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INNOWACYJNE NARZĘDZIA TECHNOLOGICZNE PRZYGOTOWUJĄCE PRZYSZŁEGO NAUCZYCIELA DO KSZTAŁTOWANIA PRZEDSIĘBIORCZOŚCI GIMNAZJALISTÓW

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Adnotacja. W artykule zaktualizowano potrzebę poszukiwania i wprowadzania innowacji w edukacji zawodowej, wdrażania nowych metod, innowacyjnego zestawu narzędzi technologicznych do nauczania przyszłego nauczyciela jako reakcji operacyjnej na wyzwania współczesności. Przeanalizowano niektóre elementy innowacyjnego zestawu narzędzi technologicznych do przygotowania przyszłego nauczyciela do kształtowania przedsiębiorczości młodszych uczniów. Przedstawiono innowacyjne technologie i metody uczenia się, które są wykorzystywane w edukacji zawodowej: technologie informacyjne, praca zespołowa, metoda case, zabawa, nauczanie problemowe, nauczanie kontekstowe, szkolenie, nauczanie indywidualne, nauczanie interdyscyplinarne, działania projektowe i tym podobne. Aby przygotować przyszłego nauczyciela do kształtowania przedsiębiorczości młodszych uczniów, zaleca się stosowanie słownych (historia, dyskusja, wyjaśnienie, rozmowa, mini-wykłady, instruktaż), wizualnych (demonstracja, pokaz operacji i procesów, obserwacja) i praktycznych (ćwiczenia, rozwiązywanie problemów, praca praktyczna) metod. Przeanalizowano cechy metodyczne niektórych z tych metod (w szczególności werbalnych), gdy są one wykorzystywane w szkoleniu szkoleniowym. Wyróżniono orientacyjne kryteria oceny aktywności uczniów podczas prowadzenia zabaw dydaktyczno-wychowawczych. Podano przykłady gier edukacyjnych i pedagogicznych, technologii projektowych, konstruktywnych na płaszczyźnie podniesionego problemu. Określono perspektywy dalszych badań naukowych.

Słowa kluczowe: innowacje, technologie innowacyjne, przyszły nauczyciel, metodyka, uczeń, przygotowanie, przedsiębiorczość.

INNOVATIVE EDUCATION PROCESS-RELATED TOOLKIT FOR TRAINING A PROSPECTIVE TEACHER TO FOSTER THE ENTREPRENEURIAL ATTITUDE OF JUNIOR SCHOOL STUDENTS

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Abstract. The paper addresses the need to search for and implement innovations in professional education, the introduction of new techniques, innovative education process-related solutions for training would-be teachers as a prompt response to the challenges of modernity. To train a pre-service teacher to foster an entrepreneurial attitude in the junior school students we suggest using oral (story, discussion, explanation, conversation, mini-lectures, instruction), visual (demonstration, display of operations and processes, observation) and viable (exercises, problem-solving, practical work) methods. The methodological features of some of these methods (in particular, oral ones) when applied in educational training have been analyzed. The indicative criteria for assessing the play activity of students when conducting educational and pedagogical games have been identified. We have provided the examples of educational and pedagogical games, project-oriented techniques appropriate through the lens of the broached subject. The prospects for further studies into this issue have been determined.

Key words: innovation, innovative solutions, pre-service teacher, techniques, junior school student, training, entrepreneurial attitude.

ІННОВАЦІЙНИЙ ТЕХНОЛОГІЧНИЙ ІНСТРУМЕНТАРІЙ ПІДГОТОВКИ МАЙБУТЬОГО ВЧИТЕЛЯ ДО ФОРМУВАННЯ ПІДПРИЄМЛИВОСТІ МОЛОДШИХ ШКОЛЯРІВ

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Анотація. У статті актуалізовано необхідність пошуку та впровадження інновацій у професійній освіті, впровадження нових методик, інноваційного технологічного інструментарію навчання майбутнього вчителя як оперативної реакції на виклики сучасності. Проаналізовано деякі складники інноваційного технологічного інструментарію щодо підготовки майбутнього вчителя до формування підприємливості молодших школярів. Окреслено інноваційні технології та методи навчання, які використовують у професійній освіті: інформаційні технології, робота в команді, кейс-метод, гра, проблемне навчання, контекстне навчання, тренінг, індивідуальне навчання, міждисциплінарне навчання, проєктна діяльність тощо. Для підготовки майбутнього вчителя до формування підприємливості молодших школярів пропонується використовувати словесні (розповідь, дискусія, пояснення, бесіда, мінілекції, інструктаж), наочні (демонстрація, показ операцій і процесів, спостереження) і практичні (вправи, розв'язання завдань, практичні роботи) методи. Проаналізовано методичні особливості деяких зазначених методів (зокрема, словесних) у разі використання їх у навчальному тренінгу. Виокремлено орієнтовні критерії оцінки ігрової діяльності студентів під час проведення навчально-педагогічних ігор. Наведено приклади навчально-педагогічних ігор, проєктних технологій, конструктивних у площині порушеної проблеми. Визначено перспективи подальших наукових розвідок.

Ключові слова: інновації, інноваційні технології, майбутній учитель, методики, молодший школяр, підготовка, підприємливість.

Introduction. Globalization processes, informatization of society, mobility of the global job market, while bringing up-to-date new requirements for the quality of professional training in educational establishments, become the impetus for the search and implementation of innovations in professional training. In the current environment, professional education requires modernization and the introduction of new techniques, innovative education process-related solutions for training would-be teachers as a prompt response to the challenges of modernity. As Vasyl Kovalchuk reasonably remarks, the driving force of positive changes in higher education are advances in technology and urbanization, which define rules for 'the game' for all participants of the educational market, encouraging them to introduce the latest educational models, methods, techniques, etc. (Ковальчук, 2016: 367).

Analysis of studies and published works attests the scholarly interest of national and foreign scientists to study the theoretical and methodological foundations of modernization of educational sector, disclosure of issues of efficient interaction of higher professional education, educational services market and labor market in the conditions of innovative development of society. In the plane of an academic discourse there are works of scholars who demonstrate innovations in different aspects, in particular, in the field of innovation management, innovation solutions in education.

Aim. The purpose of the paper is to analyze some components of innovative education process-related toolkit for the would-be teachers' training for fostering the entrepreneurial attitude of junior school students.

Methods employed: analysis of the academic literature in regards to the issue of concern; interpretation and analytical method, synthesis, systematization, generalization.

Main part. Modern social and economic progress of Ukraine calls for educated, professionally mobile, enterprising experts, and therefore, the introduction of efficient innovative learning techniques. Thereby we concur with the opinion of Volodymyr Vakulenko (Вакуленко, 2010) that the existing innovative processes in education guarantee the evolution of interaction and mutual influences of pedagogical creativity (theory) and educational processes in which upshot (practice) manifests.

An essential objective of educational institution is the formation of economically literate citizens capable of establishing, developing, and maintaining entrepreneurship. Accordingly, its objectives, as Viktoriia Slipenko (Сліпенко, 2020: 158) fairly observes, are the formation of students' ability to think differently and generalize innovative business ideas, turning them into new techniques for income provision; the ability to search for new market opportunities for their own business; the ability to develop business plans for establishing and developing new organizations, activities; the ability to find innovative solutions in standard and non-standard situations; willingness to forge relationship, negotiate, communicate with different partners, make efficient deals, and critically evaluate personal strengths and weaknesses.

The learners explore innovative technology to optimize all aspects of a new business; elaborate a process plan that focuses on improving the efficiency of business operations; tackle internet sources, social media, and communication technologies to facilitate the business; and the availability of technology resources for all phases of business establishing and operations (Ковальчук, Щербак, 2018).

The scholars note that during professional education such innovative techniques and teaching methods are employed, in particular, information technology, teamwork, case-method, game, problem-based learning, contextual learning, workshop, individual learning, interdisciplinary learning, project activities, etc.

In our study to train a prospective teacher to promote entrepreneurial spirit in junior school students we suggest employing oral (story, discussion, explanation, conversation, mini-lectures, instruction), visual (demonstration, display of operations and processes, observation) and viable (exercises, problem-solving, practical work) methods. Integrating the findings of scholars (Козаков та інші, 1996), let us consider the methodological features of some of these methods (in particular, oral ones) when employing them in instructional training.

The purpose of the mini-lecture is to implement the first stage of the initial training process: the presentation of educational and practical information, the establishment of direct communication between a student and the training manager, and the definition of independent work of practical importance.

When conducting practical classes in the form of educational training (or workshops) the most common methods are performing operations, case analysis, business simulation games and role play, case-methods, fiction films, methods of team course scheduling, organizational-activity games, development of team projects in small groups (Козаков та інші, 1996).

For a more successful comprehension of theoretical material at the end of each lecture session, it is expedient to play various educational and pedagogical games with the students (junior school students).

We will exhibit some of the pivotal games below. The first one is “The case of the modern entrepreneur”. The purpose of this game is to summarize the studied topic *Professional qualities of an entrepreneur*, to consolidate the knowledge and professional skills.

The course of the game. Players are asked questions: “What would you put in the ‘case’ of a modern entrepreneur?” Then each participant is asked to depict (draw, write, etc.) three things (professional qualities of an entrepreneur’s personality, abilities, skills) that are imperative for a modern entrepreneur to perform an auspicious professional activity.

After completing the task, everyone takes turns talking about what they would put in the ‘case’ of a modern entrepreneur (optimism, computer, modern technology; or competence, money, business law, etc.) and explain their choice.

It should be emphasized that a well-organized pedagogical game or training seminar not only consolidates the knowledge and skills of the participants, but also develops their creative abilities, their ability to listen to others and communicate their ideas, extends logical thinking and communicative abilities of students. The work of a teacher involves dealing with constantly arising managerial situations. Therefore, implementation of workshops begins with defining a problem and showing (training) its solution, that is, bringing the available condition closer to the ideal, which aims to intensify and approximate training with practice (Козаков та інші, 1996).

Based on our observation, we argue that the reduction to training determines the discrete role of the teacher-training manager. Planning and conducting a workshop, involves pedagogical knowledge, instructional skills and a great deal of effort. The challenge is to set up the training as a ‘self-contained’ system, yet so that the teacher-training manager effort is not visible and the training proceeds as if ‘of its own accord’. Thus, the teacher-training manager should not only be sufficiently knowledgeable, rather he/she should supervise the organization and methodology of the training. The record shows, a training manager’s ability to be a professional director can increase not only the educational, but also the instructional and developmental effect of training.

One important method of fostering social behavior is *exercise*. An exercise that mimics a practical activity must follow the principles of behavior in order for students/learners to become accustomed to transforming their attitudes and beliefs into actions. At the same time, exercises are closely linked with the method of creating educational situations. The point of this method is that the educator (expert, teacher, coach) compels a student to manifest, practice, and consolidate certain entrepreneurial qualities. Of the methods of forming cognition as one of the oral methods, the unique one is the interview (business). Noteworthy among the methods of stimulation and activity are approval, condemnation, encouragement, and punishment. Approval and encouragement serve as a means of reinforcing correct standards of behavior, while condemnation and punishment are a means of delaying negative impulses and wrong behavior repertoire (Гриньова, 2006: 133).

The distribution of roles in training session is an important methodological and developmental-organizing moment, which has the character of internal group relations in the process of preparation and carrying out the workshop itself, mainly determined by the distribution of roles and the composition of groups. One should take into account the wishes of the group, the distinct possibilities in terms of their general and special training, awareness of the educator (teacher) of the informal leaders of the group in order to assign them to key positions, when students do not ‘fulfil a role’, but regard it their professional business.

Considering the value of the educational role of the teacher-training manager in team building (group of students), we have identified guidelines that contribute to the establishment and maintenance of good relations between a teacher-training manager and the students, and accordingly to the formation of a healthy, efficient, and tightly welded team. Some of the above methodological recommendations include the following: do not resort to dry, boring, annoying lectures and morals; be equal to all, with a uniform measure of rigor; be strict, sensitive, fair, forgiving; identify the desire in students to be the best; ineligibility for humiliation of human dignity; not to impose labor, which is a matter of honor; maintain a chipper style and mood in the activities of the team group.

Particular attention of students shall focus on the business simulation game procedure. In doing so, when instructing participants in such games, we consider it advisable to focus on the three main stages of its implementation (Гриньова, 2006).

During the first stage (*organizational and preparatory*), a teacher chooses the topic, defines the goal, objectives, and form of the lesson using a game method. He selects didactic situations, tasks, issues of concern, relevant to the goal; depending on the matter of the selected didactic situations determines the roles or assignments for the participants; develops instructions for those who will perform a certain role in the simulated environment; finds background information, props, visual aids. The teacher develops a plot of the game, which defines the actions of participants, a sequence of stages that are implemented during the game. He establishes the rules and regulations, allots time, provides a system of incentives and sanctions, prepares the venue. If deemed necessary, the teacher holds a consultation, disclosing the nature and technology of business educational game, assigns roles, advises the relevant books; circumstances require, he tests the game in rehearsal for a few days in advance, which allows adjustments, to establish the actual pace of the game, the cost of time for some of its stages.

The second stage (*playing the game*) implies: announcement by the teacher of the theme of the game, the goal of the lesson, the sequence, and stages of the game; distribution of roles among the participants, considering their expertise and aptitude; familiarization with the instructions, clarification of actions of participants during the performance of one or another role; familiarization with the system of incentives and sanctions; providing responses if the participants are familiar with the matter of the didactic situation; game debate, discussion of various options for resolution of a problem.

The third (*final*) stage is an assessment of the lesson and the results of the game. Experts or members of the jury analyze the game as a whole and evaluate the activity of each participant. The teacher makes a closing speech to sum up the final results of the lesson, draws conclusions and evaluates the results of the game.

A constructive policy is to teach students to play and analyze educational and pedagogical games in discussion format. Herewith, the indicative criteria for assessing play activity may be the following:

- 1) assessment of realism of the game process;
- 2) appropriateness of pedagogical tasks and pedagogical situation;
- 3) relevance of the theme of the game;
- 4) evaluation of the depth of psychological and pedagogical knowledge of the game participants, the degree of their readiness for the game;
- 5) efficacy of role performance and interaction with other participants of the game;
- 6) due account of psychological and age features of players' interaction;
- 7) producing efficient, lifelike solutions and making suggestions to the given topic;
- 8) analysis of participants' self-assessment of the game;
- 9) encouragement points for active participation in the discussion of actions and suggestions of other game participants;
- 10) penalties for low quality of knowledge, casual attitude to the role performance (Ковальчук, Щербак, 2018).

We draw attention to the fact that in the form of a training session (a workshop) a teacher creates a communication environment where learners have the opportunity to master the provided resources. Such a system is designed for students to assimilate practical skills in the field of entrepreneurship, in particular, in the framework of special courses "Basics of Management", and "Basics of Entrepreneurship". This is achieved by repeated performance of practical tasks (Козаков та інші, 1996).

After students have acquired some knowledge of entrepreneurship, it is advisable to hold master classes for them, usually for within the entire day at the educational institution or at the business camps. As part of these activities, students have the opportunity to learn basic business planning techniques, become familiar with business establishing and management techniques, etc.

In the plane of the issue raised the educational and pedagogical game *I am an entrepreneur* seems meaningful to us, which is a test of communication skills, setting goals, displaying initiative, persistence because it creates situations for the development of entrepreneurial competencies of learners, in particular, such as planning, communication, entrepreneurial mindset, the ability to predict the results of decisions taken (Сліпенко, 2020: 144).

The project-based learning or project activities (including the development and execution of projects for small and large companies, banks), the main point of which is to stimulate students' interest in independent solutions to certain problems based on acquired theoretical knowledge or practical experience, which ends with a pretty substantial, tangible practical result and allows students to face the viable entrepreneurial projects, is worth highlighting (Ісаєва, 2003: 207–211).

For instance, the "My Bank" project, which is being implemented under the motto "My money – our future", is a business initiative to establish a collective bank. Participants play the roles of bank employees and customers, learn to process basic financial records, become familiar with the types of deposits and loans, plan their expenses and accumulate funds for investment in certain projects. This perspective addresses cultural aspects related to banking operations, such as the ethics of banking. There is a discussion of the ethics of banking from the point of view of religion, where it is known that it is not customary to lend money at interest. Diverse judgements and solutions, a different interpretation of financial relation are of interest to a large number of students. In addition to the work of the bank branches, in which the students themselves and volunteers work under the supervision of project mentors, there are also seminars on the issues of personal financial management and company finances (Ісаєва, 2003: 7–8).

For its part, the business simulation game is the way that reconciles the contradictions between the abstract nature of the academic subject and the real nature of business activity. While playing a business simulation game, its participants have a better grasp on the environment of market relations. Instead, the role-playing simulation is a reflection of a lifelike professional activity with the fulfillment of the expert functions at different workplaces.

Conclusion. Thus, the use of the above-mentioned innovative education process-related toolkit has a notable impact on students, allowing them to incorporate theory and practice, as well as provide valuable insights into difficult professional situations because modern innovative technologies intensify cognitive activity of the students, incentivize the fostering of entrepreneurial attitude, develop entrepreneurial competencies, creative capacities. It is crucial for the would-be teacher to understand why he or she is using a particular learning technique, to comprehend and evaluate its potential for accomplishing its goal, and to put it into practice. *Prospects for further studies* should concern with the planning of the prospective teacher training model for the promotion of entrepreneurial spirit in junior school students in the educational process of teacher training college.

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