

FRI-231-1-PPD-04(S)

THE SKILL OF ENTREPRENEURSHIP AND THE CONTEMPORARY TRANSFORMATIONS OF THE ROLES OF TEACHERS⁴

Diana Zhelezova-Mindizova, Assoc. Prof. PhD

Department of Philological Sciences, Silistra Branch,

“Angel Kanchev” University of Ruse

Phone: 086-821 521

E-mail: dianazhelezova@abv.bg

***Abstract:** The article represents the problem of teaching the skill of initiative and entrepreneurship as an ability to turn ideas into action. It is one of the challenges for contemporary teachers as they have to train new skills involving creativity, innovation and risk-taking, as well as to evoke the ability of their students to plan and manage projects in order to achieve objectives. The skill of initiative and entrepreneurship includes awareness of ethical values and promote good governance as well.*

***Keywords:** the skill of initiative and entrepreneurship, new roles of teachers, creativity, innovation and risk-taking*

INTRODUCTION

Recent European studies have shown that the skills associated with entrepreneurship can be taught and that entrepreneurship education, if properly designed, implemented and accessible to all, can have a strong positive impact on people's lives and their employability. Constructive Entrepreneurship should be understood in its broader sense as the ability to turn ideas into action. Entrepreneurial skills are expected to develop and improve lifelong learning, including professional experience and formal and informal learning. Their approval should be improved and supported, because it contributes to career development.

EXPOSITION

Not surprisingly, the European Union defines entrepreneurship and initiative as one of eight key competences for lifelong learning, together with:

- ✓ communication in the mother tongue;
- ✓ communication in foreign languages;
- ✓ mathematical competence and basic competences in science and technology;
- ✓ competences in the field of digital technologies;
- ✓ social and civic competences;
- ✓ learning to learn;
- ✓ skills for cultural awareness and expression.

This is defined in Recommendation 2006/962 / EC of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning [1]: „Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.”

⁴ Presented a plenary report of May 20, 2016 with the original title: ОБРАЗОВАНИЕТО ПО ПРЕДПРИЕМАЧЕСТВО И СЪВРЕМЕННИТЕ ТРАНСФОРМАЦИИ НА УЧИТЕЛСКИЯ ТРУД.

"Initiative and entrepreneurship is the ability to turn ideas into action. It incorporates creativity, innovation and risk-taking, and the ability to plan and manage projects in order to achieve objectives. The student realizes context of its work and manages to "grab" the options that appear. It is the foundation for acquiring more specific skills and knowledge needed by those creating or contributing to social or commercial activities. It incorporates and understanding of ethical values and good governance. "

In etymological plan word "entrepreneur" derives from the French "entrepreneur" and literally means "an intermediary between the two countries" and "entrepreneuring" - taking. The term 'entrepreneur' is needed in the Middle Ages and refers to the organizers and builders of large architectural projects such as cathedrals, basilicas, forts, urban public buildings and so on. For its creator taken French scientist economist Richard Cantillon who accepts "risk taking" entrepreneur as the most important and essential a feature.

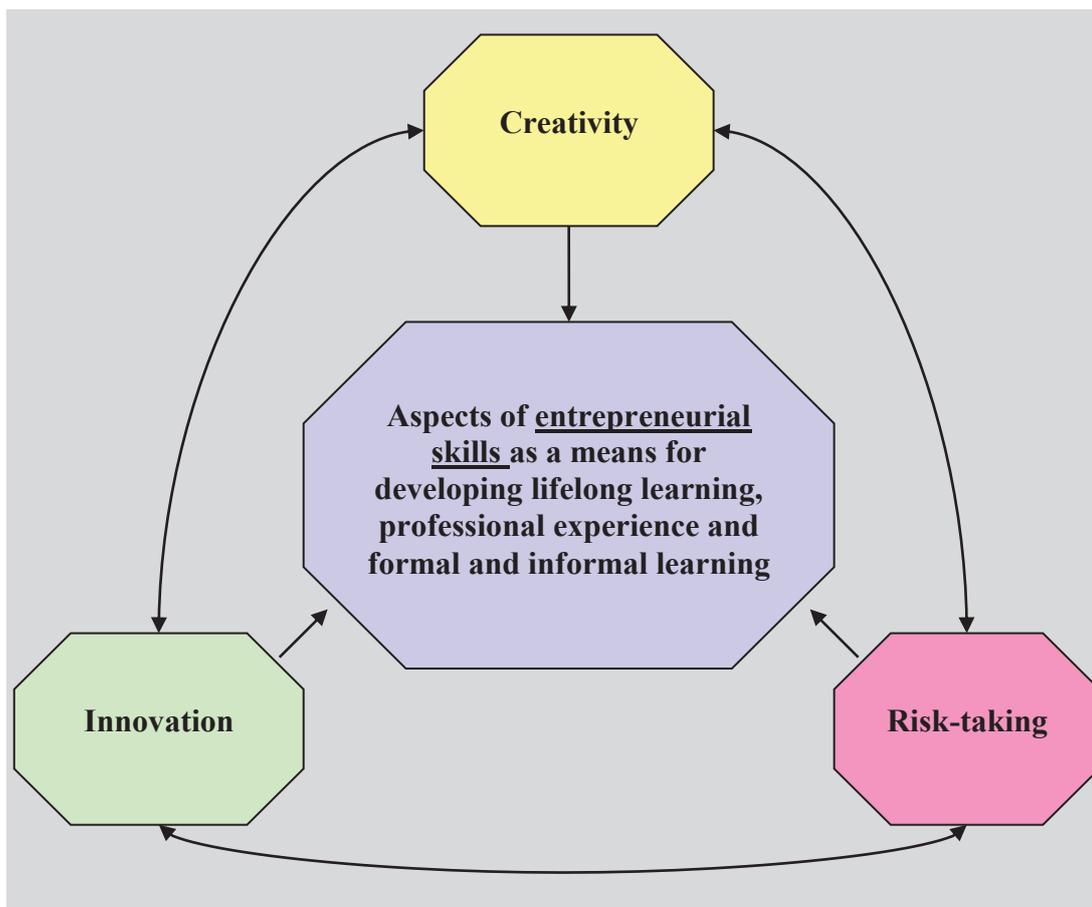


Fig.1. Integrative model of the correlation between creativity, innovation and risk-taking as constituents of the entrepreneurial skills

There are several known economic theories of entrepreneurship that define various aspects of his nature.

- Entrepreneurship as a skill of leadership - exercising a range of management activities, performance of routine management tasks;
- Entrepreneurship as imagination or creativity - in this sense we can associate entrepreneurship as daring, courage, imagination or creativity (Begley and Boyd, 1987; Lumpkin and Dess, 1996). These descriptions emphasize the personal, psychological characteristics of the entrepreneur.
- Entrepreneurship as innovation - the most widely practiced concept of entrepreneurship in the economy is the notion of JK. Schumpeter on the entrepreneur as an innovator. Schumpeter

described it as presenting "new combinations" - new products, production methods, markets and supply sources or industrial ones that move the economy from the previous steady state through the process that Schumpeter called "creative destruction" (Schumpeter, 1911).

- Entrepreneurship as alertness or discovery - maybe the greatest opposition to the concept of Schumpeter to the definition of entrepreneurship as "vigilance" for profitable opportunities. In general contractor signal a new product or a larger production process and doing everything possible to fill this niche market before others. Thus, success does not come from the pursuit of a clearly defined maximization problem rather than knowledge or insight that nobody else has - beyond the given optimization framework.

- Entrepreneurship as an evaluation / critique - the alternative to the preliminary accounts is that entrepreneurship is a subjective critical decision making under conditions of uncertainty. This assessment applies mainly to the decisions of businesses when possible future revenues are unknown. The assessment differs from vigilance, innovation, boldness and leadership. It should be seen in real circumstances. While vigilance relatively passive activity, evaluation is active. Entrepreneurs are "those who seek profit through active pursuit of change. They do not passively adapt its activities to the already known or expected changes are clear in certain circumstances. They seek to change by making it possible to improve their own conditions and are furiously trying to be cautious and take advantage of the situation "(Salerno, 1993: 123). Those who specialize in criticism and evaluation are dynamic, charismatic leaders. decision making under uncertainty is entrepreneurship, whether involving imagination, creativity and leadership.

Considering the contribution of economists to study entrepreneurship can be formed following definition of entrepreneurship "manifest ability and willingness of a person to perceive new opportunities and to defend their own way of understanding under conditions of uncertainty."

Entrepreneurship is a behavioral characteristic personality. It is not a personal trait. Anyone who has the ability to make decisions can learn to be an entrepreneur and act as an entrepreneur. Therefore, entrepreneurship is more behavior than personal characteristic. Anyone can take the responsibility to decide to be resistant to pressure, to combine all the different resources and capabilities can be an entrepreneur.

Studying entrepreneurship, one day young people can become excellent professionals working in different spheres of society. Qualities that they have built are equally valuable in any field. Thanks to contacts with real business during his education and early career guidance, they will be much better prepared for the labor market. The mismatch between skills of young people leaving the education system and the requirements of employers, is painfully familiar theme. With entrepreneurship education employers will now meet with him some much better prepared active and enterprising young people who want to give everything to develop myself and the structure in which *they work*.

The Strategy for smart, sustainable and inclusive growth ("Europe 2020") emphasized that strengthening knowledge and innovation is an incentive for future growth and requires improving the quality of education [2]. A more detailed description of supported targets include the Council conclusions of 12th, May 2009 on a strategic framework (*Table. 1*) for European cooperation in education and training ("ET 2020"). The basic principle of this framework is lifelong learning, implemented in all environments, whether formal, informal or self-learning at all levels: from education in early childhood to higher education, vocational education and training and adult education.

Table 1. Strategic objectives for European cooperation in education and training („ECET 2020 r.“)

Strategic goal 1	Implementation of lifelong learning and mobility;
Strategic goal 2	Improving quality and efficiency of education and training;
Strategic goal 3	Promoting equity, social cohesion and active citizenship;
Strategic goal 4	Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

The last document adopted by the Council in December 2014, is the "Council Conclusions on entrepreneurship in education and training '(2015 / C 17/02). This builds on previous works exhaustively as much as possible and converts them into concrete recommendations to the Commission and Member States. The Council is based on the definition of "entrepreneurship" used in the Recommendation on key competences for lifelong learning by 2006. This underlines the need for training in entrepreneurial skills of students and trainees to acquire these necessary entrepreneurial thinking and entrepreneurial skills. The Council also calls on Member States to promote the inclusion of entrepreneurial skills in educational programs, attracting former graduates - entrepreneurs to share their experiences with students and teachers to evaluate the effectiveness of entrepreneurship education, to support start-ups and business incubators as well as many other activities. The European Parliament report also draws on the findings of a recent European Commission study "Entrepreneurship training: Pathways to Success". The study presents data from a comparison of 91 examples of entrepreneurship education in 23 countries. The prevailing impression is that entrepreneurship education gives results. One is not born entrepreneur, although entrepreneurial talent.

Research shows that entrepreneurial skills can be taught and during the educational process. Entrepreneurship education has proven positive impact on students, it helps them to increase their ambitions in terms of work, lead to higher employment, improvement of entrepreneurial skills and attitudes, which leads to changes in behavior in relation to the larger interest entrepreneurship and creative thinking, and a greater interest in entering the business and completion of secondary education. At the institutional level entrepreneurship education leads to strengthening entrepreneurial culture, increase the efforts of teachers and to strengthen the commitment of decision-makers (stakeholders).

So defined entrepreneurship can be characterized as a way of thinking and culture of behavior containing these markers (*Table 2*):

Table.2. Markers for Entrepreneurship (ref.art. DRUID: "Economic freedom and entrepreneurship: some international evidence "Working Paper No. 06-18)

№	Markers for Entrepreneurship
1.	I will be active instead of waiting for someone else to solve my problems;
2.	I have opinion on what is happening in the environment around me, and consciously change this environment;
3.	I can and know how to realize my ideas;
4.	I take responsibility for my actions;
5.	I'm flexible and react appropriately to the changing environment around me;
6.	I understand that success depends on being able to cooperate and find common language with people around him;
7.	I understand that success depends on being able to cooperate and find common language with people around him;
8.	I approach pragmatically and actively to solving the problems faced, research and agree various alternatives, thinking critically, and seek workable solutions;
9.	I have respect for social and environmental issues in today's world, to charity and support to the more disadvantaged members of society.

A key element in teaching entrepreneurship is the appropriate training of teachers and in particular the urgent need for high quality training in order to guarantee the authenticity of the educational process.

It should reflect the philosophy of practical oriented training in the classroom, giving teachers the freedom to innovate, experiment and motivate students to learn, taking personal responsibility for realizing and implementing their projects. Teamwork is strongly advocated to create essential work habits, which are subsequently extremely important for career development. The use of interactive and non-traditional approaches to training leads to *opening* the schools and

promoting active collaboration between different institutions, organizing competitions and other formats that enable young people to express themselves and actively participate in social interaction. According to the object of labor the main types of occupations can be professions dealing with the social dichotomy: "man-nature", "man-technique", "man-sign system", "man-artistic image" and "man-man". The teaching profession, as is known, belongs to the latter type, called a more communicative profession. Why is this so? Communication on all levels and formats is "embedded", "fit in", "coded" in pedagogical interactions.

In the most systematic form teacher can be represented as a leader and organizer of the educational process. In this sense, we can consider his psychogram in the light of the theories for leadership qualities. In psychology, there are several approaches to this issue. The most modern of them suggests that effective leadership style depends on the nature of the situation, the characteristics of participants in the group and the capabilities of the leader. We think the most realistic perspective is offered by A. Dyubren, citing numerous experimental data. Fully accepting this approach, it appears to be of significant addition to the profile of the contemporary teacher (fig.2). Pedagogical situations, regardless of location, type of school and professional orientation, are similar in nature. Therefore, there are certain personality traits and behaviors that ensure to a great extent the effective leadership and organizational skills of teachers.

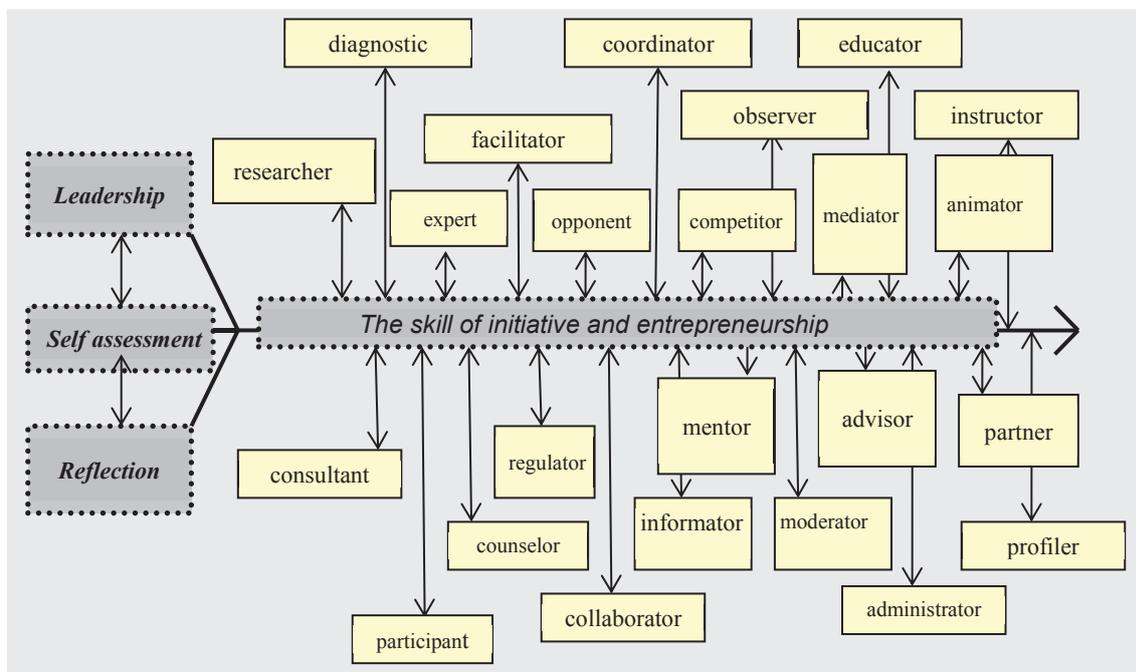


Fig.2. Conceptual model of the interrelation between the notion of the skill of initiative and entrepreneurship and the contemporary roles of teachers

Yana Merdjanova outlines new professional roles of teachers as a result of the relationship with different groups in the educational and professional environment [4] (tabl.3):

Table.3. New professional roles of teachers based on different interactions

1. A group of consultative and educational interaction with the students, in individual communication with different groups and teams - as an informant, an expert partner, advisor, programmer, consultant, coordinator, mediator, diagnostician, assessor initiator, animator, interlocutor participant observer, educator, therapist, podrazhaneie model (model), prognostic, regulator, friend, artist, diplomat (carried out negotiations).
2. A group of professional interactions with colleagues within school: as interlocutor, intermediary assistant, associate partner, associate opponent, competitor, expert consultant, co-manager.

3. A group of professional interactions with the staff in charge for vocational guidance and training - as an informant, consultant, advisor, expert, mediator, a public representative, speaker.
4. A group of professional interactions with other fellow professionals and experts at national and international level - intercultural competence.

CONCLUSION

Teaching entrepreneurship involves motivated parents in the learning process and the influx of representatives from businesses with the actual implementation of the relationship **education - business** through *mentoring and actively shared experience from practice alongside with participation in various educational formats*. The new professional requirements for teachers, both nationally and in the European context, the dynamics of our modern times and changing cultural patterns invariably lead to a change in its role in and outside the classroom. The evolution of the profession should entail a change in the professional competency priorities. [3]

Claiming J. Schumpeter entrepreneurs alter (it exists objectively, i.e regardless of them), but they are "seeking change, react to it and use it as an opportunity." In a knowledge-based society, these competencies are essential in order to meet the needs of the labor market, social cohesion and the need for active citizenship.

REFERENCES

[1] Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. <<http://eur-lex.europa.eu/legal-content/BG/TXT/?uri=celex:32006H0962>>

[2] Напр. "Entrepreneurship education – a road to success", European Commission, Internal Market, Industry, Entrepreneurship and SMEs, 2015, http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=8056&lang=en.

[3] Железова, Д. За педагогическата рефлексия и нейната трансформация от концептуално знание към професионална познание. Русе, Издателство на Русенски университет, 2011, с. 24, ISBN 978-954-8467-63-6.

[4] Мерджанова, Я. Трансформация на ключовите компетентности на съвременния учител в контекста на социалното взаимодействие // Стратегии на образователната и научната политика, XVIII, 2010, № 3, с. 243-253.