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Сучасні тенденції викладання іноземних мов у закладах вищої освіти: Матеріали Міжнародної науково-практичної конференції, 16 травня 2019 р. – К., 2019. – 205 с.

Збірник містить матеріали щорічної науково-практичної конференції з актуальних питань й інноваційних тенденцій викладання іноземних мов у вищих навчальних закладах. Конференція зібрала науковців з різних міст України, Туреччини, Норвегії, Польщі, Азербайджанської Республіки. Матеріали конференції можуть бути цікавими та корисними для науковців, аспірантів, викладачів і студентів вищих навчальних закладів. викладачів і студентів вищих навчальних закладів.

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Annual Conference on Current Foreign Languages Teaching Issues in Higher Education: Conference Proceedings of the International Scientific and Practical Conference, 16 May 2019. – K., 2019. – 205 p.

The collection contains proceedings of the annual international scientific and practical conference on the topical issues of modern approaches and innovative tendencies in foreign languages teaching in higher education institutions. The scientists from different cities of Ukraine, Turkey, Poland, Norway and the Republic of Azerbaijan took part in the event. The conference proceedings can be interesting and useful for scientists, postgraduates, lecturers and students of higher educational institutions.

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**DEVELOPING SOCIAL ENTREPRENEURSHIP SKILLS AT UNIVERSITY
ENGLISH LANGUAGE CLASSES**

Key words: social entrepreneurship, skills, English language classes, skills development.

Introduction. Social entrepreneurship is one of the main concepts of modern life as we face the challenges of the XXI century. The everyday-changing environment and arising challenges

require from us looking for new methods and ways of doing new things for our benefit and the benefit of our community – both local and global. In the work published under the responsibility of the Secretary-General of the Organisation for Economic Co-operation and Development (OECD), which is called “The future of education and skills. Education 2030”, one of the competencies “to transform our society and shape our future” is “Creating new value”. It is stated that “people should be able to think creatively, develop new products and services, new jobs, new processes and methods, new ways of thinking and living, new enterprises, new sectors, new business models and new social models” (The Future of Education and Skills. Education, 2018, p. 5). Understanding this, more and more people are getting involved in the entrepreneurship activity and social entrepreneurship in particular.

Scientists agree that becoming an entrepreneur is a complicated task that requires efforts, determination and devotion to the idea. People need to be prepared to the work and develop necessary skills (Edwards-Schachter, García-Granero, Sánchez-Barrioluengo, Quesada-Pineda, & Amara 2015, p. 118). Entrepreneurial competence is a system of numerous ‘aspects’, ‘topics’ and ‘dimensions’, different skills, abilities and competencies (Dina, Anuarb, & Usman, 2015, p. 6). Therefore, we may state that becoming a successful social entrepreneur, a person requires relevant education, starting from school and continuing at a university. Moreover, we believe this should be based on the multidisciplinary synergy and so included in different subjects and courses.

The aim of this research is to outline the personal skills necessary to become a successful social entrepreneur and to define the possibilities of their development at English language classes at a university.

Methodology. The research is conducted through the analysis of scientific papers and results of empirical researches on the issue.

Results and discussion. Wadid Lamine, Sarfraz Mian and Alain Fayolle, scientists from France and the USA conducted a research in 2014, examining the way in which a chosen entrepreneur dealt with different issues and serious problems, and outlined several social skills that turned out to be vital. Among them are: social adaptability, tenacity and obstinacy, the ability to learn, social intelligence, coordinating the network of actors and negotiation skills (Lamine, Mian, & Fayolle, 2014, p. 525–530). What do these skills imply?

Firstly, the social adaptability – this skill refers to the person’s ability to change his position, opinion, plans or attitude according to a new situation, different people etc. (Lamine, et al., 2014, p. 525). An entrepreneur for whom it is difficult to alter his business facing new conditions is fated to failure. As Prof. Dr. Yan-Urban Sandal states, the entrepreneur is not a simple employee, and it is not right to compare his tasks with those of the wage earner. The last deals with decision-making within the static part of the economy, where all decisions are based on the known facts, while the entrepreneur has to make decisions based on new circumstances, and so can’t copy anyone or anything, has to walk on paths that actually yet do not exist (Sandal, 2013, p. 237).

Secondly, the tenacity and obstinacy – there are situation when an entrepreneur has not to adapt, but to stay his ground and say “no” to anything that is not according to the project principles or plans. Working on the business project a person has to contact different people, who may have various views on the same issue, therefore an entrepreneur has to have a clear idea of the social enterprise he/she wants to manage and be consistent in following the plan (Lamine, et al., 2014, p. 528).

Thirdly, the ability to learn. The research conducted by the scientists showed that it is important to be able to receive knowledge through practical experience and professional activity under changing conditions, and use this knowledge to improve the enterprise, even changing the activity itself (Lamine, et al., 2014, p. 528).

Then, it is important to note social intelligence – the capacity of the entrepreneur to choose the right people for the project. An entrepreneur has to be able to evaluate the people that he may involve, their skills and knowledge, their relevance to particular activities. This also involves mastering different techniques of communicating with potential employees, such as technical means, oral negotiations, interviewing etc. (Lamine, et al., 2014, p. 528–529).

If to speak about coordinating the network of actors, it should be noted that an enterprise is a complex unity consisting of a network of stakeholders, the workers, the partners etc. So, an

entrepreneur needs to be efficient in managing the people, having control of the whole business and activity of separate staff members through concrete communication and control channels, a system of reports etc (Lamine, et al., 2014, p. 529).

Negotiation skills are also extremely important, especially in convincing key stakeholders to join the project and to maintain existing partnerships. During the entrepreneurial process, the entrepreneur uses different negotiation techniques, among which are various tricks, adjustments, opposition and intermediation, etc., depending upon the situation (Lamine, et al., 2014, p. 529). This skill is closely connected with the above mentioned coordination of the network of actors, as in this regard it serves as a tool. Moreover, negotiation skills are necessary for the enterprise development through establishing new personal contacts and preserving the existing social network, reducing the number of opponents (Lamine, et al., 2014, p. 529–530).

Strengthening positive ties is necessary to keep people who will support the project and not taking extra time to convince the ones who are against it (Lamine, et al., 2014, p. 530). It goes without saying that the more people are positively set to work and have nothing against the entrepreneur, the business plan, the strategy etc., the quicker the enterprise will develop according to the entrepreneur's intentions.

The results of the research described above, partly correspond with another work, performed by British scientists to assess the entrepreneurial personality (Smith, Bell, & Watts, 2014, p. 200–221). The GET test surveys were distributed to over 600 potential respondents among either social or traditional entrepreneurs. It turned out that social entrepreneurs, in comparison to traditional entrepreneurs received higher scores in three dimensions – creativity, moderate/calculated risk taking and need for autonomy/independence (Smith, Bell, & Watts, 2014, p. 214). Almost the same personal traits are outlined in the study on the effectiveness of entrepreneurship education programmes in Malaysian public university, these are: creativity, risk taking, self-efficacy, the need for achievement (Edwards-Schachter, et al., 2015, p.120).

Therefore, we may state that the surveys and the statements of separate scientists agree on the necessity for future social entrepreneurs to develop such skills as creativity (the ability to create new products, methods, act in new circumstances etc.), adaptability, social skills (the ability to manage people, work with them, maintain personal contacts, negotiate etc.), independent decision-making and performance, risk taking.

Some of the mentioned skills are more or less being developed at English language classes, in particular at universities. For example, teachers are often using methods of group work at classes that result not only in the development of English language skills, but also the skills of team work, discussion, decision making and negotiations. In case of project method application, we may speak of creativity, decision making and social skills etc. As a speaking task students may receive a role-play involving negotiations, debates, finding a compromise or other situations of real-life communication with different stakeholders, potential partners, clients etc.

Conclusion. Taking into account all the above mentioned, we may state that English language classes may become a favourable environment for the development of personal skills necessary for future social entrepreneurs, and so support the increase in the number of successful social entrepreneurs. The possible results depend upon the teacher's understanding of the necessity, and therefore the teaching methods that are being chosen and the tasks. The list of these methods and techniques is the next step to be researched.

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