

**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**

UDC 336:377

УДК 336:377

**M. M. Tripak**, Candidate of Economic Sciences,  
Associate Professor,  
**N. S. Shevchuk**, Postgraduate Student

**М. М. Тріпак**, к. е. н.,  
доцент,  
**Н. С. Шевчук**, аспірант

**THE PARADIGM OF INCLUSIVE ECONOMIC  
SOCIALIZATION OF HUMAN CAPITAL  
IN MODERN CONDITIONS**

**ПАРАДИГМА ІНКЛЮЗИВНОЇ ЕКОНОМІЧНОЇ  
СОЦІАЛІЗАЦІЇ ЛЮДСЬКОГО КАПІТАЛУ  
В СУЧАСНИХ УМОВАХ**

**Urgency of the research.** One of the key aspects of the humanitarian policy of the modern country is inclusive education, which today is gradually entering the Ukrainian educational environment, so the problem of professional socialization of people with disabilities in the socio-cultural and socio-economic environment is extremely relevant.

**Target setting.** Professional socialization of persons with disabilities is an extremely important task of society for the real provision of the right to affordable and quality education in order to implement their life plans for further employment.

**Actual scientific researches and issues analysis.** Well-known scientists have made a significant contribution to the study of economic and professional socialization: V. Andriienko, O. Vasylyk, L. Vyhotskyi, V. Davydova, P. Koval, N. Lukashevych, Y. Lysenko, O. Navrotskyi, K. Pavliuk, F. Filipov, A. Shevtsov, L. Shypitsyna.

**Uninvestigated parts of general matters defining.** The vast majority of scientific research states problems with the scientific and practical organization of inclusive education. This situation contributed to the search for a scientific and organizational model of an inclusive environment for higher education as a mechanism of systemic professional socio-psychological socialization.

**The research objective.** The main task of this work is to take measures to find a scientifically sound model of the organization of an inclusive environment of higher education as a mechanism of systemic professional socio-psychological socialization in accordance with the theory of human capital.

**The statement of basic materials.** The article considers from the economic point of view the multifaceted process of professional inclusive socialization of society with disabilities in the system of higher education of Ukraine.

**Conclusions.** The importance of inclusive professional socialization of the subject of society with disabilities in the creation of human, intellectual capital on the basis of special national institutions of higher education in Ukraine is determined.

**Keywords:** socialization; professional socialization; human capital; intellectual capital; inclusive education.

**DOI:** 10.25140/2410-9576-2020-1(20)-28-35

**Urgency of the research.** One of the key aspects of the humanitarian policy of the modern country is inclusive education, which today is gradually entering the Ukrainian educational environment, so the problem of socialization of people with disabilities in the socio-cultural and socio-economic environment is extremely relevant.

**Актуальність теми дослідження.** Одним із ключових аспектів гуманітарної політики сучасної країни є інклюзивна освіта, яка на сьогодні поступово входить у українське освітнє середовище, відтак проблема професійної соціалізації осіб з інвалідністю у соціокультурне й соціально-економічне середовище є надзвичайно актуальною.

**Постановка проблеми.** Професійна соціалізація осіб з інвалідністю є вкрай важливим завданням суспільства з реального забезпечення права на доступну і якісну освіту з метою реалізації ними життєвих планів щодо подальшого працевлаштування.

**Аналіз останніх досліджень і публікацій.** Вагомий внесок у дослідження економічної і професійної соціалізації зробили відомі науковці: В. Андрієнко, О. Василик, Л. Виготський, В. Давидова, П. Коваль, Н. Лукашевич, Ю. Лисенко, О. Навроцький, К. Павлюк, Ф. Філіпов, А. Шевцов, Л. Шипіцина.

**Виділення недосліджених частин загальної проблеми.** Переважна більшість наукових досліджень констатують проблеми стосовно наукової та практичної організації інклюзивної освіти. Така ситуація сприяла пошуку науково-організаційної моделі інклюзивного середовища вищої освіти як механізму системної професійної соціально-психологічної соціалізації.

**Постановка завдання.** Головне завдання цієї роботи є проведення заходів щодо пошуку науково-обґрунтованої моделі організації інклюзивного середовища вищої освіти як механізму системної професійної соціально-психологічної соціалізації відповідно до теорії людського капіталу.

**Виклад основного матеріалу.** У статті розглянуто з економічної сторони багатогранний процес професійної інклюзивної соціалізації соціуму з інвалідністю у системі вищої освіти України.

**Висновки.** Визначено важливість інклюзивної професійної соціалізації суб'єкта соціуму з інвалідністю у створенні людського, інтелектуального капіталу на підґрунті спеціальних загальнодержавних закладів вищої освіти України.

**Ключові слова:** соціалізація; професійна соціалізація; людський капітал; інтелектуальний капітал; інклюзивна освіта.

---

**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**

---

**Target setting.** In recent years, the number of people with disabilities in Ukraine has been growing steadily. According to the State Statistics Service, at the beginning of 2018 the number of people with disabilities in social services in the bodies of labor and social protection is 2.6 million people, including children with disabilities under 18 years of age, 159 thousand people, and is about 6% of the total population of Ukraine [11, p. 63].

The adaptation of people with disabilities to society today is a problem for any state, on the one hand - it is an economic burden, on the other - human capital, as, of the total number of people with disabilities, almost half are people of working age who need of employment.

Ukraine's integration into the world economic space, the signing of the Association Agreement between Ukraine and the European Union contributed to the implementation in the Ukrainian legislative field of European norms on the rule of law, good governance, and the promotion of sustainable development. Ukraine is a democratic state, so it must ensure the right to realize the personal potential of people with disabilities, primarily to improve himself social status, and most importantly, full integration into society to be realized and useful to society, to feel its full members.

Adoption of a number of legal acts by public authorities, developed a number of social programs of various scales for the development of inclusive education to organize access of young people with disabilities to educational institutions, but in Ukraine there is a problem in providing educational services for people with limited mobility, which are not able to move without additional means. Due to the lack of adequate funding, there is a difficulty in rebuilding the premises of educational institutions in accordance with the norms and standards established by current legislation of Ukraine. This situation requires changes in the legislative field that regulates the redistribution of budget funding and will help solve the difficulties of inclusive education in Ukraine.

Today it is economically profitable and expedient for the state to invest in human and intellectual capital, instead of direct monetary expenditures on social services. Having a disability does not always mean giving up employment and career. Whether the deterioration is due to accidental injury, neuromuscular disease, or birth defect, it is not an obstacle to building a satisfying professional life.

Therefore, inclusion should be considered as a profitable direction of social investment in human and intellectual capital which is the basis of sustainable development of the country.

Social investment in inclusion should be seen as a reform aimed at eliminating the social isolation of the vulnerable category of people, which is the result of a negative attitude towards diversity. In such circumstances, it is advisable to take measures to find a scientifically sound model of the organization of an inclusive environment of higher education as a mechanism of systemic professional socio-psychological socialization in accordance with the theory of human capital on the basis of universities of general importance.

**Actual scientific researches and issues analysis.** Well-known scientists have made a significant contribution to the study of economic and professional socialization of people with disabilities on the basis of inclusive education: V. Andriienko, O. Vasylyk, L. Vyhotskyi, V. Horodianenko, V. Davydov, V. Zhuravskyi, P. Koval, N. Lukashevych, Yu. Lysenko, O. Navrotskyi, K. Pavliuk, F. Filipov, A. Shevtsov, L. Shypitsyna V. Shpotenko, M. Yastrubskyi. However, we consider it necessary to consider the functioning of the financial and economic mechanism of systemic professional and financial and psychological inclusive socialization in the formation of a sound model of reforming inclusive education.

**Uninvestigated parts of general matters defining.** The vast majority of scientific research states problems with the scientific and practical organization of inclusive education. This situation contributed to the search for a scientific and organizational model of an inclusive environment of higher education as a mechanism of systemic professional socio-psychological socialization in accordance with the theory of human capital.

**The research objective.** The main task of this work is to take appropriate measures to find socio-economic and financial-psychological mechanisms of socialization of human capital on the basis of inclusive universities of national importance.

**The statement of basic materials.** Saimon Kuznets, an American economist and Nobel laureate in economics, pointed out in the last century that human capital must be accumulated for a scientific

---

**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**

---

and technological breakthrough in the country. He writes: "Hidden extremely high level of capital accumulation due to a significant expansion of human capital relative to physical capital" [1]. The main components of human capital are: natural abilities, talents, intelligence, health, knowledge, skills, spirituality, culture, etc. Today there is a rethinking of the role of man as a key factor in increasing competitive advantages for the national economy, human creativity, in contrast to other types of resources. The role of education is growing. Educational institutions provide knowledge, skills, and, most importantly, the socialization of the individual. Socialization through education and upbringing is a process of full integration of persons with disabilities into society with the maximum preservation of their employment and faith in their own strength. Thus, thanks to inclusive educational institutions, there is an investment in students on the one hand, on the other hand there is an integrated process of professional socialization and socio-psychological adaptation.

We completely agree with prof. M. Rozhkov, who considers socialization on the one hand as a social adaptation with active device of the personality to the social environment, on the other hand as a social autonomy with personal resilience to it with the implementation of its own "I-concept" [10; 15].

V. Sukhomlynskyi, considering the social formation of the individual, formulated the thesis that "In man, his human traits are formed only because from the first breath of his life he is a social being. The social essence of man is manifested in his relations, relationships with other people" [12].

The institutional mechanism of socialization functions in the process of human interaction with the institutions of society and various organizations that are specially created for its socialization and indirectly implement educational functions, in parallel with their other functions. Thus, the socialization of inclusive institutions in the global economic system is considered by French institutionalists R. Boyer, E. Brousseau, A. Caillé, O. Favereau and others [3, p. 18]. According to them, the program task in the field of modern economics is to create institutional political economy. One of its most significant problems, according to scholars, is to find criteria for institutional change to identify institutional elements that need to be fully preserved and those that need to be drastically changed. According to R. Buaiie and his colleagues, the differences between non-standard and unorthodox schools of economic theory are much less principled than the obvious unity of views. Only within the framework of institutional political economy do the various schools of unorthodox economic thought have the opportunity to be well aware of their potential unity and to find a common platform [3, 18]. A characteristic feature of the methodology of institutionalism is to take into account the intertwining of economic institutions with political, legal, social, ethical and other norms and the revival of an integrated approach and analysis of the interpenetration of these institutions.

For example, among the important concepts for countries with emerging markets, in conditions of uncertainty, should be singled out the study of the relationship between ownership and management decision-making processes based on public-private partnership.

Thus, attempts to create programs of socio-economic development, based on theories that have already exhausted themselves, are unlikely to succeed. Thus, the role and importance of theories of institutional-evolutionary direction, including theories of non-institutionalism, is growing.

Many researchers express contradictory views on the processes of globalization: in terms of either the progressive stage of improving democracy and market relations, or the uncertain, negative components of supranational regulation of social progress.

However, no one doubts that the time has come for various manifestations of a different type of political and socio-economic world order. However, the general manifestations of imbalances of economic systems at the micro, macro, meso and mega- metalevels can be considered as consequences of institutional failure or immaturity of the relevant economic agents.

With the beginning of the XXI century. the world has really entered the global future, but humanity has been unprepared to answer the main questions of today: where is the world going, what will globalization, various world crises and pandemics lead to?

In our opinion, to ensure sustainable development, the formation of a holistic ethical environment in Ukraine, the determining factors are personal factors - professional competence, professionalism and high morality of politicians, officials, cultural and sports figures, leaders and businessmen. Therefore, professional socialization in terms of socio-educational inclusion is the most important approbation

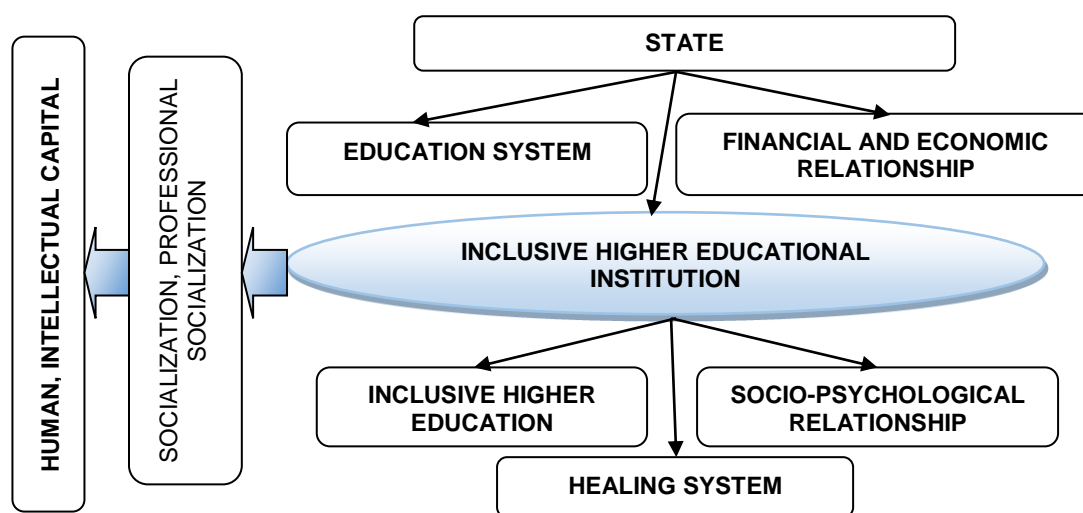
**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**

process people with disabilities in the socio-economic sphere of society, the formation of socio-economic, environmental thinking, practical skills of professionalism, which is closely linked to the internalization of values new modern reality.

Institutional professional socialization is introduced through the socio-economic mechanism of functioning of special higher educational institutions of national importance.

In addition, we draw attention to the fact that the process of educational professional socialization in terms of inclusion covers the entire specific path of formation of personal potential of the student, including the psychological aspect of education of moral, spiritual, cultural relationships of students.

Schematically, we can imagine the mechanism of formation of human, intellectual capital on the basis of professional socio-psychological socialization through inclusive higher education that integrates financial, economic, socio-psychological and moral relations and is in the legal field of education in Ukraine. (Pic. 1).



**Pic. 1. Economic model of formation of human, intellectual capital on the basis of socialization with the help of inclusive universities of national importance**

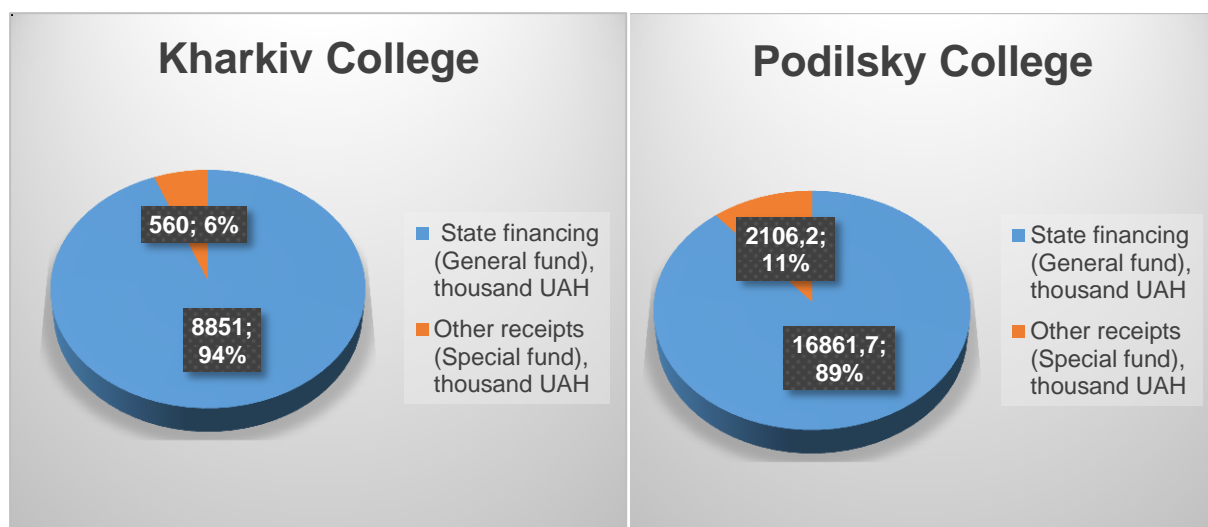
*Source:* built by the authors on the basis of their own research

Today in Ukraine the state budget is a priority source of funding for higher education. The procedure for forming and placing a state order for the training of specialists is determined by the regulations of Ukraine under the joint control of the Ministry of Education and Science and the Ministry of Economic Development, Trade and Agriculture. The estimate of higher education institutions is formed mainly at the expense of budget funds and funds from other sources, including payment for services rendered in accordance with functional powers, economic activity, rent, grants. The amount of funding for educational institutions varies depending on the availability of budget funds, the form of ownership of the educational institution, adequate state policy in the field of higher education, the rate of economic growth of the state, etc.

Podilsky Special Educational-Rehabilitation Social and Economic College and Kharkiv State Social-Economic College are the only special inclusive educational institutions of national importance where the possibility of professional socio-psychological socialization of persons with disabilities is realized.

The total amount of funding for colleges is carried out in terms of expenditures for the general and special fund in accordance with the state budget of Ukraine. Consider the revenues of higher education institutions in 2019 (Pic. 2).

**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**



**Pic. 2. The structure of financial revenues of inclusive colleges for sources in 2019**

Sources: built by the authors on the basis of [13]

Thus, in 2019, UAH 16,861.7 thousand was allocated from the state budget for the training of specialists at the Podolsk Special Educational and Rehabilitation Socio-Economic College. and 2106.2 thousand UAH. the college earned on its own, with a contingent of 422 students. The average state expenditure per student amounted to UAH 39.96 thousand. The cost per student is not high, given the special needs of the contingent and the cost structure of economic activity. Revenues of Kharkiv State Socio-Economic College from the state budget make up 8851 thousand UAH. independent earnings - 560 thousand UAH. with a contingent of 147 students, the average state expenditure per student - 60.21 thousand UAH. [13]. It should be noted that, using the capacity of educational institutions in full, the amount of costs per student is reduced. At the same time, there is no state mechanism that would facilitate the realization of the opportunities for people with disabilities to be sent to study.

The main items of expenditure of inclusive institutions today are: salaries with accruals to scientific and pedagogical, pedagogical, economic, medical staff; medicines and dressings, disease prevention and care; materials and inventory; payment for utilities; food, dietary food; scholarships; and other costs. The cost structure fully corresponds to the investment portfolio focused on human capital formation. Please note that the most important investment flows into human capital are investments in education and health. If a complete general secondary and vocational education increases the level and stock of knowledge, improves their quality, then higher education contributes to the formation of highly qualified specialists with accumulated baggage of culture, work ethic, experience, ability to solve problems of a more complex level. Increasing the stock of special and special knowledge, professional skills provided by higher education to persons with disabilities, allow her to receive additional income. Successful realization of the opportunities of the above-mentioned persons on the labor market requires a satisfactory state of health.

Health is an extremely important component of human capital, the universal value of humanity, an indicator of sustainable development and an indicator of the level of activity of the country's health care system. Improving the health of the population is a priority for any country. The strategic health policy is to increase the availability of health care for all categories of citizens. Currently, inclusive institutions of higher education, in addition to social and psychological socialization, provide full-fledged round-the-clock medical care, which is provided by state guarantees, as evidenced by the estimate of revenues and expenditures of educational institutions. And most importantly, in inclusive educational institutions in order to ensure a high level of health culture in students, in the process of educational work instilled behavioral models of healthy lifestyles, students' attitudes to their health, with the formation of skills. It should be noted that inclusive institutions of higher education are



---

**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**

---

exclusively within the of authority of the Ministry of Education and Science with all the ensuing consequences, including funding. At present, inclusive institutions need to implement a number of modern programs and measures for health care, various types of rehabilitation and other assistance in the form of modern rehabilitation equipment from the Ministries of Health and Social Policy of Ukraine for more meaningful human capital and rational use of budget resources.

The efficiency and rationality of spending funds on the formation of human capital in inclusive higher education institutions is determined by the degree of usefulness of graduates for society. Thus, in political, socio-economic instability, deteriorating employment conditions, exacerbation of the situation in local labor markets, the imbalance between supply and demand in the labor market - 80% of graduates according to inclusive higher education institutions are employed or continue their studies [13].

It should be added that the best productivity results are achieved in the synergy of cooperation of all those involved in socio-psychological socialization in the formation of human capital, which contributes to better use and use of all resources available at the local level.

According to the theories of human capital, the rate of return can be calculated by the method of direct measurement of benefits and costs. Thus, the income from higher inclusive education for an individual is calculated as the difference between the income of those who have higher education and those who do not. People with disabilities who have received higher education will definitely have a higher income, because physical labor is at the limit of possibilities

The return on human capital at the macro level of the state is characterized by indicators: the level of functional literacy of the population; social productivity (VVP per capita); life expectancy; the number of employed and unemployed, their level; the amount of time worked per year; public (social) rate of return; volume and share of health care expenditures in VVP; average life expectancy; the level of morbidity of the population; costs of training / retraining programs and others.

Considering the effectiveness of inclusive colleges at the state level, we can confidently say that the work of institutions contributes to the improvement of each of these indicators, although at the state level institutions are lost, because in the Ministry of Education and Science only two, and implement their educational activities along with other educational institutions of the country.

As for the assessment of human capital itself, its measurement is currently difficult due to the lack of common approaches of scientists to the concept of "human capital", recognition criteria, evaluation methods, which makes it impossible to assess and, accordingly, make informed decisions based on it.

Thus, the formation, growth, preservation of human capital in the state are solved through the construction of favorable living conditions, study, rehabilitation and work. The quality of such conditions depends on the level of socio-economic development of the country, which is fully dependent on the successful economic activity of economic entities, the success of which, in turn, depends on the qualitative characteristics of human capital as a resource. Therefore, the problem of professional socio-psychological socialization in the system of inclusive institutions of higher education, reforms in this area, will be relevant in the future.

**Conclusions.** According to the results of the study, professional socio-psychological socialization of inclusive universities of national importance is a systemic process of human capital formation, which covers the whole specific way of forming personal potential, including both psychological aspects of education and culture of personal health. The expediency of functioning of inclusive institutions at micro and macro levels is economically substantiated.

The importance of inclusive professional social and psychological socialization of the subject of society with disabilities in the creation of human, intellectual capital on the basis of special national institutions of higher education in Ukraine is determined.

The model of formation of human, intellectual capital on the basis of professional social and psychological socialization of inclusive universities of national importance is represented.

**References**

1. Chapter: Simon S. Kuznets. (2001). *Biographical Memoirs: Volume 79*. (pp. 203-230). National Academy of Sciences. Retrieved from <https://www.nap.edu/read/>

**Література**

1. Simon S. Kuznets [ Electronic Resource] - Access Mode : <https://www.nap.edu/read/10169/chapter/13#226>.  
2. Андреева Г. М. Социальная психология : учеб.

**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**

10169/chapter/13#226 [in English].

2. Andreeva G. M. (2010). *Sotsialnaya psikhologiya [Social Psychology]*. Moscow: Artemovskaya pressa [in Russian].

3. Buaye R., Brusso E., Kaye A., Favro, O. (2008). K sozdaniyu institutsionalnoy politicheskoy ekonomiki [To the creation of an institutional political economy]. *Ekonomicheskaya sotsiologiya – Economic sociology*, 9(3), 17-24 [in Russian].

4. Kompaniets V. V. (2009). Tipizatsiya sotsialno-ekonomicheskikh sistem po eticheskomu kriteriyu. Kontseptsiya dukhovno-nravstvennoy sotsialno-ekonomicheskoy sistemy [Typization of socio-economic systems according to ethical criteria. The concept of spiritual and moral socio-economic system]. *Visnik ekonomiki transportu i promislivosti UkrDAZT – Bulletin of Transport Economics and Industry UkrDAZT*, 28, 262-272 [in Russian].

5. Levada Yu. A. (1970). *Sobranie sochineniy [Collected Works]*. Moscow: Nauka [in Russian].

6. Moskalenko V. V. (2005). *Sotsialna psikhologhiia [Social psychology]*. Kyiv: Tsentr navch. Literatury [in Ukrainian].

7. Mudryk A. V. (2004). *Sotsializatsii liudyny [Human Socialization]*. Kyiv: Tsentr navch. Literatury [in Ukrainian].

8. Mukhina V. (2007). *Vikova psikhologhiia. Fenomenologhiia rozvytku: navchannia studentiv universytetiv [Age psychology. Phenomenology of development: training of university students]*. Kyiv: Tsentr navch. Literatury [in Ukrainian].

9. Zakon Ukrainy "Pro Derzhavnyi biudzheth Ukrainy na 2019 rik": vid 13.12.2019, № 265-IX [Law of Ukraine On the State Budget of Ukraine for 2019" from 13.12.2019, № 265-IX]. (n.d.). [zakon.rada.gov.ua](https://zakon.rada.gov.ua). Retrieved from <https://zakon.rada.gov.ua/laws/show/265-20#n2> [in Ukrainian].

10. Rozhkov M. I. (1991). *Kontseptsiya sotsializatsii rebenka v rabote detskikh organizatsiy [The concept of socialization of the child in the work of children's organizations]*. Moscow: Akademiya [in Russian].

11. *Statystychnyy zbirnyk. Sotsialnyi zakhyst naselennya Ukrainy [Statistical collection. Social protection of the population of Ukraine]*. (2018). Kyiv: Derzhavna sluzhba statystyky Ukrainy. Retrieved from [http://www.ukrstat.gov.ua/druk/publicat/kat\\_u/2018/zb/07/zb\\_szn\\_2017.pdf](http://www.ukrstat.gov.ua/druk/publicat/kat_u/2018/zb/07/zb_szn_2017.pdf) [in Ukrainian].

12. Sukhomlynskyi V. O. (1976). *Vybrani tvory [Selected works]*. (Vols. 2). Kyiv: Rad. shkola [in Ukrainian].

13. Finansova zvitnist Podilskoho spetsialnoho navchalno-reabilitatsiynoho sotsialno-ekonomichnoho koledzhu ta Kharkivskoho sotsialno-ekonomichnoho koledzhu za 2018 rik [Financial statements of Podolsk Special Educational and Rehabilitation Socio-Economic College and Kharkiv Socio-Economic College for 2018]. (2017). [posek.km.ua](http://posek.km.ua). Retrieved from <http://posek.km.ua/images/stories/doc/statut.pdf> [in Ukrainian].

14. Shymkiv A. (2004). *Anhlo-ukrainskyi tlumachnyi slovnyk ekonomichnoi leksyky [English-Ukrainian explanatory dictionary of economic vocabulary]*. Kyiv: Vydavnychiy dim «Kyievo-Mohylianska akademiia» [in Ukrainian].

для вузов / Г. М. Андреева. – Москва : Артемівська преса, 2010. – 363 с.

3. Буайе Р. К созданию институциональной политической экономики / Р. Буайе, Э. Бруссо, А. Кайе, О. Фавро; пер. с фр. // Экономическая социология. – 2008. – Т. 9, № 3. – С. 17-24.

4. Компаниец В. В. Типизация социально-экономических систем по этическому критерию. Концепция духовно-нравственной социально-экономической системы / В. В. Компаниец // Вісник економіки транспорту і промисловості УкрДАЗТ. – 2009. – № 28. – С. 262-272.

5. Левада, Ю. А. Собрание сочинений / Ю. А. Левада. – М. : Наука, 1970. – 344 с.

6. Москаленко В. В. Соціальна психологія : підруч. [для студ. вищ. навч. закл.] / В. В. Москаленко. – К. : Центр навч. літератури, 2005. – 624 с.

7. Мудрик А. В. Соціалізації людини : навчальний посібник для студентів університетів: академії. / А. В. Мудрик. – К. : Центр навчальної літератури, 2004, – 304 с.

8. Мухіна В. Вікова психологія. Феноменологія розвитку: навчання студентів університетів. – К. : Центр навчальної літератури, 2007, – 640 с.

9. Про Державний бюджет України на 2019 рік [Електронний ресурс] : Закон України від від 13.12.2019 № 265-IX. – Режим доступу: <https://zakon.rada.gov.ua/laws/show/265-20#n2>.

10. Рожков М. Й. Концепция социализации ребенка в работе детских организаций / М. Й. Рожков. – М. : Академия, 1991. – 87 с.

11. Статистичний збірник. Соціальний захист населення України [Електронний ресурс] / Державна служба статистики України. Київ 2018. – 122 с. – Режим доступу: [http://www.ukrstat.gov.ua/druk/publicat/kat\\_u/2018/zb/07/zb\\_szn\\_2017.pdf](http://www.ukrstat.gov.ua/druk/publicat/kat_u/2018/zb/07/zb_szn_2017.pdf).

12. Сухомлинський В. О. Вибрані твори : в 5-ти т. / В. О. Сухомлинський. – К. : Рад. школа, 1976. – Т. 2. – 670 с.

13. Фінансова звітність Подільського спеціального навчально-реабілітаційного соціально-економічного коледжу та Харківського соціально-економічного коледжу за 2018 рік.

14. Шимків А. Англо-український тлумачний словник економічної лексики. – К. : Видавничий дім «Києво-Могилянська академія», 2004. – 429 с.

Received for publication 30.04.2020

---

**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**

---

**Бібліографічний опис для цитування:**

Тріпак М. М., Shevchuk N. S. The paradigm of inclusive economic socialization of human capital in modern conditions. *Науковий вісник Полісся*. 2020. № 1(20)., С. 28-35.

**Тріпак Мар'ян Миколайович** кандидат економічних наук, доцент, викладач кафедри фінансів, економіки та економічної кібернетики, директор Подільського спеціального навчально-реабілітаційного соціально-економічного коледжу;  
<https://orcid.org/0000-0001-6924-5469>;  
ResearcherID:AAH-8615-2019;  
E-mail:tmm.75@ukr.net;

**Тріпак Маріан Миколайович** Candidate of Economic Sciences, Associate Professor, Lecturer at the Department of Finance, Economics and Economic Cybernetics, The Headmaster of Podilsky Special Educational-Rehabilitation Social and Economical College;  
<https://orcid.org/0000-0001-6924-5469>;  
ResearcherID:AAH-8615-2019;  
E-mail:tmm.75@ukr.net;

**Шевчук Наталія Станіславівна** аспірант відділу обліку і оподаткування, Національний науковий центр «Інститут аграрної економіки», викладач кафедри обліку і оподаткування, керівник Фахового коледжу Подільського спеціального навчально-реабілітаційного соціально-економічного коледжу;  
<https://orcid.org/0000-0002-4223-3174>;  
ResearcherID:AAH-8611-2019;  
E-mail:shievchuk.n@ukr.net;

**Shevchuk Nataliia Stanislavivna** Postgraduate student, National Science Center "Institute of Agrarian Economics", Lecturer at the Department of Accounting and Taxation, Head of the Special College of Podilsky Special Educational-Rehabilitation Social and Economical College;  
<https://orcid.org/0000-0002-4223-3174>;  
ResearcherID:AAH-8611-2019;  
E-mail:shievchuk.n@ukr.net.