

УДК 286.012.52-056.2/-056.2(085.9)

DOI: 10.30857/2786-5398.2021.6.1

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**YOUTH SECONDARY EMPLOYMENT INCENTIVES
BASED ON THE HACKATHON ECOSYSTEM**

TO PROMOTE PROFESSIONALIZATION AND SOCIAL INTEGRATION

The article is an attempt to find new tools to boost youth motivation to secondary employment. The study notes that modern multi-vector (multi-dimensional) processes of updating the higher education system in Ukraine challenge the need for reforming higher education. The above verifies that currently, the biggest demand is primarily for competitive graduates who can independently build their own professional career trajectory, who are able to handle a large amount of information, think critically, demonstrate a high level of adaptability to permanently changing social environment and labor market demands, have developed communication skills, are able to learn throughout the life, are ready to expand management functions and are able to predict the results of their activities. The theoretical and methodological framework of this study involves systemic, structural and functional, economic and sociological and the resource-based approaches. A systemic approach was used to gain an overview and build an overall description of the researched phenomenon; structural and functional approach was applied to provide insights into the functional character of secondary employment, and the resource-based approach – to specify the opportunities for students to combine study and work. It is argued that the use of the Hackathon ecosystem enables to identify the possible outcomes of combining work and study for social and personal development of student youth along with getting better awareness of specific functions of youth secondary employment. Within the scope of this research, the following indicators were employed: the motivation behind secondary employment of student youth, performance assessment as realization of students' expectations from employment, and the evaluation of the current job significance for mastering a future profession. A motivation hierarchy for secondary student employment has been identified where money is viewed as the key motivator whereas occupational incentives are perceived as less important. As it observed, this hierarchy demonstrates a relative stability in recent years against the falling trend for the significance of the early start of professional career for working students. In addition, the study provides a robust argument to substantiate the demarcation between pragmatics- and occupation-based incentives of student secondary employment. The findings have revealed a rather high realization level of financial expectations of many working students (as a manifestation of the key economic function of student youth employment); a certain devaluation of the work experience role for student secondary employment as their competitive advantage in the area of social and labor relations; as well as low effectiveness of the majority of working students for their further professionalization. However, the results of the study have verified critical effects of any work experience upon shaping basic work culture for this youth category. Apart from the above, the paper discusses the relevance of implementing professionalization agenda in the framework of student secondary employment as well as renders practical recommendations for its enhancement. The study results offer a number of implications to develop further theoretical positions and accumulate empirical data to promote quality assurance in vocational education and training institutions.

Keywords: *Hackathon ecosystem; secondary employment of student youth; professionalization; social integration.*

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**СТИМУЛЮВАННЯ ЗА ДОПОМОГОЮ ХАКАТОН-ЕКОСИСТЕМИ
ВТОРИННОЇ ЗАЙНЯТОСТІ МОЛОДІ ЯК ФАКТОРА
ПРОФЕСІОНАЛІЗАЦІЇ ТА СОЦІАЛЬНОЇ ІНТЕГРАЦІЇ**

Статтю присвячено пошуку нових інструментів підвищення мотивації молоді до вторинної зайнятості. У дослідженні зазначається, що сучасні полівекторні (багатоспрямовані) процеси оновлення системи вищої освіти в Україні зумовлюють необхідність реформування вищої школи. Значною мірою це пов'язано з тим, що нині стають затребуваними насамперед конкурентоспроможні випускники, які можуть самостійно вибудувати траєкторію своєї професійної діяльності, вміють працювати з великим обсягом інформації, нестандартно мислити, демонструють високий рівень адаптивності до соціальних умов, що постійно змінюються, та запитам сучасного ринку праці, мають розвинені комунікативні навички, здатні до навчання протягом усього життя, готові до розширення управлінських функцій та вміють прогнозувати результати своєї роботи. Теоретико-методологічною основою дослідження стало використання системного, структурно-функціонального, економіко-соціологічного та ресурсного підходів. Системний підхід – для орієнтації та побудови загального опису досліджуваного феномена; структурно-функціональний – для аналізу функціональності вторинної зайнятості, ресурсний – для конкретизації можливостей суміщення студентами навчання та роботи. Доведено, що використання Хакатон-екосистеми дозволяє визначити можливі результати поєднання навчання та роботи для соціального та особистісного розвитку студентської молоді та виділення відповідних функцій їх вторинної зайнятості. Серед показників дослідження – мотиви вторинної зайнятості студентської молоді, оцінка результатів трудової діяльності як реалізації очікувань від зайнятості, оцінка значущості наявної роботи для оволодіння майбутньою професією. Виявлено ієрархію мотивів вторинної зайнятості студентів, де ключову роль відіграють матеріальні мотиви, меншу значущість мають професійно-орієнтовані мотиви. Відзначено відносну стійкість цієї ієрархії в останні роки та зниження значущості для працюючих студентів раннього початку професійної кар'єри. Обґрунтовано розмежування прагматичних та професійно орієнтованих мотивів вторинної зайнятості студентів. Встановлено доволі високий рівень реалізації матеріальних очікувань багатьох студентів, що працюють (як прояв провідної економічної функції зайнятості студентської молоді); певну девальвацію ролі досвіду вторинної зайнятості студентів як їх конкурентної переваги у сфері соціально-трудова відносин; непродуктивність виконуваної роботи для подальшої професіоналізації більшості працюючих студентів. Водночас, результати дослідження підтверджують значущість впливу будь-якої роботи на формування загальної трудової культури у цієї категорії молоді. Розкрито необхідність використання функцій професіоналізації в рамках вторинної зайнятості студентів, а також наведено практичні рекомендації щодо її вдосконалення. Результати дослідження мають науково-практичне значення для подальшого розвитку теоретичних положень та накопичення емпіричних даних для покращення якості роботи освітніх установ та закладів професійної освіти.

Ключові слова: Хакатон-екосистема; вторинна зайнятість студентської молоді; професіоналізація; соціальна інтеграція.

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**СТИМУЛИРОВАНИЕ С ПОМОЩЬЮ ХАКАТОН-ЭКОСИСТЕМЫ
ВТОРИЧНОЙ ЗАНЯТОСТИ МОЛОДЁЖИ КАК ФАКТОРА
ПРОФЕССИОНАЛИЗАЦИИ И СОЦИАЛЬНОЙ ИНТЕГРАЦИИ**

Статья посвящена поиску новых инструментов повышения мотивации молодёжи ко вторичной занятости. В исследовании отмечается, что современные поливекторные (многонаправленные) процессы обновления системы высшего образования в Украине обуславливают необходимость реформирования высшей школы. В значительной степени это связано с тем, что ныне становятся востребованными в первую очередь конкурентоспособные выпускники, которые могут самостоятельно строить траекторию

своей профессиональной деятельности, умеют работать с большим объёмом информации, нестандартно мыслить, демонстрируют высокий уровень адаптивности к изменяющимся социальным условиям и запросам современного рынка труда, имеющие развитые коммуникативные навыки, способные к обучению на протяжении всей жизни, готовые к расширению управленческих функций и умеющие прогнозировать результаты своей работы. Теоретико-методологической основой исследования стало использование системного, структурно-функционального, экономико-социологического и ресурсного подходов. Системный подход – для ориентации и построения общего описания изучаемого феномена; структурно-функциональный – для анализа функциональности вторичной занятости, ресурсный – для конкретизации возможностей совмещения студентами обучения и работы. Доказано, что использование Хакатон-экосистем позволяет определить возможные результаты сочетания обучения и работы для социального и личностного развития студенческой молодёжи и выделения соответствующих функций их вторичной занятости. Среди показателей исследования – мотивы вторичной занятости студенческой молодёжи, оценка результатов трудовой деятельности как реализации ожиданий от занятости, оценка значимости имеющейся работы для овладения будущей профессией. Выявлена иерархия мотивов вторичной занятости студентов, где ключевую роль играют материальные мотивы, меньшую значимость имеют профессионально-ориентированные мотивы. Отмечена относительная устойчивость этой иерархии в последние годы и снижение значимости для работающих студентов раннего начала профессиональной карьеры. Обоснованы разграничения прагматических и профессионально ориентированных мотивов вторичной занятости студентов. Установлены достаточно высокий уровень реализации материальных ожиданий многих работающих студентов (как проявление ведущей экономической функции занятости студенческой молодёжи); определённая девальвация роли опыта вторичной занятости студентов как конкурентного преимущества в сфере социально-трудовых отношений; непроизводительность выполняемой работы для дальнейшей профессионализации большинства работающих студентов. В то же время результаты исследования подтверждают значимость влияния любой работы на формирование общей трудовой культуры у этой категории молодёжи. Раскрыта необходимость использования функций профессионализации в рамках вторичной занятости студентов, а также приведены практические рекомендации по её усовершенствованию. Результаты исследования имеют научно-практическое значение для дальнейшего развития теоретических положений и накопления эмпирических данных для улучшения качества работы образовательных учреждений и учреждений профессионального образования.

Ключевые слова: Хакатон-экосистема; вторичная занятость студенческой молодёжи; профессионализация; социальная интеграция.

Introduction. Structural changes in the youth labor market (H. Simon, D. Casado, M. Jose, C. Castejon, L. Juan, connected with its adaptation to transformations of economic conjuncture through changes of labor price and increasing deformation of employment [1], are directly reflected in integration of young generation (R. Hordosy, T. Clark, D. Vickers [2]) into the system of social and labor relations of society, actualizing the need to study the problems of employment (M. Chavan, L. Carter [3]) and labor activity of young people. In this regard, according to I. Gryshchenko, the specificity of the transitive state of Ukrainian society, due to the ongoing transformation of social institutions and practices should be taken into account [4]. Leading researchers note its significant characteristics: antinomy of social consciousness, manifested in the coexistence in society of opposite values and behavior models (T. Zhurko [5]); increasing risks of social integration of young people associated with its uncertainty, asymmetry and alternative orientation (W. Taylor [6]); increasing social distances between social strata and groups in society,

leading to tensions in social space and complicating social mobility (G. Yildizer [7]). The transitivity of social conditions makes dysfunctional manifestations of employment likely: the spread of informal and illegal employment, discrimination against workers' rights, etc., which can also affect the integration of young people into the social and labor sphere of society. Some scientists: G. Lopatenko [8], M. Riesener, C. Dlle, M. Kuhn [9], find the weakening of students' confidence in their position in the labor market, reduction in the scale of their secondary employment, increase in the number of those willing to work without a written employment contract and on unfavorable terms. At the same time, for modern Ukrainian society young people are a key resource both demographic (V. Scherbak, S. Arabuli [10]) and further social and economic development (N. Krakhmalova [11]), which makes it necessary for most young people to form productive experience of employment and labor activity, implementation of formed professional potential in labor activity.

In this context, it seems important to analyze the role of secondary employment for the life of student youth (I. Goncharenko [12]), their development of life plans and their implementation, vocational education and involvement in professional activities. Scientists (L. Hanushchak-Yefimenko [13]) are interested in the study of secondary employment of student youth due to the gradual expansion of this phenomenon and the ambiguity of its consequences for learning activities, development of professional competencies and professional involvement, social adaptation.

The purpose of this article is to propose a model for stimulating with the help of the Hackathon ecosystem the secondary employment of young people as a factor of professionalization and social integration. The modeling was carried out at Kyiv National University of Technologies and Design (KNUTD) in 2021.

Materials and methods. In our study, the main theoretical and methodological approaches to understanding the secondary employment of student youth are systemic, structural and functional, economic and sociological and resource-based. The use of the systemic approach to the subject of research allows us to focus on building a general description of the phenomenon under study, and to characterize its constituent elements. Application of structural-functional approach makes it possible to refer to the analysis of the relationship between these elements, to consider the functionality of secondary employment, its performance in terms of expectations realization, in the context of its role for professionalization and social integration of students. The resource approach allows us to specify the opportunities that combine study and work for students.

Along with this in theoretical and methodological plan we offer the author's approach to determine the possible results of combining study and work for social and personal development of student youth and identify the corresponding functions of the secondary employment of student youth on the basis of Hackathon ecosystem of the university. The motivation of student employment is also considered in correlation with their subjective assessment of the implementation in practice of these expectations.

The empirical basis of the study are the results of two sociological surveys of secondary students (students of educational institutions of higher and secondary vocational education, combining full-time education and work) in educational institutions of Kyiv region, we conducted in 2021 (N = 130 persons). The collection of empirical data was carried out by handout questionnaire; the survey was conducted at the place of study of the respondents.

The methodology of the surveys reflects the conceptual provisions of the study and contains identical indicators, which allows for a correct comparison of data in repeated surveys. The measured indicators include motives of secondary employment of student youth, evaluation of employment results as a realization of employment expectations, evaluation of the significance of current work for mastering future profession.

Results and discussion. As the results of the 2021 survey show, for the majority of students who combine study and work, the key motive for employment is the desire to acquire financial independence and earn their own money. About a third of them are motivated to work as an opportunity to provide financial assistance to their parents. A minor part of students is forced to work because of the need to obtain additional funds to pay for vocational training (Table 1).

Analyzing the motivation of students' secondary employment in dynamics we can talk about two of its features. Firstly, there is a relative stability of the hierarchy of motives with the leading importance of material, or economic, motives and somewhat less importance of professional motives, i.e. focused on professionalization. Secondly, there is a decrease in the proportion of students who, starting to work during their studies, aspire to an early start in their professional career.

Table 1

Motives for secondary employment of student youth, in % of the number of respondents

Answer options	2021
The desire to be financially independent, to have their own money	78,0
The need to gain work experience for further employment	32,0
Desire to help parents financially	28,7
Desire to occupy my free time	27,3
Need to develop one's abilities	22,7
Desire to gain professional experience in order to shorten the period of adaptation to work	29,3
A wish to start a professional career as early as possible	20,0
Desire to expand their knowledge and acquire general cultural and professional skills	22,7
Desire to enlarge the circle of acquaintances	8,0
Desire to create a business	22,3
Need to pay for studies	4,3
Desire to get acquainted with different types of work during studies and to choose the one that is more suitable for the role of a permanent job	20,0
A spiritual need for work	9,3
Other ("for the family budget with my husband", "need to provide for my daughter", "current life situation (birth of a child)"; ("need to pay for a second higher education"))	0,7
Total	284,3

Given the high prevalence of material and professional expectations of employment among working students, it seems important to compare the motives of secondary employment of students and the opportunities that work has opened for them, as well as to consider the extent to which expectations of work activities were able to be realized in practice. At the same time, it is of particular research interest to answer the question of what role, in the opinion of the secondarily employed students, their work experience has for their further professionalization and professional adaptation.

Here it should be noted that the literature uses the expression "corridor of opportunity" to comprehend social phenomena and processes, which refers to the benefits that a particular social practice provides. Based on the specifics of labor activity and special social status of working students, we have presented the so-called corridor of opportunities opening up for student youth through secondary employment. Within it, individual "benefits" are grouped into two conditional categories: social, including economic and professional opportunities, and opportunities for personal development.

Possible social gains for students from inclusion in labor and employment include:

- acquaintance with the content of the profession, inclusion in the professional community, establishment of business connections (exposure to the profession and professional community; the opportunity to communicate with colleagues, more experienced and qualified specialists);

- formation and improvement of professional competences, knowledge and skills (ability to carry out the work competently and qualitatively, development of knowledge in the profession);
- gaining competitive advantages in future employment, professional adaptation and career building (advantage over other graduates with no work experience in future employment; possibility to join the workforce faster than other graduates after graduation or to move up the career ladder faster);
- gaining material independence, gaining a source of livelihood (the ability to have your own money).

The expected opportunities for the development of young people's personal potential in the process of working life can be considered:

- self-knowledge of oneself and one's potential (discovering one's abilities and possibilities for oneself);
- social self-determination (awareness of one's social position in society);
- development of general cultural competences, significant for goal-setting and achieving goals, constructing one's life path (ability to plan one's life, set life goals; ability to choose the necessary means to achieve one's goals);
- development of significant personal qualities, including those necessary in professional activity (formation of personal qualities necessary for the employee: responsibility, discipline, etc.)
- self-realization (the opportunity to realize one's interests and aptitudes).

Assessing the role of work for achieving the goal of material independence and personal money, at the moment most of the working students (69.3%) note that work activity is a source of their own money (Table 2).

Table 2

Students' opinion about the impact of their work activity on their social empowerment and development of personal potential, in % of the number of respondents

Answer options	2021
The possibility of having your own money	69,3
Discovering my own abilities and opportunities	45,3
The ability to plan one's life and set life goals	36,0
Ability to realise one's interests and aptitudes	30,0
The chance to join the workforce more quickly after graduation (in comparison to other graduates) or to advance more quickly in their careers	13,3
Development of the personal qualities necessary for the employee (responsibility, discipline, etc.)	33,3
Awareness of one's social position in the society	18,0
Ability to professionally and qualitatively perform one's work, knowledge of the profession	24,7
Opportunity to communicate with colleagues, more experienced and qualified specialists	24,0
Joining the profession and the professional community	31,3
Ability to choose the right means to achieve one's goals	16,0
an advantage over other graduates without work experience in pursuing other occupations	10,0
Other ("opportunity to live independently of parents"); ("communication with different people in different situations", "maintaining practical experience", "tiredness, lack of sleep")	2,0
The work did not give anything.	0,7
Total	354,0

If we consider the overall assessment of working students' opportunities for personal potential development, which work activity opens for them, for the greatest number of this category of young people work becomes a source for self-discovery of themselves and their potential,

provides opportunities for the development of general cultural competencies, significant for goal-setting and goal achievement, constructing life path, formation of in-demand personal qualities. Our attempt to identify and analyze social and personal acquisitions of students from work activity allows us to characterize the functional aspects of their secondary employment, considering it as a factor of professionalization and social integration of modern youth. As the analysis of our survey data showed, many students engaged in economy note that work opens such opportunities for them as formation and improvement of professional competences, knowledge and skills; development of personal qualities necessary in professional activity; as well as acquaintance with the content of profession, inclusion in professional community, establishment of business connections; obtaining competitive advantages in further employment, professional adaptation and career building. These opportunities related both to the content aspects of professional and labor activity and to its formal aspects, in general, according to the assessments of this part of students, contribute to their professional adaptation and increase their competitiveness in the labor market.

Based on our position in the issue of determining the possible results of combining study and work for the social and personal development of student youth, we propose to distinguish the following functions of the secondary employment of students.

Socially:

- socio-economic, expressed in obtaining income and achieving material independence, the latter allows us to expand the designation of this function and use its definition as socio-economic (and not only economic);

- professionalization, connected with initiation to a profession and professional activity, professional community, as well as with the development of professional knowledge and competences, formation of professional competence;

- strengthening of competitiveness, which implies obtaining competitive advantages in employment, performance of labor functions and career growth in comparison with other students and graduates.

Personally:

- the function of self-knowledge, self-determination and self-realization, manifested in the discovery of their abilities and potential, their realization, awareness of their social position and status;

- personal development and improvement of personal potential, which is associated with the development of significant personal qualities and general cultural competences of goal-setting and goal-attainment, construction of their life path.

We believe that our proposed range of functions of student youth secondary employment related to its impact on the livelihood of this category of young people does not exhaust all its functional manifestations and can be supplemented in subsequent scientific developments. At the same time, our approach allows us to consider the aspects of students' combination of study and work, related to the identification of the role of student youth's secondary employment for their professionalization and social integration, which are significant for the author's study.

Conclusion. Thus, the results obtained in our study allow us to present the ambiguity of the role of secondary employment for the development of personal potential, social and professional adaptation of modern student youth. On the one hand, the implementation of material expectations with priority, the formation of ideas about the relationship between labor subjects, etc. are significant socio-economic and personal acquisitions for the majority of working students. On the other hand, the opportunities for professionalization and building their professionalism in the process of combining study and work remain unrealized for the majority of students employed in the economy. In this regard, today we can talk about the significant impact of the secondary employment of students on the formation of their general working culture and the need to

strengthen its function of professionalization, which will contribute to the development of professional culture of this category of young people.

The results of our research related to the development of the sociological concept of youth integration into the sphere of labor and employment, presented in this paper, contribute to the development of theoretical ideas and the accumulation of empirical data in the field of economic sociology and sociology of labor, sociology of youth. We have made an attempt to correlate expectations from student employment with the achieved results, to determine its potential for social and personal development of students and identify a number of its functions: socio-economic; professionalization; strengthening competitiveness; self-knowledge, self-determination and self-realization; personal development and improvement of personal potential. It also seems important to justify the differences between pragmatic (gaining any work experience, finding the most suitable job) and professionally-oriented (accumulation of professional experience, development of professional competencies, etc.) motives of students' secondary employment.

References

Література

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