

ENTREPRENEURSHIP EDUCATION IN RESPONSE TO THE DEMANDS OF THE KNOWLEDGE SOCIETY

Codruța GAVRILĂ

BUASVM “King Michael I of Romania” from Timișoara

gavrila_codruta@yahoo.com

Abstract: *The paper discusses a current issue regarding the concept of “new educations”, namely “entrepreneurship education”. The prospective orientation of education entails the design and implementation of such educational school subjects as to prepare the future adults to adapt to the demands of the society in which they will work. Entrepreneurship education can be such a subject, because it contributes to getting the students familiarized with fundamental economic concepts, while helping them develop their effective action skills and get aware of the opportunities to make decisions as investors, managers, employees, consumers, owners, or citizens. The contents and activities of entrepreneurship education provide the students with the context for proving they have their own thinking, characterized by an entrepreneurial spirit, initiative, responsibility, and the ability to make decisions, to solve problems in a creative manner, and to cooperate; all these optimise the fast integration in the external environment.*

Key words: *knowledge society; new educations; entrepreneurship education.*

INTRODUCTION

Regardless of its approach, education must address the major global issues that society faces nowadays; this can be done through new types of contents to be included in school curricula and university curricula, as well.

The educational process works in an evolutionary sense: it brings about changes in individuals and, in the course of time, through these individuals, it reforms society as a whole (TOADER ET AL., 2016).

“New educations” are “pedagogical answers to the problems that the contemporary world is facing; they are continually restructuring, diversifying, enriching or disappearing, amplifying or fading away, under conditions determined by economy, politics, culture, information, demographics, etc.” (CRISTEA, 2006).

All these “new educations” can be transmitted through the introduction of *subjects* or *modules* or even *new types of education*, such as: *education for change, participation and democracy; education for technology and progress; education for the mass-media; education for peace and cooperation; demographic education; multicultural education; education for adapting to emergency situations; entrepreneurial education* (PALICICA ET. AL., 2007).

Specialized literature mentions three possibilities of practically introducing “new educations” (VĂIDEANU, 1988, CITED BY CUCOȘ, 2002):

- a) *introducing new school subjects centred on a certain type of education* (the difficulty in this case is that the curricula might get overloaded);
- b) *creating specific modules within traditional school subjects* (interdisciplinary modules, such as: The conservation and management of natural resources - within the subject Biology);
- c) *the “approche infusionnelle” technique* (by infusing new content messages into the “traditional” subjects).

DISCUSSIONS

While in the past, entrepreneurship was a concept reachable only by people with a lot of experience in the field of business, nowadays things are not so strict any longer.

The entrepreneur is the main character in and a symbol of the market economy. The roles and contribution of entrepreneurs are developing substantially, simultaneously with their higher qualitative manifestation.

At process level, entrepreneurship as a whole presents a set of characteristics: it is an act of human will; it takes place at the level of an economic firm; it involves a change in the firm's status; it is a holistic system; it is a dynamic process; it represents a unique endeavor; it involves several variables; the entrepreneurial result depends on numerous factors.

Entrepreneurial education can be a school subject among the "new educations", as its contents and activities provide the context in which students can prove they have their own thinking, as well as decision-making abilities, creative solution-finding skills, teamwork abilities, all absolutely necessary for a person to integrate quickly and responsibly into the external environment.

The curriculum for the school subject entitled Entrepreneurial education must meet the educational ideal and educational goals according to The Law of National Education 1/2011 (amended and supplemented), which states that:

"Art. 2. - (3) The educational ideal of the Romanian school system is the uninhibited, integral and harmonious development of human individuality, as well as the formation of autonomous personalities and the appropriation of a system of values that are necessary for personal fulfilment and development, for the development of the entrepreneurial spirit, for active participation of citizens in the society, for social inclusion and for employment on the labour market.

Art. 4. – The main goal of the education and professional training of children, youngsters and adults is the formation of skills, understood as a multifunctional and transferable set of knowledge, skills and abilities required for:

- a) personal development and fulfilment, through reaching one's own targets in life, in accordance with every person's interests, aspirations and desire to learn throughout one's life;
- b) social integration and active participation in society as a citizen;
- c) employment and participation in the functioning and development of sustainable economy;
- d) the formation of an outlook on life that is based on human and scientific values, on national and world culture and on the stimulation of intercultural dialogue;
- e) education in the spirit of dignity, tolerance and respect for the fundamental rights and liberties of man;
- f) the cultivation of a certain sensitivity towards the human issue, towards moral-civic values, as well as respect for nature and the natural, social and cultural environment."

Other arguments for the introduction of this discipline in the educational offer are related to its dimensions:

- the informative dimension;
- the normative dimension;
- the interrogative-reflexive dimension;
- the valorisation dimension;
- the practical dimension.

Researchers of BUASVM "King Michael I of Romania" from Timișoara carried out a study regarding students' attitude toward entrepreneurship. This study highlights that students "are familiar with the concept of entrepreneurship, they consider entrepreneurial education as

being useful, some of them even having entrepreneurial experience and planning to start business in the near future in fields such as agriculture, food industry, tourism, production, even creative areas, health, education. In general, fields in which they intend to start business are those where they specialize during faculty. Also, this study reveals that students from higher years, those who are closer to the moment of graduation, know the concept of entrepreneurship and are more open to entrepreneurship, more interested to start a business, and the main resources they need to start a business are financial resources, business plans, knowledge and specialized persons” (BUCHALSKA ET. ALL, 2016).

CONCLUSIONS

As I approached aspects of entrepreneurial education during the psychopedagogical courses I teach to students who attend Bachelor's Study Programs from the Faculty of Agriculture, the Faculty of Agricultural Management, the Faculty of Animal Science and Biotechnology, the Faculty of Food Processing Technology, the Faculty of Horticulture and Forestry, and the Faculty of Veterinary Medicine from the BUASVM “King Michael I of Romania” from Timișoara, I observed that entrepreneurial education:

- ✓ aims to produce beneficial changes in the students, through instructive-educational activities of participatory, anticipatory and prospective character (GAVRILĂ & PALICICA, 2011);
- ✓ uses methods and means that are specific for entrepreneurship;
- ✓ informs on the law provisions in force that refer to entrepreneurship;
- ✓ properly exemplifies models of good practice in various fields;
- ✓ assesses the changes in the socio-economic environment;
- ✓ stimulates innovation in products, services, technologies;
- ✓ increases the efficient use of resources;
- ✓ applies ethical principles within the work group;
- ✓ finds alternative solutions to school problems and community problems;
- ✓ presents business negotiation techniques;
- ✓ gives pragmatic orientation to students as well as teachers;
- ✓ determines the critical analysis of one’s own educational and professional route;
- ✓ develops in students the desire to solve theoretical and practical problems without being rewarded by a mark;
- ✓ militates for a mentality that accepts risk situations;
- ✓ encourages the wish to succeed and to reach a certain social statute in life;
- ✓ identifies possible roles that the student can play in the economic environment;
- ✓ aims at developing competences that can help people to capitalize on their own potential;
- ✓ encourages teaching creativity, through the diversity of teaching solutions;
- ✓ allows the formulation of views on the economic environment and on society;
- ✓ anticipates tendencies in the socio-economic environment;
- ✓ analyses the effects of the entrepreneur on the consumer;
- ✓ promotes within the group of students:
 - cooperation
 - positive relationships
 - respect
 - communication
 - positive thinking
 - independence in thinking and in acting
 - responsibility

- efficiency
- self-confidence
- initiative spirit
- perseverance
- acceptance of challenges
- courage
- intuition
- adaptation
- work capacity
- performance
- planning skills
- decision-making.

BIBLIOGRAPHY

1. BUCHALSKA, NATALIA, MARCU, DORINA, MICHALCEWICZ-KANIOWSKA, MALGORZATA, TOADER, COSMINA-SIMONA. (2016). Study regarding students attitude toward entrepreneurship. *Research Journal of Agricultural Science*, 48(4).
2. CUCUȘ, C. (2002). *Pedagogie*, ediția a II-a, revăzută și adăugită. Iași: Polirom, p. 55.
3. CRISTEA, S. (COORD.) (2006). *Curriculum pedagogic, vol.I*. București: Editura Didactică și Pedagogică R.A., p. 173.
4. DRUCKER, P. (1993). *Innovation and Entrepreneurship*. New York: Harper Business.
5. GAVRILĂ, CODRUȚA, PALICICA, MARIA (2011). *Introducere în pedagogie - caiet de seminar*. Timișoara: Editura Eurobit, p. 114.
6. HATTEN, T. (2009). *Small business management. Entrepreneurship and beyond*. USA: Houghton Mifflin Company.
7. McCLELLAND, D. (1961). *The Achieving Society*. Princeton, NJ: Van Nostrand.
8. PALICICA, MARIA, GAVRILĂ, CODRUȚA, ION, LAURENȚIA. (2007). *Pedagogie*. Timișoara: Editura Mirton, p. 86-88.
9. SCARBOROUGH, N., WILSON, D., ZIMMERER, T. (2009). *Effective small business management. An entrepreneurial approach*. Ninth edition, USA: Pearson/Prentice Hall.
10. TOADER, COSMINA-SIMONA, MICHALCEWICZ-KANIOWSKA, MALGORZATA, ZAJDEL, MALGORZATA (2016). Training strategies used in project management discipline. *Lucrări științifice Management Agricol*, 18(2).
11. *** Legea Educației Naționale nr. 1/2011 - cu modificările și completările ulterioare, accesată pe www.edu.ro la 17.11.2017.