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Economic Education as a Factor of Entrepreneurial Competence Formation of Senior Students in Modern Society

ABSTRACT

The article is devoted to the topical problem: the relationship of school economic education and pupils personality formation to their business core competencies required for adaptation in the society.

The purpose of the research is to prove and show the importance of economic processes in modern society and relevance of the person's adaptation to transforming conditions.

Methods. Theoretical analysis of scientific sources on psychology, economics and the results of modern practical researches has been used. Analysis of terminology, the concept of entrepreneurship and entrepreneurial competence, the systematization of economic activities estimation criteria, synthesis of ideas about intellectual, emotional-volitional sphere, a synthesis of information on the processes of competence formation have been applied.

Results. The importance of economic education for senior students has been studied in order to increase the efficiency of their entrepreneurial competence formation. The structure of economic education, its influence on the process of the personality's formation has been researched. The necessity of conceptual changes in school economic education has been substantiated. Entrepreneurial competence is characterized as the integral psychological quality of the individual, which manifests itself through the ability to search and implement new economic ideas in practical forms of activity. The entrepreneurial competence of the student is the basis for the socio-psychological adaptation of the individual in the modern society.

The results of the study has showed that in the process of economic education of high school students there is the formation and self-determination of the individual; formation of intellectual, social, emotional and volitional readiness for entrepreneurship and formation of entrepreneurial competence.

Conclusions. In connection with the transformation changes taking place in the economy and in the society altogether there has been a need to improve renovation of school economic education, as a result of which the formation of the personality's entrepreneurial competence takes place.

Keywords: *entrepreneurial competence; entrepreneurship; economic education; personality; adaptation; society.*

Introduction

Rapid transformational processes taking place in all spheres of life – social, technical, geographical, demographic, geopolitical – require a prompt response from science and education. If science is to quickly investigate all these phenomena, establish regulatory laws of its appearance and development, then education should help modern person to adapt effectively to global transformations in modern society (Kovchyn, 2018a, p. 58).

Nowadays, special attention is paid to the renewal and implementation of economic education, which is connected with changes in the field of economy, global economic processes, and the request for economic knowledge from students, youth, and the population as a whole.

An important reason for such a request is that economic education, economic knowledge is a factor in the adaptation processes of the individual and the formation of entrepreneurial competence (Kovchyn, 2018b, p. 204).

Social and economic development of Ukraine, of course, depends on the creative activity of its citizens. The main resource of such development is the person itself, his/her education and professional competence, high moral and volitional qualities. It is manifested in the increasing intellectualization of the main factors of production, in the transition to an economy based on the deep knowledge of its laws, which characterizes the systematic use of scientific achievements in the process of socio-economic development.

Profession-oriented education is aimed at the formation of a holistic life, ideological, scientific, cultural and professional competence of students, which will ensure their further self-improvement and self-realization. At the conceptual level, profession-oriented education is defined as one of the ways to ensure equal access to quality education; the innovative character of modern profession-oriented education characterizes ideas that require development and implementation at all levels (Topuzov, 2011, p. 4, 5).

The State National Programme “Education. Ukraine of XXI Century” emphasizes that education is the basis for the development of a personality, society, nation and state. According to these needs, there is a change in the educational paradigm, a new content and technology of education is being proposed, another pedagogical mentality is being developed, the state standards, curricula are developed, textbooks and manuals are revised, methods and forms of teaching are improved (Kovchyn, 2011, p. 8).

In the center of these transformational upheavals, the student is a subject of study, whose purpose is to ensure the development of a knowledgeable and competent person. One of the main ways to achieve this goal is to introduce profession-oriented teaching, that takes into account the individual characteristics, interests, needs and cognitive capabilities of each student.

The problems of studying the economy were investigated by T. Nazarenko, V. Korneiev, O. Ovcharuk, O. Chasnikova, O. Topuzov. The questions of different aspects of the competence approach in education were studied by domestic and foreign scientists, among them N. Bibik, L. Vashchenko, B. Hershunskyi, T. Dobudko, A. Markova, O. Pometun, A. Protsenko, O. Savchenko, M. Skatkin, A. Khutorskyi and others. The mentioned researchers examined the essence of the competence approach, the characteristics of its components, monitoring levels of students’ competence development, the technology of key competencies formation, etc. But the urgent problem of *entrepreneurial competence formation to adolescents* and its relationship with economic education are not sufficiently explored.

The hypothesis of our study. Economic education of senior school students is the basis of entrepreneurial competence formation, and the thoroughness and depth of economic education in conjunction with entrepreneurial education

ensure the success of self-realization of the student's personality in later life.

The purpose of the research. On the basis of literature analysis and study on the given problem, it is necessary to analyze and investigate the essence, the meaning of such concepts as “economic education”, “entrepreneurial competence” and its interrelation, to identify current trends in the formation of entrepreneurial competence to senior students.

Methods of research: theoretical analysis of scientific sources on psychology and economics and the results of modern practical research, experience. Analysis of terminological, the concept of entrepreneurship and entrepreneurial competence, the systematization of criteria of an estimation of ability of economic activities, a synthesis of ideas about intellectual, emotional-volitional sphere, a synthesis of information on the processes of competence formation.

The paper examines the importance of economic education to high school students for the effectiveness of their entrepreneurial competence. The necessity of conceptual changes of school economic education is substantiated. Entrepreneurial competence is characterized as the integral psychological quality of the individual, which manifests itself in the ability to search and implement new economic ideas into practical forms of activity. The student's entrepreneurial competence is the basis for the socio-psychological adaptation of the individual in the modern society.

The role of economic education

Economic education of high school students in gymnasiums and lyceums is a complex of socio-economic knowledge, skills and habits to ensure the development of economic culture and consciousness as a person and society.

School economic education can not be limited only by the formation of knowledge. Having mastered the fundamentals of economic knowledge, having developed the ability to read and analyze relevant economic materials and understand economic processes, students must understand that economic theory is an intellectual resource needed to understand its place in economic processes, learn to “play” the main economic roles, engage in civilized relationships and make economically sound decisions about issues related to future practical activities.

The modern economic education of schoolchildren covers the following

tasks: a) *of general education*, connected with the formation of world outlook and development of mental abilities on the basis of economic way of thinking; b) *preparatory-professional*, connected with early diagnostics and development of professional skills for entrepreneurship; c) *educational*, connected with the formation of rational values beliefs, economic culture, business ethics, etc. (Hrazhevskaja, 1999, p. 30).

The general programme of economic education for schoolchildren should include: 1) a programme of economic education for students of grades 11-12, applied economics: bases of business, entrepreneurial activity, farm management, banking, etc.); 2) a programme of economic education for students of lyceums, gymnasiums, general education schools with in-depth study of economic disciplines (Hrazhevskaja, 1999, p. 30).

The main and top priority in economics education in gymnasiums and lyceums is the choice of students who are able to think critically, make a conscious choice and personalities capable of self-actualization, be the subject of their life. In choosing creative, active students who can become the leaders of the economy and social life in the future, the focus of the personality should be of great importance in the gymnasium and lyceum. This integral characteristic is determined by the peculiarities of the semantic and target spheres of the individual, which underlies the construction of actual behaviour and life self-determination. The personal orientation is related to the emotional sphere (Sazonenko, 1998, pp. 28-31).

The direction of the student's personality is determined by the system of the main characteristics, which includes elements of emotional-value relation to reality, spatial-temporal orientation and the system of meaningful goals of the individual. Psychodiagnostics for the purpose of further professional and economic orientation in the gymnasium and lyceum takes into account such indicators of the student's personality as the character of the emotional and volitional position, the dominant emotional state in the experience of the actual life situation and the attitude towards its perspective, the structure of the leading motives, the system of values orientations and life goals, the nature of activity in interaction with the environment of life and entrepreneurship talent.

An important criterion is the level of activity development as the subject's potential of the individual. It is necessary to take into account the character of activity, which consists of the teenager's ability to overcome critical situations in different spheres of life: stress (physical sphere), tolerance to frustration (social sphere), ability to constructively solve cognitive and perceptual conflicts (cognitive sphere), creatively overcome crises (psychological sphere) (Sazonenko, 1998, p. 29).

The following group of criteria relates to the potential for progress in performance of substantive activity.

The third group of criteria characterizes the degree of awareness of self-control in situations of intense activity: parameters of the cognitive space; productivity of attention; fatigue (an indicator of the energy potential of an organism, its ability to exert tense activity).

To study in the courses of economic direction it is necessary to give the value of intellectual activity of the individual, in particular, its indicators as a feature of the organization of his/her experience (the level of conceptual structures formation, the type of events representation, the originality of the individual knowledge base), intellectual efficiency, individual peculiarity of intellectual activity, creativity (Sazonenko, 1998, p. 29).

In the process of selecting students to study courses of economic orientation, in addition to the diagnosis of intellectual activity, we determine the social intelligence of teenagers. This is due to the fact that the economist-manager, not less than analytical thinking, also needs social intelligence. The professional activity of an economist provides for the ability to effectively social interaction. It is advisable to use such methods of researching social intelligence as a business game with inclusion in its scenario of conflict situations, projective interviews. Thus, it is possible to outline the list of qualities, abilities that are taken into account when preparing students for studying courses in the economic direction in gymnasiums and lyceums (Ilin, 1998, p. 21-27, Sazonenko, 1998, p. 29).

Entrepreneurial competence formation of senior students in modern society

In the conditions of the Ukrainian society and economy integration into the European space, the formation and development of entrepreneurship to senior students and youth is one of the main issues of modern education. Staged and gradual formation of the ability to entrepreneurship of high school students will create conditions for the provision of economic knowledge, skills, habits, which is especially important for the construction of a personal living space, will provide the main necessary competencies for the individual selection of the profession and the modern conscious perception of the individual in the transforming conditions of the market economy, the successful construction of a career in the future and the development of successful entrepreneurship (Ovcharuk, 2018, p. 4-18; Sokolova, 2015, p. 332).

At the present stage European countries, in particular the EU, have identified eight key competences for lifelong learning that have become the framework of modern education in Europe:

- 1) communication in the mother tongue;
- 2) communication in foreign languages (Sokolova, 2014, p. 127);
- 3) mathematical competence and basic competences in science and technology;
- 4) digital competence;
- 5) learning to learn;
- 6) social and civic competences;
- 7) sense of initiative and entrepreneurship (entrepreneurial competence);
- 8) cultural awareness and expression (*Proposal for a Council Recommendation...*).

The described common framework of key competencies has been developed for everyone who learns to achieve the goal: to promote national reforms in different countries, to exchange information among all countries to achieve coherence and support, and promote youth employment (Ovcharuk, 2018, p. 4-18).

Among the eight key competencies, entrepreneurial competence is defined as a sense of initiative and entrepreneurship.

The indicated terms emphasize the nature of the labour market's ability, as well as the active position in society. Characterized terms were applied in 2006.

The European Commission in its report "Rethinking Education: Investing in skills for better socio-economic outcomes" highlights "Entrepreneurial skills" as essential skills of the 21st century. The Commission characterizes such skills as "transversal", that is, the ability to think critically, demonstrate initiative, ability to solve problems, and cooperate.

The definition of "entrepreneurial competence" has become widespread since 2015, which formed the basis of the European Entrepreneurship Competence Framework (EntreComp).

Entrepreneurial competence is an important key quality of modern personality, it is necessary for its formation, professional and life success. The basis for distinguishing these key qualities is the following international conceptual documents and studies, such as the Green Paper Entrepreneurship in Europe (2003) (*Green Paper...2003*), the Small Business Act for Europe (2008), the Communication on Rethinking Education (2012) (*Communication from the Commission to the European Parliament...*), The Entrepreneurship 2020 Action Plan (2013), New Skills Agenda for Europe (2016) (New Skills Agenda for Europe (adopted on 10 June 2016)...), The European Entrepreneurship Competence Framework (2015).

The 2006 European Reference Framework of Key Competences for lifelong learning (Reference Framework) highlights entrepreneurial competence as a key to a modern person (Recommendation of the European Parliamentand...).

What is entrepreneurship? Entrepreneurship is a multidimensional concept that relates to different contexts of personal, economic and organizational activity and is associated with creative and innovative ways to organize the business. In relation to personality, entrepreneurship is closely linked to the motivation and ability of a person, his/her independence in identifying potential opportunities and achieving them.

Entrepreneurship involves the following main components:

- the ability to produce ideas that may have an educational content;

- ▶ the fund for the implementation of ideas that can be inherited or acquired in a market environment. In order to learn how to raise capital, it is also necessary to realize how to identify potential investors, how to “sell” these ideas to these investors. This kind of dignity can be acquired by learning from other entrepreneurs;
- ▶ the ability to withstand risks. A ready-made risk involves knowledge of how to manage risks, how to withstand them when they arise, and which is also possible to gain from the experience of others;
- ▶ the ability to accumulate production factors in an effective way, which requires a person to have organizational skills that can be acquired in the process of organized learning and socialization (Topuzov, 2011, pp. 4–7).

Learning entrepreneurship is usually used in the situation when it comes to a person who wants to become a businessman and also to learn how to succeed in different ways. This approach is noted, in particular, in the works of American searchers (Guiso, Pistaferri, Schivardi, 2016). Such an approach, in particular, does not exclude the possibility of forming entrepreneurial competence not only in order to become a business, but also to achieve success in life, gaining the ability to develop and respond to the requirements of the labour market. Business education is defined as the construction (creation) of knowledge and skills to prepare for the start of business (Romanovskiy, 2013).

The important features of entrepreneurial personality should be: persistence, motivation to work, hard work, self-confidence, professional orientation, internal independence, determination and creative approach (Romanovskiy, 2010, pp. 101-102).

Entrepreneurial competence. The European Entrepreneurial Competence Framework (EntreComp) provides the following definition for this concept: the individual ability to transform ideas into action. It includes creativity, innovation, risk, and the ability to plan and manage projects to achieve the set goals. It contains awareness of ethical values and supports effective process management, it's a personality not only in everyday life, at home and in the community, and also in the workplace, in terms of the context of the activity

and the ability to use the opportunities. It is the basis for more specific skills and knowledge that is necessary for those who set up or contribute to commercial activities (Bacigalupo et al., 2016).

At the core of entrepreneurial competence are:

- basic knowledge, skills and attitudes;
- knowledge and ability to identify opportunities for personal, professional and entrepreneurial activity, envisaging a wider coverage of the problem that is outlined in the context in which people live and work;
- understanding how to work in conditions of economy, opportunities and challenges, and also be prepared for the challenges of the employer and the enterprise;
- awareness of the enterprise's ethical position and how it contributes to the development of well-being (EU, 2006). At the same time, the transversal character of entrepreneurial competence is emphasized. This means that it can be achieved through all spheres of life and learning, it affects them all.

The European Entrepreneurial Competence Framework (EntreComp) (Bacigalupo et al., 2016, p. 8). On June 8, 2016, The European Entrepreneurial Competence Framework (EntreComp) was developed and adopted by the countries of Europe and the European Union. It could serve as a benchmark for professionals in the reforming curricula and qualifications systems. EntreComp is the short title of this framework in international documents.

There are three areas of competence in EntreComp: ideas and capabilities, resources, transformation in action:

- ideas and opportunities: provision of opportunities, creativity, vision, evaluation of ideas, critical thinking;
- resources: self-awareness and self-efficacy, motivation and perseverance, resource mobilization, financial and economic literacy, and the mobilization of others;
- resources can be personal (self-consciousness, self-efficacy, motivation, perseverance), material (means of production, financial resources), intangible (specific knowledge, skills, attitudes);

- transformation in action: taking the initiative, planning and management, overcoming ambiguity (Ovcharuk, 2018, p. 9).

That is, the ideas, resources, transformations in action in such a combination explain the essence of entrepreneurial competence.

Conclusions

Consequently, entrepreneurial competence is a necessary quality for a modern student, a person who is needed in today's conditions of a market society, modern economy, social challenges, and rapid integration of the European social space. Methods of forming entrepreneurial competence are an innovative basis developed by educators and employers. This creates an algorithm for the formation of entrepreneurial competence among students during their lifetime. The important characteristics of entrepreneurial competence are its transversality, flexibility and a cross-cutting nature in relation to education and the activity of the individual. Formation of entrepreneurial competence depends on the student's participation in active work and constructive dialogue.

Methods of forming entrepreneurial competence are an innovative foundation developed by educators and employers.

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