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**ENTREPRENEURSHIP EDUCATION IN SECONDARY EDUCATION: A  
REVIEW OF THE US CONTENT****НАВЧАННЯ ПІДПРИЄМНИЦТВУ В МЕЖАХ СЕРЕДНЬОЇ ОСВІТИ: ОГЛЯД  
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**Abstract.** *The article based on the analysis of scientific sources discloses the essence of entrepreneurial education in secondary schools in the United States, which implies a sufficient number of developed standards (in particular, «National Standards for Business Education» and «National Financial Literacy Standards» for secondary schools in the United States), curricula (in history and social science including economic information), courses («Entrepreneurial activity»), textbooks («Entrepreneur: children's books about children entrepreneurs»), which highlight the content component of the investigated phenomenon. It is noted that in the process of developing or improving existing curricula for secondary schools in the United States for the development of entrepreneurial competence of students, these standards will undoubtedly adapt to the public needs and peculiarities of the policies of each state.*

**Key words:** *competence; entrepreneurial competence; secondary school students; the USA.*

**Introduction.** The development of entrepreneurial competence of students became a necessary component of secondary education abroad at the beginning of the third millennium. Increasingly, in the most developed countries, particularly in the United States of America, educators and entrepreneurs claim that the potential of school education has not yet been fully utilized. Most entrepreneurs require employees to have systematic and analytical thinking, communication skills, initiative, decision-making skills, and responsibility for their actions, which are necessary in the current conditions. Undoubtedly, a rational solution to this problem depends on successful results in the formation of the future employee's personality at all levels of secondary school education.

In addition, on December 18, 2006, as a result of a long-term discussion of representatives of educational institutions of the European Union states, an important document was adopted called the Recommendations of the European Parliament and the Council of Europe «Key competences for lifelong learning (European guidelines)». The European Parliament identified eight key competencies, including entrepreneurial competence [3].

**The main text.** The study of the content of entrepreneurship education in secondary educational institutions of the USA, which is a determining factor in the development of entrepreneurial competence in students, provides grounds for asserting that in this country scientists and teachers have developed a sufficient number of standards, programs, and courses that highlight the content component of the studied phenomenon.



It is obvious that the content of school entrepreneurship education is the subject of priority attention of the American pedagogical community, since in 2013 the National Business Education Association (NBEA founded in 1914 (original name – United Council for Economic Education) is the leading organization in solving the issues of teacher training, methodological materials and reforms of the content of economic education), published «National standards of business education» 4th edition (first published in 1995 at the request of business teachers). This document presents the updated standards of business education, which include a list of subject areas, including «Entrepreneurship».

A total of 9 standards are defined:

*Standard 1.* Entrepreneurs and their opportunities – the ability to analyze one's own personal characteristics and determine their role for entrepreneurial activity.

*Standard 2.* Directions of entrepreneurship – awareness of the main directions of entrepreneurship that open up new opportunities for one's own business.

*Standard 3.* Economics – readiness to use economic concepts when creating one's own enterprise.

*Standard 4.* Marketing – the ability to perform marketing actions when introducing a product or service to the market.

*Standard 5.* Finances – the ability to apply financial concepts and tools needed by an entrepreneur when making business decisions.

*Standard 6.* Accounting – the ability to establish, maintain and analyze the documentation necessary for business activities.

*Standard 7.* Management – the ability to develop an enterprise management plan.

*Standard 8.* Legislation – the ability to analyze the forms of business ownership, state regulations, legal norms and their impact on business activity;

*Standard 9.* Business plan – the ability to develop a business plan based on a specific business idea [7].

It is worth highlighting, adopted in the same year 2013 as the «National Standards of Business Education» «National Standards of Financial Literacy», which were developed by the Council for Economic Education's (CEE) – a leading organization in the United States that specializes in economic and financial education of students, starting from kindergarten and throughout high school education. After all, «financial literacy of an entrepreneur» is a set of knowledge that allows him to make the right, balanced decisions regarding the management of his finances, in order to achieve the set plans and goals. These standards include understanding income and expense accounting, business planning, orientation in the main credit instruments for one's own business, understanding tax legislation, managing the movement of funds. All this is necessary for an entrepreneur to make competent management decisions that allow minimizing costs and increasing the profit of the business being created. The main provisions of these standards mouths of the content of entrepreneurial education are revealed thanks to the following components: earning income, purchasing goods and services, saving, using credit, financial investments, protection and insurance [1].

However, despite the fact that the country's education is supported by federal



authorities, the education system in the USA remains largely decentralized, namely, each state has its own legislative educational documents that solve problems related to standards, curricula, evaluation criteria, and the selection of educational materials etc. Undoubtedly, currently in the United States there are no single mandatory standards for entrepreneurship education for secondary education institutions, since the development and implementation of such standards remains an urgent problem for the country and using the proposed standards as recommended educational documents for each state.

In the state of Massachusetts, for example, the Massachusetts History and Social Science Curriculum Framework was developed based on the National Standards for Financial Literacy and the National Standards for Business Education, since in addition to basic knowledge of history, geography, civics and government contains an economic content line for all stages of learning [6].

In the State of New York, the Department of Education of The University of the State of New York (USNY) issued and recommended a social studies program for children aged kindergarten through 8th grade (K-8 Social Studies Framework), also developed according to national standards, which includes the characteristic basic knowledge of social studies related to entrepreneurship [11].

The South Dakota Department of Education has also developed The South Dakota Social Studies Standards, based on national documents, for all stages of education in order to provide high school graduates with the knowledge and skills necessary to lead a productive, successful life after graduation. Entrepreneurial competence revealed in the standards is one of the main components of the document, the formation of which is carried out according to the principles of systematicity and sequence of education [2,5].

The Georgia Department of Education has developed its own Entrepreneurial Ventures course, not based on national standards, as part of the Small Business Development Career Pathway program and available only to high school students school focused on the management skills needed to run a successful business. Students learn management strategies for developing and implementing business plans; the structure of the organization and its financing; information management, operations, marketing and human resources, international business principles included. An integral component of the training course is a real-life enterprise, in schools or at the community level, which engages students in the creation and management of a business and encourages them to start their own business. They achieve successful mastery of the course through project-based learning and development of leadership qualities of future US entrepreneurs, which undoubtedly helps prepare students for competitive advantage in the global labor market.

High schools in the state of Alabama use the «National Standards for Financial Literacy» [1], according to which the «Social studies» course for students in grades 4-8, which is related to entrepreneurship, has been developed. The introduction into the American school process of the literature series «Entrepreneur Kid: Children's Books about Kid Entrepreneurs» [4], which reveals the stories of young entrepreneurs who started and continue to develop a real business.

The Oklahoma State Department of Education (OSDE) created Academic



standards for the social studies K-12 based on the National Standards for Financial Literacy. Students learn the basics of entrepreneurship only in high school. In addition to entrepreneurial training, young people are taught to apply economic reasoning skills, they study the American free market system, the role of the United States government and the Federal Reserve System [8, 9].

**Summary and conclusions.** Thus, after analyzing the content of entrepreneurship education in modern high school in the USA, which is represented by: national standards, standards developed at the level of individual states, curricula and courses, it can be stated that despite the significant amount of material provided for students to study, teachers strive to get a real result of their work, and not only thanks to mastering the necessary knowledge, but due to the practical activity of schoolchildren. We see possible ways of using the American experience in the formation of entrepreneurial competence of students in Ukraine in the use of the presented materials in secondary educational institutions, in particular, in the development of educational programs on economics or the basics of entrepreneurship.

Prospects for further investigations require the study of methods of diagnosing entrepreneurship among students of Ukraine and the USA, the development of entrepreneurial competence of American student youth in the conditions of non-formal education.

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**Анотація.** *Розвиток підприємницької компетентності – нове педагогічне явище сучасної середньої освіти. Підприємництво є ключовим рушієм економіки і успішне процвітання країни та значна кількість нових робочих місць створюється малими і великими підприємствами, започаткованими підприємцями. Очевидно, що формування підприємницької компетентності учнівської молоді на початку третього тисячоліття стало необхідною складовою закладів середньої освіти закордоном, зокрема в Сполучених Штатах Америки, лідера щодо започаткування підприємств.*

*У статті на основі аналізу наукових джерел розкрито зміст підприємницької освіти у середніх навчальних закладах США, що передбачає достатню кількість розроблених стандартів (зокрема, Національні стандарти бізнес-освіти та «Національні стандарти фінансової грамотності» для середніх шкіл США), навчальних програм (з історії та суспільствознавства, що містить економічну змістову лінію), курсів («Підприємницька діяльність»), підручників («Підприємець: дитячі книги про дітей-підприємців»), які висвітлюють змістову складову досліджуваного феномену. Наголошується, що у процесі розробки чи вдосконалення наявних навчальних програм для закладів середньої освіти США із розвитку підприємницької компетентності учнів, зазначені стандарти безсумнівно адаптують до суспільних потреб і особливостей політики кожного штату.*

**Ключові слова:** *компетентність, підприємницька компетентність, учні, середня школа, США.*

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