



Editorial

Entrepreneurship Education

Education plays a key role in shaping the attitudes, skills and culture, hence the actions of the European Union in recent years have aimed at promoting entrepreneurship as a separate course taught at all levels of education, from elementary up to the university level. In this respect, Europe lags behind the United States, where the elements of entrepreneurship education have been introduced into teaching programmes at the level of secondary education, and most universities offer compulsory or elective courses in entrepreneurship. Due to its importance for the whole of European society, the member state countries and their economies, entrepreneurship education should be included in the teaching curriculum not only in the fields of economics and/or business studies, but also in other fields of studies.

Entrepreneurship Education should be understood in a very broad sense, not just as an economic education or business education, as is sometimes the case, but primarily as shaping entrepreneurial attitudes among young people and students. Therefore, entrepreneurship education is nothing other than entrepreneurial pedagogy. Thus, entrepreneurial education is primarily based on the use of interactive forms of teaching, especially active problem-solving methods, including such active teaching methods as the case study method, incident method, educational games (strategic games), or role-playing projects. The use of such methods can form proactive attitudes among young people, encouraging them to actively seek solutions and entrepreneurial skills corresponding to external conditions. Secondly, business education is just one of the aspects of entrepreneurship education, which allows the full realization of ideas, by creating value primarily for oneself – the individual, but also for the economy and society.

As one can see, there is an urgent need to promote entrepreneurial attitudes as a response to contemporary socio-economic

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challenges. Hence, the theme of the current issue is to focus on this research topic, the articles present an approach of both the humanities and the social sciences as well as economics and business studies, which allows them to look at this issue in an interdisciplinary and holistic way. The call for papers prompted a very numerous response. As a result, this issue includes 20 texts, including 11 articles written in English.

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