

PRACTICE-ORIENTED APPROACH IN TEACHING ENTREPRENEURSHIP

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ABSTRACT

The study of economics at school age helps, regardless of the future specialty, to develop economic thinking, to master the conceptual apparatus, to acquire the elementary skills necessary for orientation and existence in the modern market world, to create the basis for further deeper study of economics in universities.

New socio-economic conditions for the development of Russia require the search for other ways of formation and formation of the modern personality of a professional. The Russian state is interested in a modern competitive individual and professional specialist, possessing high professional competence, independence, creative activity, possessing high professional qualities.

The education reform, which includes core and pre-profile training in general education institutions, assumes that students have a high level of general intellectual skills and habits, as well as practical, ideological, behavioural personality traits.

Therefore, an important component of the transformation of Russian society into a society with a market economy is the process of formation the domestic system of economic and entrepreneurial training of students. At the same time, a change in the nature of social and economic relations in society implies the search for new ways of preparing students for life and work. Analysis of the needs of children, adolescents and young people in the field of professional self-determination indicates a growing interest in economic specialties, including those requiring entrepreneurial training.

Keywords: Education, Entrepreneurship, Economy, Business, Practice-Oriented Approach.

INTRODUCTION

One of the important problems today is the problem of standards of teaching economics at school. There are still no clear rules and regulations in this direction.

The diversity of the economy requires a variety of approaches to its study in school. There are four such approaches: academic, utilitarian, cultural and functional, practice-oriented.

The academic approach is characterized by following the standards and logic of the presentation of the university course of economic theory, perhaps only in a somewhat reduced volume. Not wanting to offend the adherents of such an approach, among which there are many serious and competent economists and professionals, it is nevertheless necessary to note that their position is akin to approaches to the upbringing of children among the ancient Chinese, who believed that the child is a reduced copy of an adult.

With a utilitarian approach, teaching economics at school is rich in narrowly specialized knowledge of individual sectors of the economy or focused on meeting the specific requirements for applicants of a given economic university.

The cultural-functional approach highlights the ideological aspect of the economy. With this approach, the main criterion for the quality of teaching is not the ability of the student to solve this or that problem at the final exam, but his baggage of knowledge and ideas about the world.

The practice-oriented approach, as its name implies, focuses on preparing students for a future career, finding their place in life. This approach should give the student as close as possible to everyday life about the world and its laws and develop the necessary skills of economic life in a young person, that is, teach the child to survive in market conditions.

In the experimental work of the practice-oriented school, special attention should be paid, since the formation of the mechanism of children's and youth entrepreneurship is one of the results of the innovative activities of the educational institution. Practice-oriented learning is carried out through such interactive forms of teaching as writing business projects, participation in organizational activity games, conducting summer economic shifts, computer modeling, etc.

Our research has shown that socio-economic education is realized through the creation of an educational technology built on the basis of a simulation approach. The technology is based on a specialized learning environment in which the entire learning process is immersed.

The learning environment is a set of interrelated organizational and didactic methods and means underlying the construction of the educational process and ensuring the conduct of classes with training based on imitational approaches.

In our study, the learning environment is re-implemented as a model enterprise.

Communications, coordination processes and decision-making procedures, considered in conjunction with the material and cash flows, as well as taking into account the interrelationships of all elements of the internal environment of the enterprise, are the main objects studied in this technology (Mullakhmetov et al., 2018).

The objectives of teaching in a model enterprise are to achieve the following abilities by students:

- Represent the internal structure of the organization of the enterprise and information flows, know the main approaches to the implementation of standard activities and principles of division of labor, carry out the division of labor and the division of tasks into separate areas, for the main activities of the enterprise to understand the problems and know the methods to solve them;
- Take into account the unreliability of information in planning, decision making and coordination processes.

Today, the knowledge-based approach continues to dominate the economic training of students in educational schools and vocational educational institutions. Schoolchildren who study the fundamentals of economics and entrepreneurship know a good deal, but are almost able to do nothing in terms of real entrepreneurial undertakings. Therefore, we believe that entrepreneurship education through a practice-oriented approach is the first step for students of

different types of activities: design, organizational, managerial, design, analytical. This acquaintance takes place in a real-active mode.

LITERATURE REVIEW

According to Cantillon (1755), an entrepreneur is any individual who possesses the foresight and the desire to accept the risk directed to the future, whose actions are characterized both by the hope of earning an income and being ready for. According to Schumpeter (1982), entrepreneurial activity is not a position or even a profession, but rather a unique and rarely detectable ability to promote innovation to the market through a risky business (Schumpeter, 1982).

Hayek (1982) reduces the essence of entrepreneurship to the initiative activity of the subject. Anyone who is able to look for opportunities to start a business can be an entrepreneur. Hizrich (1992) defines entrepreneurship as the process of creating something new, which has value, and an entrepreneur-as a person who spends the necessary time and energy on it, takes on financial, psychological and social risks, receiving money and satisfaction as a reward achieved.

Dolan & Lindsay (2004) define entrepreneurship as a process of finding new opportunities, using new technologies and new areas of capital investment, overcoming old stereotypes and borders.

Practice-oriented approach to the definition of entrepreneurship is expressed in the focus on efficiency, the results of relevant activities. Thus, according to the Global Entrepreneurship Monitor (GEM) methodology-Global Monitoring of Entrepreneurship, entrepreneurship is any attempt to create a new enterprise or a new business. This may be self-employment, the establishment of a new business structure or the expansion of an existing business carried out by an individual, a group of individuals or an already functioning business structure.

In the explanatory dictionary of Black (2000), entrepreneurship is viewed as a combination of initiative, foresight, and a desire to take risks. In the “*Big Economic Dictionary*” under the general editorship of Azrilyan (2004), entrepreneurship is defined as initiative self-directed activity of citizens aimed at making profit and personal income, carried out on its own behalf, under its property responsibility or on behalf of and under the legal responsibility of a legal entity. A similar definition is contained in the Economic Encyclopedia of the Institute of Economics of the Russian Academy of Sciences edited by academician Abalkin (1999).

In the modern economic dictionary, entrepreneurship is interpreted as an initiative, independent, carried out on its own behalf, at its own risk, under its property responsibility, the activities of citizens, individuals and legal entities, aimed at systematically obtaining income, profits from using property, selling goods, performing work, providing services (Raizberg, 2006).

Rumyantseva (2005) in the New Economic Encyclopaedia, defines entrepreneurship as a way of doing business on an independent basis using innovations.

As you can see, the majority of definitions are focused on defining entrepreneurship as an independent, initiative, risk-taking, innovation activity, while the personality and psychological determinants of an entrepreneur are reflected poorly in them.

We tend to perceive entrepreneurship as a socio-economic institution, which has the specificity of the psychological structure of individuals engaged in entrepreneurial activity, an increased degree of risk, innovation, initiative in creating and managing their own business.

METHODOLOGY

The theoretical and methodological basis of the study consists of domestic and foreign articles in teaching entrepreneurship, including monographs, articles and analytical reviews.

Entrepreneurship education is becoming an important component of modern education. The development of national concepts of entrepreneurship education in the West began in the 1990s, and in the early 2000s. In the European Union recognized the need to introduce entrepreneurship education at all levels of the education system. At the same time, despite the existence of the Lisbon strategy to improve the global competitiveness of the economy, social sphere and environmental protection, research of the European Education Foundation (EEF), recommendations of the Parliament and the Council of Europe on key competences for lifelong learning, research results, there is no clear definition of the term “*entrepreneurship education*”.

RESULTS & DISCUSSION

The modern economy, which demonstrates either stagnation or sluggish growth, requires expanding entrepreneurship, increasing the number of entrepreneurs who implement innovations, and thereby contribute to the growth of high-tech areas and the creation of new jobs.

However, the stratum of entrepreneurs is rather narrow: in Russia, the share of self-employed in the total number of people employed in the economy is 5.6%, in France 5.3%, in Norway 5.4%, Austria 6.6%, Switzerland 7, 7%, Belgium 8.8%, Israel 7.0%, Japan 7.0%.

In order to revive the global economy, it is necessary not only a new generation of entrepreneurs, but also a greater number of them. That is why entrepreneurship education is developing all over the world (Tayibnasis, 2000; Stake, 2004; Sogunro, 2004).

In the UK, entrepreneurship education for schoolchildren is focused on using active methods: developing and executing projects in the classroom through studying the needs and requirements of people (Centobelli et al., 2016; Caggiano, 2015, the ability to find the best solution, organizing mini-enterprises for the production and sale of goods and services that prepares students for entering the business world provides development of a wide range of practical skills and personal qualities, encourages initiative and creativity, convinces students in the ability to provide themselves with work, Helped is in counselling and acquisition experience in plants (Rasmussen & Sørheim, 2006; Nabi et al., 2016; Laukkanen, 2000). The main priorities for vocational business education in Finland are: on-the-job training with a mentor, familiarity with the workplace environment in contact with vocational education teachers, professional advice to promote entrepreneurship and business development, curriculum development and learning conditions to support entrepreneurship and business, the creation of conditions conducive to the creation of socially oriented enterprises, the release of educational materials in business support (Kusumandari, 2015; Kuratko, 2005; Kovalenko et al., 2019).

As our experimental work has shown, entrepreneurship education through a practice-oriented approach is a productive activity that allows you to combine theoretical and practical education (Ivanilova, 2012; Heinonen & Poikkijoki, 2006). Knowledge and skills in this case are considered as necessary tools when planning, executing and evaluating the student's own actions. Such a connection between practical actions and learning is an important condition for the formation of general and special competencies among schoolchildren, which indicate their readiness for entrepreneurial activity (Akhmetshin et al., 2019; Gorman et al., 1997; Gibb, 2002; Elmuti et al., 2012).

Criteria of such readiness in the personal-psychological plan are: independence, ability for initiative activity, emotional-volitional orientation on entrepreneurial activity, complex of

skills, which allows to successfully engage in entrepreneurial activity (Kuznetsova, 2018; Costa & Strano, 2016; Corbett, 2007)

For a full-fledged entrepreneurial learning, in our opinion, conditions are necessary under which a child can get not only theoretical knowledge, but also ideas, interaction experience, to show their own feelings.

The practice-oriented approach ensures the development of the educational system, creates conditions for the formation of an active subjective position of the individual.

The entrepreneurial activity of schoolchildren acquires the properties of the pedagogical system subject to the following bases (Table 1).

	Bases	The details
1	business objectives	subordinated to the psychological and pedagogical laws of the individual development of adolescents and their formation as potential subjects of entrepreneurial activity
2	the content of entrepreneurial activity	is the interaction of the teacher and the student in solving individual problems of student self-realization
3	technologies of business activity	are developed not only on the basis of a model of financial and economic success, but also on models of social success.

Our experience has shown that the implementation of project activities of students is successfully carried out during the summer economic schools. One of the activities in the course of the economic shift is the participation of schoolchildren in the organization-activity game “*project defense*”. Students are invited to develop a business project, determine a strategy for its development, and prepare a project for public protection. In the course of the game, students gain experience in participating in research activities, preparing speeches, working in a group, making informed choices and designing the future.

When learning the basics of economics, role-playing business games are used. The main goal of this game is to use students to practice theoretical knowledge of economics and economic legislation obtained during the school year.

We propose to include in the study of additional disciplines for the development of entrepreneurial skills among schoolchildren in the 7-11th grades of secondary schools in Russia. In order to gain knowledge on the basics of entrepreneurship, as an experiment, we have developed and included in the variable part of the curriculum of the school curriculum (Grammar school No. 27 of Barnaul) elective courses with practice-oriented orientation (Table 2).

All courses are a system of interrelated creative tasks and business games, during which students analyse, interpret and model different situations, express different points of view, participate in discussions, prepare projects, and gain practical experience in economic behaviour.

Our research has shown that for integrated economic education, all academic subjects can be integrated with economic disciplines, which will ensure purposefulness, integrated integration and systematic training.

Table 2 RESULTS OF EXPERIMENT IN THE INTRODUCTION OF ADDITIONAL COURSES IN SCHOOL AMONG 7-11 CLASSES

	Class	Course Name	Result
1	Grade 7	Personal Economy	In the course of studying the course, students are identified with professional interests, abilities, predisposition and suitability to a particular profession, mastering the skills of business communication.
2	Grade 8	History of Russian Entrepreneurship	On the basis of the material proposed, students learn about the history of entrepreneurship in Russia, the main stages of its development, types and forms of entrepreneurial activity, identifying the interrelationships of the economy and state policy based on historical facts, while highlighting the concepts of entrepreneurship.
3	Grade 9	Entrepreneurship: general provisions	Particular attention in the study of this course is paid to the issues of interaction between producers and consumers. This course helps students develop the skills and abilities necessary for successful economic and entrepreneurial activities in a market economy.
4	Grade 10	Career and life planning	The course is designed to help older students to choose the right occupation, to conduct a self-assessment on the ability to be a leader, manager, manager.
5	Grade 11	International Market	As a result of studying this course, schoolchildren began to master the basics of the laws of a market economy and entrepreneurship.

CONCLUSION

A significant feature of the organization of the practice-oriented approach to teaching entrepreneurship is the inclusion of the student in various forms of research activities.

Socio-economic education aimed at shaping the entrepreneurial qualities of students in secondary schools lies in its specific, meaningful focus on shaping the subjects of the educational process of a valuable attitude to life, on understanding the importance of economics, linguistics, information technology, and psychology for successful life activities.

The practice-oriented orientation of the content of entrepreneurial education can be carried out by introducing interactive forms of education such as writing business projects, organizational-activity games, computer support, which contributes to the formation of general and special competencies among students, which allow us to speak about its readiness for self-determination. further professional activities.

A general education institution (gymnasium) as an educational space that includes not only a student and a teacher, but also parents, business consultants, is able to push the boundaries of choice, allow the student to look for answers to questions, to correlate his or her ideas with those norms that have developed in society.

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