

INNOVATIVE APPROACHES TO TEACHING THROUGH A HIGH SCHOOL TEACHING COMPANY IN SOME EUROPEAN COUNTRIES, BUILDING THE KEY COMPETENCE "INITIATIVE AND ENTREPRENEURSHIP"

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ABSTRACT— We will consider in this article the learning company as a form of practical learning. Emphasis is placed through the capabilities of the training company, building the key competence "initiative and entrepreneurship", on the basis of mastering and implementing active strategies and methods of training. Attention is also paid to the use of teamwork, groupwork, problem solving and project work. In recent years, the practices, methods of teaching and learning we know have changed dramatically. As a result of these changes, education has begun its transformation. The need for a change in training is precisely the answer to changing global and social changes, technological development dynamics, and innovation in education. It can be said that the areas leading in this change are two – conceptual and technological. The network of learning companies is a simulated learning environment in which students are placed in real situations by business environments. The purpose of training through a training company is to maximize the reproducing of "real conditions". In these conditions, students have the opportunity to experience an environment extremely close to the real one in a company and to help build the key competence "initiative and entrepreneurship". Dynamic change in technology and innovation, the development of the Internet are an important factor in the preparation for the professional realization of students. The free access of students and teachers to the use of social computer applications and smartphones shifts the focus from an object-based model to a competency-based model. The effective construction of the key competence "initiative and entrepreneurship" in the high school stage of school education is made possible through the training company.

Keywords: initiative and entrepreneurship, innovation, learning company, technology.

1. INTRODUCTUON

Having entrepreneurial attitudes is a valuable skill for EU citizens in terms of both personal and professional development. Entrepreneurship education plays an important role in Europe's competitiveness and the continued growth of the European economy.

Promoting entrepreneurship as a key competence is an incentive for EU citizens to be enterprising, formulate innovative solutions to social problems and design products with added socio-economic value. (The Collaborative for Academic, Social, and Emotional Learning (CASEL)08/01/2019)

Competence is seen as an ability that is measurable for a particular individual to be realized effectively and efficiently to address the problems encountered or the tasks assigned that arise in a given situation during the activity or training.

Competency can be assessed using performance indicators that can be used for assessment in the learning process and/or at the completion of the learning process. All or most of the competences needed to cover all jobs within an organisation (e.g., teamwork; adaptability; communication) form

dictionaries of competence. More famous in the world competency dictionaries are Workitect, NASA Competency Management System Workforce Competency Dictionary, Harvard, Georgia's Competency Dictionary, The European Dictionary of Skills And (European Qualifications Framework for Lifelong Learning (EQF) 2009)

Entrepreneurship education requires learning based on teacher connection, self-learning and method pluralism. The focus is on active learning methods, which contribute in particular to building key competences in students to fulfil their future roles as entrepreneurs. The main methods of entrepreneurship education range from micro-methods, through the ideas workshop, case resolution and the design method, to the simulation of an enterprise - a training company. Testing a wide range of methods, including the development of new complex training activities as a business plan, require a wealth of options in the conduct of training sessions and the increasing use of information and communication technologies.

Through training in a training company, building initiative and entrepreneurship refers to the student's ability to recreate his idea in action. This competence brings together the creative element, innovation, risk-taking, as well as skill - planning and managing a project. The training company assists students in their pursuit of achieving and realizing the goal, enabling them through special knowledge and skills for economic activity. The skills acquired through the training company are mainly related to the active and effective management and realization of projects. Which includes capabilities such as planning, organizing, managing, guiding and delegating rights. Also, to carry out adequate analysis and monitoring for the implementation of the assigned tasks and the possibility to carry out activities both on their own and in partnership through teams. Emphasis is placed on the ability to judge and detect the strengths and weaknesses of the student, the giving of real grade and accepting the risk

Initiative and entrepreneurship are based on ethical norms, rules and values that contribute to good governance. Knowledge that is accumulated through a learning company is necessary and includes the ability to discover the existing possibility of personal, professional or business activity, including general issues that build the environment where students live and are realized. Students should take the ethical position as an integral part in running the learning company through which they realize fair trade, loyalty to their partners and customers. Training in a training company aims at promoting and building the key competence and entrepreneurship in students, enabling them on the one hand to acquire knowledge, skills and experience in setting up and running their own business and, on the other hand, acquiring key competences. In the training company as a model of entrepreneurial learning successfully builds the key competence initiative and entrepreneurship, provides students with the opportunity to demonstrate, build on and effectively put into practice the acquired knowledge and skills of entrepreneurship.

The benefits for students through training in a training company are:

- the formation of key qualifications;
- acquisition of competence in business communication;
- exercise of working behavior;
- building transaction skills;
- to present the company and its activities at fairs and exhibitions;
- preparation of advertising of the company;
- management of cash and commodity flows;

- building qualities in the personality such as teamwork, responsibility, accuracy, loyalty – skills which the business/the future employees really look for.

The application of the "training company" methodology aims to:

- Building the key competence "initiative and entrepreneurship", to strengthen motivation for learning and to compensate for weaknesses;
- To develop entrepreneurial and business skills in the second secondary stage;
- To encourage the use of foreign languages, especially business English;
- Build lifelong learning skills.

In an economic context, students experience learning difficulties as well as difficulties in finding a job. Promoting the building of the key competence "initiative and entrepreneurship" and their opportunities to ensure employment realization is possible through:

Development of entrepreneurship skills;

- Skills for creating and managing a company;
- Assistance in developing a project idea;
- Support the transition from project idea to company startup;
- Ability to test new knowledge acquired in a simulated work environment (training company);
- Enhancing social skills;
- Increase students' self-esteem and their own vision;
- Individual approach to students;
- Teacher and school administration training, which play a major role in the creation and adequate management of "Learning Company" in secondary education.

1. Advantages, prospects and methods in training through "Training Company".

Training in a training company helps young people understand their own strengths, discover their talents, training opportunities and employment prospects. It is important that the trainees receive the necessary information regarding their specific needs and educational needs in the direction of their future career development. In terms of the selection of training methodology within a training company, various interactive methods can be used - mentoring, coaching, individual guidance, internship, this helps to build the key competence initiative and entrepreneurship.

By collaborating with the real working environment, it provides an opportunity for students to meet with real business at an early stage. The "real" working environment is complemented by visits and short internships in enterprises that help students understand the requirements for work and the expectations of employers. The training company builds on the acquired knowledge and skills with an entrepreneurial focus, increases the desire of students for future career development and aspiration for lifelong learning. Students are actively involved in the learning process and decision-making activities, thereby increasing their motivation, initiative, creativity and sense of responsibility. Learning is experienced as a natural process, primarily through interaction.

An advantage of the teaching company is that it increases student mobility, supports intercultural interaction in the team and acceptance of diversity. By interacting with students in other countries, they make sense of cultural differences, communicate in a foreign language, adapt faster and feel better prepared to cope in a rapidly changing world.

Entrepreneurship as a key competence in the strategic framework for European cooperation in education and training (ESET 2020), one of the strategic objectives is to unleash creativity and innovation, including entrepreneurship in all levels of education and training by promoting the acquisition of universal key skills and building partnerships with the rest of the world, in particular with business. The development of initiative and entrepreneurial spirit as a key skill involves the ability to turn ideas into action. At school, young people need to develop both solid basic skills as well as universal key learning skills, social, civil and cultural skills, as well as media literacy. (Boneva, G. 2011)

Why can the "training company" method be used to build the key competence initiative and entrepreneurship? Experience from the application of the "training company" model in Bulgaria and around the world shows that the nature of the training manages to attract and motivate learning and "work" even those who do not do well within the traditional education system. Students who show poor achievement in almost all general education subjects manage to appear in the educational company. They carry out activities in which, to their surprise, they turn out to be better and more able. Regaining self-esteem, a sense of community brings them back to education, returns their faith in their own strength and motivates them to learn and build initiative and entrepreneurship.

The training company is a flexible enough form of vocational training, which can also include activities that do not present difficulty for children with special educational needs, and this can bring them to the team of peers and make them active in areas where they have interest and skills. Educational institutions wishing to use the learning company model must provide for relevant resources, a pedagogical team, the inclusion of classes in the curriculum or in extracurricular activities. After achieving the minimum standards for quality training in the training company, the teacher or the team of teachers, leaders of the UK to identify and evaluate the individual needs of the students.

Here are some of the key methods for assessing competences in the training company:

- E-portfolio - The purpose of the portfolio is to collect real samples of the professional work of the student. It can also be used to show the quality of a student's work to a potential employer.
- Knowledge testing – knowledge testing can show how students' holistic knowledge of tested issues evolved during learning.
- Self-assessment - The self-assessment method is a good and constructive way to engage students in the assessment process and enable them to learn to monitor and evaluate their skills and progress. It is recommended that self-assessment be divided into two phases: filling out a questionnaire and a personal discussion with the teacher.
- Testing - The traditional method of testing and evaluation is the most typical and easiest way to give points or evaluate the student. The exam is based on an assessment of what the student has learned without assessing the skills.
- Ongoing evaluation - carried out by the teacher by continuous monitoring of the work of the learners. This is the most efficient way to assess a student's personal and social skills and how they have evolved during training. It is also a good opportunity to address any problems with personal relationships that may affect students' professional performance and mental state.
- Group assessment – In the group assessment, students evaluate the work of the entire group as well as themselves as part of the group. Students are encouraged to provide constructive

feedback on the group's work, not forgetting to evaluate themselves and how they have performed professionally and as team members.

- Peer evaluation – Mutual assessment of classmates is carried out by allowing them to evaluate each other through a professional approach that includes practical skills, teamwork, accuracy, presentation skills, self-initiative, reliability to take on responsibilities. The assessment is made by everyone in writing – constructively and objectively.

Training in the training company is inherently entrepreneurship training, but in addition to basic entrepreneurial skills, it develops a number of social skills, offers support for creating individual learning strategies, develops the emotional intelligence of students. At the MC, they, together with the teacher, can assess their strengths and weaknesses and make great use of their potential. The teaching company is becoming an "inclusive classroom" that focuses on students' strengths. There they interact with peers, have the ability to manage certain processes themselves; self-knowledge, exercise self-control, and the complex of activities in which they participate increase their motivation, empathy and social skills. In acquiring and developing entrepreneurial skills, the focus is on the practical dimensions of learning, student participation, interdisciplinary approach and the inclusion of intercultural elements in teaching and learning. Active learning; training based on the implementation of a project; learning through experience; activities outside the classroom/school are methods by which students make a better connection with the educational environment, local community or business. They are increasingly elements of the learning process in the training company, which make it attractive and effective for building the key competence initiative and entrepreneurship.

2. Results of the construction of the key competence "initiative and entrepreneurship" - at the center of entrepreneurship education.

Students' progress is determined as a result of a fixed period in school. The transition from providing the learning content in the classroom, that is, what is taught, to a learning environment focused on results, i.e. what has been learned and learned. This is a necessary condition for the teacher to perform a new role in the learning process, - the role of facilitator. Through a training company it facilitates, helps, assists so that it meets the modern requirements of the students of the 21st century. This builds and further develops the key competence initiative and entrepreneurship that is in line with the level and individual educational needs.

Students learn better if they are involved in active and independent activity, if there is a variety of activities, and sufficient exercises are provided to be able to gain personal experience and learn to apply what they have learned in different life situations. Through training in a training company, the key competence initiative and entrepreneurship is successfully built, and the development of the creative potential of the students is facilitated, making it an innovative, priority and vital method for the modern education system. To build the key competence initiative and entrepreneurship is not sufficient absorption of the ever-increasing volume of knowledge, including in the field of the economy. First of all, it is necessary to creatively understand the information, which is a real reflection of life, a skill for applying knowledge and skills in practice.

Connection to STEM subjects. The subject of activity of the educational company can make a connection with the field "arts" and "mathematical and natural sciences". The development context allows effective links between different educational areas and school subjects. The object of activity of the pilot training company is related to the art – folk costumes, customs and dances. It is well known that art meets emotional and social needs and is an additional factor in turning the educational company into a creative and inclusive environment. The variety of activities that students perform as

employees in a particular job position leads them to search for and find information, go through a project cycle, work in numbers, plan and report funds; develop their digital skills. In the training company, they work actively in an electronic environment – creating web pages and online shops, catalogues, advertising materials, lead online communication, use of social media as a way to create business connections and to present the company; they make e-payments and all of this contributes for the development of a key skills as initiative and entrepreneurship.

The results from building those key skills which we put in the first place through the education in the learning company are:

- Discovering and understanding the personal and social skills needed in the labour market for different professions and building attitudes and skills related to entrepreneurship;
- Rational use of different types of resources, such as information and communication technologies, to obtain reliable, rigorous and evidence-based information on current labour market characteristics, both in a narrow context and in a European and international context;
- Describing the specificities of certain professions and positions of the different sectors;
- Identification of the main characteristics of the employment relationship as an employee or as a self-employment officer;
- Knowledge of the company's core organisational structure and the functions that are evolving in the economic and manufacturing world, taking into account also what innovative and sustainable characteristics the current company should have. Identification of the parts that the main company project should have and developing creativity and autonomy in managing your own work, dealing with unexpected problems and changing strategies if necessary;
- Use of verbal and non-verbal communication techniques in the individual or collective oral presentation of the results of the structured speech, supported by information and communication technologies.

3. Innovative approaches to teaching through a competence-building training company.

These approaches should complement traditional and at the same time be useful for teachers and students. One strives for success, students also do not expect exception with showing up, developing, standing up. The experience is born through practice. Tolerating the expression of a personal position through a training company is a prerequisite to provide conditions for the expression of the personal position by everyone in the training company, expressing their opinion, opinion and decision. By using this approach, students gain the confidence to express their personal position and make decisions on their own, also listen and listen to their different opinions, as well as to exercise tolerance and patience with the opinions, decisions and actions of others. Students through the teaching company are supported and encouraged to discover, check, offer ideas and, at the same time, to approach non-traditional and different.

An innovative approach to learning through a learning company with which students can personal success is the approach to ensuring concentration conditions. Concentration can be formed effectively like any other skill. In order to implement it, the teacher must provide the opportunity for each student to work with their rhythm, to be focused, which is necessary to achieve success that is different from the success of the others. Concentrated and focused on the tasks he performs is only that person who deals with things that represent interest to them. It also takes

ambition to present itself excellently, striving for its own success or for the success of the team to which it belongs.

The approach to team interaction is another approach directly related to the form of implementation of the work-learning activity through a training company. From an early age, adolescents should know that there are rules in society, and they must be respected. It is of the utmost importance that they learn why these rules need to be followed. Observing them, adolescents will build good relationships and relationships with others, which is the right position. Children should not be compared with other team members. Each child is unique, special and different. There are strengths of their own, and they should strive to deploy them. Everyone has a place in the team with an activity that is stronger for him and meets his cognitive and practical capabilities. It is wrong to require all students to be able to do everything, nor is it necessary to require the competitive element between the students of the same team, despite the competitive nature of the work and training activities of the different teams. This innovative approach through the training company implies not only competition, but also cooperation. Aware of the advantages of partnering, having unity and mutual assistance, but this must precede the awareness of competition as a driver of progress. A special role in entrepreneurial thinking is played by the spirit of the entrepreneur – mobilizing the human psyche to transform the economic environment through the realization of personal initiative. It is no coincidence that the European Union defines entrepreneurship and initiative as one of the eight key competences for lifelong learning, the absorption of which each Member State education system must provide for young people in school. Initiative and entrepreneurship are the abilities to transform ideas into actions. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve the goals set. The individual is aware of the context of his work and manages to take advantage of the opportunities that emerge. It is the basis for acquiring the more specific skills and knowledge needed by those who create or contribute to social or commercial activities. It also includes an understanding of ethical values and good governance.

Conclusion

Initiative and entrepreneurship are seen as a consequence of the practical conditions for selecting activity and taking responsibility for the work carried out by each student. Through a complex of technological knowledge and skills related to the practice and life experience of students, modern key competences defined by the European Reference Framework are gradually being built. Qualities such as initiative and entrepreneurship are the seventh of the eight key competences defined by the European Reference Framework, which most closely corresponds to technological training. The main goal of training through a training company is for students to gain basic knowledge and skills in entrepreneurial activity. Entrepreneurship is the personality's ability to recreate ideas in deeds. It includes ingenuity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve goals. Using the learning company in the learning process by applying innovative methods and means in the organization of learning, you can expect to upgrade the technological and entrepreneurial skills in the students and form an entrepreneurial culture. In the modern Bulgarian education system, there is a need to develop portable qualities and skills in young people in every economic sphere. Students are unprepared and insecure on the verge of being infused into the world of labor. Insufficient development of qualities such as: initiative, self-confidence and skill for self-presentation to employers prove especially crucial for the inability to occupy a possible job and in general, for the future realization of young people in Bulgaria. The program for working in a training company for students in the 16-18 age group is structured to achieve the development of

skills for effective thinking, effective actions, effective relationships, effective achievements and successful building of initiative and entrepreneurship. Since curricula in different disciplines contain unnecessary material and facts instead of developing skills such as entrepreneurship, creativity, critical thinking, social skills. The training company is a compass for students, how to develop in life and in the workplace, adequate to changes in the labour market and with a focus on the professions of the future.

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