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## **Civic component of university financial, entrepreneurial and innovative education in China: positive experience for adaptation in Ukraine**

**Abstract.** The civic component of university education, including economic, financial, entrepreneurial and innovative education, in the conditions of the general degradation of the citizenship institution, military challenges and the need for post-war reconstruction of the country as a democratic one and on an innovative basis, acquires special relevance for Ukraine. The object of the study is systemic civic education in Chinese universities and the implementation of the civic component in economic, financial, entrepreneurial and innovative education.

**Problem statement.** The problem lies in the lack of systematic university civic education in Ukraine. Basic civic education is not compulsory for all specialties. The civic component is not integrated into professional educational disciplines. It leads to a utilitarian approach, as a result, students focus only on the economic benefits of future activities, and not on the public benefit.

**Unsolved aspects.** In Ukraine, all the main aspects are unresolved today. There is no state strategy for the development of civic education, including university education. Universities do not fulfill the mission of educating civic competences at the elitist level in the potential elite. In many university education programs, the disciplines for basic civic education are absent. The civic component is not actually integrated into professional education.

**The purpose of the article** is to study the Chinese experience of systemic civic education and the integration of the civic component into economic, financial, entrepreneurial and innovative education; determination of opportunities for adapting the Chinese experience in Ukrainian universities in order to educate a responsible citizen-specialist.

**Basic material.** The article analyzes the content of scientific works of American and European authors who investigate the causes of the degradation of citizenship institution as a result of the destruction of university civic education. The normative framework of civic education in Chinese universities has been studied. The ways of integrating the civic component into economic, financial, entrepreneurial and innovative education have been analyzed. The economic and social effects of the introduction of the civic component into professional economic, financial, entrepreneurial and innovative education in Chinese universities are shown. The possibilities of adapting the Chinese experience for the implementation of systematic civic education in Ukrainian universities, for the integration of the civic component into professional training in the fields of finance, entrepreneurship and innovation have been determined.



**Conclusions.** The results of the study show that systematic civic education in universities should be implemented in accordance with the state development strategy and realize the goal of educating a specialist-citizen. In Ukraine, it is essential to develop a state strategy for the development of civic education. A separate component of this strategy should be systematic university civic education aimed at forming elite-level civic competences among the potential elite. In addition, the civic component must be integrated into professional training, in particular into economic, financial, entrepreneurial and innovative training. Special attention should be paid to the training of university teachers in order to form particular knowledge and skills regarding the inclusion of the civic component in professional disciplines.

**Key words:** *civic and political education, entrepreneurial and innovative education, strategy, systematicity, institution of citizenship, degradation of citizenship, social responsibility, specialist citizen.*

**JEL Classification:** A13

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**Introduction.** Currently the issue of introducing not only universal civic education in universities, but also the integration of the civic component into professional training is at the center of modern approaches to the modernization of university education. The western universities have mostly lost their universality corresponded to the Humboldt University's idea of combining education, science and citizen education. At its core, a university is not only a professional institution. Moreover, it is not even just the institution of educating a critically thinking, moral and responsible citizen. The main mission of the university is to form an intellectual elite layer, whose representatives will implement, and in the future, form a strategy for the development of society and the state, determine social values and guidelines. Any specialist can be professionally competent but socially irresponsible without civic education, like an engineer who creates harmful technologies or an entrepreneur who ignores the social consequences of business. Therefore, basic university civic education should be universal, independent of profession. Such a vision is increasingly established in Western discourse.

China demonstrates a vivid example of how the state strategically and systematically integrates the civil and political component into university education, including professional training. The Chinese model of crosscutting civic education, in our opinion, provides opportunities and shows ways to solve the problems that caused the degradation of citizenship and the crisis of the western democracy. For Ukraine, as a state undergoing systemic transformations in the absence of clear state strategies, China's experience in developing a strategy for systematic civic education in universities is advantageous and in many aspects acceptable for adaptation. We consider the formation of universities as institutions of citizenship, as agents of democratic socialization and democratic development, drivers of social stability, one of the prerequisites for our country to recover and embark on the path of development of an effective and stable democracy, and not to introduce the products of its destruction.

**Literary review.** According to the purpose and object of our study, it is advisable to carry out the review of literary sources not only in the plane of analysis of the Chinese model of civic/political education and patriotic education of student youth, which really demonstrates a number of advantages in the Chinese model of meritocracy. It is also worth understanding the main reasons for the degradation of citizenship in the western democracies as one of the key prerequisites for the crisis of democracy, identifying those educational strategies and means that are effectively used in China and that can be and should be adapted to improve and strengthen modern democracies. First of all, to build an effective and stable democracy in Ukraine.

Deneen Patrick J. explores the causes, including educational ones, and consequences of citizenship degradation in modern democracies [1, p. 160-183]. A group of authors investigates the problems of falling interest in politics and citizen participation in political life, justifies the need to

reconsider democracy [2], and reveals the educational prerequisites and reasons for the formation of «silent citizenship» and the growth of marginality [3]. The particular attention is paid to the analysis of how the reduction of the state's role in educational services undermines the institution and models of citizenship, causes a feeling of solidarity loss and deepens social inequality [4]. Zelinka Josef, Marcelo Parreira Du Amaral, Benasso Sebastiano, Koenig Josef emphasize that the approach to citizenship is becoming increasingly subjective, as a result citizens become more and more «good, worthy performers of roles» and emphasize the role of education, including university education in cultivating citizenship [5]. Piero Dominici raises the problem of the challenges for education posed by the crisis of classical citizenship and the concept of global citizenship. «Global citizens», instead of real participation in politics, have only the illusion of participation. Therefore, education should not only prepare cognitively for public participation, but also provide practical mechanisms to avoid simulation and simulacra [6]. Marta K. Nussbaum, Henry Armand Giroux, Michael J. Sandel study the educational causes of the crisis of modern the democracy [7,8,9].

The necessity to develop an effective model of Chinese civic education that would correspond to the state's development strategy has adapted the best practices, minimized the disadvantages of Western educational systems and actualized the need to compare different educational models. Chinese researchers Di Wang and Risheng Zhong identify the main differences between civic/political education in the universities of the USA and China [10]; Zou Fangming justifies the key mission of Chinese universities to perform two main functions such as professional training and civic socialization [11]; Du Xiaoxin identifies the role of the university elite – teachers – as curators of civic/political education and socialization [12].

Jie Zeng argues for the education of future economists and financiers of corporate social responsibility (CSR) as one of the key tasks of introducing the civic component into professional economic and financial education [13]. Jun Lu, Wengui Li, Wei Huang show that companies with high CSR indicators show higher profitability, better withstand systemic crises. They emphasize that university education in the fields of economics and finance should train specialists who understand how the social responsibility of a particular enterprise is integrated with the political and economic environment [14]. Xiangyu Chen and Peng Wan analyze a sample of companies listed on Chinese stock exchanges, find a positive correlation between the level of social trust in the region and the CSR activity of enterprises. On the basis of research, prove that understanding the institutional environment, especially in emerging market countries, should become part of the professional training of economists and financiers [15].

Yan Wang and Zhazhan Yan justify the need to integrate university civic/political education and socialization with innovative and entrepreneurial training of students, subordinating the second one to the first [16]. Miao Li substantiates ways to combine civic and entrepreneurial education in educational programs and curricula to improve students' professional ethics and social responsibility [17]; Jing Qiao analyzes the current state of civic education integration with entrepreneurial and innovative education, justifies the need to improve the educational model towards greater openness and diversity [18].

**The purpose of the study** is to identify the interrelationships between the crisis of modern democracy and the degradation of university civic education; to analyze the Chinese experience of systematic integration of civic education, in particular in entrepreneurial and innovative programs and specialties; to identify opportunities for adapting the Chinese experience in Ukrainian universities in order to educate a responsible citizen and specialist.

**Research tasks.** To determine the essence and causes of the crisis of modern democracy in the context of the civic culture degradation and the role of universities in its revival. To determine the main factors of the civic education destruction in universities in Western and Ukrainian contexts. To study the Chinese model of civic education in universities as a strategic and systematic state policy for training a citizen-specialist. To show the peculiarities of the civic component integration into entrepreneurial and innovative education in Chinese universities. To show the

economic and social effect of the civic component integration into entrepreneurial and innovative education. To evaluate the effectiveness of Chinese approaches to combining professional, innovative and civic education and identify opportunities for adapting the Chinese experience to Ukrainian conditions, taking into account democratic values. To develop recommendations for the implementation of systematic civic education and the integration of the civic component into entrepreneurial and innovative education in Ukrainian universities for the education of a citizen in a democratic state, a socially responsible specialist in the field of business and innovation, for the formation of a potential national and industry elite.

**Research methods.** The study used dialectical, systemic, comparative, content-analytical, structural-functional and prognostic methods.

**Results.** The contemporary scholars of democracy and the causes of its crisis have linked the main causes of this crisis to the decline of civic education. Schools and universities distanced themselves from humanitarian ideas, from the formation of students' ability to think critically. This led to the loss of competent citizenship, the emergence of a new generation of «technocratic citizens» who are politically incompetent – unable to analyze facts, distinguish propaganda and manipulation from information, express their positions and discuss. They are passive, do not know how to apply mechanisms of influence on the government, and often do not even know about them. Therefore, education, which began to focus exclusively on the labor market, educates not active citizens, but passive economic agents. In addition, the refusal of universities from humanitarian and social disciplines is the reason for the loss of moral imagination and internal guidelines, without which democracies become vulnerable [7]. Therefore, there is a situation when leading western universities really fulfilled the mission of educating citizens, leaders of national and world scale, today it is still declared, but more and more are moving away from its implementation.

In the Ukrainian university space, there is a civic educational vacuum [19], which creates an obvious paradox: Article 1 of the Constitution of Ukraine states that Ukraine is a democratic, legal state, but the education system of a citizen of democratic state and democratic elite, which should be the bearer of democratic values and implement democratic principles at the national, regional, sectoral levels, is absent. If in western countries a certain “democratic civic inertia” is still preserved to some extent, due to the fact that there used to be systematic civic education, then in Ukraine the institution of citizenship is actually devoid of an educational basis, and university graduates are devoid of civic and not just elitist competence. This state of affairs also contradicts the strategy of European integration. After all, a number of European legal documents, primarily the Recommendation of the European Parliament and the Council (EU) [20] directly defines the knowledge and skills that shape civic competence.

Patrick J. Denin emphasizes that the neoliberal model of the university and the technocratization of education, as a result, educate individuals who value not freedom of participation and civil liberties, but freedom of consumption. Graduates do not become citizens, but clients of the state, who demand services from it, and do not participate in decision-making. The separation of universities from communities, the orientation of university education towards mobility and globalization destroy local communities, eliminate civic participation and solidarity, atomize society and destroy self-government, as a result citizens no longer consider themselves subjects of power. Instead of educating citizens, universities educate technocrats and careerists who lack political literacy, critical thinking, and moral responsibility. In this way, the civic factor in politics disappears; management is transferred to experts, technocrats, algorithms [1]. Therefore, the author sees the roots of most causes of the existing citizenship crisis in the degradation of university education. A conclusion similar in content is formulated by B. Brown, who notes that democracy does not suddenly disappear, but dissolves with the civic education that nourishes it [21]. Therefore, in order to solve the problems of the crisis of citizenship and democracy, the authors consider it necessary to return to university education, which forms a citizen, not just a specialist. If

the western democracies should return to this model of education, then it should be created in Ukraine.

The authors of a number of works raise another extremely important problem of reducing the role of the state in education, which causes the degradation of citizenship, educates «silent citizens» [2, 3, 4, 5, 6]. The western countries are reducing investments in education, turning it into market and commercial, as a result the opportunities for applicants to access high quality civic education are reduced. Therefore, the future elite does not receive basic knowledge and skills for civic participation, does not know how to use its tools. The natural and inevitable consequence of the diminishing role of the state in education is mistrust of the state, its institutions and public services. This is how a situation is created and crystallized, when the formal possession of civil rights coexists with real and actual exclusion from political and public life, silent citizenship without civil capacity is established. This is how the erosion of civic education undermines democracy from within.

In the above-mentioned works, in different formulations, the authors justify a conclusion that is actually the same in content. In order to stop the degradation of the institution of citizenship, respectively, and democracy, it is necessary first of all to restore trust in public educational services. The state should take responsibility for high-quality educational service, move away from underfunding and commercialization of education. The responsibility for civic education should be state responsibility. The state must guarantee access to civic education, develop its main standards, ensure the implementation of programs that include critical thinking, discussions and debates, and civic participation.

China is implementing a fundamentally different model of civic education. The Chinese researchers identify several key differences between Western systems of civic university education, primarily American and Chinese [10]. The civic/political education in China is centralized and unified. It is carried out within the framework of China's state development strategy and in accordance with the ideology of building socialism with Chinese characteristics. The ideology in China is presented with all its components [22]: the model of the ideal state and society that one seeks to build; the model of the ideal citizen for the ideal state and society; the ways to achieve the model of the ideal state and society and the means of educating the ideal citizen. Therefore, the civic/political education is state-centric.

The Constitution of the People's Republic of China [23] establishes the obligation of the state to educate citizens in the spirit of state ideology. The Education Act contains a provision that education should be based on the ideas of the CCP [24] and the Higher Education Act enshrines ideological and political education as a mandatory component of university studies [25]. The western systems are pluralistic, based on different theoretical approaches and free academic discussion.

In Chinese universities, the civic/political education is a mandatory component of the university education process. Universities are not only academic educational institutions. They are entrusted with the key function of civic education and political socialization of student youth. Civic/political education is carried out not only through separate academic disciplines, but also integrated into all university academic disciplines from humanities to science and technology provided by the relevant law [26]. According to the reports of the party congresses, a course for the total integration of civic education and ideological education into all levels of education is established and the basic values that are the core of civic education are defined [27, 28]. The separate law introduces compulsory teaching of China's recent history, Chinese reforms and the development of socialism with Chinese characteristics [29]. In this way, they educate the elite, which should implement Chinese values in all spheres of activity. In the USA, the political education exists in the form of separate courses and studios that students choose autonomously. The American researchers, as we can see, consider the self-removal of the state from educational civil services to be a key reason for the degradation of citizenship and democracy institution. After all, the main goal of Western civic education, namely the development of critical thinking, civic competences, and the ability to participate in democratic processes belonging to general

competences, is not realized. This indicates that in the presence of political-systemic and ideological differences, the Chinese approach to citizenship deserves research and adaptation to resuscitate democracy.

Another important difference is the role played by Chinese university teachers in the civic/political education of students. They are civic/political mentors and curators. It assumes that they themselves have appropriate civic/political education and its improvement through special professional development programs and trainings.

Therefore, China's strategy of civic/political education in universities has a threefold basis: state legislation that creates a general legal framework and enshrines the role of universities as key agents of civic education and socialization; state programs that determine strategic plans for the development of civic education; party documents that detail the content of education and implementation mechanisms. It is this statist approach that the western democracies lack today, and it is absent in Ukraine at all [30, 31, 32]. Of course, the Chinese one-party system is different from the western pluralistic ones. D. Bell characterizes it as a «political meritocracy on the border of democracy», identifies its disadvantages and advantages, and describes three models of democratic meritocracy [33]. In the context of these models, adapting the Chinese experience for «resuscitation» of the western democracies seems not only possible and acceptable, but also extremely necessary.

The Chinese scientists constantly monitor the effectiveness of university civic education, analyze its impact on the perception of citizenship and civic participation, write about its advantages and disadvantages, which indicates, among other things, the openness and publicity of the dialogue on these issues. The positive results are noted in the fact that students develop intentions to be active citizens, express their views and participate in political debates; that students gain knowledge about politics and are ready for active political participation, which is a basic prerequisite for citizenship. However, it is noted that students develop a sense of «idealized citizenship» when they clearly understand what citizens and citizenship should be, but do not see enough ways and means for civic participation. [34].

In our opinion, this is evidence that the Chinese system of civic university education forms the basic educational prerequisites of citizenship – awareness of the real role of the citizen and readiness for active civic participation. The next step should be the expansion of forms of participation and mechanisms of influence on political processes. As described by D. Bell and F. Ziren [33, 34], China is taking steps in this direction, but at the local level, involving universities, the local public and students in local democratic processes and business projects. This approach in the meritocracy system is that the life of the local community is closer to every citizen and more comprehensible, so first it is necessary to teach citizens to participate in local affairs, and then – at the highest, state level, which requires civic competences of a higher level.

A thorough research of the role of civic education in the training of future professionals, primarily economists and financiers, was presented by Jie Zeng [13]. He emphasizes the formation of corporate social responsibility (CSR) as one of the basic components of civic competences of specialists in the fields of economics and finance. First of all, the author shows the essence of the Chinese specificity of CSR. It substantiates the key thesis that CSR in China is not an exclusively voluntary business idea. This is a tool of party and state policy aimed at implementing the state strategy. CSR combines elements of obligation and voluntariness. For future professionals in the fields of economics and finance, this means that they must understand public policy regarding social responsibility in various fields, including economics and finance. Therefore, universities should train specialists who are aware of social responsibility in their field of activity, take into account how their CSR is integrated into state strategies and the political and economic environment. The author's work is fundamental to understanding the interrelationship of the development strategy of the State and specific fields, including economics, finance and education, to illustrate how these strategies are integrated into the university educational process. Therefore, we presented a detailed analysis of the content of this work in the table.

Table 1. Corporate Social Responsibility (CSR) as a civic component of professional university training for economists and financiers in China

<b>Political and institutional foundations of CSR</b>	<b>CSR in the Chinese context</b>	<b>Educational emphasis in the training of economists and financiers</b>
The ideological and conceptual framework of CSR	CSR is not only a voluntary ethical business practice. It is a tool of state policy and part of the system of state and local administration. The CSR helps to implement the socio-economic objectives of government and local authorities.	Economic and financial education should shape students' institutional thinking. They should perceive CSR as an element of the political-economic environment, not just as a moral choice.
The political and educational role of the ruling party and the state	The ideological content and goals of the CSR are laid down in party documents and state educational strategies. CSR is a means of maintaining social stability at the state and local levels. State and local authorities, state-owned companies emphasize their own CSR. This is an important means of maintaining their social legitimacy.	Future economists and financiers should understand the relationship between economics and politics (economic basis and political superstructure), know how political power affects corporate behavior and financial decisions.
The regulatory framework of CSR	CSR, its main indicators are enshrined in Chinese legislation. Regulators require CSR reporting. The implementation of CSR is taken into account when providing an access to finances, subsidies, and government orders.	Students study the regulatory framework. They learn to analyze regulatory risks and opportunities. They study how CSR affects investment decisions, financial reporting, and bank compliance.
Incentive mechanisms	To form socially responsible corporate behavior, the state uses incentives – tax benefits, loans, grants, as well as sanctions – loss of licenses, negative ratings, restrictions on access to financial resources.	Students are explained the economic consequences of CSR policies and the compliance/non-compliance of financial institutions' activities with CSR principles and indicators. They teach how regulatory incentives are transformed into financial indicators, market behavior and risks.
Socio-economic goals of CSR	CSR aims to support state strategies — of building socialism with Chinese characteristics; raising living standards and reducing social inequality; technological development; digitalization; environmental transformation.	Future economists and financiers are taught to assess the impact of CSR on macroeconomic processes – employment, social well-being, ecology, on the state of the country's financial system.
Chinese specificity of CSR	Unlike the Western understanding of CSR as «goodwill» of business structures, China combines voluntary and coercive components. CSR is clearly regulated by the rules of law, is largely administratively imposed, but is positioned as a business moral responsibility to society. The Chinese model of CSR is characterized by less influence of civil society, more state coordination than the Western ones. At the same time, China is actively integrating into global ESG standards.	The main attention is focused on the development of students' ability to analyze the differences between CSR – models in Chinese, Western, hybrid and adapt business strategies to different models. Such emphases are related, among other things, to China's strategic focus on achieving global primacy. Therefore, Chinese universities prepare students to work in the international market, teach to combine local regulatory requirements and global CSR/ESG standards.
The main educational goal of universities	To train specialists who are aware of CSR as a political and economic phenomenon integrated into all market and state mechanisms.	Curricula in professional disciplines include modules: Sustainable Finance; CSR and Policy; Business and Governance in China; ESG Analysis and Compliance.
Requirements for professional competence of graduates	To understand CSR as a component of state policy in the field of economics and finance; as a source of competitive advantages; as an investment criterion; as an institutional risk factor.	Students develop skills in ESG assessment, institutional analysis, and the ability to consider CSR factors in financial modeling and strategies.

Source: Developed by the authors based on the content of the scientific publication Jie Zeng [13]

Jun Lu, Wengui Li, Wei Huang [14] investigated the financial results of a number of Chinese companies during the lockdown during COVID 19. The research results showed that firms with high pre-crisis CSR ratings had moderate equity growth, while companies with low CSR suffered significant losses. The authors substantiated the conclusion that strong CSR practices play an important role in supporting stakeholders and protecting shareholder value during periods of significant financial uncertainty. Several key arguments have also been formulated why knowledge of the sectoral specificity of CSR is necessary for future economists and financiers:

- This knowledge can be a kind of «buffer», «insurance mechanism» against systemic crises and shocks. After all, when evaluating them, companies need to take into account not only the classic financial indicators – liquidity, debt burden, profitability, but also the quality of their CSR practices and relations with interested parties.

- This knowledge contributes to the understanding of contract logic. After all, CSR creates social contracts with stakeholders – employees, suppliers, customers, community. This may reduce the risks associated with breaches of these contracts during crises. Thanks to this, financiers or analysts can better model risks, predict the behavior of companies in crisis situations and include CSR indicators in a comprehensive analysis of the firm's assessment.

The main conclusion of the authors: university education of economists and financiers should integrate the civic component. Within the framework of the civic component, particular attention must be paid to the formation of the CSR with its sectoral specificity. Future economists and financiers should perceive CSR not only as an ethical choice or addition to reporting, but as part of a risk management strategy, corporate governance and stakeholder engagement.

Xiangyu Chen and Peng Wan, based on their research, show a direct correlation between social trust and CSR companies. After all, social trust is formed, to a large extent, as a result of CSR. Social trust is important because it creates a favourable institutional climate. When stakeholders trust companies more, the latter have more incentive or less barriers to getting involved in CSR activities. It matters to finance and the economy. CSR behavior becomes a factor affecting stakeholders, risks, capitalization and long-term competitiveness of companies. Therefore, in the education of future specialists, it is necessary to emphasize the understanding of the institutional environment, especially in countries with developing markets. This should form part of vocational training [15].

In the early 2020s, there was a new updated aspect in Chinese studies in improving civic/political education in universities namely its combination with education in the field of entrepreneurship and innovation. China is at the stage of significant economic modernization, so innovation and entrepreneurship have become the main factors in the development of society. The task of ensuring and strengthening the stability of the social order was actualized in the political and educational spheres. The scientists note that entrepreneurial education alone does not satisfy the public demand for the development of students as specialists with technical or business skills and with high moral and civic values. The main goal is to make a university educational system in which entrepreneurial skills and innovation are combined with high civic awareness and activity. Therefore, they justify the need to strengthen the integration of the civic component in education on entrepreneurship and innovation in order to increase professional ethics and the level of responsibility to society of future specialists.

Yan Wang and Zhanzhan Yan emphasize that China is at the stage of economic transformation, when innovation and entrepreneurship are gaining key importance. Therefore, these processes should be «nationally oriented», accompanied by civic and political education. Students should know and apply not only business logic, but adhere to the strategy of state development and social responsibility. Therefore, the authors of the work suggest the creation of a special system of civic education for innovative and entrepreneurial education. It includes:

- integration of social, value-based elements into the content of educational disciplines on entrepreneurship and innovation;

- building participatory platforms where civic ideas are integrated into the environment of startups, business incubators, research centers;
- development of cooperation mechanisms between universities, local authorities and enterprises to support innovative activities;
- control over innovations within the framework of the values of state ideology, to avoid any harm to society and social development.

The authors argue that the need for such an approach is that a technologically advanced economy should not go beyond the public good and the main state values [16]. Thus, the authors focus on the need for a systematic approach to civic education of future entrepreneurs, on the need to ensure that innovations correspond to civic values.

Miao Li puts more emphasis on practical strategies, motivation and ethical aspects of integrating the civic component into entrepreneurial and innovative education [17]. The author notes that innovative and entrepreneurial education without a civic component can lead to the fact that students will see only economic benefits from their activities and ignore social utility and value. To balance, he considers it is necessary to add a civic component to professional disciplines and also justifies the feasibility of specific integration practices:

- inclusion of civic value discussions in entrepreneurial topics and courses; creation of practical projects – startup clubs, business incubators, where students can implement their business ideas considering social problems and to solve them;
- creation of local social networks to spread the ideas of citizenship through innovative and business projects.

The system of such measures, according to Miao Li, educates a citizen-entrepreneur who works taking into account the public good, and not only his own benefit; strengthens value unity in the university community, which implements not only technology and innovation, but also morality; reduces the gap between theory and practice, because students acquire real civic competences during the implementation of business projects and innovative activities; increases the sustainability and social value of innovative projects.

The analysis of the content of the works [16,17] enables to highlight and systematize the main objectives of the introduction of the civic component in entrepreneurial and innovative education, civic components and economic effects.

*Table 2. Economic effects of the civic component of entrepreneurial and innovative education in Chinese universities*

<b>Objectives and mechanisms</b>	<b>Civil components</b>	<b>Economic effects</b>
Formation of socially responsible entrepreneurship	Educational modules on ethics, social responsibility, sustainable development	Increasing trust in business, reducing transaction costs, stabilizing the market
Strengthening innovative motivation through social orientation	Project training aimed at solving social problems	Growth in the number of social startups, expansion of the market «impact innovations»
Increasing the efficiency of public investments in education and innovation	Requirement of social reporting in grant and startup programs	Increasing public return from state programs
Strengthening human capital	Formation of civic participation competences, ethical leadership	Increasing labor productivity, quality of management, competitiveness of the economy
Prevention of socio-economic risks	Cultivating responsibility for the consequences of innovations	Reduction of costs for regulation and elimination of the consequences of irresponsible practices

*Source: Developed by authors based on the contents of scientific publications by Yan Wang and Zhanzhan Yan, Miao Li [16,17].*

As you see, the introduction of the civic component in entrepreneurial and innovative education creates a multiplicative economic effect.

Jing Qiao points out that modern education should not be purely professional or technical. First, it should educate citizens with values who are specialists in various fields, including entrepreneurship and innovation. Analyzing the current state of integration of the civic component into entrepreneurial and innovative education in Chinese universities, the author points to the main problems. Primarily, he notes that the structure of the integration model is not complex, diverse and open enough. There are also problems in training teachers capable of such educational integration. There is insufficient activity and participation of the university community in the creation and maintenance of practical platforms for the integration of the civic component in entrepreneurial and innovative activities. To solve these problems, Jing Qiao considers it necessary to involve the entire university community – administration, teachers, and students - in creating a general atmosphere that combines civic values, entrepreneurship and an innovative approach. In addition, the priority attention should be given to the training of teachers capable of conducting entrepreneurial and innovative courses with an integrated civic component. It is necessary to establish systems for evaluating students' academic achievements that take into account not only technical and business results, but also value and civic criteria. The main conclusion of the author is that for universities that strive to meet the requirements of modern times, it is of strategic importance to work for the public good. After all, civic awareness and social responsibility are becoming more and more important [18].

It is worth noting that such changes in the system of university education, including entrepreneurial and innovative ones, are taking place in accordance with the state and party strategy for the development of socialism with Chinese characteristics, the great revival of the Chinese nation, the comprehensive deepening of reforms and the development of the rule of law in China [22, pp. 11-179].

**Discussion.** Many western scientists consider the citizenship degradation to be the main cause of the modern global crisis of democracy. This degradation resulted from the destruction of the civic education system, primarily university education. In the American and European scientific environment, the concept of «responsible professional citizen» is actively substantiated and approved. It is based on a combination of three components: professional competence, which includes knowledge, skills, innovativeness; ethics, which combines morality, integrity, environmental friendliness; citizenship, as a synthesis of civic competence and activity, responsibility to society. It looks quite logical and essential. If one of the main reasons for the degradation of the institution of citizenship and the crisis of democracy is the destruction of university civic education, then the first step on the way to overcoming the crisis of democracy should be the restoration, and for Ukraine, the introduction of university-wide civic education. Universities must take on the mission of forming a critically thinking, active, socially responsible citizen.

The Chinese system of civic education in universities demonstrates strategic consistency and institutional integration. A state strategy for university civic education has been developed. It covers all levels of from state legislation to university programs and courses. The modern Western civic education in universities has degraded precisely from the strategic self-removal of states and the complete transfer of civic education to university autonomy. As a result, universities also actually removed themselves from civic education. Therefore, the need to balance state strategy and university autonomy is obvious. Civic education should be based on the values and principles of democracy. Accordingly, Ukrainian political parties, which position themselves as democratic, must agree on the basic principles and values of civic education, consolidate it as a direction of state educational policy, and develop a national strategy for civic education, a component of which is university civic education. The competition of ideas and free university academic discussions should improve the strategy, develop ways and means of its adjustment and implementation, but not on the issue of civic education or not needed.

Professional values and ethics, social responsibility in each field and in a specific position are realized not through separate lectures, disciplines about citizenship or social responsibility. These courses form the essential foundation, general civic competences, crucial for a person as a member of society and a citizen of the state. Civic competences acquire a practical, professional dimension for implementation in a specific field of professional activity only when they are built into professional knowledge and skills. After all, in every field, in addition to general ones, there are specific social and ethical dimensions. Business in every field should be socially responsible, and the innovation should be safe for society. The teachers are responsible for educating future citizens and reproducing the elite. Thus, it is through the disciplinary and professional contexts of civic knowledge that students realize how their personal professional activity affects society and become responsible citizen specialists. Therefore, the integration of the civic component into professional disciplines is necessary.

The Chinese experience of integrating the civic component into all academic disciplines deserves special attention. The inclusion of modules on corporate social responsibility in professional disciplines seems extremely necessary. The Chinese understanding of CSR as a strategic tool of public administration, which includes the social responsibility of the government itself to society and ensures the formation of a responsible corporate environment, has proven its viability. Accordingly, future economists and financiers learn to consider CSR as part of the institutional environment in which business functions, and not simply as an ethical superstructure. They are aware of CSR as a strategy that interacts with state, social, and economic goals. In the course of studying managerial, business, and engineering disciplines, students discuss social, statist, and ethical aspects of their future profession. They develop critical thinking, understanding of their role not only as a specialist, but also as a citizen, awareness of their social mission and a sense of responsibility for its implementation. Such qualities of specialists in all spheres are especially necessary both now and for the post-war reconstruction of Ukraine.

The successful post-war reconstruction of Ukraine is possible only on an innovative basis. In China, the innovative breakthrough provided the main prerequisites for the rapid development of the country, and for a rapid increase in the standard of living of citizens, and for entering dominant positions at the global level. Therefore, it is no coincidence that the combination of innovative and entrepreneurial education with civic education has become one of the directions of educational reforms. Innovation, in addition to advantages, can also carry dangers. Therefore, by combining civic education with entrepreneurial and innovative training, China educates an active citizen-entrepreneur who is able to direct his entrepreneurial activity for the benefit of society, to be guided by social responsibility.

The integration of the civic component into entrepreneurial and innovative education gives a tangible economic and social effect. This contributes to the education of entrepreneurs with a high level of value and civic orientation, who evaluate the results of their activities not only by indicators of profitability, but also by social benefit. Accordingly, the level of trust in business increases in society, the internal market for goods and services that have an important social component is expanding. On the other hand, it is the civic component that contributes to the future entrepreneurs awareness of social problems as an area for innovation, and entrepreneurship as a means and a tool for solving social problems. Therefore, the motivation for social innovation is growing. The direct economic effect is recognized in an increase in the number of social startups that attract investments faster and more. In addition, such startups demonstrate high stability.

Entrepreneurial and innovative education, which contains a civic component, reduces the risks of technology abuse, financial bubbles, and socially irresponsible startups. In Chinese terminology, it sounds like «risks of business and innovation without morality». According to the Chinese, the civic component of economic, financial, entrepreneurial and innovative education are an important means of preventing socio-economic crises. Moreover, it is difficult to object to them. According to the researchers, one of the main reasons for the global financial crisis, which did not bypass

Ukraine, the upheavals in the national banking systems of many countries of the western civilization was precisely the social irresponsibility of financial institutions, corporate dishonesty, financial manipulation and non-compliance with the laws regulating activities in the financial sector [36]. The direct economic damage from the crisis is cosmic. In addition to them, there are also social ones. They could hardly be figured out in monetary units, but it can be stated for sure that it was the discrediting of financial institutions, public mistrust of them that contributed to the deepening of the economic crisis and the increase of direct economic losses. The integration of the civic component into university economic, financial, entrepreneurial and innovative education is aimed precisely at preventing it, at awareness of the priority of the public good and the responsibility of business structures for the social consequences of their activities.

In China, the practices of state financing of startup programs, providing grants, mostly by local authorities, for local innovative business projects are widespread. Since innovative education includes a civic component and entrepreneurs focus not only on future profit, but above all, on the common good, the level of «impact accountability» is increasing. In this way, the number of ethically dubious projects decreases, and for the local community, the public return on the funds invested in the projects becomes obvious. Such a social effect also contributes to increasing economic efficiency. After all, the started projects are more successfully implemented, and new startups already have a high credit of trust.

Civic education integrated into economic, financial, entrepreneurial and innovative education also has a managerial effect. After all, students develop competencies that increase the quality of human capital and labor productivity, which certainly contributes to increasing the economic efficiency of entrepreneurial activity at the local level and the general growth of the competitiveness of the economy at the national level.

Therefore, the analysis of all economic and social effects of the civic component integration into financial, business and innovative education in China provides grounds for the conclusion that the focus in financial, business and innovation activities is shifting from the focus on short-term profit to a strategic model of socio-economic stability.

Systemic university civic education, including financial, innovative and entrepreneurial education, requires teachers who are able to implement it not only in the course of teaching civic/political disciplines, but also to integrate it into the profession. After all, teachers are primarily the university elite, which should not only have elite, professional and civic qualities, but also instill these qualities in students. The experience of Chinese universities in preparing teachers for teaching civil-political courses and the inclusion of civic topics in professional disciplines, in the organization of professional development for mastering the methods of forming civic competences, interactive forms of education in many ways looks useful for Ukraine from the point of view of forming an approach for creating a teacher training system.

The civic component of university education in China is aimed at educating citizens and the future national elite in accordance with the state development strategy and systemic reforms in all spheres of society implemented by the government. Chinese civic/political education is sometimes criticized by the western scholars for being ideologized. A few remarks should be made here. The fact that ideology is the basis of the state development strategy, accordingly and the education of a state citizen is normal. After all, ideology determines the strategic objective, goals, priorities, and parameters of the state citizen model. Democracy and its principles are also based on the ideology of liberalism and neoliberalism. Deideologization leads to the loss of guidelines, the lack of state strategies, which we observe both in the western democracies and in Ukraine. It is with the departure of Western civic education from the basic ideological principles of democracy, the commercialization of university education, that scientists associate the main causes of the crisis of the institution of citizenship and democracy. There must be an ideology, but it must be adjusted. China followed this way, significantly transforming Marxism. The authorities declare the main strategic goal of building socialism with Chinese characteristics. Accordingly, in university courses,

attention is focused on the Chinese model of socialism and the strategy of state development in accordance with this model. Therefore, university students, as the future elite, are taught and educated as those who will implement this strategy in their spheres of activity. There is a high level of support for the state strategy in society.

Another key feature of the Chinese system of civic education is the education of national citizenship, in contrast to the global one, for which the western systems are criticized by the western scientists themselves. The western concepts of global citizenship, according to which laws on multiple citizenship are adopted, are the way to the erosion and actual destruction of the institution of citizenship. Chinese citizens are raised according to the strategy of reviving the great Chinese nation. Our modern realities indicate that Ukraine needs a strategy for fostering national civic identity. At the same time, in our opinion, the national component should be subordinated to the civil one through the strategy of forming the Ukrainian political nation [37].

**Conclusions.** China's experience in organizing civic education in universities is valuable for Ukraine as an educational model that corresponds to the strategy of state development and its economic base, education of citizens and the elite within the framework of this strategy. If the state of Ukraine has consolidated in the Constitution the provision that it is democratic, although in reality it has yet to become like this the next necessary step should be the development and implementation of an appropriate strategy of civic education for a democratic state. The systematic civic education at universities should become a significant component of this strategy. Civic competences should make up a significant part of general competences. The benchmarks for their formulation are provided by the Recommendation of the European Parliament and the Council (EU) and other EU regulatory documents. It will also be a real step in the direction of European integration.

Civic education in universities should be implemented systematically, within the framework of a unified state strategy of civic education at all educational levels. At the state regulatory level, the obligation and consistency of civic education, its institutional structure should be established. Universities should not determine whether they need to implement civic education and educate citizens or not. They must be obliged to implement it by the State, which declares its development strategy as democratic.

In modern Ukrainian realities, it also seems necessary to develop a state concept of the civic component integration into various university academic disciplines. Accordingly, such a concept is developed along the lines of the state's development strategy to achieve its desired model and the state strategy of civic education. The Chinese «Curriculum Ideological and Political Education» gives certain guidelines for it. The logic is obvious: the construction of a new statehood requires specialists in every field who are ready and able to implement the relevant components of the state strategy. It is especially relevant for entrepreneurial and innovative education.

Within the framework of the state strategy for civic education development, the main civic competences of university students should be determined. These civic competences should be included in the list of general ones. In addition, professional civic competences should be defined. Of course, they are displayed in university educational programs. General civic competences are formed in the course of studying mandatory civil, political, social disciplines, and professional civic competences are formed by including a civic component in professional disciplines.

University teachers, as the university elite, must demonstrate the civic competences at the elitist level and the ability to form such competences in students. Therefore, a separate strategy and system of measures for civic education and advanced training of university teachers is essential.

The implementation of measures proposed in this article, in our opinion, will contribute to the transformation of universities into real institutions of civil society, «laboratories of citizenship», which combine civic and professional knowledge and competences, civic activity, entrepreneurial/innovative practices and morality and social responsibility. Such universities are becoming real agents of social stability and democratic development of the country and society.

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**Громадянська складова університетської фінансової, підприємницької та інноваційної освіти в Китаї: позитивний досвід для адаптації в Україні**

**Анотація.** Громадянська складова університетської освіти, в тому числі підприємницької та інноваційної, в умовах загальної деградації інституту громадянства, воєнних викликів та потреби повоєнної відбудови країни як демократичної та на інноваційних засадах набуває для України особливої актуальності. Об'єктом дослідження виступає системна громадянська освіта в китайських університетах та впровадження громадянської складової і підприємницьку та інноваційну освіту.

**Постановка проблеми.** Проблема полягає у відсутності в Україні системної університетської громадянської освіти. Базова громадянська освіта не є обов'язковою для усіх спеціальностей. Громадянська складова не інтегрована у фахові навчальні дисципліни. Це призводить до утилітарного підходу, внаслідок чого студенти орієнтуються лише на економічні вигоди від майбутньої діяльності, а не на суспільну користь.

**Нерозв'язані аспекти.** В Україні всі головні аспекти є сьогодні нерозв'язаними. Відсутня державна стратегія розвитку громадянської освіти, в тому числі університетської. Університети не виконують місію виховання громадянських компетентностей елітарного рівня у потенційної еліти. У багатьох університетських освітніх програмах дисципліни для базової громадянської освіти відсутні. Громадянська компонента фактично не інтегрована у фахову освіту.

**Метою статті** є дослідження китайського досвіду системної громадянської освіти та інтеграції громадянської складової в підприємницьку та інноваційну освіту; визначення можливостей для адаптації китайського досвіду в українських університетах з метою виховання відповідального громадянина-фахівця.

**Основний матеріал.** У статті здійснено аналіз змісту наукових робіт американських та європейських авторів, які досліджують причини деградації інституту громадянства як наслідок руйнації університетської громадянської освіти. Досліджено нормативну базу громадянської освіти в китайських університетах. Проаналізовано шляхи інтеграції громадянської складової в підприємницьку та інноваційну освіту. Показано економічний та соціальний ефекти від впровадження громадянської компоненти у фахову підприємницьку та інноваційну освіту в китайських університетах. Визначено можливості адаптації китайського досвіду для впровадження системної громадянської освіти в українських університетах, для інтеграції громадянської складової у фахову підготовку в галузях підприємництва та інновацій.

**Висновки.** Результати дослідження свідчать, що системна громадянська освіта в університетах має впроваджуватись відповідно до стратегії розвитку держави та реалізувати мету виховання громадянина-фахівця. В Україні необхідна розробка державної стратегії розвитку громадянської освіти. Окремою складовою цієї стратегії має бути системна університетська громадянська освіта, спрямована на формування громадянських компетентностей елітарного рівня у потенційної еліти. Крім того, громадянську компоненту необхідно інтегрувати у фахову підготовку, зокрема у підприємницьку та інноваційну. Особливу увагу варто приділити підготовці викладачів університетів з метою формування в них знань і навичок щодо включення громадянської складової у фахові дисципліни.

**Ключові слова:** громадянська та політична освіта, підприємницька та інноваційна освіта, стратегія, системність, інститут громадянства, деградація громадянства, соціальна відповідальність, громадянин-фахівець.

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