

THEORY AND TEACHING METHODS

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Actualization of individual entrepreneurial potential through the transformation of educational ideas into a systemic business

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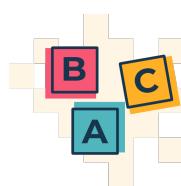
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Abstract: *The relevance of the study is determined by the need to bridge the gap between the educational environment and business practice, which limits the effective realization of individual entrepreneurial potential and reduces the efficiency of transforming educational ideas into viable business models in a dynamic economy.*

The purpose of the article is to reveal the theoretical and methodological principles underlying the development of individual entrepreneurial potential and to clarify the mechanisms through which educational ideas are transformed into viable business models in a contemporary economy.

Methods. *The study is based on the use of methods of theoretical generalization, system analysis, structural-functional approach, and elements of comparative analysis to identify relationships between educational outcomes and entrepreneurial activity.*

Results. *The essence of entrepreneurial potential as an integrated system of interrelated components ensuring the ability to initiate and implement business*



activity has been investigated. The patterns of transformation of educational ideas into business models have been identified, which are iterative in nature and based on the principles of systemacity and adaptability. Approaches to the integration of educational outcomes into entrepreneurial activity through practice-oriented mechanisms have been generalized. Key scientific and practical problems have been identified, including conceptual uncertainty, fragmentation of educational approaches, insufficient integration with the business environment, and limited support infrastructure.

Conclusions. *It has been proven that effective actualization of entrepreneurial potential is achieved through the combination of practice-oriented education, development of institutional support, integration with the business environment, and implementation of flexible mechanisms for business idea validation that ensure their adaptation to market conditions.*

Prospects for further research are associated with the development of methods for quantitative assessment of entrepreneurial potential actualization, creation of standardized models for its implementation, and analysis of the impact of the digital environment on the transformation of educational ideas into systemic business.

Keywords: *innovation activity, idea commercialization, entrepreneurial competencies, business modeling, startup ecosystem.*

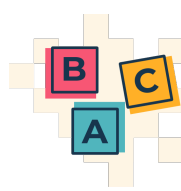
**Актуалізація підприємницького потенціалу особистості засобами
трансформації навчальних ідей у системний бізнес**

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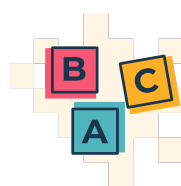
Анотація: *Актуальність дослідження зумовлена необхідністю подолання розриву між освітнім середовищем і бізнес-практикою, що обмежує можливості ефективної реалізації підприємницького потенціалу особистості та знижує результативність трансформації навчальних ідей у життєздатні бізнес-моделі в умовах динамічної економіки.*

Метою статті є розкрити теоретико-методичні засади розвитку підприємницького потенціалу особистості та з'ясувати механізми перетворення навчальних ідей на стійкі бізнес-моделі в умовах сучасної економіки.

Методи. Дослідження ґрунтується на використанні методів теоретичного узагальнення, системного аналізу, структурно-функціонального підходу, а також елементів порівняльного аналізу для виявлення взаємозв'язків між освітніми результатами та підприємницькою діяльністю.

Результати. Досліджено сутність підприємницького потенціалу як інтегрованої системи взаємопов'язаних компонентів, що забезпечують здатність до ініціювання та реалізації бізнес-діяльності. Виявлено закономірності трансформації навчальних ідей у бізнес-моделі, що мають ітераційний характер і базуються на принципах системності та адаптивності. Узагальнено підходи до інтеграції освітніх результатів у підприємницьку діяльність через практикоорієнтовані механізми, що забезпечують їх прикладну реалізацію. Виявлено ключові наукові та практичні проблеми, зокрема концептуальну невизначеність, фрагментарність освітніх підходів, недостатню інтеграцію з бізнес-середовищем та обмеженість інфраструктури підтримки.

Висновки. Доведено, що ефективна актуалізація підприємницького потенціалу можлива за умов поєднання практикоорієнтованої освіти, розвитку інституційної підтримки, інтеграції з бізнес-середовищем і



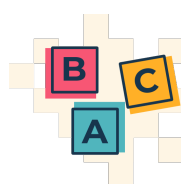
впровадження гнучких механізмів валідації бізнес-ідей, що забезпечують їх адаптацію до ринкових умов.

Перспективи подальших досліджень пов'язані з розробленням методів кількісного оцінювання рівня актуалізації підприємницького потенціалу, створенням стандартизованих моделей його реалізації та дослідженням впливу цифрового середовища на процес трансформації навчальних ідей у системний бізнес.

Ключові слова: *інноваційна діяльність, комерціалізація ідей, підприємницькі компетентності, бізнес-моделювання, стартап-екосистема*

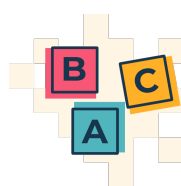
Problem statement. In the context of the dynamic transformation of the economy and the growing role of innovative entrepreneurship, the issue of effective utilization of an individual's entrepreneurial potential becomes increasingly relevant, as in most cases it remains latent due to the lack of mechanisms for its practical realization. Educational environments generate a significant number of ideas and project developments; however, their transformation into sustainable business models is hindered by fragmented knowledge, an insufficient level of entrepreneurial competencies, and a gap between theoretical training and real market conditions. This necessitates a reconsideration of approaches to integrating educational outcomes into entrepreneurial activity based on a systemic vision of business as a holistic, adaptive, and economically grounded structure. This problem is directly related to important scientific tasks in the development of entrepreneurship theory, innovation management, and educational technologies, as well as to practical tasks of forming effective models for the commercialization of ideas, increasing self-employment, and ensuring the competitiveness of human capital in the modern economy.

Analysis of recent research and publications. A review of contemporary studies demonstrates the comprehensive nature of approaches to activating an



individual's entrepreneurial potential, which is formed at the intersection of educational, psychological, and managerial factors and is realized through the transformation of educational ideas into a systemic business. I. Svyrydruk and V. Kotsupei substantiate the decisive role of universities as centers for the formation of innovative entrepreneurial ecosystems, within which educational outcomes are integrated into practical business activity [1]. O. V. Tarasiuk examines process-based and integrative approaches to managing organizational change as a foundation for the transition from ideas to their systematic implementation in business [2]. N. Metelenko and co-authors emphasize the dynamic nature of the modern business environment and the need to develop adaptive models of entrepreneurial management [3], while V. Palianytsia highlights the importance of digital transformation and innovation strategies as key conditions for entrepreneurial development [4]. I. Zubiashvili identifies the educational system as a fundamental institution for developing entrepreneurial competencies that enable the commercialization of ideas [5]. A. Mazur and H. Horska reveal the psychological factors of entrepreneurial activity, substantiating their influence on motivation to implement business ideas [6], whereas M. Teplyuk analyzes trends in small business development in the digital economy, emphasizing the role of innovation as a driver of entrepreneurial activity [7].

At the same time, a significant contribution has been made within international scientific approaches to entrepreneurship education and the development of entrepreneurial identity. H. Korzhov and Y. Pasko consider entrepreneurship education as a factor of societal modernization that facilitates the transformation of knowledge into practical activity [8]. R. Klapper and A. Fayolle develop a transformational model of entrepreneurship education based on the active interaction of experience, reflection, and practical activity [9]. J. Jardim proposes a framework model of entrepreneurial skills necessary for functioning in a globalized and digital environment [10]. A. Bernal-Guerrero and co-authors substantiate a



systemic approach to the formation of entrepreneurial identity, emphasizing the role of the educational environment in this process [11]. P. S. Aithal and S. Aithal propose the concept of “incubationship” as a mechanism for training future entrepreneurs through the integration of learning and business practice [12].

At the same time, a number of studies focus on applied mechanisms for the formation of entrepreneurial culture and the development of innovative thinking. M. Charrón Vías and B. Rivera-Cruz substantiate a competency-based approach to the formation of entrepreneurial culture in educational institutions [13]. R. Bell and H. Bell demonstrate the effectiveness of experiential learning as a tool for developing practical entrepreneurial skills [14]. M. M. Thottoli and co-authors analyze the impact of artificial intelligence on the transformation of entrepreneurship education, emphasizing its role in accelerating the transition from ideas to their business implementation [15].

Identification of previously unresolved parts of the general problem. Despite the existing body of research, issues related to a holistic understanding of entrepreneurial potential as an integrated system and the mechanisms of its practical actualization remain unresolved. Existing approaches are fragmented and do not ensure alignment between educational outcomes and real business conditions, while the process of transforming educational ideas into business models is insufficiently explored from the perspective of systemicity and adaptability. These limitations reduce the effectiveness of the transition from educational activity to entrepreneurial practice and require deeper theoretical and applied consideration. In this regard, the study is aimed at addressing these gaps by refining conceptual foundations and substantiating approaches that enhance the effectiveness of entrepreneurial potential realization under contemporary conditions.

Formulation of the article’s objective (research purpose). The purpose of the article is to reveal the theoretical and methodological foundations for the development of an individual’s entrepreneurial potential and to determine the

mechanisms of its practical implementation through the transformation of educational ideas into sustainable business models.

Objectives of the study:

1. To analyze the essence and structure of entrepreneurial potential and approaches to integrating educational outcomes into entrepreneurial activity.
2. To characterize the transformation of educational ideas into business models based on the principles of systemicity and adaptability.
3. To identify the problems of entrepreneurial potential actualization and to substantiate ways to improve the effectiveness of transforming ideas into business.

Main body. An individual's entrepreneurial potential is considered as an integral socio-economic characteristic that reflects the ability of a person to initiate, organize, and develop entrepreneurial activity based on the combination of knowledge, competencies, value orientations, and behavioral patterns. Under contemporary conditions, its formation is influenced by digitalization, market globalization, and the increasing role of innovation, which necessitates a transition from the reproductive acquisition of knowledge to its practice-oriented application. At the same time, entrepreneurial potential is not a static category but is formed as a dynamic system capable of development through the interaction of the educational environment, institutional conditions, and individual characteristics, which determines its structural complexity and multi-level nature (Fig. 1).

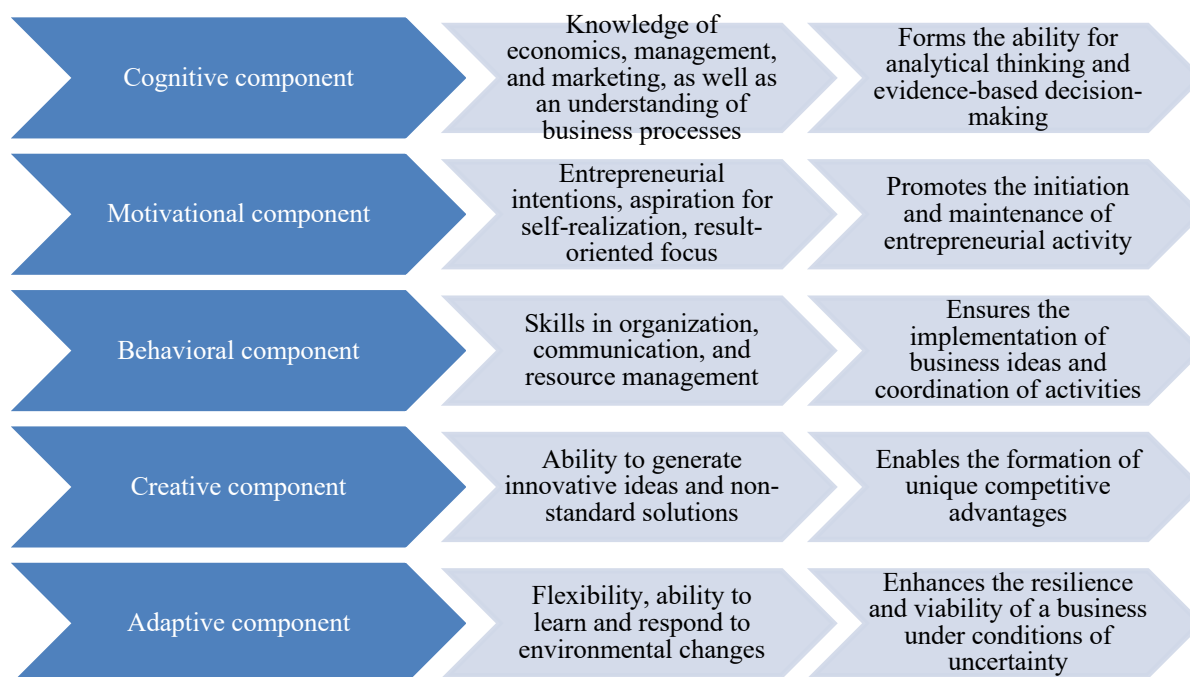
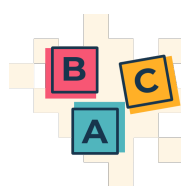


Fig. 1. Structure of an individual's entrepreneurial potential

Source: developed by the author based on [5, p. 12; 10, p. 360; 11; 13, p. 168; 14, p. 995].

Such a structure makes it possible to interpret entrepreneurial potential as a holistic functional system in which individual components do not operate in isolation but form stable cause-and-effect relationships that directly influence the results of entrepreneurial activity. In modern practice, the key factor is not merely the presence of relevant knowledge or skills but their capacity for integration within specific economic situations. In particular, the cognitive component provides an analytical basis for assessing market opportunities; however, without the proper development of behavioral skills, such assessments remain declarative and are not transformed into real business processes. This is especially evident in cases where individuals possess well-developed business ideas but are unable to implement them due to insufficient organizational capacity or lack of experience in interacting with the market [14, p. 995].

The motivational component performs a system-forming function under contemporary conditions, as it determines the level of an individual's engagement in entrepreneurial activity and their readiness to act under risk and uncertainty. The



development of startup ecosystems demonstrates that even with limited resources, a high level of intrinsic motivation can compensate for structural constraints and ensure gradual business growth [10, p. 360]. At the same time, the creative component acquires particular importance in conditions of intense competition, where the ability to generate new solutions becomes a decisive factor in forming a unique value proposition and market differentiation.

The adaptive component integrates the outcomes of other elements and determines the ability of the entrepreneurial system to self-regulate and develop. In practical terms, this is manifested in the ability to rapidly adjust the business model, test hypotheses, reallocate resources, and respond to changes in the external environment. For instance, in the digital economy, entrepreneurs are required to promptly modify promotion channels, adapt products to changing demand, or implement new technological solutions, which requires a high level of flexibility and continuous learning capacity. Thus, the effectiveness of entrepreneurial potential actualization is determined by the level of coherence and interaction among its structural components, which collectively form the individual's ability not only to generate ideas but also to ensure their practical implementation and scaling [11]. Under modern conditions, it is precisely the integrative, dynamic, and practice-oriented nature of this system that constitutes the key prerequisite for the transition from educational outputs to the creation of a sustainable systemic business.

The transformation of educational ideas into business models occurs as a sequential process of their structuring, validation, and adaptation to market conditions, ensuring internal consistency of elements and the capacity for flexible adjustment (fig. 2).

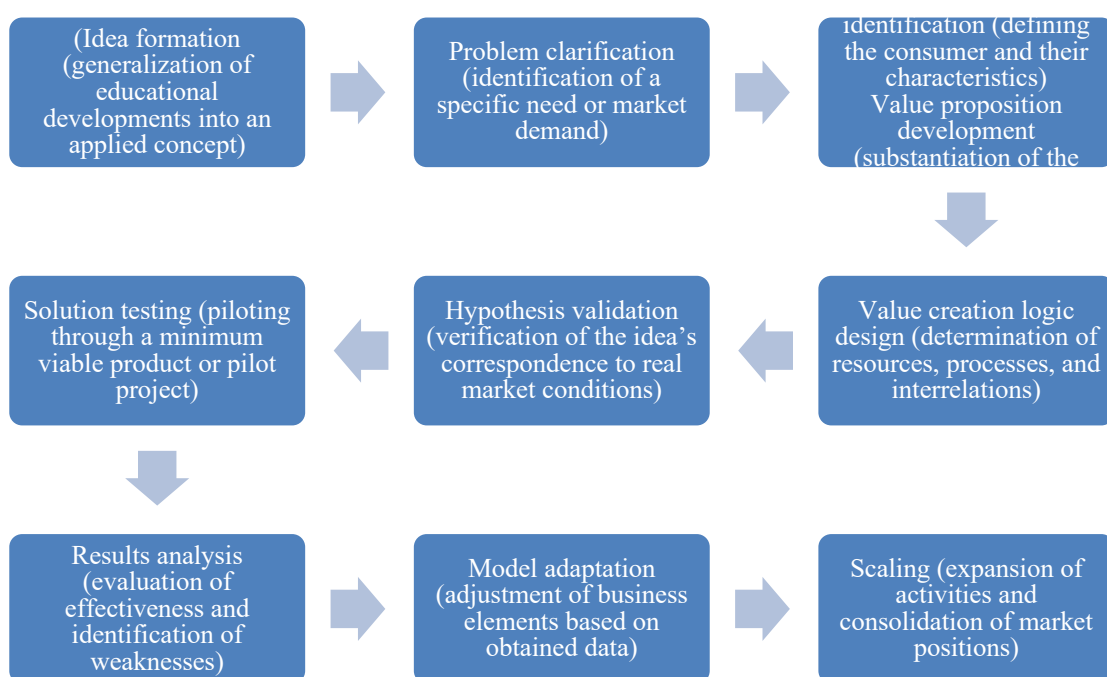
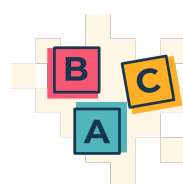


Fig. 2. Step-by-step scheme of transforming educational ideas into business models

Source: developed by the author based on [1; 2, p. 46; 9; 12, p. 150; 15].

Fig. 2 reflects the logic of transitioning from an abstract educational idea to an economically grounded business model, where each stage performs not only the function of sequential refinement but also serves as a decision-making point. In contemporary practice, early problem clarification and target segmentation are of particular importance, as they determine the relevance of the future product. For example, an idea for a digital service that emerges within an educational environment often has an overly broad or abstract nature, and only after user segmentation does it transform into a clearly oriented solution with defined functional characteristics.

Subsequent stages related to value proposition development and value creation logic ensure the systemic nature of the model, as they allow alignment between internal processes, consumer expectations, and resource capabilities. In practical terms, this requires simultaneous consideration of cost structures, customer

interaction channels, and revenue generation mechanisms, which together form a holistic business vision. Validation and testing serve as key tools for reducing uncertainty, as they allow theoretical assumptions to be compared with actual market behavior [9]. For instance, launching a minimum viable product makes it possible to determine whether consumers are willing to pay for the proposed value and to adjust the model in a timely manner without significant financial losses.

The stages of results analysis and adaptation ensure the implementation of the principle of flexibility, which is critically important in a volatile economic environment. Practice shows that even minor changes in consumer behavior or the competitive environment may require revising key business parameters, including the product line, distribution channels, or pricing policy [12, p. 150]. The final stage of scaling reflects the model's capacity for replication and expansion; however, its effectiveness directly depends on the quality of previous iterations, since scaling an underdeveloped model leads to a proportional increase in risks and losses.

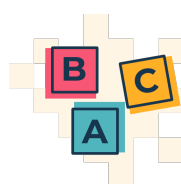
Thus, the practical implementation of the step-by-step scheme demonstrates that the transformation of educational ideas into business is not a one-time act but a continuous cycle of refinement, validation, and adaptation, where systemicity ensures internal coherence of the model, and adaptability ensures its sustainable functioning and development in a dynamic market environment.

The integration of educational outcomes into entrepreneurial activity is defined as the process of their practical implementation through mechanisms that ensure the interaction between the educational environment and the real market and the transformation of knowledge into applied economic solutions (table 1).

Table 1

Practice-oriented mechanisms for integrating educational outcomes into entrepreneurial activity

<i>Mechanism</i>	Implementation Content	Practical Effect
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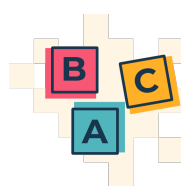


<i>Project-based learning</i>	Implementation of real or market-oriented business projects	Development of experience in designing and implementing entrepreneurial solutions
<i>Startup incubation</i>	Support of ideas through mentoring, resources, and expert guidance	Transition from a conceptual idea to a functioning business
<i>Dual education</i>	Combination of academic learning with practical activities in organizations	Acquisition of decision-making experience in real business conditions
<i>Business simulations</i>	Modeling entrepreneurial processes in a controlled environment	Development of strategic thinking without financial risk
<i>Partnership with business</i>	Collaboration with companies in solving applied business problems	Alignment of educational outcomes with current market demands
<i>Independent entrepreneurial initiatives</i>	Implementation of own business ideas within or beyond the educational process	Direct application of knowledge and formation of entrepreneurial experience

Source: developed by the author based on [8; 10, p. 472; 12, p. 240; 13, p. 168; 14, p. 995].

The operation of the above mechanisms is manifested in the formation of an environment in which educational outcomes are not merely accumulated but undergo a consistent process of validation in terms of their feasibility and relevance. Project-based learning acquires real value when it is oriented toward specific business demands, where results are evaluated based on their implementation potential rather than solely on academic criteria [13, p. 168]. For instance, performing tasks for enterprises requires consideration of resource constraints, time limitations, and economic efficiency, which fundamentally changes the nature of decision-making.

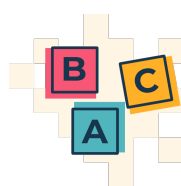
Startup incubation and independent entrepreneurial initiatives ensure a transition to the real economic environment, where educational developments are transformed into prototypes and commercial solutions, and their effectiveness is tested through market demand and financial performance indicators. Business



simulations, although operating in controlled conditions, enable the development of managerial logic and responses to risks, thereby creating a foundation for further activity without significant losses. At the same time, dual education and partnerships with business form stable channels of interaction that provide continuous feedback and allow for the adjustment of educational outcomes in accordance with current market requirements [14, p. 995]. Under contemporary conditions, the effectiveness of integration is determined by the combination of these mechanisms, whereby educational activity gradually transforms into practical activity, and knowledge evolves into solutions capable of generating economic results. Such an approach reduces the gap between education and entrepreneurship and ensures the formation of competencies oriented toward real activity rather than their purely theoretical reproduction.

The actualization of an individual's entrepreneurial potential in the context of the gap between education and the business environment is accompanied by a number of systemic scientific and practical problems that complicate the transition from knowledge acquisition to its real economic implementation. One of the key issues is the conceptual ambiguity of the very notion of entrepreneurial potential, which leads to fragmented approaches to its formation and assessment within educational programs. This is combined with the dominance of overly theoretical learning models that insufficiently reflect market dynamics and fail to develop the ability to act under conditions of uncertainty [8]. A significant problem is the mismatch between the logic of the educational process and business requirements: the focus on standardized outcomes and formalized assessment does not correspond to the need for rapid decision-making, flexibility, and responsibility for risk. As a result, knowledge remains declarative and is not transformed into practical entrepreneurial actions.

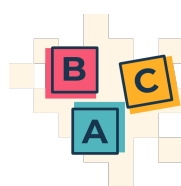
An additional constraint is the weak integration of education with the business environment, which limits access to current practices, market data, and feedback.



The practical realization of entrepreneurial potential is also hindered by the insufficient development of support infrastructure, including incubation and acceleration mechanisms, as well as limited access to financial and technological resources. At the individual level, problems manifest in the insufficient development of behavioral and regulatory competencies, low tolerance for risk, and the absence of a stable entrepreneurial mindset oriented toward the commercialization of ideas [10, p. 472]. A systemic issue is the lack of effective mechanisms for evaluating the effectiveness of integrating education and entrepreneurship, which complicates the adjustment of educational approaches, as well as the institutional inertia of educational systems that adapt slowly to market changes.

Improving the effectiveness of transforming educational ideas into a systemic business requires the implementation of coordinated practical solutions aimed at ensuring a continuous transition from educational outcomes to economically grounded activity. First, it is advisable to reorient the educational process toward the formation of applied results, which involves incorporating mandatory components of business idea development and validation using real market data into educational programs. This ensures the initial testing of idea viability at the stage of their formation and minimizes the risks of their subsequent non-implementation.

An important direction is the development of infrastructure to support entrepreneurial initiatives, particularly through the creation and integration of incubation and acceleration programs into the structure of educational institutions. Such an approach ensures support for ideas at the stages of their detailing, testing, and initial market entry, thereby contributing to the formation of a systemic vision of business. At the same time, it is necessary to strengthen mechanisms of interaction with the business environment, in particular through the involvement of practitioners in the educational process, the implementation of projects commissioned by enterprises, and the creation of joint platforms for experience exchange, which increases the relevance of educational outcomes.

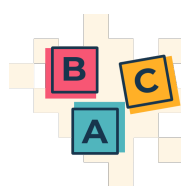


A significant role is played by the implementation of iterative approaches to the development of business ideas, which involve their consistent validation, testing, and adjustment based on consumer feedback. The practice of applying such approaches shows that early testing of hypotheses through the development of minimum viable products allows for reducing resource costs and increasing the accuracy of strategic decisions. In this context, it is also advisable to develop skills in analytical evaluation of results and the ability to adapt business models in response to environmental changes.

Special attention should be paid to the development of behavioral and regulatory competencies, in particular the ability to make decisions under conditions of uncertainty, manage risks, and take responsibility for outcomes. This can be achieved through the active use of case methods, business simulations, and participation in real entrepreneurial projects, which form practical experience and reduce barriers to independent activity.

Thus, improving the effectiveness of transforming educational ideas into a systemic business is ensured through the combination of practice-oriented education, the development of institutional support, integration with the business environment, and the formation of adaptive entrepreneurial competencies, which collectively create conditions for the sustainable realization of an individual's entrepreneurial potential.

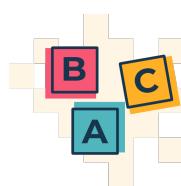
Conclusions. The study has established that an individual's entrepreneurial potential has a systemic and dynamic nature and is realized through the coordinated interaction of its structural components, which ensures the ability to transform educational ideas into viable business models. It has been proven that the effectiveness of this process is determined by the combination of the principles of systemicity and adaptability, implemented through the iterative nature of validation, testing, and adjustment of business ideas in interaction with the market environment. It has been revealed that the main problems include the conceptual ambiguity of



entrepreneurial potential, the gap between the educational process and business requirements, the insufficient development of support infrastructure and limited access to resources, as well as the low level of formation of practical and behavioral competencies. This reduces the effectiveness of the commercialization of educational ideas and hinders their transition into a systemic business. It has been substantiated that increasing effectiveness is possible through the practice orientation of education, strengthening integration with the business environment, developing incubation support, and implementing flexible approaches to business model validation. Prospects for further research are related to the development of methods for quantitative assessment of entrepreneurial potential, standardization of its implementation models, and analysis of the impact of the digital environment on the process of transforming ideas into business.

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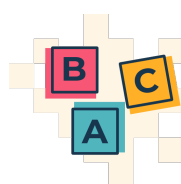
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