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### THE MAIN ASPECTS OF FORMING ENTREPRENEURIAL COMPETENCE IN FUTURE TEACHERS IN UKRAINIAN AND FOREIGN EXPERIENCE

#### ABSTRACT

*The article highlights the need to study the problem of forming the entrepreneurial competence of the future primary school teacher in domestic and foreign experience. It is noted that the development of entrepreneurship of European citizens and organizations has been one of the key policy objectives of the European Union and the Member States for many years; the understanding that entrepreneurial skills, knowledge and guidelines can be learned is deepening, which leads to the widespread development of entrepreneurial thinking and entrepreneurial culture, useful both for individual citizens and for society in particular. The structure of entrepreneurial competence Entre Comp is presented in this article. This structure presents a conceptual model and definition of entrepreneurial competences, offers ways and means to improve the entrepreneurial capacity of citizens and organizations in Europe. The experience of entrepreneurial training as a part of the educational process in the United Kingdom is examined here. It is aimed at the purposeful formation of the qualities of the entrepreneur's personality and competence in the organization and implementation of small business projects. It is stated that there is no established interpretation of the concept of "entrepreneurial competence" in scientific and pedagogical works. Emphasis is placed on the study of entrepreneurial competence as an integrative quality of personality, a complex of personal or business qualities, a model of behavior based on critical thinking skills, creativity, initiative, perseverance, ability to solve problems and cooperate, create and implement innovations. The need to teach entrepreneurship, the formation of a modern teacher of entrepreneurial competence at the national level (Professional Standard), in the Ukrainian-Polish project “Lessons with an entrepreneurial background”, research studios of Ukrainian and foreign scientists are declared in this article.*

**Keywords:** *entrepreneurial competence, Entre Comp, structure of entrepreneurial competence, key competence, entrepreneurial skills, abilities, personality qualities, future teacher, educational process.*

#### АНОТАЦІЯ

*У статті актуалізовано необхідність опрацювання проблеми формування підприємницької компетентності майбутнього вчителя початкової школи у вітчизняному і зарубіжному досвіді. Зазначено, що впродовж багатьох років розвиток підприємливості громадян і організації Європи є однією з ключових цілей політики Європейського Союзу і держав-членів; поглиблюється розуміння того, що підприємницьким умінням, знанням і настановам можна навчитися, що обумовлює широкий розвиток підприємницького мислення і підприємницької культури, корисних*



як для окремих громадян, так і для суспільства зокрема. Представлено структуру підприємницької компетентності *Entre Comp*, що презентує концептуальну модель та визначення підприємницьких компетенцій, пропонує шляхи та способи вдосконалення підприємницької спроможності громадян і організації Європи. Розглянуто досвід підприємницької підготовки як частини освітнього процесу у Великій Британії, що спрямований на цілеспрямоване формування якостей особистості підприємця та компетентності щодо організації та здійснення проєктів малого бізнесу. Констатовано відсутність усталеного трактування поняття «підприємницька компетентність» у науково-педагогічних працях. Закцентовано увагу на студіюванні підприємницької компетентності як інтегративної якості особистості, комплексу особистісних або ділових якостей, моделі поведінки, що базується на навичках критичного мислення, творчості, ініціативності, наполегливості, вмінні розв'язувати проблеми і співпрацювати, створювати і впроваджувати в економічне життя суспільства інновації. Декларується необхідність навчання підприємництва, формування у сучасного вчителя підприємницької компетентності на загальнодержавному рівні (Професійний стандарт), в українсько-польському проєкті «Уроки з підприємницьким тлом», наукових студіях українських і зарубіжних учених.

**Ключові слова:** підприємницька компетентність, *Entre Comp*, структура підприємницької компетентності, ключова компетентність, підприємницькі навички, здібності, якості особистості, майбутній учитель, навчальний процес.

## INTRODUCTION

Modern globalization trends in society, integration processes, the transition to the formation of active, creative personality, capable of self-determination in the field of professional activity, the implementation of their own ideas in real market conditions, open new opportunities for modern approaches to providing a qualitatively new level of professional training, actualize the need to form his entrepreneurial competence through the use of the best examples of world experience. We assume that education in the field of globalization processes, internationalization of world economies is “a key to future economic prosperity, an effective means of combating unemployment, the engine of scientific and technological progress and the passport of individual success” (Sheliuk, 2014, p. 73). Therefore, the necessity to study the problem of forming the entrepreneurial competence of the future primary school teacher in domestic and foreign experience is discussed.

## THE AIM OF THE STUDY

The purpose of the article is to highlight aspects of the formation of entrepreneurial competence of future primary school teachers in the field of domestic and foreign experience.

## THEORETICAL FRAMEWORK AND RESEARCH METHODS

V. Bezliudna, I. Biletska, N. Bidiuk, O. Zabolotna, Y. Zagrebniuk, T. Kapeliushna, O. Lokshina, O. Ogienko, E. Panchenko, A. Sbrueva, O. Chugai, S. Shandruk, etc ... testifies the increasing of scientists' attention to foreign experience in education reform, carried out in comparative pedagogical research. It was found that the problems of entrepreneurial competence of a man, in particular, as a key competence of the specialist (J. Strojny (2007), I. Humeniuk (2018), V. Maikovska (2017), O. Ovcharuk, etc...); content, forms and methods of development of entrepreneurial competence of students in higher education institutions (S. Luparenko); the peculiarity of the formation of entrepreneurial competence of the given professional field: future managers (E. Belan, M. Ponomariova,



M. Strelnikov), specialists in economics (Yu. Bilova (2013)), restaurant business (I. Gaiovy, M. Palchuk, T. Stakhmach, M. Tkachenko and others), service provision of cultural and living facilities (V. Maikovska); future teachers of biology and basics of health (L. Barna, H. Pokhila). At the same time, it was established that the issues of formation of entrepreneurial competence of the future primary school teacher need research attention and, in fact, led to the author's scientific research. The following methods were used in the research process: analysis of the scientific literature on the research problem; study and generalization of pedagogical experience of foreign scientists.

### RESULTS

First of all, we pay attention to the lack of established interpretation of the concept of "entrepreneurial competence" in scientific and pedagogical works. Note that for the first time in the domestic educational space, this term is used in the list of key competencies (learning skills, civic, cultural, competence in information and communication technologies, social, entrepreneurial, health), defined by discussions organized by scientists under the UNDP project "Educational policy and peer education" (Leiko, 2013). According to this document, entrepreneurial competence involves the realization of abilities:

- correlate one`s own economic interests and needs with available material, labour, natural and ecological resources, interests and needs of other people and society, to apply technologies of monitoring of resources and maintenance of sustainable development;
- organize one`s own labour and business activity and work of a team of people, to orientate in norms and ethics of labour relations;
- analyze and evaluate one`s own professional opportunities, abilities and correlate them with the needs of the labour market;
- make and evaluate business plans and personal business projects, develop simple models of action and make economically and environmentally sound decisions in a dynamic world;
- present information about the results of one`s own economic activities and the activities of the team.

We note that entrepreneurial competence as part of key competencies developed by the European Commission determines the ability to turn ideas into action, creativity, innovation, risk, as well as the ability to plan projects to achieve the goal; it is the basis for acquiring more specific skills and knowledge needed for social or commercial activities; contains moral values that promote wise management (DeSeCo, 2005).

Entrepreneurial competence is based on the skills of critical thinking, creativity, initiative, perseverance, ability to solve problems and cooperate (European Union, 2006).

In 2016 The Entrepreneurship Competence Framework was worked out by the European Commission for the Education System. This Entrepreneurship Competence Framework presents the structure of entrepreneurial competencies, offers ways and means to improve the entrepreneurial capacity of citizens and European organizations. For many years, the development of entrepreneurship of European citizens and organizations is one of the key policy objectives of the European Union and the Member States of the European Union. It is clear that entrepreneurial skills, knowledge and guidance can be learned, which in turn this will lead to the widespread development of entrepreneurial thinking and entrepreneurial culture, useful for individual citizens in particular and for society as a whole (EntreComp, 2019). Obviously, Entre Comp is an attractive attempt to organize and define entrepreneurial competence, referring to the European definition of entrepreneurship as a key competence.



As we see the Entre Comp framework consists of three areas of competences: “ideas and opportunities”, “resources” and “taking into action”. Each area includes five competencies. They are considered as structural elements of entrepreneurial competence:

- 1) “Ideas and opportunities”:
  - definition of opportunities;
  - creativity;
  - vision;
  - evaluation of ideas;
  - sustainable thinking;
- 2) “Resources”:
  - self-awareness and self-effectiveness;
  - motivation and persistence;
  - resource mobilization;
  - financial and economic literacy;
  - mobilization of other people;
- 3) “Transformation in action”:
  - initiative;
  - planning and management;
  - overcoming indefiniteness and risks;
  - cooperation with others;
  - constant learning through experience.

Thus, we can say that Entre Comp defines entrepreneurship as end-to-end competence which applied in all spheres of life: from caring for one's own development to active participation in the life of our society.

Yu. Bilova interprets entrepreneurial competence as an integrative psychological quality of personality. It is manifested in a motivated ability to implementation of new ideas and allows us to solve various problems in professional and social life.

It is important that scientists consider its formation in the process of continuing economic education, and later professional activity at the following stages: entrepreneurial knowledge – entrepreneurial thinking – entrepreneurial consciousness – entrepreneurial behavior (Bilova, 2013).

The availability of entrepreneurial competence allows individuals to find and apply the optimal combination of resources in the production process, to create and implement innovations in the economic life of our society. The success of entrepreneurial activity is associated with self-organization, business and personal qualities of the entrepreneur, the effectiveness of business management. It is very important to have leadership skills, the ability to resolve conflict situations, make decisions in unusual situations, work in team, stimulate and motivate the efforts of employees, create organizational structures.

V. Maikovska rightly points out that researchers mostly understand entrepreneurial competence as a set of personal or business qualities, skills, behavior, the formation of which helps to solve successfully certain business problems and achieve high results in material implementation of one's own ideas (Maikovska, 2017).

It should be noted that entrepreneurial competence is distinguished in the professional standard by professions “Primary school teacher” and “General secondary school teacher”, approved in December 2020 by the Ministry of Education and Science of Ukraine, as a general competence that provides the ability to creatively search and implementation of



new ideas, self-presentation and the results of the professional activities; ability to manage by one's own life and career (Pro zatverdzhennia profesiinoho standartu, 2020).

In our opinion, the Professional Standard embodies modern approach to defining of the list and description of general and professional competencies of teachers in general, and primary school teacher in particular. Thus, at the national level, the necessity to form entrepreneurial competence in the modern teachers is noted. We define entrepreneurial competence as an integrative characteristic that combines a set of personal and professional qualities and knowledge that help to implement successfully one's own active professional position, innovative ideas, foresee risks and will be responsible for the process and the results of one's own activities.

According to the coordinators of the Ukrainian-Polish project "Lessons with an Entrepreneurial Background", implemented under the Program of the Ministry of Foreign Affairs of the Republic of Poland in 2014, "an enterprising teacher is not one who has achieved significant wealth, but active, creative, brave man, who has self-respect and can see what others do not see. Therefore, entrepreneurship can be taught not only by a teacher of economics, but by any other competent teacher" (Uroky z pidpriemnytskym tlom, 2014, p. 20).

We are impressed by the position of V. Tenetilova, according to which a specially trained teacher who can form a positive motivation, a system of special knowledge and skills for the organization of his own business must teach students the basics of entrepreneurship. Such teacher can cultivate initiative, leadership and other qualities necessary for business activities, entrepreneurship, self-confidence, independence (Tenetilova, 2009, p. 209).

In the given problem the progressive achievements of countries that demonstrate a high level of entrepreneurial training, in particular, the United Kingdom, are of significant scientific interest. Thus, according to research results of S. Baskerville, F. McLeod, N. Saunders, entrepreneurship training is a part of the educational process aimed at achieving two goals:

- purposeful formation of entrepreneurial personality qualities (creativity, entrepreneurship, initiative, independence, sociability, ability to take risks, etc.);
- formation of competence in the organization and implementation of the project of mini-enterprises (entrepreneurial competence).

It is noted that the idea of entrepreneurship education is embedded in the system of functioning of British educational institutions, so as they receive private income not only from housing and catering services, but also from business services: research, consulting and training (Baskervil, Makleod, & Sonders, 2011).

We agree with the opinion of the Polish scientist Jacek Strojny, according to which a teacher with entrepreneurial competence is an optimist, and this skill promotes to success, because success depends on how the world is perceived. From such position, the goal will be achieved even when there are obstacles. There are often difficulties in the enterprising teacher's way, but he, as an entrepreneur-optimist, perceives them as something temporary that can have experience, and will lead to success (Strojny, 2007). Such teacher, forming motivation, self-confidence and faith in his own abilities, develops students' enthusiasm and strength to control their destiny. After all, self-esteem and motivation are the signs of personal entrepreneurship, which are so necessary to direct our own entrepreneurial life.

#### **CONCLUSIONS**

Thus, through the prism of the outlined, despite the ambiguity of interpretations of entrepreneurial competence, different research approaches to this phenomenon, there is an



agreement, at least in European countries, to define it for the purposes of the education system.

Summarizing the aspects of the formation of entrepreneurial competence of future primary school teachers in the field of domestic and foreign experience, we note that the transformation processes affect people, encourage them to use all intellectual opportunities and be open to change. In such circumstances, the advantages on the side of the individual, who is not afraid of new, difficult and unknown situations, can move forward with the right motivation to achieve a certain goal and take an active part in projects and look for new solutions. In our opinion, a modern teacher must show his own entrepreneurial competence, which is the key of his professional mobility, successful self-realization.

Elaboration of domestic and foreign experience in the field of entrepreneurial competence of future primary school teachers opens new opportunities for improving of educational system in Ukraine in the context of adaptation to the requirements of European and global educational space. We connect the prospects of future scientific research with the study of the organizational component structure of the studied phenomenon.

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