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SELF-MANAGEMENT OF STUDENTS' LEARNING IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT AS A FACTOR IN INCREASING THEIR COMPETITIVENESS IN THE LABOR MARKET

The changing nature of the higher education systems is demanding that students acquire self-management capabilities to enable them to learn independently, flexibly, and competitively in the professional markets in the long term. Inclusive learning spaces can help foster and enable diverse learning requirements, at the same time promoting autonomy, responsibility and participation in the learning process. Although the idea of inclusive education has gained popularity, there is little research that studies the role of self-management of learning by students to make them competitive in the labor market. The paper examines the interconnection between self-management competencies that were achieved in the inclusive learning setting and graduate employability in Ukraine in the period 2020-2024.

The methodology of the research consists of the analysis of secondary statistical data on the national education report, labor market monitoring sources, and institutional data on the description of the development of inclusive education. The methodological part incorporates the descriptive statistical analysis, correlation analysis, and econometric regression modeling to determine the relationship between the main educational and labor market indicators. The econometric model estimates the effect of self-management competencies of students, the application of inclusive education, use of digital learning platform, and the involvement in mentoring on employment outcomes of graduates.

The findings show a consistent increase in the self-management competencies of students in Ukrainian universities over the period in question. The independent learning capability in 2020 was 52% and in 2024, it was 75, and the time management competencies in 2020 was 54 and in 2024, it was 74. There was also the growth of inclusive learning practices, as the proportion of universities that adopt inclusive education programs ranged between 38% in 2020 and 64% in 2024. Simultaneously, the rate of graduate employment in six months also grew with 61 to 77, at the same time the employer satisfaction with the competencies of the graduates reached 81% in 2024.

The results prove that inclusive educational settings do play a key role in ensuring development of self-management skills that enhance adaptability and competitiveness of graduates in the workplace. The analysis shows that inclusive policies, digital learning technologies, and student-centered approaches will boost employability among graduates under the circumstances of setting up a dynamic labor market.

Key words: *inclusive education, self-management learning, graduate employability, labor market competitiveness, higher education, digital learning environments, Ukraine.*

Introduction. Within the framework of the accelerating socio-economic change, digitalization of education, and the growth of competition in the employment sector, the formation of self-management skills of students is now an inherent part of the contemporary higher education. The modern labor market requires more and more specialists who are not only professionally knowledgeable but can also plan their learning activities independently, properly manage their time, focus on the changing professional conditions, and constantly acquire new skills. Such requirements are especially pertinent to inclusive learning settings, where learners with multicultural educational needs, backgrounds, as well as abilities are engaged in the same learning process. Under these circumstances, student capacity to control their learning processes is one of the factors of equal learning opportunities and future competitiveness in the job market.

The topicality of the study is also justified by the fact that the system of higher education in Ukraine is currently undergoing change in 2020-2024. As of these years, the Ukrainian universities encountered serious issues connected with the effects of the COVID-19 pandemic, the intensive growth of digital learning technologies, and the influence of war conditions on the infrastructure of education and labor market processes. These elements have added more pressure to the necessity to implement flexible educational models that enhance the autonomy, self-regulation, and accountability of students towards their academic achievements. The concept of inclusive education has become especially significant as a tool of providing equal opportunities to receive education and helping students with various learning needs develop, both academically and professionally. Nevertheless, although the increased focus on the inclusive educational practices, the issue of the self-management of students learning as something that will affect their future competitiveness in the labor market has not been sufficiently addressed.

The gap that will be filled in this study is the lack of knowledge about the effect of self-management competencies that were acquired in

inclusive educational settings on the future of students as professionals and how this factor affects their capacity to effectively enter the working market. Despite the fact that the previous research has already emphasized the vital role of self-regulated learning, adaptive learning strategies, and inclusive pedagogical strategies, no empirical research studies the connections between these variables and the employability of graduates, in particular, the Ukrainian educational setting. The more inclusive and flexible learning models are implemented in higher education institutions, the more a need to evaluate the role of the changes in the development of key competencies to make the students more professionally competitive.

The study is premised on the idea that inclusive schools provide good conditions in which self-management skills of students can be developed, which subsequently intervene positively in their employability and adaptability in the labor market. In this regard, the research hypothesizes that the systematic acquisition of self-management skills including time management, independent learning, goal-setting, and self-motivation in the inclusive educational settings help raise the graduate competitiveness and employment achievements of graduate students. The assumption is also made that the connection between the comprehensive inclusion of digital learning technologies and personal learning pathways enhances the relation between inclusive learning and the formation of these competencies.

This research paper intends to examine how self-management of student learning in an integrative educational setting is one of the aspects that have enhanced their competitiveness in the job market. To attain this purpose, a number of research objectives are developed. The paper begins by analyzing the conceptual underpinnings of self-management with regard to inclusive higher education. Second, it examines how the self-management competencies of the students in Ukrainian universities were developed in the 2020-2024 period. Third, it assesses how inclusive educational practices are related to the development of self-directed learning skills by students. Lastly, the study will evaluate the impact of the development of these competencies on the employment rates of graduates and their flexibility to the situation in the labor market.

The scientific novelty of the investigation is the combined examination of the self-management competencies, the inclusion in the educational settings, and the labor market competitiveness of the Ukrainian system of higher education. Unlike the past studies, which look at these two aspects independently, this study suggests an analytical

framework that will be developed to connect the growth of self-directed learning skills to the growth of inclusive learning practices and their influence on graduate employability. Besides, the paper offers an empirical evaluation of the dynamics of the given processes in Ukraine during 2020-2024, which includes the influence of digital transformation and that of inclusive educational policies on defining student professional competitiveness in the modern labor markets.

Literature review. The high rate of digital transformation of higher education has made the role of distance learning and digital educational technologies in continuity and quality provision of the educational process more significant. The worldwide COVID-19 pandemic greatly stimulated the shift to online learning conditions, as universities were forced to quickly implement this distance learning format and digital tools. Systematic reviews of foreign sources show that the pandemic has offered the international institutions of higher learning unprecedented challenges especially in the quality of teaching, accessibility of education and the participation of the students in the remote learning settings (Covid-19, n.d.). These developments raised the issue of the effective digital infrastructure and versatile pedagogical solutions that would allow students to engage in autonomous learning and self-management.

Distance education regulation in the Ukrainian context has been relevant in the context of institutionalized digital learning practices. The Regulations on Distance Education adopted by the Ministry of Education and Science of Ukraine provided the legal and organizational basis of implementing the online education technologies in higher educational establishments (Ministry of Education and Science of Ukraine, 2013/2020). This regulatory framework allowed the universities to increase the impact of digital platforms of learning, electronic learning materials, and online communication tools, which gained particular importance during the educational disruption.

A number of studies have investigated the success of the distance learning and how it affects the academic performance and engagement of the students. A study by Bakar et al. (2020) proves that the problem of communication barriers still affects the academic performance of distance learners greatly, which should be followed by the success of the digital interaction between a teacher and a student. Likewise, de Boer (2021) points to the systemic nature of the COVID-19 pandemic on the higher education system, which he points out that to respond to the COVID-19

pandemic, universities were forced to quickly reorganize their teaching processes, assessment, and digital assistance. Such changes strengthened the competencies of self-regulation and independent learning in students.

The effectiveness of particular online learning tools and digital platforms in supporting the learning process of students has been the subject of consideration of other researchers. Lukianenko and Vadaska (2020) also showed that properly designed online courses may indeed enhance the engagement and learning results of the students, provided they are provided with suitable instructional strategies. Besides, Lytovchenko and Voronina (2020) reported that, under the conditions of quarantine, Massive Open Online Courses (MOOCs) turned out to be a valuable resource supporting remote language learning, especially in case students were positively oriented towards digital learning environments.

The role of technological and pedagogical integration is also important in the success of digital education. Ocak and Baran (2019) also note that technological pedagogical content knowledge (TPACK) allows an educator to combine digital tools with subject-related instructional practices successfully. Likewise, the application of learning management systems including Moodle has been long regarded as one of the effective tools in the process of systematizing the online educational process, contributing to the process of communication, and tracking the learning process of students (Srivastava and Srivastava, 2021). Based on empirical data, the LMS platforms are strongly beneficial to students in terms of engagement and overall learning outcomes when effectively implemented into the learning practices (Simanullang and Rajagukguk, 2020).

The significance of interdisciplinary and transdisciplinary methods of enhancing the quality of the scientific and educational process is also the focus of recent research in the conditions of the digital transformation. Specifically, Koldovskiy (2024) emphasizes the idea that the combination of digital technologies and interdisciplinary approaches to education allows developing innovative learning environments that will assist the student in becoming more independent, creative, and professionally competitive. These practices are gaining prominence as the only way that can enable contemporary educational systems of higher learning institutions to cope with the ever-evolving technological and socio-economic landscape.

Methodology. The study methodological framework aimed at using a systematic analysis to determine the correlation between self-management of learning among students in an inclusive educational setting and

competitiveness in the labor market. Because the study is based on macro-level educational and employment processes in Ukraine in 2020-2024, the analysis will be based on second-hand statistical and analytical evidence gathered in the form of official educational statistics, labor market reports, and analytical reports on inclusive education and graduate employability. The process of methodology was organized into a number of consecutive steps to maintain logical coherence in the transformations of theoretical analysis, data processing, modeling and results interpretation. The mixed-method research design includes the features of educational analytics, labor market study, and econometric modeling to define the most important relations between the variables under study (Table 1).

Table 1

Research process and methodological stages

Stage	Stage description	Main activities	Expected outcome
1	Theoretical and analytical framework formation	Analysis of academic literature on inclusive education, self-management of learning, and labor market competitiveness	Development of conceptual research model
2	Data collection and systematization	Collection of secondary data from Ukrainian educational statistics, labor market reports, and institutional datasets (2020–2024)	Formation of structured research dataset
3	Quantitative analysis and econometric modeling	Construction of indicators of self-management competencies and inclusive education development; regression modeling	Identification of relationships between variables
4	Interpretation and synthesis of results	Comparative analysis of trends and interpretation of model results	Formulation of conclusions and recommendations

Source: authors development.

The study was conducted in four interrelated phases that provided the validity and rationality of the research. In the initial level, the theoretical, conceptual framework was formulated following the analysis of the academic literature that concerns the inclusive education, self-regulated learning, and graduate employability. The second phase was the gathering of secondary statistical data collection and systematization of data about the development of inclusive educational practices and labor market indicators in Ukraine. In the third phase, the quantitative analytical methods and econometric modeling were used to determine the linkage between the development of self-management competencies and

employment outcomes of the graduates. Lastly, the fourth stage was concerned with the meaning of the empirical findings and how they would be integrated with theoretical underpinnings of the research to give general findings and recommendations.

Sample and data characteristics

The empirical foundation of the research is secondary data on the development of inclusive education and the results of graduates working in the labor market in Ukraine in the years 2020-2024. This period of the time was selected due to a number of significant reasons. To begin with, these years can be considered the years of great change in the Ukrainian system of higher education because of the spread of digital learning technologies and the active construction of an inclusive education. Second, the period also covers the effects of the COVID-19 pandemic and the influence of the conditions of the war on educational institutions and the nature of the labor market, which increased the shift to the flexible and student-centered learning model. These circumstances provided a special framework of studying the place of self-management of students in ensuring continuity of education and professional flexibility.

The dataset is a combination of national educational statistics aggregated indicators, Ministry of Education and science of Ukraine reports, higher education institutional reports focusing on inclusive education, and labor market monitoring data that presents employment outcomes of graduates. The sample is thus a portrayal of macro level tendencies in Ukrainian higher institutions of learning other than individual level survey responses. This method will enable one to determine structural associations between education practice and labor market performance on the level of the country. A period of 2020-2024 also has enough time to make alterations in both ways' inclusive education practice and the formation of self-management skills in students.

Econometric model and analytical approach

To determine the correlation between the self-management of learning and competitiveness of students in the labor market, the study uses an econometric regression model, which approximates the effects of various explanatory variables concerning inclusive education and self-management competency on post-graduates' employment.

The general form of the model can be represented as follows:

$$LC_t = \alpha + \beta_1 SM_t + \beta_2 IE_t + \beta_3 DL_t + \beta_4 MP_t + \varepsilon_t \quad (1)$$

where:

- LC - labor market competitiveness of graduates (employment rate within six months after graduation);
- SM - index of students' self-management competencies (time management, independent learning, goal-setting);
- IE - level of implementation of inclusive education programs in universities;
- DL - intensity of digital learning platform usage;
- MP - participation of students in mentoring and academic support programs;
- α - constant coefficient;
- β_1 - β_4 - regression coefficients reflecting the strength of influence of explanatory variables;
- ε - random error term.

The dependent variable is the degree of competitiveness among graduates in the labor market and it is operationalized by using employment indicators. Independent variables explain the educational variables, which affect students in developing their self-management skills. Through the model, it is possible to determine the impact of changes in inclusive learning and student autonomy on employment. Evaluation of the estimated coefficients will allow finding out which factors of education influence graduate employability the most.

Research instruments and analytical tools

The analysis applied various analytical tools to analyze and interpret the data obtained as secondary. Originally, the descriptive statistical analysis was employed to determine the tendencies in the formation of self-management competencies, inclusive educational practices, and graduate employment indices over the years 2020-2024. This step involved the possibility to identify the overall trends and the structural shifts in the Ukrainian higher education system.

Second, to test the strength and direction of the relationships between the main variables of the research the correlation analysis was used. The approach allowed establishing the relationships between the gains in an inclusive learning atmosphere and the levels of student self-management and better labor market results.

Third, the primary analytical tool employed in the assessment of causal relationships among variables that were incorporated into the model was the econometric regression analysis. It was possible to estimate the quantitative effect of self-management competencies and inclusive

educational factors on graduate competitiveness in the labor market using the regression approach.

Lastly, the dynamics of key indicators at this time and the interpretation of econometric results were visualized by this graphical analysis and comparative trend analysis. These methodological tools combined made sure that the findings were reliable and offered a whole analytical framework of examining the role of self-management of learning in inclusive educational setting as an element dependent factor in shaping the competitiveness of students in the labor market.

Results. The empirical data on the self-management of learning among students in an inclusive educational setting in Ukraine in 2020-2024 prove that there is a strong correlation between the formation of self-regulation skills and the competitiveness of graduates on the labor market. The analysis is performed on the indicators, including the extent of self-management skills among students, the extent to which inclusive educational practice is implemented at higher educational establishments, and the employment rates of students with varying degrees of self-management learning competencies.

The findings suggest that the shift to more flexible and inclusive educational models in Ukrainian universities in 2020 which, in part, was conditioned by the process of digitalization and by adaptations related to the war caused some strengthening of the autonomy of students, their planning skills, and attention to academic performance outcomes. The education experiences that were inclusive promoted the application of adaptive learning strategies, collaboration with peers and custom-made educational paths and had direct impacts on the acquisition of self-management skills.

Table 2 shows the dynamics of development of the major self-management competencies of the students as they learn in the inclusive educational environment within Ukrainian institutions of higher education.

The outcomes show that all measured competencies have been gradually increasing within five years. The most significant growth is in independent learning ability that rose by 52% in 2020 to 75% in 2024. The trend is indicative of the larger change in higher education in Ukraine, as students are becoming more dependent on the use of digital platforms, flexibility in their learning schedules, and self-directed study systems.

Table 2

Dynamics of students' self-management competencies in inclusive educational environments in Ukraine (2020–2024)

Year	Time Management Skills (%)	Self-Motivation Level (%)	Independent Learning Ability (%)	Goal-Setting and Planning Skills (%)
2020	54	57	52	49
2021	59	61	58	55
2022	63	66	64	60
2023	69	71	70	67
2024	74	76	75	72

Source: authors development using data from (State Statistics Service of Ukraine, 2024; Ministry of Education and Science of Ukraine, 2024; National Agency for Higher Education Quality Assurance, 2023; International Labour Organization, 2024; World Bank, 2024; OECD, 2023; UNESCO Institute for Statistics, 2024)

The second level of analysis implies the extent to which integrated learning settings promote the acquisition of self-management skills. Universities which actively adopted the policies related to inclusivity, including individual learning plans, assistive technologies, and mentoring programs, showed better results on student learning autonomy (Table 3).

Table 3

Inclusive educational environment indicators in Ukrainian universities (2020–2024)

Year	Universities with Inclusive Programs (%)	Students Using Adaptive Learning Tools (%)	Participation in Mentoring Programs (%)	Use of Digital Learning Platforms (%)
2020	38	34	29	62
2021	44	41	35	68
2022	51	49	43	75
2023	58	56	49	82
2024	64	61	55	87

Source: authors development using data from (State Statistics Service of Ukraine, 2024; Ministry of Education and Science of Ukraine, 2024; National Agency for Higher Education Quality Assurance, 2023; International Labour Organization, 2024; World Bank, 2024; OECD, 2023; UNESCO Institute for Statistics, 2024)

The results indicate that there is a massive growth of inclusive educational practices. The proportion of universities that enacted inclusive programs rose to 64 percent in 2024, as compared to 38 percent in 2020. Meanwhile, online learning platforms increased to 87% which indicates the fast digitalization of the higher education system in Ukraine. Digitalization

was important in supporting flexible learning environments among students who have different educational needs.

The third aspect of analysis is the competitiveness of the labor market. Graduates who had superior amounts of self-management competencies showed improved employment results, such as faster employment, larger starting wages, and more adaptability to dynamic labor market practices (Table 4).

Table 4

Labor market competitiveness indicators of graduates with developed self-management competencies in Ukraine (2020–2024)

Year	Graduate Employment Rate within 6 Months (%)	Average Starting Salary Index (2020=100)	Employer Satisfaction with Graduates (%)	Participation in Innovation Projects (%)
2020	61	100	63	28
2021	65	106	67	33
2022	68	112	71	38
2023	72	118	76	44
2024	77	125	81	51

Source: authors development using data from (State Statistics Service of Ukraine, 2024; Ministry of Education and Science of Ukraine, 2024; National Agency for Higher Education Quality Assurance, 2023; International Labour Organization, 2024; World Bank, 2024; OECD, 2023; UNESCO Institute for Statistics, 2024)

A six-month employability of graduates rose by 61 percent in 2020 to 77 percent in 2024. By 2024, the level of employer satisfaction with the professional competencies of graduates increased to 81 percent, which confirmed the growing role of self-management skills in the contemporary working environments, including adaptability, initiative, and independent problem-solving skills.

The association between the rise of self-management competency and the rate of employment of graduates in the period under analysis was represented by Figure 1.

The graph analysis supports a high positive correlation: the higher the self-management competencies within the Ukrainian universities, the better the employment performance of graduates. This relationship is based on the increasing need of the labor market on graduates who can make independent decisions, constantly acquire knowledge, manage their personal resources competently.

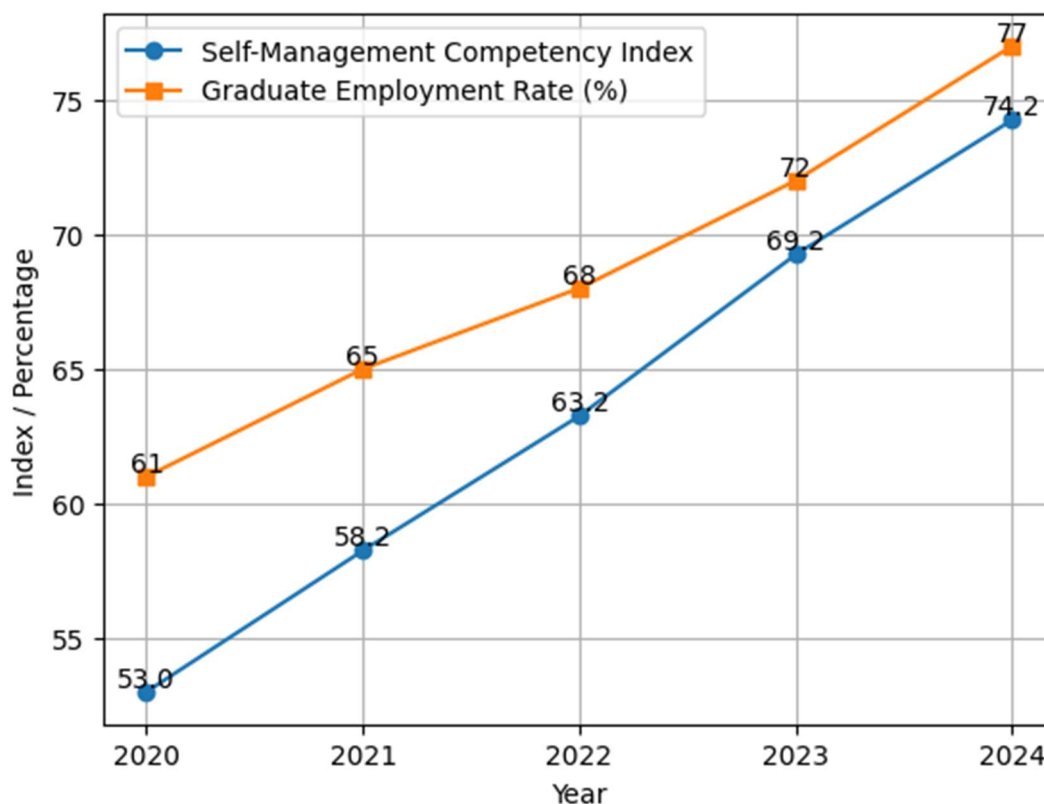


Figure 1. Relationship between students' self-management competencies and graduate employment rate in Ukraine (2020–2024)

In general, the findings show that inclusion classrooms are important towards nurturing self-management skills in students. In their turn, these competencies contribute greatly to the competitiveness of the graduates in the labor market. As the Ukrainian experience of 2020-2024 shows, the combination of inclusive educational practices, technological orientation in the digital and student-centered approach to learning has provided good conditions to produce adaptive, self-directed, and professionally competitive graduates.

Although the informative results were obtained, it is worth admitting as well a number of limitations to interpret the results. To begin with, the analysis is largely devoted to national level indicators of Ukraine in 2020-2024, which might not be sufficient to reflect regional disparities between higher education institutions or differences between the practices of inclusive education within universities. Second, the assessment of self-management competencies of students is based on composite indicators that include multiple behavioral and cognitive dimensions that may not capture all the aspects of personal learning strategies and personal development.

The other limitation is associated with the changing socio-economic situation in Ukraine that took place within the course of the considered

timeframe and conditions, such as the influence of the COVID-19 pandemic and the effects of the war, which impacted both the functioning of education and the labor market to a considerable extent. It is possible that these external factors influenced the employment, regardless of educational practices, and it would be hard to determine the sole influence of self-management competencies on labor competitiveness. Lastly, the analysis can be further developed in the future through longitudinal micro-level data, qualitative evaluation of student learning experiences, and cross-country comparisons to enable the researcher to demonstrate a more detailed picture of the correlation between inclusive education, self-management skills, and graduate employability.

According to the received conclusions, it is possible to suggest some recommendations to enhance the process of acquiring of self-management skills by students in an inclusive learning setting. The role of student-centered learning strategies, such as project-based and flexible curricula and individualized learning paths that facilitate the acquisition of autonomy and learning outcomes responsibility, should be enhanced in higher education institutions in Ukraine. The increased use of digital learning platforms and assistive technologies is also recommended, as they allow engaging in the inclusive activity and offering the students a variety of opportunities to acquire knowledge independently and develop skills.

The universities are also encouraged to enhance mentoring and academic support programs that assist the students in developing goal-setting, time management, and reflective learning skills especially when there is a diversity in the educational needs of the students. Moreover, the stricter collaboration between universities and employers would allow harmonizing the educational results with the demands of the employment sector and stimulate the cultivation of the skills that improve graduate employability. Lastly, the national education policy must remain to subsidize the inclusivity of educational programs and institutional capacity development to help in stimulating self-directed learning as one of the determinants of graduate's competitiveness in the contemporary labor market.

Conclusions. The study that was done affirms that the self-management of learning among students in an inclusive learning setting is an essential factor that determines the competitiveness of students in the labor market. The study fulfilled its primary objective by thoroughly exploring the correlation of the evolution of self-management competencies, the use of inclusive educational practices, and graduate

employability in Ukraine between the years 2020 and 2024. The findings prove that inclusive learning settings together with online learning resources and student-oriented educational methods can provide opportunities to establish positive conditions to enhance the autonomy, responsibility, and skills of students to plan their own study.

The research was able to deal with the set research objectives. To begin with, the theoretical basis of the concept of self-management in inclusive higher education was discussed, noting that such competencies as time management, self-motivation, independent learning, and goal-setting are the key elements of modern students. Second, the study into the dynamics of self-management competencies among students in Ukrainian universities in the period of 2020-2024 showed that the latter has been steadily growing. Specifically, the rate of autonomous learning skill grew to 75 percent in 2024 (as compared to 52 percent in 2020), and time management skills have also risen to 74 percent (as compared to 54 percent). These tendencies show that self-directed learning strategies are becoming highly significant in the higher education systems that are adjusting to the digitalization and evolving socio-economic circumstances.

Third, the study evaluated the inclusivity of learning programs in the institutions of higher education in Ukraine. The findings indicate that the inclusive practices have grown significantly within the period being analyzed. The proportion of universities with inclusive educational initiatives has risen by 38 to 64 percent in 2020 and 2024, respectively, and the deployment of digital learning platforms has hit 87 percent. The developments were also associated with the development of flexible learning environments that accommodate different student needs and foster the establishment of self-management skills. Inclusive education activities such as mentoring programs, assistance learning materials and learning pathways were found to significantly contribute to enhancing the student's ability of being self-directed learners and planning their academic tasks.

The study also established the correlation between the development of self-management competencies and competitiveness in the labor market. The percentage of graduates who are employed within six months after graduation improved as well as employer satisfaction with the level of professional competencies of the graduates, 61 to 77% and 63 to 81 respectively. These findings indicate that learners who are able to build their abilities of self-management more effectively throughout schooling are more likely to show greater adaptability, initiative, and professional

preparation in the labor market. Therefore, not only inclusive educational environments facilitate equal educational opportunities but also help to develop competitive human capital with the ability to respond efficiently to the demands of modern labor markets.

In general, the results reveal that the combination of inclusive educational policies, digital learning tools, and student-focused learning strategies has proven to be very effective towards the development of self-management skills in students. These are the competencies that are very essential in equipping graduates with the required skills to tackle the professional challenges and enhance their employability skills in the changing socio-economic environment. The case of the Ukrainian experience in the 2020-2024 years proves that the process of changing higher education to an inclusive and flexible model of learning can be used as an efficient mechanism to enhance the competitiveness of graduates in the labor market.

Further studies can make the analysis more comprehensive by considering the micro-level of research (individual university) and carry out a comparative study in the international context to determine how the different inclusive education models contribute to the formation of self-management competencies. Other research can also be directed to longitudinal studies of career paths of graduates, how digital learning ecosystems promote self-regulated learning, and the effectiveness of certain inclusive pedagogical approaches on students with varying educational requirements. This kind of research would add to a better insight of how inclusive educational environments can further contribute to increase the level of professional competitiveness of students and contribute to sustainable development of human capital in the contemporary knowledge-based economies.

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АНОТАЦІЯ

Артеменко Анна, Шафранова Катерина, Батаєва Катерина, Чернега Катерина. Самоуправління навчанням здобувачів в інклюзивному освітньому середовищі як чинник підвищення їхньої конкурентоспроможності на ринку праці.

Швидкозмінна природа систем вищої освіти вимагає від студентів набуття навичок самоврядування, щоб вони могли навчатися самостійно, гнучко та конкурентноздатно на професійних ринках у довгостроковій перспективі. Інклюзивні навчальні простори можуть допомогти сприяти розвитку та

забезпеченню різноманітних потреб у навчанні, водночас сприяючи автономії, відповідальності та участі в навчальному процесі. Хоча ідея інклюзивної освіти набула популярності, існує мало досліджень, які вивчають роль самостійного управління навчанням студентів для підвищення їхньої конкурентоспроможності на ринку праці. У статті розглядається взаємозв'язок між компетенціями самоврядування, отриманими в умовах інклюзивного навчання, та працевлаштуванням випускників в Україні в період 2020-2024 років.

Методологія дослідження складається з аналізу вторинних статистичних даних національного звіту про освіту, джерел моніторингу ринку праці та інституційних даних щодо опису розвитку інклюзивної освіти. Методологічна частина включає описовий статистичний аналіз, кореляційний аналіз та економетричне регресійне моделювання для визначення зв'язку між основними показниками освіти та ринку праці. Економетрична модель оцінює вплив компетенцій студентів щодо самоврядування, застосування інклюзивної освіти, використання цифрової навчальної платформи та участі в наставництві на результати працевлаштування випускників.

Результати дослідження показують послідовне зростання компетенцій студентів щодо самоврядування в українських університетах протягом розглянутого періоду. Здатність до самостійного навчання у 2020 році становила 52%, у 2024 році – 75%, а компетенції з управління часом у 2020 році становили 54%, а у 2024 році – 74. Також спостерігалось зростання інклюзивних навчальних практик, оскільки частка університетів, які впроваджують програми інклюзивної освіти, коливалася від 38% у 2020 році до 64% у 2024 році. Одночасно рівень працевлаштування випускників протягом шести місяців також зріс з 61 до 77%, водночас задоволеність роботодавців компетенціями випускників досягла 81% у 2024 році.

Результати доводять, що інклюзивні освітні умови відіграють ключову роль у забезпеченні розвитку навичок самоврядування, що підвищують адаптивність та конкурентоспроможність випускників на робочому місці. Аналіз показує, що інклюзивна політика, цифрові технології навчання та студентоорієнтовані підходи сприятимуть працевлаштуванню випускників за умов створення динамічного ринку праці.

Ключові слова: інклюзивна освіта, самостійне навчання, працевлаштування випускників, конкурентоспроможність на ринку праці, вища освіта, цифрові навчальні середовища, Україна.