of educational institutions in developing programs through individual, group, and corporate training and consulting;
- Conducting local psychological and pedagogical research and diagnostic work for experimental sites, innovative organizations, scientific and methodological centers, institutions, and educational institutions to identify promising areas of development and generalize work experience;
- Implementing innovative developments in the field of education under contracts and on state orders with various organizations and institutions;
- Consulting in the field of labor legislation and educational legislation;
- Assisting in the field of education in analyzing the results of research and experimental work, distance technologies, and corporate learning;
- Conducting independent expertise and psychological and pedagogical audits of innovations, methods, technologies, and teaching aids;
- In processing applications for grants, information support in the field of education and industry sciences;
- Consulting services in various fields of science on scientific and methodological support of research;
- Assisting in developing publishing projects, educational projects, preliminary publishing preparation, and creating scientific and scientific and methodological texts;
- Organizing group and individual internships, training coaches and tutors – implementing various teacher training programs;
- Developing, designing, filling information resources and educational platforms, in particular, popularizing and developing websites on education and training;
- Organizational, methodological, and scientific assistance in conducting scientific and methodological, scientific and practical scientific conferences on important problems of education;
- Assistance in adapting to the conditions of domestic education for foreign citizens. Consulting services are currently provided to educational structures by consulting centers of institutions and organizations specialized consulting companies of various sectors of the economy (Khomenko, 2020).

Ensuring high-quality consulting activities in the modern educational space to form the entrepreneurial competence of specialists.

To train a high-quality specialist, the educational process of higher education should be provided with high-quality consulting activities in the modern educational space. A specialist must have a high level of entrepreneurial competence through the system of forming entrepreneurial competence of specialists, which is facilitated by ensuring high-quality consulting activities in the modern educational space.

Entrepreneurial competence encompasses innovation, creativity of the individual, taking risks for the benefit of his or her activities, as well as the ability to manage and plan projects to achieve the set goal. Entrepreneurial competence is manifested in the ability of an individual to translate his or her ideas into action (Lahav et al., 2020).

To successfully form entrepreneurial competence, it is necessary to use innovative forms of work, in particular training:

- Leadership training: personnel management, negotiations;
- Professional training: marketing training, business training, corporate training, business education;
- Communication training: interpersonal communication, successful negotiations, conflict resolution, the formation of communication skills;
- Socio-psychological training, which is focused on the development of the entrepreneur's personality and socio-psychological characteristics.

Providing high-quality consulting activities in the modern educational space contributes to the formation of entrepreneurial competence in future specialists because knowledge and understanding of the features and conditions of consulting activities are necessary for the younger generation, which will enter independent adulthood. Purposeful provision of high-quality consulting activities in the modern educational space to form entrepreneurial competence of specialists will contribute to the full development of a personality that is ready to freely choose a life path, improve, and change the conditions of society and its own life (Stratan-Artyshkova et al., 2022).

Let us highlight the components of the entrepreneurial competence of specialists, including:

- The ability to innovative thinking to ensure high-quality consulting activities in the modern educational space; to make decisions in consulting activities; to switch to an alternative strategy for achieving the goal in the modern educational space; the ability to work beyond the proposed requirements in conditions of uncertainty more and faster; the ability to quickly assess innovative social and economic conditions for entrepreneurial activity; to develop business plans for the development of new areas of activity, products, organizations; to draw attention to oneself; the ability to critically assess personal advantages and disadvantages of consulting activities in the modern educational space;
- Readiness for professional and personal self-development; to take responsibility for the consequences of decisions; the ability to manage risk;
- The ability to find innovative solutions to problems in standard and non-standard situations; to generate promising ideas; the ability to communicate with different partners, to search for new market opportunities for professional activity; establish relationships with partners, conclude effective agreements, negotiate; ability to create working and business networks of different participants; ability to ensure optimal allocation of resources between projects and operations (Bida et al., 2021).

Consulting functions and trends that determine the development of consulting services.

For the educational sector, the relevance of consulting is due to the diversity of functions that it performs.

The most significant are the following:

- **Research** – identifying patterns and factors that directly affect the educational institution; processing and collecting factors that have a significant impact on the results of the educational institution's work;
- **Consulting function** – analyzing and identifying the assigned management tasks; providing assistance in solving management problems; developing proposals for solving the assigned management tasks; monitoring the effectiveness of the implementation of proposals;

- **Mediation** – establishing identified connections with potential subjects during cooperation;
- **Educational** – improving professional qualifications;
- **Scientific function** – disseminating promising management experience and modern scientific achievements (Khomenko, 2020).

To develop a higher education institution and ensure its stable functioning, the head uses, in addition to the above-mentioned basic ones, the following innovative functions of consulting services:

- **Knowledge accumulation** – design and management technologies, database formation;
- **Transmission** – administrative and financial activities, educational process, management innovation process, activities of public organizations;
- **Marketing** – positioning and marketing of a higher education institution, optimization of management activities and activities in the educational services market and the labor market;
- **Transformational** – formation of a strategy for the development of a higher education institution, innovation strategy; financial management and innovative development; motivation, leadership, personnel management, increasing the competitiveness of an educational institution; encouragement of round tables, seminars, thematic discussions, etc.;
- **Counteraction to quasi-consulting** – use of administrative apparatus, formation of identity systems, and protection of consulting services;
- **Disruptive** – expansion of consulting services of an educational institution; dissemination and implementation of design technologies;
- **Ethical** – to ensure the development of the consulting services environment – the formation of informal institutions;
- **Formation of new institutions** – to use and form the potential of higher education, training personnel – the accumulation of offers from the external service market;
- **Rationalizing** – by providing information and specialized knowledge – increasing the efficiency of management activities; use and optimization of higher education resources; professional assistance in the rationalization of the management process;
- **Innovative** – involving integrated innovations in the activities, professional assistance in the implementation of experience in management practice, new knowledge, implementation of an innovative system process, increasing the innovative activity of a higher education institution, development of innovative activities;
- **Regulatory** – through the prospects for the functioning and development of a higher education institution, providing professional assistance in solving emerging problems – optimization of the managerial behavior of subjects of the educational process (Voskoboinikov et al., 2023).

It should be noted that the skills and knowledge of the head of a higher education institution regarding the implementation of consulting services are the basis for the identified functions.

The implementation of such functions of consulting services will contribute to the transition to innovative, creative activity from the regulatory activity and will provide for an innovative, progressive change like management.

Let us highlight the trends that determine the development of consulting services:

- Technical progress, which in the areas of social interdependence leads to the complication of relationships, leadership development, ensuring well-being, quality of education, decision-making, etc. – as a result of which the needs for interaction and cooperation between social groups and individuals increase;
- The presence of consulting potential of various ranks of employees. This is manifested in the fact that many of these employees have the potential skills of teachers, advisors, consultants, instructors, and trainers and can perform (with appropriate training) the functions of internal consultants in social groups and their organizations;
- Irrational use of human resources or their crisis – insufficient consideration of people of different age groups, gender factors, characteristics of ethnic minorities, citizens without education, and people with disabilities (Skrypnyk, 2021).

Various aspects of consulting services in the field of higher education and methodological recommendations for their inclusion in the system of activities of a higher education institution.

In the field of higher education, consulting services are considered in two aspects:

- As a service provided within the framework of the external activities of an educational institution;
- As a service that, in the system of internal activities of an educational institution, is an important tool for increasing management efficiency and is implemented by improving the management processes of educational entities, minimizing costs, and introducing and creating organizational and managerial innovations in the structure of the development of internal activities (Shetelya et al., 2023).

Complementary channels for educational entities to receive professional assistance are external and internal activities, in particular, in solving strategic and innovative and current problems of the activities of a higher education institution. In the system of external activities of a higher education institution, the tasks of consulting services are more ambitious than the goal of traditional consulting of entities carrying out educational activities. This happens because:

- The complex of consulting services is not limited to management issues, it includes issues of a scientific, informational, educational, cultural, institutional, infrastructural, sociological, labor, mental, and other nature;
- The list of users of consulting services (public structures, citizens, legal entities, and individuals) is increasing;
- Consulting services perform several important innovative functions (Drahunova, 2023b).

The present indicates the need to develop a theoretical basis and management tools, therefore we propose to direct the improvement of the theoretical basis and management tools to the implementation of consulting activities. To develop and modernize a competitive, promising institution, change the management style, increase the level of design, and restructure the organizational and planning training of management, we propose to take these features into account in the system of external activities of a higher education institution when forming methodological support for the management of consulting services (Knysh et al., 2023).

External and internal principles of consulting services in the modern educational space and features of consulting services of educational activity subjects to promote the management culture of future specialists.

Important for ensuring high-quality external activities of a higher education institution is the singled out dual nature of educational consulting services, which is considered as an element of the system for increasing the efficiency of professional activities in a higher education institution and as a tool for minimizing the costs of external actions of an educational institution, which is a feature of consulting services of educational activity subjects of a higher education institution (Shuliak et al., 2022).

This necessitates the separation of internal and external principles of consulting services. Goal-setting, flexibility, continuity, systematicity, balance, scientificity, etc., belong to the internal principles of consulting services. State support, recognition, predictability of the state's European integration aspirations and changes in institutional conditions, completeness and systematicity, effectiveness of consulting for the educational sector, and promotion of the development of consulting experts belong to the external principles of consulting services (Drahunova, 2023a).

In a higher education institution, the features of consulting services of educational entities include those that are based on the nature of the source of management activity (external and internal determinants, higher level of competition, market and geographical instruments, number of consumers, efficiency indicators, level of complexity, nature of the relationship between the recipient and the provider of services, systematicity, and comprehensiveness of the service) (Erchul, 2023). Consulting activity is an independent branch of activity and science and has not only the nature of a functional management system aimed at ensuring and forming conditions for the development of a higher education institution. In education, consulting activity is characterized by four positions as the organization of management activity:

- Management structures (organizational structure, activity design, technology, functions);

- Activities of educational process entities (educational process technologies, activity design, scientific activity, workload, advanced training);
- Work of the HEI as a whole (type of institution, operating mode, mission, strategy);
- Work of education seekers (taking into account individual characteristics and level of education).

Within the framework of the modern market economy, a special place in education is occupied by consulting management, which creates the necessary innovative conditions for the effective and high-quality functioning of the educational sphere to promote the formation of interaction between elements of the complex of consulting services, servicing higher education institutions. Management objects should develop faster, compared to other elements of the complex of consulting services, to actively influence its formation as a holistic, innovative modern education system. Therefore, as a complex mechanism of action of a managed system, we consider consulting management in education, which creates favorable conditions and opportunities for consulting activities to achieve and develop effective results (Drahunova, 2023a).

In the field of higher education institution management, we will name the main prerequisites for the development of consulting:

- Implementation of the concept of human capital (the main provisions of the concept of human capital are based on personnel investments);
- The need to ensure the quality of educational services and solve the problems of increasing the efficiency of the higher education institution (the most active asset of which is intellectual capital);
- In the field of higher education institution activities, the demand for consulting services;
- Increasing understanding of the modern realities of managerial competence of managers at different levels;
- To study the best world achievements – increasing the scientific content of managerial activities, which requires the specialists of the educational institution experience in implementing projects, skills in scientific activity in the field of HEI activities, etc. (Sabov, 2021).

Innovations in education and current trends require innovative approaches to managing a higher education institution (Drahunova, 2023a).

Consulting has its own characteristics in the educational sector, which are determined by the specifics of the educational sector:

- Educational structures themselves provide consulting services to individuals, various companies, and population groups;
- Individual employees of the educational sector and educational institutions in the field of professional self-improvement are potential consumers of consulting services, resource provision of the educational process, positioning in the market of educational services, personal development, scientific research, and development, etc.

Organization and methodology of conducting a pedagogical experiment.

Consulting company "Activ Group Consulting" conducted a sociological study of the quality of modern education. About 10 thousand people were surveyed by specialists. The quality of education was rated by respondents (3.5 points on a five-point scale) as a solid "three".

At the same time, general secondary education scored 3.4 points, and higher education scored 3.6 points (0.2 points more).

53.7% of respondents (the majority of respondents) place responsibility for correcting the situation on the central authorities. In particular, in the section assessing state control over the education system, this same number of respondents supported the statement that "state control over the educational process is too weak". 8.2% of respondents agreed with the opposite statement: "state control is too strong" (UIFuture, 2017).

A study of the quality of modern education showed the need for objective and evidence-based verification of the effectiveness of the methodology for forming a modern specialist's pedagogical entrepreneurship. Therefore, the next stage of the study was the implementation of experimental work by us.

The pedagogical experiment was carried out in the following areas of its implementation:

- During the experiment, the possibility of introducing new changes to the educational process to increase the effectiveness of education was envisaged;
- Ensuring compliance with the conditions that reveal the connection between the impact of implementing the updated system for forming a teacher's pedagogical entrepreneurship and the obtained result;
- Evaluating the results of diagnosing the states of the pedagogical process during the experiment.

The main tasks of the pedagogical experiment were as follows:

- Studying the essence and distinguishing the features of consulting activities in the modern educational space, clarifying the support of participants in the educational process through communication in the management of an educational institution, the state of the problem of forming pedagogical entrepreneurship of specialists in the works of scientists;
- Identification of the research objective;
- Development of the research program;
- Testing of the developed methodology, which included conducting a series of training seminars to form a specialist's readiness for entrepreneurial activity to improve consulting activities in the modern educational space;
- Conducting, within the framework of the experiment, diagnostics of the methodology used in the educational process.

The research was conducted in three stages.

At the first – theoretical stage – the essence and features of consulting activities in the modern educational space were studied, the support of participants in the educational process was clarified through communication in the management of the educational institution, the state of the problem of the formation of pedagogical entrepreneurship of specialists in the works of scientists, and theoretical analysis of the research concepts were conducted.

The pathways for ensuring high-quality consulting activities in the modern educational space have been identified to foster the entrepreneurial competence of specialists. The functions of consulting and the trends driving the development of consulting services have been revealed, along with the external and internal principles of consulting services in the modern educational space. Additionally, the specific features of consulting services for educational activity participants have been highlighted, aiming to promote the managerial culture of future specialists.

The second stage – ascertaining – involved clarifying the real state of formation of a specialist's readiness for entrepreneurial activity to improve consulting activities in the modern educational space and developing a program and methodology for research and experimental work. For experimental verification, a methodology was developed that included conducting a cycle of training seminars to form a specialist's readiness for entrepreneurial activity to improve consulting activities in the modern educational space. To improve consulting activities in the modern educational space, ascertaining diagnostics were conducted with higher education applicants to analyze their opinions on the need to form readiness for entrepreneurial activity.

The third stage, the formative one, made it possible to verify the effectiveness of the developed methodology to improve consulting activities in the modern educational space, which included conducting a series of training seminars to form the readiness of specialists for entrepreneurial activity.

Results of the ascertaining stage of the experiment and their analysis.

At the ascertaining stage, a survey was conducted among students of 1-2 years of higher education institutions, which was carried out to clarify the importance and necessity of forming a specialist's readiness for entrepreneurial activity, popularizing educational technologies and innovative ideas to improve consulting activities in the modern educational space, and exchanging promising pedagogical experience. Forty respondents took part in this survey.

At the ascertaining stage of the experiment, respondents were divided into CG and EG; indicators, criteria, and levels of formation of a specialist's readiness for entrepreneurial activity were substantiated; diagnostic tools were developed.

Respondents were asked to answer the questions of the questionnaire. Analysis of the answers showed that (Fig. 1):

- 85% of respondents answered that it is worth paying attention to the formation of a specialist's readiness for entrepreneurial activity in the education process to improve consulting activities in the modern educational space;
- 70% of respondents consider it necessary to introduce a system for the formation of pedagogical entrepreneurship in higher education institutions to improve consulting activities in the modern educational space;
- 51% of respondents believe that the formation of pedagogical entrepreneurship and the improvement of consulting activities in the modern educational space are influenced by economic, political, financial, and – external factors;
- 49% of respondents prefer the ability to take risks, motivation for entrepreneurial activity, the ability to commercialize their own entrepreneurial ideas, the justification of management decisions, and the improvement of consulting activities in the modern educational space – internal factors.

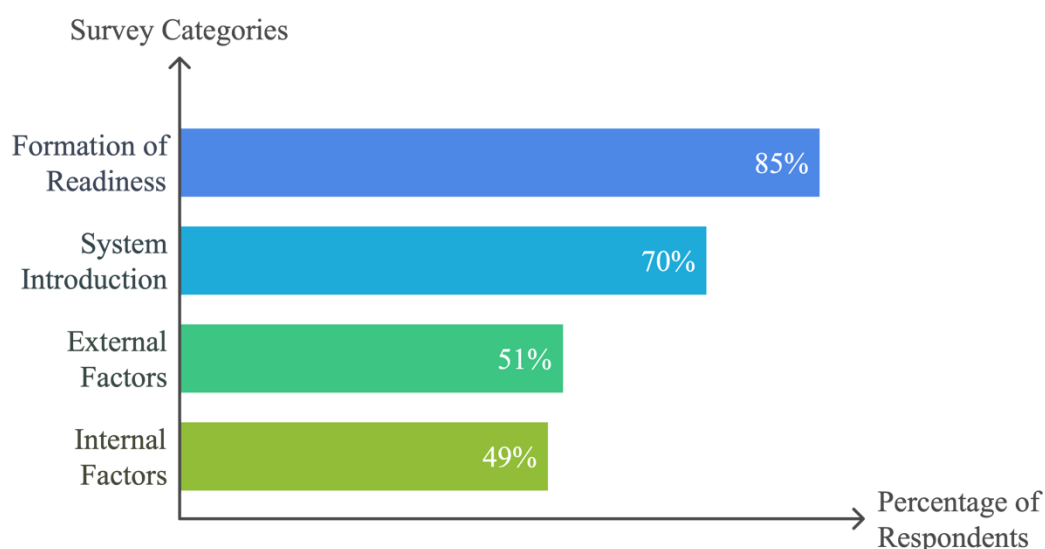


Figure 1. Survey Responses on Entrepreneurial Readiness in Education.

Source: developed by the authors.

Respondents identified the following, the most convenient forms of acquiring and improving qualifications, which contribute to the formation of a specialist's readiness for entrepreneurial activity to improve consulting activities in the modern educational space (Fig. 2):

- 70% of respondents prefer training seminars to form a specialist's readiness for entrepreneurial activity to improve consulting activities in the modern educational space;
- 20% of respondents prefer coworking;
- 5% of respondents prefer hackathons;
- 5% of respondents prefer webinars.

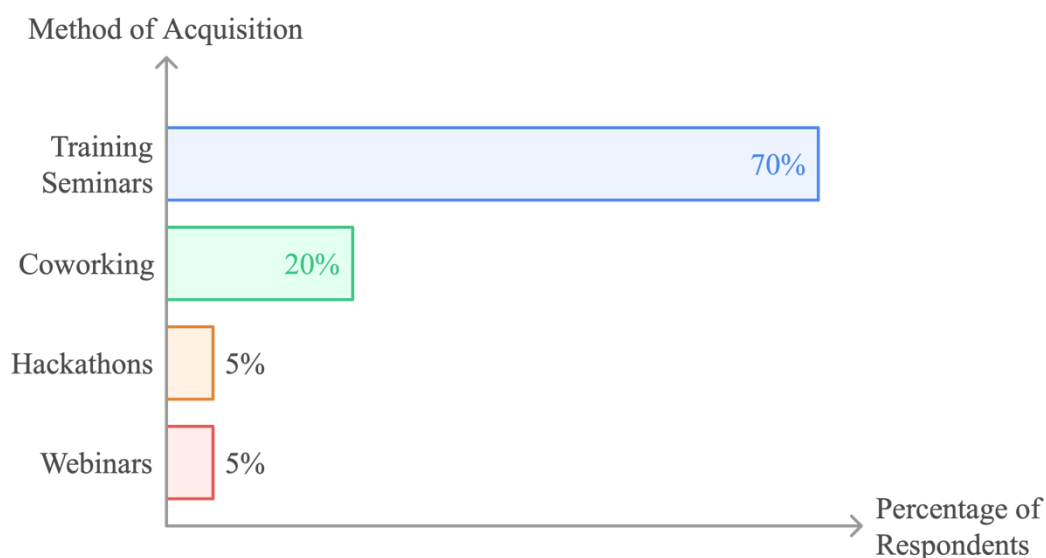


Figure 2. Preferred Methods for Acquiring Qualifications.

Source: developed by the authors.

The respondents' answers to the question about the possibility of entrepreneurship in the field of education to improve consulting activities in the modern educational space were interesting (Fig. 3):

- 70% of respondents answered positively,
- 27% of respondents answered negatively, explaining this by the difficulty of forming initial capital;
- 3% of respondents could not answer.

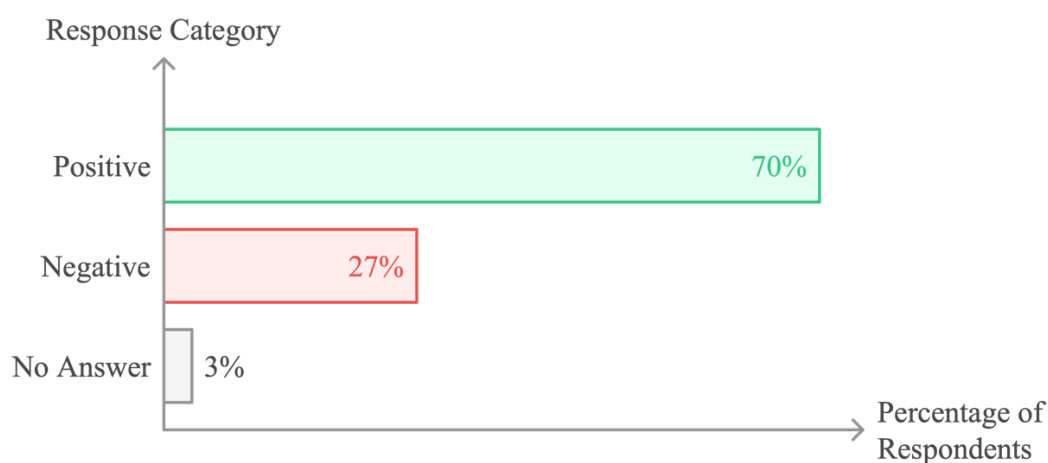


Figure 3. Respondents' Views on Entrepreneurship in Education.

Source: developed by the authors.

It should be noted that the results of the ascertaining experiment showed that (Fig. 4):

- 57% of respondents see themselves as entrepreneurs at any stage of their lives;
- 40% of respondents do not see such a prospect;
- 3% of respondents believe that education and entrepreneurship are not compatible.

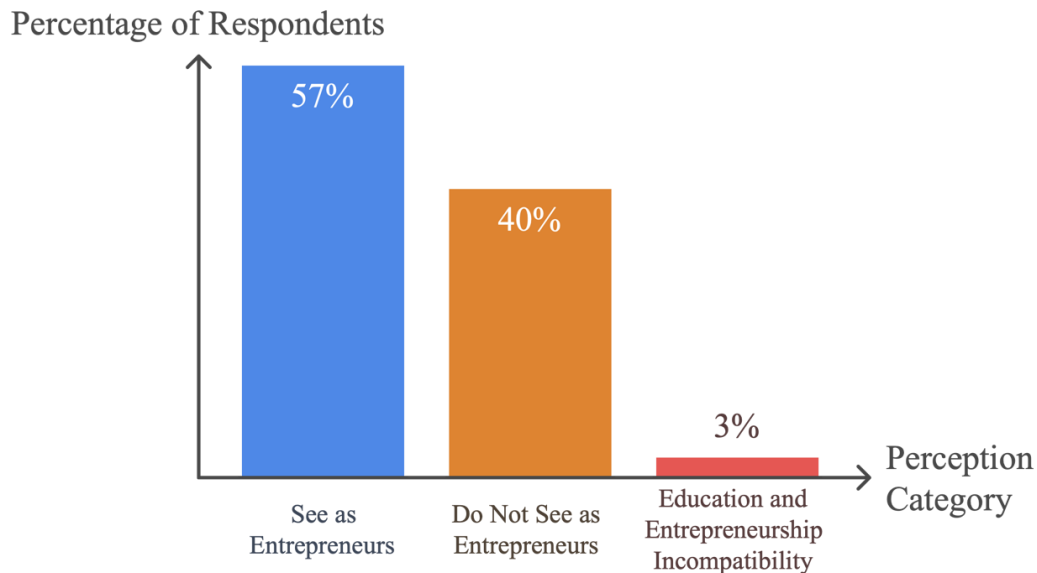


Figure 4. Perceptions of Entrepreneurship Among Respondents.

Source: developed by the authors.

Thus, we conclude that students of higher education institutions are interested in forming readiness for entrepreneurial activity and are positive about the possibility of creating a methodology that would include conducting a cycle of seminars-trainings to form a specialist's readiness for entrepreneurial activity to improve consulting activities.

The overall level of readiness for entrepreneurial activity is recorded by the following indicators (Fig. 5):

- 23% of respondents in the CG and 26% of respondents in the EG have a high level of readiness for entrepreneurial activity;
- 41% of respondents in the CG and 42% of respondents in the EG have an average level of readiness for entrepreneurial activity;
- 36% of respondents in the CG and 32% of respondents in the EG have a low level of readiness for entrepreneurial activity.

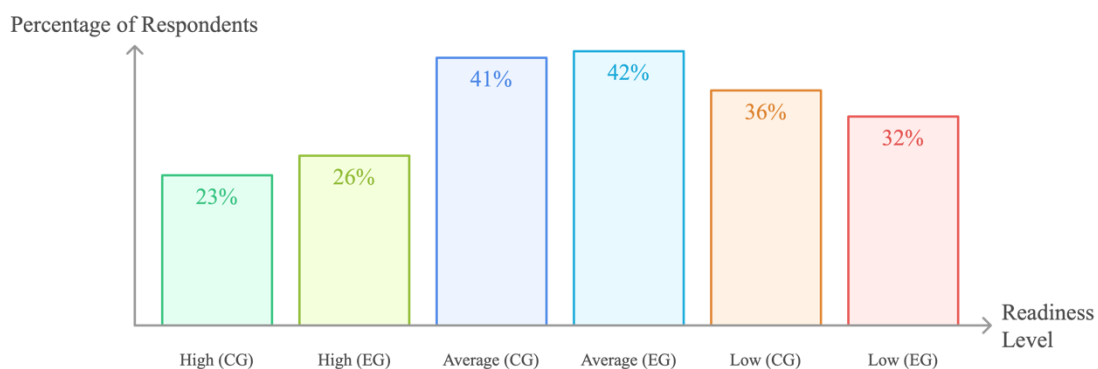


Figure 5. Entrepreneurial Readiness Levels Comparison.

Source: developed by the authors.

At the ascertaining stage of the study, we observe low indicators of the general level of readiness for entrepreneurial activity among respondents to improve consulting activities. To identify, at the ascertaining stage of the study, differences in the initial levels of readiness for the entrepreneurial activity of respondents in the CG and EG, the method of testing statistical hypotheses (alternative and null) was used.

The experimental method, in particular, to confirm its effectiveness, provided for testing statistical hypotheses – alternative and null.

Alternative hypothesis (H₁): there are statistically significant differences between the levels of professional competence of students in the EG and CG in the experimental groups, to improve consulting activities in the modern space, a higher level of readiness for entrepreneurial activity among respondents is explained by the fact of the introduction of the experimental method.

Null hypothesis (H₀): there are no statistically significant differences between the levels of professional competence of respondents in the EG and CG; perhaps the slightly higher level of readiness of respondents for entrepreneurial activity in the experimental groups is explained by random factors.

To determine the choice of one of the statistical hypotheses – null or alternative, the study used the criterion of agreement with the observation data – Pearson's criterion ("chi-square"), which answers the question of whether the differences between the levels of readiness of respondents for entrepreneurial activity to improve consulting activities in the modern space are random in the CG and EG respondents.

The results of the study indicate that respondents in both groups (CG and EG) are characterized by a similar attitude toward improving consulting activities in the modern space, the need for respondents to be prepared for entrepreneurial activity, showing interest in professional activities, and a positive attitude towards the chosen profession.

Analysis of the state of readiness of respondents for entrepreneurial activity at the stage of the ascertaining experiment confirms that respondents of the EG and CG are characterized by similar indicators regarding the initial state of readiness of respondents for entrepreneurial activity for improving consulting activities.

Analysis of the results of the formative stage of the experiment.

As a result of the formative stage of the experimental study, the effectiveness of the developed methodology was tested to improve consulting activities in the modern educational space, which included a cycle of training seminars to form the readiness of specialists for entrepreneurial activity.

Comparatively processed experimental data were processed to clarify the dynamics of the formation of the readiness of specialists for entrepreneurial activity to improve consulting activities in modern society.

For example, during one of the training seminars on the topic "Motivation for entrepreneurial activity as a problem of improving consulting activities", respondents discussed the following questions:

- What does consulting activity in the educational process and entrepreneurial activity mean to you?
- Tell us what, in your opinion, the functions of consulting and trends that determine the development of consulting services are the most effective.
- Name the external and internal principles of consulting services in the modern educational space and the features of consulting services of educational entities to promote managerial culture and entrepreneurial activity.

Students also evaluated each of the following factors and noted to what extent it can influence the decision to become a teacher-entrepreneur:

- Would entrepreneurial activity contribute to your realization as a person? How exactly?
- Has your motivation for entrepreneurial activity increased as a result of improving consulting activity after implementing the methodology (motives of freedom and independence, motives of commercial success, motives of initiative and activity, motives of respect and self-esteem, self-realization)?
- What common features do entrepreneurial activity and pedagogical activity have, in your opinion?
- Name the pros and cons of work and entrepreneurial activity.
- Do you consider consulting activity and entrepreneurial activity as the main part of your income?

Summing up the results of the training seminars related to the developed methodology to improve consulting activities in the modern educational space motivation for entrepreneurial activity as a problem of improving consulting activities, we note that:

- 75% of respondents mentioned the motives of freedom and independence;
- 65% of respondents indicated that the motives of commercial success increased with the help of the proposed methodology. At the same time, a significant part of the respondents – 40%, mentioned the influence and compulsion of life circumstances as one of the reasons for entering entrepreneurial activity;
- 36% of respondents noted the presence of motives of self-esteem and respect in them.
- 30% of respondents noted the presence of motives of self-realization in them;
- 28% of respondents indicated the motives of activity and initiative. They noted that they were always interested in business, imagined for themselves just such an activity, entrepreneurship for them “is everything”.

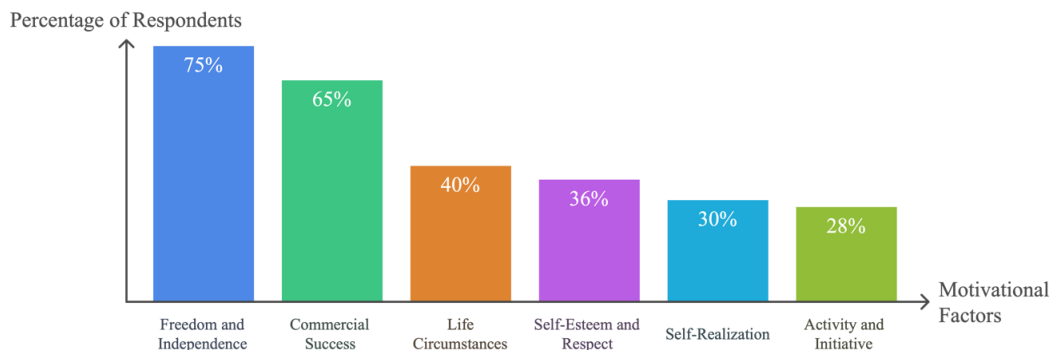


Figure 6. Motivations for Entrepreneurial Activity.

Source: developed by the authors.

The results of assessing the level of preparedness of specialists for entrepreneurial activity to improve consulting activities in modern society after the formative stage of the experiment according to the incentive criterion showed positive level dynamics in the EG, namely the levels were distributed as follows:

- **Low level** – shown by 20% of CG respondents, and in the EG, this indicator is 7% of respondents;
- **Medium level** – shown by 39% of CG respondents and 24% of EG respondents;
- **High level** – demonstrated by 41% of CG respondents and 69% of EG respondents in the CG.

The results of assessing the level of preparedness of specialists for entrepreneurial activity to improve consulting activities in modern society after the formative stage of the experiment according to the content criterion showed positive level dynamics in the EG, namely the levels were distributed as follows:

- **Low level** – shown by 29% of respondents in the CG, and in the EG, this indicator is 11% in relative terms;
- **Medium level** – shown by 39% of respondents in the CG and 20% of respondents in the EG;
- **High level** – shown by 32% of respondents in the CG, and in the EG, this indicator is 69% of respondents.

The results of assessing the level of preparedness of specialists for entrepreneurial activity to improve consulting activities in modern society after the formative stage of the experiment according to the activity criterion showed positive level dynamics in the EG, namely the levels were distributed as follows:

- **Low level** – shown by 28% of respondents in the CG, and in the EG, this indicator is 9% in relative terms;
- **Medium level** – shown by 40% of respondents in the CG and 36% of respondents in the EG;
- **High level** – demonstrated by 32% of respondents in the CG, and the EG this indicator is 55% of respondents.

The results of assessing the level of preparedness of specialists for entrepreneurial activity to improve consulting activities in modern society after the formative stage of the experiment using the reflexive-

evaluative criterion showed positive level dynamics in the EG, namely the levels were distributed as follows:

- **Low level** – demonstrated by 26% of respondents in the CG and the EG, this indicator is 9% in relative terms;
- **Medium level** – demonstrated by 39% of respondents in the CG and 28% of respondents in the EG;
- **High level** – demonstrated by 35% of respondents in the CG and the EG; this indicator is 63% of respondents.

According to the results of the diagnostics of the general level of formation of specialists' readiness for entrepreneurial activity to improve consulting activities in modern society after the formative stage of the experiment:

- **High level** of formation in the CG increased by 12%, and in the EG – by 38%;
- **Medium level** of formation in the CG decreased by 1%, and in the EG, it decreased by 14%;
- **Low level** of formation in the CG decreased by 11%, and in the EG – by 24%.

We checked the reliability of the obtained results by calculating a complex indicator for determining the levels of formation of specialists' readiness for entrepreneurial activity to improve consulting activities in modern society according to all criteria according to the results of the formative experiment.

The reliability of the obtained data and the reliability of the results of the experimental study were statistically verified using the Pearson χ^2 criterion.

Since the obtained results are significant at the 1% level ($>(0.01)$), the null hypothesis (**H0**) is rejected, and the alternative hypothesis **H1** that the general level of preparedness of specialists for entrepreneurial activity to improve consulting activities in modern society in the CG and EG is significantly different is accepted at a high level of significance.

The results of the formative stage of the experiment proved the effectiveness and feasibility of the developed methodology to improve consulting activities in the modern educational space, which included conducting a cycle of training seminars to form the readiness of specialists for entrepreneurial activity.

Modern trends and innovations in education require innovative approaches to the management of a higher education institution. Today's realities indicate the need to develop a theoretical basis and management tools aimed at implementing consulting activities. The need for the studied activity in a higher education institution is due to the creation of an adapted organizational and economic mechanism focused on the development and modernization of a promising, competitive institution, restructuring the organizational and planning training of management, increasing the level of design, changing the management style.

It is considered important to solve the problem of forming demand for consultant services. Due to the undeveloped demand in the consulting business, there is no competition for quality, therefore, competition between companies today is based on attracting new clients for consulting in general, and not on increasing the level of professional consulting.

It is too early to talk about a fully formed market for consulting services in Ukraine. On the one hand, there is a network of domestic consulting companies that have regular clients. At the same time, the demand for their services is not yet sufficiently developed and structured. Often this demand is formed under the influence of the state.

The current problems in developing the domestic consulting services market that needs to be resolved include insufficient information about the goals and objectives of consulting, the absence of unified criteria for assessing the professionalism of consultants, the absence of a clear pricing policy in the field of consulting services, an underdeveloped scientific and methodological base for providing services, and the high price of consulting services for small businesses.

The most promising areas in the consulting services market are tax, management, investment consulting, construction engineering, project modulation, and IT consulting. Probably, in connection with the new

crisis caused by military aggression on the territory of Ukraine, a certain demand for anti-crisis management services will be formed.

The prospect of further research is seen in scientific research and the development of practical recommendations for pedagogical, scientific, and pedagogical workers and heads of higher education institutions regarding the design of consulting activities in a higher education institution.

Discussion of the results of the work already done by scientists from different countries (disclosure by scientists of the essence and features of consulting activities in the modern educational space, characterization of the main areas of cooperation between educational institutions and consulting companies, etc.) required further development. Therefore, comparing the results of already conducted research and analyzing their consequences, we set the goal of substantiating the basic principles of consulting activities in the modern educational space and forming the entrepreneurial competence of students to ensure a high-quality educational process throughout life. To this end, we developed a methodology that included conducting a cycle of training seminars to form a specialist's readiness for entrepreneurial activity to improve consulting activities in the modern educational space and tested the effectiveness of the author's methodology used in the educational process. The results of the formative stage of the experiment proved the effectiveness and feasibility of the developed methodology to improve consulting activities in the modern educational space; which included a cycle of training seminars to form the readiness of specialists for entrepreneurial activity.

Research limitations.

The experimental study was developed in the conditions of the real educational process and was implemented during the 2022–2024 academic years. The experimental study covered higher education applicants (students of 1-2 years of higher education institutions) – 40 respondents at the ascertaining stage of the study and 130 respondents at the formative stage of the study.

The results of the study are valuable for future research by scientists. In particular, a methodology was developed that included a cycle of training seminars to form the readiness of a specialist for entrepreneurial activity to improve consulting activities in the modern educational space and conducting diagnostics of the author's methodology used in the educational process within the framework of the experiment. It showed the necessity and significance of such development for education and requires further improvement in the educational process of higher education.

The originality and relevance of the study are due to the active innovative development of consulting in connection with modern global transformations in all spheres of human life. The scope of consulting activities has expanded to solve problems in the management of educational institutions, labor relations, healthcare, social security, etc. Consulting services in the educational sphere are increasingly being used.

The active development of a modern digital society requires the use and implementation of consulting in the educational sphere at a professional level to provide high-quality educational services and ensure the quality of education.

What is necessary in our time is support through communication in the management of an educational institution of participants in the educational process, as well as the disclosure of the essence and features of consulting activities in the modern educational space, which speaks of the importance and relevance of the topic of our research.

Conclusions

The study examines various approaches to the content of "consulting", the importance of educational consulting, the leading goal of consulting, and ways to ensure high-quality consulting activities in the modern educational space are clarified to form the entrepreneurial competence of specialists. The components of the entrepreneurial competence of specialists are identified. The main functions of consulting and trends determining the development of consulting services are shown. Various aspects of consulting services in higher education are proposed, and methodological recommendations are given for their consideration in the system of activities of a higher education institution. The external and internal

principles of consulting services in the modern educational space and the features of consulting services of educational entities are revealed to promote the formation of a managerial culture of future specialists.

An experimental study was conducted, during which the following was carried out: studying the essence and distinguishing the features of consulting activities in the modern educational space, clarifying the support of participants in the educational process through communication in the management of an educational institution, the state of the problem of forming pedagogical entrepreneurship of specialists in the works of scientists; identifying the purpose of the study; developing a research program; testing the developed methodology, which included conducting a cycle of seminars-trainings to form the readiness of a specialist for entrepreneurial activity to improve consulting activities in the modern educational space; conducting, within the framework of the experiment, diagnosing the methodology used in the educational process.

During the ascertaining experiment, it was concluded that students of higher education institutions are interested in forming readiness for entrepreneurial activity and are positive about the possibility of creating a methodology that would include conducting a cycle of seminars-trainings to form the readiness of a specialist for entrepreneurial activity to improve consulting activities.

At the ascertaining stage of the study, we observe low indicators of the general level of formation of respondents' readiness for entrepreneurial activity to improve consulting activities.

We have verified the reliability of the results obtained by calculating a complex indicator to determine the levels of formation of specialists' readiness for entrepreneurial activity to improve consulting activities in modern society according to all the identified criteria according to the results of the formative experiment. The reliability of the obtained data and the reliability of the results of the experimental study were statistically verified using the Pearson χ^2 criterion.

The results of the experiment's formative stage confirmed the effectiveness and feasibility of the methodology developed to improve consulting activities in the modern educational space. This methodology included a series of seminars and training sessions designed to prepare specialists for entrepreneurial activities.

The contribution of the study to the field of educational consulting is that we have developed a methodology that includes conducting a series of training seminars to form the readiness of specialists for entrepreneurial activity, improve consulting activities in the modern educational space, motivate students for entrepreneurial activity as an important problem for improving consulting activities, and popularize educational technologies and innovative ideas to improve consulting activities in the modern educational space.

We see the prospect of further research in further scientific research of the problem and the development of recommendations for designing consulting activities in higher education institutions for heads of higher education institutions and developing ways to support participants in the educational process through communication in the management of an educational institution.

Bibliographic references

- Bezkravny, M. F., Kropivko, M. F., Palekha, Yu. I., & Ishchenko, T. D. (2015). *Management consulting*. Kyiv: Lira-K. Retrieved from <https://lira-k.com.ua/preview/12163.pdf>
- Bida, O., Oros, I., Chychuk, A., & Honcharuk, V. (2021). Components of entrepreneurial competence of future teachers. *Acta Paedagogica Volyniensis*, (4), 28–33. <https://doi.org/10.32782/apv/2021.4.5>
- Drahnova, V. (2023). Consulting activity in a higher education institution: essence and conceptual and terminological research apparatus. *Pedagogy of the formation of a creative personality in higher and general education schools*, (90), 71–77. <https://doi.org/10.32782/1992-5786.2023.90.12>
- Drahnova, V. (2023a). Technology of consulting activities designing in the higher education institution in uncertainty conditions. *UNESCO Chair Journal Lifelong Professional Education in the XXI Century*, 2(8), 21–29. [https://doi.org/10.35387/ucj.2\(8\).2023.21-29](https://doi.org/10.35387/ucj.2(8).2023.21-29)
- Drahnova, V. (2023b). Terminological apparatus of design researches of consulting activities in higher education. *Scientific Journal of Polonia University*, 58(3), 58–64. <https://doi.org/10.23856/5808>

- Erchul, W. P. (2022). As we coach, so shall we consult: A perspective on coaching research in education. *Journal of School Psychology, 96*, 88–94. <https://doi.org/10.1016/j.jsp.2022.10.004>
- Erchul, W. P. (2023). As we coach, so shall we consult: A perspective on coaching research in education. *Journal of School Psychology, 96*, 88–94. <https://doi.org/10.1016/j.jsp.2022.10.004>
- Hanuláková, E., Dano, F., & Drábik, P. (2019). Approaches to education in the field of management, marketing, and environmental consulting. *Ad Alta – Journal of Interdisciplinary Research, 9*(1), 84–91. https://www.magnanimitas.cz/ADALTA/0901/papers/A_hanulakova.pdf
- Khomenko, V. V. (2020). Consulting services in education. *Innovative Pedagogy, 25*(1), 149–152. <https://doi.org/10.32843/2663-6085/2020/25-1.28>
- Knysh, I., Budanova, O., Vakulenko, S., Syrotina, O., & Popychenko, S. (2023). Innovative educational technologies as a way of higher education enhancement. *Amazonia Investiga, 12*(68), 21–32. <https://doi.org/10.34069/AI/2023.68.08.2>
- Kononiuk, A. Ye. (2009). *Consulting. General theory of consulting*. Kyiv: Korniiichuk. <https://library.ztu.edu.ua/e-copies/books/kononuk9.pdf>
- Lahav, O., Talis, V., Cinamon, R. G., & Rizzo, A. (2019). Virtual interactive consulting agent to support freshman students in transition to higher education. *Journal of Computing in Higher Education, 32*(2), 330–364. <https://doi.org/10.1007/s12528-019-09237-8>
- Lahav, O., Talis, V., Cinamon, R. G., & Golan, O. (2020). Virtual interactive consulting agent to support freshman students in transition to higher education. *Journal of Computing in Higher Education, 32*, 330–364. <https://doi.org/10.1007/s12528-019-09237-8>
- Riabova, Z. (2022). Educational consulting in the management of educational institutions under uncertainty. In *Innovative professional education. Scientific and methodological support of vocational education and training: materials of the XVI All-Ukrainian scientific and practical conference (report) (pp. 221–224)*. Kyiv: Institute of Vocational Education of the National Academy of Sciences of Ukraine. <https://acortar.link/qNgdzb>
- Riabova, Z. V., & Kotelevets, O. (2022). Consulting in educational institutions in conditions of uncertainty. *Adaptive Management: Theory and Practice. Series Pedagogics, 13*(25). [https://doi.org/10.33296/2707-0255-13\(25\)-05](https://doi.org/10.33296/2707-0255-13(25)-05)
- Sabov, N. M. (2021). Theoretical aspects of personnel consulting in the personnel management system of a business entity. *Collection of scientific articles of graduates in the specialty "Accounting and Taxation", (11)*, 87–88. <https://dspace.uzhnu.edu.ua/jspui/bitstream/lib/38812/1/Сабов%20%20ТЕОРЕТИЧНІ%20АСПЕКТ%20КАДРОВОГО%20КОНСАЛТИНГ.pdf>
- Shetelya, N., Oseredchuk, O., Cherkasov, V., Kravchuk, O., Yarova, L., & Kuchai, O. (2023). Competency approach in preparing professionals in an innovative educational environment in higher education. *Revista Conrado, 19*(S3), 298–307. <https://conrado.ucf.edu.cu/index.php/conrado/article/view/3512>
- Shuliak, A., Hedzyk, A., Tverezovska, N., Fenchak, L., Lalak, N., Ratsul, A., & Kuchai, O. (2022). Organization of Educational Space Using Cloud Computing in the Professional Training of Specialists. *International Journal of Computer Science and Network Security, 22*(9), 447–454. <https://doi.org/10.22937/IJCSNS.2022.22.9.58>
- Skrypnyk, L. M. (2021). The essence and features of consulting in modern educational activities. *Bulletin of the Alfred Nobel University. Series "Pedagogy and Psychology". Pedagogical Sciences, 2*(22). <http://doi.org/10.32342/2522-4115-2021-2-22-4>
- Spilnyk, I. V. (2005). Consulting activities in Ukraine: problematic issues and analytical aspects. *Scientific Notes, (14)*, 85–89. <http://dspace.wunu.edu.ua/handle/316497/14293>
- Stratan-Artyshkova, T., Kozak, Kh., Syrotina, O., Lisnevskaya, N., Sichkar, S., Pertsov, O., & Kuchai, O. (2022). Formation of New Approaches to the Use of Information Technology and Search for Innovative Methods of Training Specialists within the Pan-European Educational Space. *International Journal of Computer Science and Network Security, 22*(8), 97–104. <https://doi.org/10.22937/IJCSNS.2022.22.8.13>
- UIFuture. (2017). *Prospects for the development of education in Ukraine: A social study of one illusion*. <https://uifuture.org/publications/23785-perspektivi-rozvitku-osviti-v-ukraini/>
- Voskoboinikov, S., Kulyk, N., Zagura, F., Gontsa, I., & Bykova, M. (2023). The role of distance education in the modern educational space. *Amazonia Investiga, 12*(66), 74–84. <https://doi.org/10.34069/AI/2023.66.06.8>
- Yelnykova, H., & Ryabova, Z. (2021). Adaptive technologies for training of specialists. In *IOP Conference Series: Materials Science and Engineering* (Vol. 1031, No. 1, p. 012125). IOP Publishing. <http://doi.org/10.1088/1757-899X/1031/1/012125>