http://www.moderntechno.de/index.php/meit/article/view/meit31-00-013
DOI: 10.30890/2567-5273.2024-31-00-013

UDC 37-053.5(73)

STUDENTS' ENTREPRENEURIAL DEVELOMPENT IN US: DEFINITION, METHODS AND PRACTICAL TIPS

Slipenko V.O.
Phd., as.prof.
ORCID: 0000-0003-0123-4645
Pavlo Tychyna Uman State Pedagogical University, Uman, Sadova, 2, 20300

Abstract. *The article reveals definition, methods and practical tips of ensuring the development of entrepreneurial competence of students in secondary schools in the United States and characterizes them. Based on the method of conceptual and comparative analysis, analysis of domestic and foreign experience, as well as systematization and analysis of facts, journal publications, we were able to identify the most common forms (mini-enterprises, mini-banks, seminars, work with parents) and methods (partially search, game, example, conversations, stories, lectures) that are widely used by the American educational community.*

Key words*: entrepreneurial competence, students, secondary schools, definition, methods, practical tips, USA, American pedagogical community.*

Introduction. Achieving the goals of developing entrepreneurial competence is primarily associated with students' mastery of the main elements of entrepreneurial education content included in the secondary school curriculum. The participation of students in various types of activities is considered by experts to be a prerequisite for the formation of a fully developed personality capable of effectively solving economic problems and focusing on a significant improvement in their material well-being.

The notion that entrepreneurship and initiative are among the key competencies is reflected in the recommendations of the European Parliament and the Council of Europe "Key competencies for lifelong learning (European benchmarks)", the concept of the "New Ukrainian School" for the period up to 2029, and the Law of Ukraine "On Education". The solution of pedagogical tasks aimed at developing entrepreneurial competence combines knowledge, skills, beliefs, attitudes, and practical skills for entering adulthood and is carried out in the following areas: directly in school classes, in extracurricular and extracurricular activities, each of which has a certain arsenal of methods and techniques [2, 3].

The problem of developing the entrepreneurial competence of students in secondary schools in the United States is not only of scientific interest, but also has been little studied in Ukraine. In their works, S. Andriash, M. Branson, O. Vasylieva, I. Overchuk, K. Korsak, O. Khmelnytska, and others have paid attention to the educational problems of the United States. Among the American scholars are E. Roberts, B. Simon, D. Miller, L. Shepard, and others. The above-mentioned researchers studied the essence of entrepreneurial competence, outlined its specific characteristics, developed practical methods in this area, but the ways of implementing the content of entrepreneurial education of US students have not yet been the subject of a special study.

Main text. It is worth noting that in our study, we understand "methods" as ways of joint activities of teachers and students aimed at solving educational tasks,

while there is a close relationship and correlation between them; "forms" - the organization of educational interaction of participants in the pedagogical process by the number of students, place and duration of training, features of communication between teachers and students.

In the entrepreneurial training of students in American high schools, teachers widely use a form of education such as the organization of mini-enterprises for the production and sale of goods and services. Teachers pay special attention to mini-enterprises created by students themselves, as they prepare students to enter the world of business and commerce, ensure the development of a wide range of practical skills and personal qualities, encourage initiative and creativity, convince students of the possibility of finding a job on their own, and help with career guidance. In other words, it is a course that involves students in a full cycle of entrepreneurial activity under the guidance of teachers and mentors [6].

For example, the My Bank project, which is being implemented under the slogan “My Money is Our Future” is an entrepreneurial program for creating a school bank. Students act as employees and clients of the bank, learn to work with basic financial documentation, get acquainted with the types of deposits and loans, and have the opportunity to plan their expenses and accumulate funds for investment in specific projects. The course also addresses cultural aspects related to banking, such as banking ethics. It discusses the ethics of banking from the point of view of Islam, where it is not customary to lend money at interest. Different opinions and decisions, a different interpretation of financial relations are of interest to a significant number of students.

In addition, U.S. educators are actively implementing another program, My Entrepreneurial Journey, which also includes a series of educational seminars for both boys and girls, held on Saturdays and consisting of two 45-minute sessions followed by a four-week internship at a company under the guidance of mentors. During the seminars, teachers actively use multimedia equipment to view stories or interactive activities, make Power Point presentations, and organize discussions of episodes from educational films. Students develop concepts for goods or services, draw up business plans, produce and sell goods or provide services. Some schools develop only business plans and then hold competitions for the best one. Most of the goods produced by the students themselves are sold at specially organized fairs [5].

Employees of SIFE, an international non-profit organization that deals with market economy and free enterprise, provide schools with teaching aids, specially designed presentations for workshops, and educational films that demonstrate economic concepts and patterns of economic functioning using the example of a virtual community where a number of problems are solved and various business organizations are created. Participants of the seminars justify the relevance of studying entrepreneurship and developing the qualities necessary for successful entrepreneurial activity.

The effectiveness of the use of a partially search method in the above forms of education, for the formation of analytical and reflective abilities, is determined by American researchers in the field of entrepreneurial education A. Cooper, A. Corbett [1, 56-63; 2, 398-473].

For example, students are organized to analyze the qualities and skills necessary for an entrepreneur on the basis of newspaper articles and videos about entrepreneurs. The list obtained by the participants is commented on and supplemented by the teacher. The students' independent search for entrepreneurship-related competencies based on real-life examples is supported by the knowledge they have gained independently. These are not just theoretical positions proposed by the teacher, but students' own conclusions about the work of real people.

In the course of their studies, young people look for information on Internet resources, for example, about the level of income of various specialists, the cost of renting premises, and prices for office and other equipment. Such a task is feasible for students, as the information is publicly available, and they must be resourceful and persistent to find the data they are interested in, usually this work allows them to better understand the financial side of business.

The use of the game method allows you to repeat the concepts that students know in a short time and supplement the existing knowledge of the country's economy with new information. For example, in the course of the game, you can familiarize yourself with the concepts of economic activity necessary for further discussion of entrepreneurship in a concentrated form. Students are divided into small groups, asked to make assumptions about the meaning of the main terms, and then combine them with definitions. The teacher asks them to organize these definitions so that they reflect the sequence of an entrepreneur's work in developing and marketing a new product or service. Each team chooses its own diagram, draws it and presents it to the audience, then the diagrams are compared and the optimal sequence is determined. This allows students to master the basic laws of market functioning, which forms the basis for understanding entrepreneurial activity [4, p.346].

To diversify the learning process, the teacher uses the method of example, demonstrating stories about real entrepreneurs. Representatives of various types of business are invited to almost every lesson (seminar), which allows them to obtain information about the students' readiness to start their own business and personal qualities that help in its creation. The teacher suggests that students not only focus on the achievements of entrepreneurs, but also proves that the life experience of the students themselves is also valuable and should be used in their future professional activities.

There is a reenactment of various business communication situations conducted by volunteers. They demonstrate both positive examples of interaction and examples of ineffective communication. Observation of behavioral patterns is very useful for students, as discussing real-life examples helps them to form a clearer idea of what etiquette norms they need to follow and what interpersonal skills they need to develop. They are provided with cards with basic phrases that can be useful in various business communication situations. Having basic units helps students feel more confident. With the help of pre-prepared phrases and dialog patterns, the teacher is able to combine the logical and linguistic structure of different business communication situations. At the end of the lesson, the teacher asks the participants to summarize the main conditions of business communication.

Teamwork and mutual learning in groups, in addition to tasks related to the

acquisition of new knowledge, serve to develop students' abilities to communicate across cultures, help them realize its pragmatic function, the opportunity to feel comfortable in society, and learn many interesting facts from different areas of life. If the motivation to achieve conflict-free communication is high, then students will increasingly take steps to leave their "comfort zone" and develop relationships with their peers. The seminar emphasizes that if students want to change the situation in communication, they must take the initiative themselves.

It is quite interesting that when working with students, great attention is paid to the development of written language skills. For example, in a seminar on marketing, students discuss the need to research the needs of the target audience, for which they need to draw up a questionnaire, but the complexity of the questions related to consumer behavior does not allow them to do the work completely independently. The teacher gives out several samples of such questionnaires, and students study them, find out the principles of the survey, clarify a number of terms and the meaning of some questions. As a homework assignment, they create their own questionnaire for a company of their choice. This activity involves a creative rethinking of someone else's experience and improvement of written communication skills.

Next, the seminar introduces students to specially selected audio and video advertising messages that are simple in language and therefore easy to understand for students, then asks them to define the strategy of the advertising company, express their opinion on its effectiveness, and decide for which category of consumers the advertisement is intended. The students analyze the text of advertising messages and identify the main components of their message, get acquainted with grammatical structures: the use of superlative adjectives and adverbs, the imperative and subjunctive moods, and conditional constructions [5].

They consider the most common adjectives denoting the actual and evaluative characteristics of a product, use synonyms that reflect the process of competition, purchase, ownership of a product and benefit from the purchase. Next, the teacher asks students to group the vocabulary according to the categories of consumers: children, working teenagers, middle-income adults, and low-income families. After school hours, they compose an advertisement that corresponds to the profile of the business they chose in previous classes, promoting a product to a specific target audience. Writing an ad is a specialized skill, so it requires an understanding of advertising technology and the ability to use business language to promote a product. The work on analyzing grammatical structures and the proposed “dictionary of advertising vocabulary” are prerequisites for the seminar participants to be able to generate texts that comply with the rules of advertising and address a specific category of consumers.

Summary and conclusions. Thus, we have found that the development of entrepreneurial competence of students will be effective only when the student is actively involved in the educational process and consciously, of his/her own choice, accepts the proposed arsenal of ways to achieve the goals of entrepreneurial education. Based on the above postulates regarding the ways of implementing the content of entrepreneurial education used in American schools, we can conclude that they are aimed primarily at teaching students modern knowledge, skills and economic

attitudes that will contribute to successful employment or self-employment. An important factor in this is the creative search by the U.S. educational community to improve the already recognized methods and introduce non-traditional methods, forms of teaching and upbringing of the younger generation. Prospects for further research include the diagnosis of entrepreneurship and a comparative analysis of the development of students' entrepreneurial competence in Ukrainian and US schools.

References:

1. Cooper, A., & Dunkelberg, W. (1987). Entrepreneurial research: Old questions, new answers, and methodological issues. *Journal Of Business Venturing*, *3*(11), 56-63.

2. Corbett, A. (2018). Experiential learning within the process of opportunity identification and exploitation. *Entrepreneurship Theory And Practice*, *29*(4), 473-491.

3. Edwards, P., & Roberts, L. (2002). *The Entrepreneurial Parent: How to Earn Your Income at Home and Still Enjoy Your Family, Your Work and Your Life* (p. 432). Putnam: Jeremy P. Tarcher.

4. Greer, P., & Greer, K. (2014). *Watching Seeds Grow: A Guide to Entrepreneurship for Parents and Children*. Charleston (p. 346).: CreateSpace Independent Publishing Platform.

5. Mini-banks provide hands-on education in personal finance. (2022). Retrieved from https://www.minneapolisfed.org/publications/community-dividend/minibanks-provide-handson-education-in-personal-finance

6. Soloman, G. (2007). An examination of entrepreneurship education in the US. *Small Business And Enterprise Development*, *14*, 15-23.

Article sent: 30.01.2024
© Slipenko V.O.