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USE OF INTERACTIVE TEACHING METHODS FOR THE DEVELOPMENT OF STUDENTS' ENTREPRENEURIAL SKILLS: THE EXPERIENCE OF PUET

The contemporary Ukrainian education system is undergoing complex transformative processes, in which interactive teaching methods are gaining increasing importance. Their development and dissemination are driven by the growing volume and significance of disciplines in curricula that involve a diversity of situational approaches. Interactive learning is not intended for acquiring knowledge in exact sciences, but rather for disciplines where there is no single correct answer, multiple options may exist, competing in terms of validity. Most management and entrepreneurship courses in higher education institutions fall into this category. In such courses, the primary goal is not to accumulate a fixed body of knowledge but to develop the ability to act appropriately in specific situations.

Information transmission is a necessary but insufficient function of education. For entrepreneurial disciplines, the main objective is to teach students to think, analyze complex situations, and make non-standard decisions under conditions of uncertainty. It is precisely these abilities that interactive methods, such as business games, case studies, business simulations, and individual and group assignments [1,2,3] aim to develop. The advantages of interactive learning include:

- the learning process is maximally close to the real activities of an entrepreneur;
- students gain experience in decision-making in conflict situations;
- interactive methods increase students' confidence in mastering the material;

- decisions are made both individually and collectively, with collective thinking formed through defending one's group solutions and analyzing the solutions of others;
- assessment and feedback become integral components of active learning, reflecting each student's achievements;
- a special emotional atmosphere is created, significantly enhancing engagement;
- a research-oriented approach to mastering theoretical material is developed.

As long-term experience demonstrates, each of these interactive methods is designed to develop specific entrepreneurial skills.

Business game simulations are particularly useful for developing commercial and business orientation, a focus on achieving practical results. Mini-trainings and role-playing games enhance students' communication skills. Computer simulations teach students to make decisions according to rules set by the instructor and the simulation, often under stress. This fosters managerial skills such as formulating and choosing specific actions, assessing the consequences of decisions, and taking responsibility for results all critically important qualities for a successful entrepreneur.

Case discussions are aimed at developing critical thinking and a holistic understanding of objects within their structural-functional context (systemic thinking). Effective case discussions also enhance interpersonal skills, including the ability to make a positive impression in interactions.

The main purpose of group and individual projects, from the perspective of developing managerial and entrepreneurial qualities, is to teach students how to search for information, analyze it, and translate theoretical knowledge into practical application. Individual projects foster independence and initiative, while group projects develop teamwork skills: listening to one another, resolving tension, finding compromises, and adhering to ethical norms within a collective.

When planning the training of future entrepreneurs, PUET applies interactive methods comprehensively: creatively combining complexity, dynamism, and sequential progression. Various types of business games are employed during practical sessions: mini-trainings, situational, dialog-based,

innovative, strategic, and role-playing games. Their use improves learning quality by significantly increasing student motivation and engagement.

The educational process at PUET also actively employs the collective version of the business simulation «Supermarket Mini 4», designed for group sessions. For fifteen years, PUET has conducted a Championship in Commercial Entrepreneurship in the format of a business simulation, involving students studying business disciplines. Teams that pass preliminary selection in their academic groups advance to the finals. The championship aims to popularize entrepreneurship among young people. Business simulations are also used in competitions for school students [1].

Since 2013, the regional championship of Poltava Oblast in basic entrepreneurship for secondary school students «Step to Business» has been held. Its purpose is to promote entrepreneurial activity among youth, raise awareness, and provide guidance for university admission. Participants and coordinators note strong interest in this form of competition. Thus, business simulations are effectively applied not only in higher education but also in promoting entrepreneurship and career guidance for schoolchildren in Poltava Oblast.

In recent years, particular importance at PUET has been given to the use of video technologies in teaching entrepreneurial disciplines, where practical experience often proves more valuable than abstract knowledge. Video cases are particularly effective in disciplines aimed at developing practical intelligence and a system of practical skills.

Another important direction in entrepreneurship education is the completion of individual assignments by students. Since 1998, PUET curricula, for both economics and other specialties, have included the «Business Plan» course. During this course, students acquire comprehensive knowledge on developing their own ventures and creating individual business plans. This has allowed senior students to actively participate in and win various business project competitions.

A significant step in developing students' entrepreneurial and digital skills at PUET was participation in the grant project IMPACT-Campus: Knowledge Valorisation Centres for sustainable entrepreneurship and digital transformation within Horizon Europe - Pillar 3: Innovative Europe, EIT HEI 2024 Call. In

November 2025, the PUET team participated in an intensive one-week Training Week program, where students and faculty gained knowledge in innovation, sustainable development, digital technologies, and inclusion. The program included interactive workshops, business simulations, and teamwork on real-life cases, providing students with the opportunity to apply theory in practice, make decisions under uncertainty, and exchange ideas with other participants. This fostered goal-oriented development of sustainable and socially responsible businesses, understanding of modern technologies and trends, teamwork and networking skills, and provided students with valuable practical experience for real startups and social projects.

Thus, the comprehensive use of interactive methods in teaching entrepreneurship stimulates students' engagement in the discipline, provides experience in decision-making under various conditions, and brings learning as close as possible to the real-world activities of an entrepreneur.

References

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