

Formation of Ideas about Entrepreneurship and the Readiness of High School Students for Business Activities in the Process of Learning a Foreign Language¹

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Abstract

The article addresses issues related to increasing motivation and shaping the readiness of students of Russian institutions of higher education for future entrepreneurial activities. The authors, having studied the data of sociological surveys of GEM (Global Entrepreneurship Monitor) and GUESS (Global University Entrepreneurial Spirit Students Survey), come to the conclusion that at present in the Russian youth environment there is a lack of knowledge about modern entrepreneurship, and the Foreign Language discipline has a certain potential in terms of forming a number of positive ideas and competencies of future entrepreneurs. On the basis of the experiment carried out to introduce into practice the teaching of new teaching content, methods and forms of educational activity, the authors conclude on the success of the experience gained and share it with the reader.

Keywords: Student Youth; Entrepreneurship; Teaching Methods; Learning Content; Business English.

1. Introduction

Currently, there are no more important issues in the Russian economy than the identification of ways and directions for the development of entrepreneurship. In order to provide the country with efficient, competitive entrepreneurs and an efficient business system, this system must be created. It needs to be brought up, formed and made it truly competitive. For this you need to grow entrepreneurs themselves, who will become the cells of this system. Over the 27 years of Russia's existence as an independent state, much has been done to support small businesses. However, according to studies, in 2018, the proportion of people involved in the creation and management of new companies was 5.5% of the adult working-age population of the

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country. It is known that in the BRICS countries the percentage of people attempting to create their own business and manage a new business is much higher. For example, in Brazil, 17.9% of the working population are early entrepreneurs, in India - 11.4%, in China - 10.4% (Nikolaeva, 2019; Evgrafova et al., 2018; Voyakina & Korolyova, 2014).

According to the project manager of the GEM in Russia, Verkhovskaya, “Despite a slight decrease in the indices of entrepreneurial activity, compared to the beginning of the 2000s, when only every 20th citizen of Russia was involved in entrepreneurial activity, in recent years, every 10th a resident of Russia is either creating a new business, or is already an entrepreneur”. As in previous years, most Russians do not plan to open their own business in the next three years. Although the percentage of people evaluating the conditions for creating a business in Russia as positive increased by 5%, one of the reasons for not wanting to create their own business is related to the fact that respondents in Russia are pessimistic about their entrepreneurial skills - only 27.4% rate their skills as sufficient. We note that in 2018, a representative survey of 2,000 representatives of the adult working-age population of the country participated.

Professor, Doctor of Economics, Scientific Director of the Laboratory for Entrepreneurship Research at Research Institution of High School of Economics Chepurenko identified three levels of training entrepreneurs in higher education.



Figure 1. Levels of Teaching Entrepreneurship in Higher Education: 3-Stage General University Elective

In this article, we attempted to summarize the experience of teaching a foreign language at a university, as a subject with great potential in terms of developing aspirations for entrepreneurial activity, attaining the first and the second levels of entrepreneurship education, when both general cultural and general professional competencies formation of students of the “Business-Informatics” takes place.

2. Methods

Currently, in academic literature and scientific and methodological literature there is a growing interest in studying the factors shaping the entrepreneurial intentions of students in the context of a university (Bae et al., 2014).

We used such research methods as theoretical analysis and information synthesis, observation, pedagogical experience study, pedagogical experiment (introduction to the content of teaching new topics and technologies), modeling of learning situations with subsequent analysis of the results, generalization of best practices.

3. RESULTS

3.1 Entrepreneurship Education as an Important Link in the System of Economic Transformation.

In 2016, in terms of assessing opportunities for business creation (with only 17.9%), Russia ranked 64th among 65 countries participating in the GEM (Global Entrepreneurship Monitor) project, it is ahead of only Greece with an indicator of 13.0%. The most optimistic respondents are in Saudi Arabia (81.5%) and Sweden (78, 5%) (Verkhovskaya et al., 2018).

Entrepreneurship education is a whole set of competencies necessary for entrepreneurial activities that students receive in the process of studying at a university. At the same time, entrepreneurship learning is understood in a broad sense and covers various types of university offerings, including training activities (courses and seminars on entrepreneurship), lectures and practical classes, extracurricular activities (networking, mentoring programs, business communities, etc.) and financial support from the university to create a new business. These proposals develop students' entrepreneurial thinking and give them practical skills and competencies that can incline young people to choose an entrepreneurial career (Beliaeva et al., 2016).

3.2 Competence Approach and Problems of the Content of Learning a Foreign Language in the Context of Entrepreneurship Education.

In the definitions of entrepreneurship, there is often no indication of the positive aspect that entrepreneurs carry and often the indication of profit is dominated as the dominant motive, that is, frequently the business activity generally comes down to profit. However, according to Rubin Yu.B., this point of view provides little basis for understanding how and why entrepreneurs should be taught and what they should be taught. Probably, not only how to make a profit, but another, positive, useful not only for themselves, but also for society, for the whole environment of entrepreneurs, for the Russian state, for consumers, for the people for whom entrepreneurs create jobs. In short, that their activities have a positive meaning for the development of society and the state (Rubin, 2010).

Consider such training direction as 38.28.05 Business Informatics. It is one of the youngest and most promising specialties of modern higher education, a new area of professional activity that is emerging at the intersection of economics, management and information and communication technologies (ICT).

In junior courses, the first stage of training of the direction above focuses on the natural sciences, basic training in the field of information technology. Special disciplines, such as logistics, personnel management, strategic management, legal informatics, modeling and optimization of business processes, enterprise information system architecture (IS), software lifecycle management, information security, etc., appear on the third fourth year.

There are also a number of general economic competencies that can be considered in the field of general cultural competence: ability to work in a team, tolerantly perceiving social, ethnic, confessional and cultural differences (GC-6); ability to self-organization and self-education (GC-7) (<https://www.hse.ru/data>). We have determined the following content of the modules of the work program of the discipline “Foreign Language”: Working life, Profiling your organization, Jobs and personal Development, Explaining professional responsibilities, Trade and Economy, Customer service and others.

One of the important components of a practical lesson of a foreign language is the stage of listening, and by providing this type of activity with the “English 365: for work and life” textbook from Cambridge University Press (Dignen & Flinders, 2004), students become listeners of real conversations with famous and little-known real people from the business world. Often these are representatives of large international corporations such as Syngenta (the company's main activities are technologies and production for plant protection), Total (development and supply of energy), Henkel (adhesives, technologies, and detergents), Vodafone (communication) and many others. These conversations are filled with positive attitudes of people talking to their enterprise and business career.

At the stage of checking the understanding of what was heard, question-and-answer tasks force first-year students to give their assessment to the actions of interview participants, businessmen, to pay attention to their personal qualities, which are important for running a successful business, as well as focus on the stages of the process of creating an enterprise and the technology of consumer improvement (customer-oriented service), speak out, what kind of team should be, what corporate ethics means, ways to expand business, search for partners, assessment of the enterprise activity in the market and business results, and many other aspects of business.

It should be noted that it is important to stimulate interest in research activities of students in this regard. Positive was the experience in creating teams within the group and their work on creating joint projects in English. These projects included presentations of real small and large companies, stories of their creation, acquaintance with biographies of famous regional businesspersons. The students had

not only to expand their knowledge of the business community, but also to develop the skill of working together, working in a team with a clear distribution of roles, where everyone is aware of their responsibility for the common cause.

Competence-based approach in education, according to Rubin Y.B., should be based on key entrepreneurial competencies, which were identified by a survey of 59 successful Russian entrepreneurs representing large, medium and small businesses and microentrepreneurship. Among them: possession of methods for monitoring and evaluating the competitiveness of business, the ability to design organizational structures, participate in the development of an organization's human capital management strategy, the ability to consolidate various resources to optimize business processes, while adhering to corporate and social responsibility, IT and HR security of organization, the ability to predict business trends in the market when opening a business, knowledge of legal issues, the ability to optimize the management of financial and economic activities, etc. (Rubin, 2010).

Our experience has shown that introducing materials appropriate for the task to teaching business activities in a foreign language course can not only interest yesterday's schoolchildren, encouraging them to develop in the field of finance, law, management, ICT, but also provide some knowledge based on foreign experience. Enterprises and corporations, personal experience of businessmen and their teams, will force them to seek and use data of this kind in the process of learning.

3.3 The Use of Modern Communication Technologies in the Practice of Teaching a Foreign Language.

However, let us return to the state standard of direction 38.03.05 Business Informatics. Among the professional competencies of future specialists we find: analysis of innovations in the economy, management and information and communication technologies (PC-4); organizational management and innovation and business activities, the ability to develop business plans to create new business projects based on innovations in the field of ICT (PC-26); the ability to use the best practices of promoting innovative software products and services (PC-27); the ability to create new business projects based on innovations in the field of ICT (PC-28) (<https://www.hse.ru/data>).

We would like to remind that the experimental work to increase interest in the future of entrepreneurship and the formation of competencies of future entrepreneurs in the process of learning a foreign language has been carried out in our study on the basis of the simulated process of formation of professional communicative competence of students of economic specialties of the Kazan Federal University (Naberezhnye Chelny Institute of KFU).

The discipline "Foreign language", in our opinion, can help students of different faculties and training profiles to understand the nature of entrepreneurship, to give some basic ideas about business, about the difference between entrepreneurial

type of action and thinking from other types – what is called effective logic (Sarashvati).

The text orientation of educational resources in a foreign language can provide useful knowledge in the field of accounting, business planning, project financing, team building, as well as teach specific methods of business management. In this connection we have been developed and tested in educational activities teaching aid for the development of reading skills on the subject «Business English», which contains case-text-articles to read and the exercises system allows you to develop the skills of the viewing, presentation, searching and studying reading both adapted and original text borrowed from the English-language editions of The Economist, Financial Times, online magazines. The manual includes 10 texts, articles, followed by training exercises aimed at enhancing lexical items, grammatical structures, ready speech samples, the development of writing skills and speaking on topics affecting different aspects of the business - leadership style, the history of the company with respect to competitors, strengths of a successful business. The headlines of the articles are: “Nelson’s Management Style Could Have Come From a Modern Textbook”, “Kansaj: Innovations From the Home of Karaoke”, “Corporate Culture and National Characteristics”, “Keeping Your Spirits Up During the Job Hunt” and others. Undoubtedly, this type of activity to a certain extent develops their economic thinking, forms the basis for the creation of their business.

As for foreign training technologies, it would be appropriate here to mention the widely used case-study technique, the description of real economic and social situations, when students are offered to analyze it, to understand the situation, to offer and choose the best solutions to this problem.

A modern university teacher should be involved in the development of teaching materials that, on the one hand, have a professional orientation, teach speaking, reading, etc., on the other hand, bring up those qualities of personality that are essential and significant for whole society as well as for the young entrepreneur himself.

4. DISCUSSION

4.1 Formation of Ideas about Corporate Social Responsibility of Entrepreneurs.

In our opinion, corporate social responsibility should become an important component of every entrepreneur in the country. Thus, the federal state standard (SFS) of higher vocational education for the direction of "Business Informatics" indicates that a graduate who has mastered the undergraduate program must have a number of general cultural competencies, including the ability to understand and analyze philosophical, socially and personally important philosophical problems (general cultural competence- GCC - 2); able to analyze socially significant problems and processes occurring in society and predict their possible development in the future (GCC-4) (Clark & Baker, 2011).

In many universities in Russia, training is based on foreign textbooks, the content of which is built on the examples of Western firms, the western business environment, and sometimes an alien model of organizations and companies with its rules, laws, and foundations is formed in the student's mind. However, the application of knowledge about domestic companies is possible. For example, teaching English by textbooks "English 365" students at the stage of studying material about the Total company, memorizing and training words and phrases related to the description of the energy company's activities, are involved in the process of creating oral presentations about their (possible, imaginary) organization (Dignen & Flinders, 2004).

We, teachers, ask to make up an oral statement and give examples of Russian enterprises, study their activities, using both print and Internet resources, to be able to describe in English not only the structure of the organization, turnover, market share and its main activity, but also call her strengths and weaknesses.

4.2 On the Issue of the Influence of National Cultures on the Formation of Aspirations for Entrepreneurship.

Researchers emphasize a stronger positive link between entrepreneurship education and students' entrepreneurial intentions observed in individualistic cultures compared with collectivist cultures. This result correlates with the traditional understanding of the entrepreneur as the individual founder of the company and the desire for independence as an integral characteristic of the entrepreneur.

Interpersonal skills and the ability to expand social networks that serve as sources for acquiring new knowledge and resources are another important competence of an entrepreneur that can be gained in the process of learning at a university.

5. CONCLUSION

So, today the modern teacher should realize that among the student youth there is an interest in the development of entrepreneurship and the willingness of young people to devote themselves to this type of activity. Sociologists point out that the question "Would you like to become an entrepreneur at any stage of your career?" Students identified lack of start-up capital (43%). At the same time, there is an acute lack of knowledge and practical skills for such activities (this is noted by 36% of young people surveyed). Among other reasons for the lack of readiness to become the founder of their own business, scientists call the lack of a natural propensity for entrepreneurship (41%) and the insecurity of this type of activity (30%) (Verkhovskaya et al., 2018).

As the experience of introducing new educational programs, methods and means into teaching a foreign language has shown, the Foreign Language discipline can help to form positive ideas about entrepreneurship and at the same time improve the competencies necessary for a future entrepreneur, in particular, to help students

in generating business ideas, defining vectors of business development, the formation of personal qualities and aspirations, willingness to take risks, the ability to work in a team, creativity, and many others.

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