

Education of Future Entrepreneurs

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Abstract

The article deals with connecting theory with practice in the school environment. Schools are able to create, to a certain extent, an environment that resembles the real working environment in companies within the subject. It could be, for example, a vocational subject that is focused on the field of production and business. That subject can work if we establish quality conditions that are important for running the business. Ensuring suitable work equipment, technique, and technology, educated staff and suitable working conditions is essential. Certain factors influence each work environment, job position and function. They should also be part of the summary of topics for this subject. The article describes the essence of the accurate functioning of the class aimed at linking theory with production and business activities. The primary technical and economic knowledge of pupils is essential as well. That knowledge is the basis for the creation of realistic goals and their realisation within the exercise of entrepreneurial activity.

Keywords: Production, technology, Enterprise, Business, Economy, Education

1 Introduction

Schools and other educational institutions are constantly educating new graduates who are trying to gain an edge in their professional and personal lives with the help of the acquired knowledge. Some former students become successful employees in various companies or the state sector, while others start businesses and employ other graduates. Businesses and entrepreneurs are an important element of the national economy. They produce products, provide services, create jobs, etc. Being an entrepreneur can be tempting for young people, but they also must reckon with various difficulties. The desired result does not always appear as it is expected. However, one must be positive in one's thoughts and not lose optimism. Creativity, flexibility, communication, imagination, and many other qualities are prerequisites for a successful business. Various internal and external factors can play a significant role in influencing success in business life. To secure the necessary financial resources, create a

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suitable technical and personnel background, assert oneself in the competitive struggle with other companies, and adapt to various rules, laws, and economic situations. When a future young entrepreneur has sufficient motivation, knows how to set realistic goals, and has the strength to work hard, he should be given a chance. School is a suitable tool for preparing students for business life. It creates space for acquiring theoretical and practical knowledge and connecting theory with practice.

2 Schools and Enterprises

The business sphere plays a vital role in the country's economy. Businesses produce products, provide services, and create many jobs. From the smallest with a few employees to the largest, they are an essential part of the economy. Every business needs sufficient technical, technological, financial and personnel security for quality functioning. The production enterprise must have various machines, equipment, devices, computer technology, production materials, parts, etc., in the required quality and quantity. All this must be obtained from financial sources, where help can be requested from the state in the form of subsidies or from banks in the form of loans. It needs educated personnel for procurement, production, promotional and administrative activities. It is precisely in the field of providing educated personnel that schools have an important role, namely, schools deliver qualified graduates full of expectations and energy. Schools offer their students the necessary knowledge and practical skills and, thanks to this, prepare them sufficiently for the labour market. The summary of various teaching subjects creates a link between the individual components of comprehensive education (Ugrai, 2020).

What is a business activity? Holková (2020) describes entrepreneurship as a set of activities for searching and implementing economic opportunities. Entrepreneurship is an economic activity that aims to find and effectively use business opportunities on the market.

How can we educate many future great entrepreneurs in a school environment? First, we need teachers who can create the necessary knowledge base in students and then follow up with additional knowledge related to practice. It does not matter what kind of approach the teacher has to his students when imparting knowledge, explaining, testing, and evaluating. When a teacher can attract attention with his creativity, expertise, and humanity, he creates sufficient motivation for students to be interested in learning.

What qualities must a teacher have to be interesting enough for students? Every student is different; everyone has their own world of views on life, society, and priorities. When there are 15 to 30 students in a class/group with different character traits, abilities, interests, and different personal and work goals, it is a difficult task for the teacher to create such an environment and climate in the classroom where each student is an active part of the lesson. A teacher needs high-quality communication skills, appropriate rhetoric, the ability to explain, to direct attention, to respond flexibly to student questions, to motivate, and to be a role model from a professional but also a human side.

Business activity and management of the company itself have extensive rules. Not everyone can be a successful entrepreneur. A person must have such qualities that create a perspective in business life. He must be able to react flexibly and effectively to various situations so as not to be frightened in the event of sudden and unexpected changes that are part of business life. To a certain extent, he must anticipate both risks and opportunities, appropriately deal with various situations, adapt to new trends, communicate convincingly, and maintain quality and fair relations with business partners. The school will provide the necessary knowledge through various teaching subjects, which are connected in such a way as to achieve the gradual professional development of the student from the theoretical and practical side. They are mainly the following subjects: economics, administration, accounting, human resources management, marketing, and management. Each subject adds essential components to a comprehensive perception and understanding of business activity.

3 Important Fields and Subjects

The field of economics is essential for students to understand the functioning of the economy. Economics, as a subject, deals with various areas that are necessary for business activity.

They are, for example:

- enterprises and their division according to the subject of activities and the number of employees,
- markets and their division,
- competition and its breakdown,
- banks and their functioning, loans, interest,
- finances, budget, costs, revenues,
- insurance companies and their activities, types of insurance,
- tax system.

Administration also plays an important role. A summary of various documents, business documents and other documents is an integral part of the functioning of any business. They are, for example:

- documents during supply activities, during storage,
- documents in sales relations,
- employment documents,
- various contracts,
- communication between companies, suppliers, and customers,
- communication with the bank, insurance company, various institutions, and authorities.

Accounting keeping creates the basis for the operation and control of the business. It provides an overview of essential indicators, the company's financial situation, assets, receivables, liabilities, etc.

HR (human resources management) is responsible for the company's employees' quality, quantity, and structure. It is mainly in charge of the following areas related to employees (workers):

- determining and describing the workplace, determining the number and structure of employees,
- search, acquisition, selection, and acceptance,
- working conditions, working environment, employment contract,
- adaptation, training, qualification, and retraining,
- development and career growth,
- motivation and control,
- evaluation and remuneration.

Marketing includes various activities that create customer interest in new products. The products then get from the producer to the consumer. These activities are mainly:

- market surveys, obtaining information about what customers need,
- searching and contacting business partners,
- determining product prices based on the market, interest in products, production, and sales costs,
- product advertising, addressing customers, creating a positive opinion about the offered products,
- distribution and actual sale of products.

Management represents the background of management activities for the smooth running of the company. He looks for optimal strategies and deals with planning, organizing, decision-making, coordination, and control. Monitors the company's operation, tries to eliminate shortcomings, and strengthens possible weaknesses of the company (Szókö, 2017).

In addition to the mentioned areas, students must acquire knowledge in technical and informatics as well.

- work safety, instructions, and instructions,
- working with a computer, various software for planning and modelling products,
- production technology, procedures of production activities,
- machines, devices, their functioning, and control,
- production materials, components, and technological materials.

4 We Learn to Do Business

The connection of theoretical knowledge from the mentioned subjects with practice can be ensured by a subject that deals with business activity. Pupils will gradually become familiar

with the business, its benefits, and its advantages. In this subject, students create groups that symbolise businesses. It is a playful form of business where students behave and think like entrepreneurs. Of course, this is not a proper business. It is only a game in groups, where they can use their theoretical knowledge and gain new practical experience.

In this subject, the importance of cooperative teaching will also be shown.

4.1 Work in Groups, Cooperative Teaching

Turek (2014) describes the essence of cooperative teaching as the work of students in small groups, where students work together in an atmosphere of equality, solve various tasks, perform certain practical activities, etc. For the lesson in cooperative teaching to be effective, the teacher should respect some requirements. Positive interdependence of students in the given group should be ensured, which means that students solve assigned tasks together and are rewarded for the results. In a group, they depend on each other to work. Pupils should work in such a way that they have mutual contact (Pavlov, 2018). Appropriate arrangement of benches and chairs also helps in this. Each group member should be involved in the work so that it does not happen that someone looks on and does nothing for the benefit of the group. Each student must take personal responsibility and work for the group. Pupils should also improve their communication skills, while non-verbal communication is also essential. Pupils must be guided in their work in such a way that the specified goals are achieved, that they do not have fun in class at the expense of teaching, and that the relationships between group members are correct and effective. The optimal number of students in a group is four to five (Turek, 2014, pp. 376 - 377).

For a subject focused on business activity, we need to determine specific goals and then follow up with a precise breakdown of topics. Gradually, the students become familiar with the process of establishing a company, set goals, and create creative ideas. Based on goals and ideas, they create a business plan and prepare the necessary official documents. In this way, step by step, they prepare the basis for the successful operation of the company. It is essential that students acquire skills and gain experience that are important in business activity and business management. For the business to function effectively, it is necessary to have hard-working, responsible, and high-quality partners (classmates). When one of the group members is lazy or less hardworking, other members must work instead of him, which causes conflict situations and negatively affects the company's operation (Porubčanová, 2018).

The teacher approaches each "student enterprise" individually and collectively. Basic instructions regarding establishing a business, working with documentation, etc. are collective and concern all groups. In some areas, however, the teacher approaches the groups individually.

These are mainly the following phases of activities:

- description of the subject of the activity, production program,

- setting the company's goals and ways of achieving them,
- determination of business opportunities and risks,
- distribution of functions, tasks, and competences,
- market research on what would be interested in a real business,
- searching for suppliers of parts via the Internet,
- design and production of product prototypes (manually and with the help of machines and computer technology),
 - distribution of manual work in the production of products,
 - production activity,
 - presentation of finished products,
 - creating promotional materials, posters, and catalogues,
 - summarisation of the achieved goals (Szókö, 2016).

In the mentioned activities, the teacher must approach the students in such a way as to help them develop creativity and, at the same time, let them work independently as one cohesive group. The cooperative activity of pupils in entrepreneurial activity greatly influences the level of achieved goals and the result of the business. By dividing the competencies among the students, knowing who should do what and what they are responsible for, a high degree of efficiency, controllability and transparency is guaranteed. Individual activities follow each other. Therefore, problem-free communication and cooperation of students is essential. The students' work can be affected by some problems or situations that need to be solved gradually (Marks-Lajčin, 2017).

They are the following:

- some students in the group does not work, does not fulfil his tasks and duties,
- pupils have different opinions, disagreements will arise between pupils,
- some students is often absent from class, and thus his work must be divided among the other members,
 - production materials and parts are unavailable or very expensive,
 - various technical problems occur during supply and production,
 - many failures will be created,
 - the group cannot meet partial goals,
 - other negative external factors emerge.

There should also be healthy competition between each single student companies. Their goal is to arouse interest in the products, to produce several high-quality products and to present the achieved results. Groups are compared at the end of the school year according to various criteria, such as rate of achieved goals, customer satisfaction, quantity of manufactured products, etc. The teacher evaluates all groups, highlights their successes and positives, and draws their attention to possible shortcomings.

4.2 Pupils' Work in the Lessons

Pupils' work in the lessons of this subject can be divided into certain blocks. Pupils form groups of 4 to 6 members based on their or the teacher's choice. They will determine the name of the company, the subject of the activity and the production program. They will agree on what they will deal with as part of the business. They will discuss the benefits of doing business in the chosen field, the possible risks, and the necessary theoretical knowledge for starting a business. They set business goals and look for ways to achieve those goals. They divide functions and tasks so that it is clear in advance who will oversee what and for whom they will be responsible. Based on the divided functions, they will create an organisational structure (Marks-Lajčín, 2016).

Establishing a business also has an administrative side, so they prepare various documents related to the start of the business. They will create a logo and determine the primary data of the company. Using various methods (brainstorming, brainwriting), they collect many ideas related to the subject of business activity. Ideas create new products they would like to produce and can realistically produce. They choose 8 to 10 of them, which can be implemented in the school environment. All proposed products will be described in terms of design (shape, size, colour...), composition (material, parts, components, packaging...) and production process (Hrmo, Turek, 2003).

Creating new ideas has a certain priority. A beginner entrepreneur without new ideas and thoughts does not have much chance to establish himself in the market. New ideas must come from all members of the group. Then, the brainstorming method is created.

Petlák (2000) sees the importance of brainstorming in that it contributes to the humanisation of teaching and increases the creativity of pupils. Each student expresses his opinion on a given question, issue, or subject. The other pupils are also active, listening, and comparing.

Brainstorming and brainwriting are suitable methods for innovative ideas. Holman (2005) identified innovation as the most important business activity because innovation expresses the activity of introducing a new product to the market. The entrepreneur finds out what people need and what they are willing to pay for.

Pupils need to find out which products would be of sufficient interest and which products would be interesting for the circle of possible customers. Therefore, they prepare a questionnaire about the proposed products and distribute them to obtain a lot of information. They will then evaluate the questionnaires and decide what they will produce based on the data obtained. They specify the production program and draw up a production plan (Bendíková, 2014).

They draw the proposed products using computer programs. They will design the necessary technical background of the production (machines, devices, tools, protective equipment, etc.), the technology, and the exact production procedure. They search for suppliers of materials and parts and compare purchase prices. They select suitable suppliers and procure materials and parts to produce prototypes.

Strážovská et al. (2005) describe the optimisation, control of the purchasing process and the creation of stable business relationships as an important role of supply.

Therefore, even students must objectively determine the need for supplies before purchasing, consider price and quality factors and make decisions based on this.

The school covers all costs related to the procurement of materials and energy consumption. In this case, the school "represents the state", which will support young entrepreneurs. Pupils make prototypes of products that they check and test to see if they meet the necessary parameters, functionality, and aesthetic criteria. If deficiencies are found, they will propose changes and corrective procedures.

Flyers are a suitable and cheap way of advertising. Zamazalová (2009) spoke about flyers as a printed form of advertising, with the help of which we try to reach as many customers as possible with various attractive offers and arouse their interest in visiting our store.

Pupils will create advertising materials (mainly flyers) and distribute them in school to increase interest in the planned products. Since this is not a real business, they will not sell the products. They will give them out in limited quantities to potential interested parties. Interested parties can also order products with individual requirements for design, colour, and other aesthetic appearances (Kissné, 2021).

Based on the respondents' opinions in the questionnaire and orders and interest in the products, the students determine the scope of production and plan the number of manufactured products.

The production activity can be divided into different spaces (classrooms) based on what will be done, what technology the students will choose, what technical equipment they need, etc. Work activities involve machine tools and other equipment, while computer technology or manual work is used elsewhere. During production, e.g., can be used. CNC technology, 3D printer, laser engraver. The products also go through finishing work, where their aesthetic appearance is adjusted, and they get their final form.

It can be produced even without the help of technical equipment. Many products can be made by hand. In this case, manual work, such as cutting, glueing, colouring, painting, and assembly, comes to the fore. Finished products can be wrapped in packaging material. The packaging provides not only a better appearance of the products, but also protection against damage, information on the composition and advertising.

After the end of the production, the students present their finished products. With the help of pictures and videos they made during the individual activities, they will explain the entire procedure from the company's establishment to the production activity. They compare the goals with the achieved results, explain and justify any shortcomings. The presentation concerns all groups. They can be compared to each other based on production volume, interest in their products, achieved goals, etc. They distribute the ordered and manufactured products to customers, ask them about their opinion on the products, and collect data on satisfaction, e.g., also using another questionnaire.

What is the teacher's job on such a subject? Students must already have theoretical knowledge before being "participants" in this subject. The teacher repeats the essence of businesses and entrepreneurship and emphasizes requirements and rules. He monitors, coordinates and partially even directs the pupils at work. In case of loss of motivation due to various unpredictable problems, the teacher is the source of energy and strength. He tries to guide the students so that the goals of the company are achieved. Pupils ask the teacher and sometimes solve situations together, which also needs certain experience.

Conclusion

The success of teaching subjects can be evaluated over time. Sometimes, you must look for something new, interesting, and more effective, but do not forget what has worked until now. Schools try to innovate the range of teaching topics based on the demands of society and the labour market. Teachers must respond flexibly to new topics, subjects and choose appropriate teaching methods to achieve the desired effect. Pupils must be prepared so that their knowledge and skills are at employers' desired level.

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