



Formation of entrepreneurial skills as a component of professional training of future teachers

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In the article, the authors put forward the idea that the formation of entrepreneurial skills is a conscious need for which a new philosophy of professional pedagogical education is being built. Considering the socio-cultural activities as a factor in the development of university traditions, the authors propose to use it in teaching future teachers. Examples of such traditions, their types, and forms are given, and their influence on the formation of a student's professional characteristics is also considered. Startup becomes a new socio-cultural tradition in higher education. Identified and described features of the organization. Conclusions are drawn regarding the role of the teacher in shaping the entrepreneurial thinking of future teachers.

Keywords: startup; project-based learning; traditions; entrepreneurial skills; entrepreneurial thinking; students; high school; future teachers.

Introduction

The formation of an innovative economy is largely determined by the development of the education system. The development of the country will be as effective as far as teachers can be ready to develop entrepreneurial skills among today's students, who after some time become full citizens of their country. Today, no one doubts the idea that the increase in innovative activity in the market is inextricably linked with the formation of entrepreneurial skills in young people. Successfully implemented Start-up projects on the market are one of the most effective elements for accelerating innovation processes in the economy. Formation of a student of pedagogical university a holistic comprehension of the organization and management of the start-up project implementation process in accordance with the priorities of the development of the national economy, acquiring the necessary practical skills in organizing the management of specific projects, which makes it possible to speed up the process of creating a business and avoid making frequent mistakes, is the task of

entrepreneurial education in higher education. Today this is a new tradition that comes into its own.

Entrepreneurial thinking, which is formed as a result of the preparation and implementation of a start-up project, is able to promote the development of an individual in any direction. In the academic environment, the concept of entrepreneurship has long been associated with business and finance. In recent years, the concept has expanded significantly, such areas as social entrepreneurship, intellectual entrepreneurship have appeared. The presence of entrepreneurial qualities can enhance the role of the teacher and allows to achieve more significant results in the learning process. Entrepreneurial skills include the vision and understanding of new approaches in the use of new opportunities offered by civilization, develop perseverance, creativity in the learning process of students. Academic education is often theoretical. Entrepreneurship always includes experiential learning, in which you must take risks and learn from mistakes. One of the most important tasks of social and intellectual entrepreneurs is to create projects, the results of which will interact with society and bring about positive changes. This approach significantly changes the traditional vision of the role of the teacher.

Since 2011, Pavlodar State Pedagogical University has been preparing for the specialty 5B012300 - Social pedagogy and self-knowledge. The main content of the educational program of this specialty are courses aimed at the formation of competences in the field of teaching self-knowledge and socialization of the individual. In fact, these are two specialties that are prepared a teacher of self-knowledge and a social teacher. Changing market conditions require the future graduate of such competencies that would allow him to solve the pressing issues of his professional activity. A graduate of this specialty should be able to teach the subject "Self-introduction" and be able to perform the functions of a social teacher in school. In the school program "Self-knowledge", the content of education is implemented as the implementation of a project on a certain subject during one academic year. A social teacher in secondary school is forced to seek opportunities to support the socialization of various categories of students: orphans, students with special needs, gifted children, children prone to deviant behavior, etc. As we see, without design skills, entrepreneurial thinking, entrepreneurial skills, it is difficult to do. The tradition of teaching courses of disciplines does not include tasks related to these goals. Since 2017, in PSPU, an experiment has been conducted on introducing ideas of entrepreneurship into educational programs of pedagogical specialties.

University traditions today are an integral part of the social life of all higher educational institutions. Students participate in the traditions that are familiar to them and established at the university, without thinking about the nature of their origin, about the role of social and cultural activities in their direct implementation. It is precisely the socio-cultural activity that today contributes to the adaptation of students to the unusual working conditions for them. A significant role is played by social and cultural activities in solving cultural and educational tasks facing the university:

- the introduction of personality to the culture and the "elevation" of its spiritual values;
- stimulation of social activity, initiative and amateur activities of the individual;
- formation of conditions for the implementation of the creative resources of the individual.

Socio-cultural activity is a determining factor in the development of student relations in groups; it is also due to the sensitivity of student age to understanding social practices and developing their own individual aggregate of social skills, which is demonstrated in intersubjective relationships with fellow students and teachers.

In addition, the socio-cultural activities in the student environment provides a socio-cultural interaction, involving the introduction of the individual to the social group, society, through common values. Besides that, the socio-cultural activity forms and increases the needs of the individual in self-realization and creativity, and also provides conditions for organizing leisure activities for university students.

Startup act at this stage as part of the socio-cultural activities. In higher education institutions, they actively conduct contests, start-up training outside classroom work, and sometimes a startup is launched as a result of student self-government activities. For example, in the 2017-2018 academic year, three startups were tested on the specialty 5B012300 - Social pedagogy and self-knowledge, which

were accelerated as part of the republican contest "Zhas project". Two projects successfully exist today. The first project - "Role games in the socialization of orphans" - works in the children's village of Kenzhokol. The second project "Searchers" is implemented by a graduate of this specialty. It aims to develop survival skills in the nature of urban adolescent students. The third project, "The Platform "House", on working with people without a certain place of residence, was transformed into a social project that is being implemented jointly with the rehabilitation center "Samal". The participants of this project help people who find themselves in a difficult life situation, provide people with houses and jobs.

Entering the ideas of entrepreneurial education into the curriculum of a pedagogical specialty is difficult, not finding support from conservative-minded teachers. As arguments, there are ideas about the need to get a fundamental education, a classic one, which can give the future teacher a basis for methodical, research activities. Nevertheless, startups in education are gaining its own place in educational programs.

Start-ups in the field of education traditionally include all possible innovations in the field of "edutech" (educational technologies). There are not only information repositories, but also video hosting sites, blogs, interactive platforms, social networks, systems of collective work of researchers and other media of similar subjects. For example, this sector is the most popular among those existing primarily in China, where not only the learning process is important, but also earnings from it.

According to statistics, over the past 15 years, more than 400 projects have been created directly on scientific topics, not including educational games, channels and magazines, but only in the last year the industry has reached 30% growth rates. In Kazakhstan, Russia and the United States, the initiative comes mainly not from public organizations, as in Europe, but from universities and publishing houses. In China, more often the state or universities invest in projects. A typical edutech-startup is launched for students, graduate students and those receiving additional education in the fields of management. Especially popular is the format of LMS - software solutions for organizing courses (Learning Management System).

Such startups are interesting to the management of large universities to attract students to the course, professors to expand the circle of contacts and create an image, businessmen and media publishers for profit. Successful business models include: paid content analytics or selection of the necessary material, sale of subscribers' data to advertisers, as well as the provision of additional paid services (file storage, discussion platforms, etc.).

The Chinese educational portal TAL Education Group reports that about a hundred educational ones have been added to the startup database in 2017. Some of them remained afloat thanks to the support of state-owned companies. For example, the year before, such projects received about 137 million dollars as investments, and in the past - 1 billion dollars. Following the global trends, the giants Tencent and Alibaba were quick to integrate their services with existing platforms offering video courses, as well as investing in educational startups.

According to analyst Tracy Xiang, a dozen of the most successful Chinese startups in education are as follows:

1. Hujiang - one of the most popular sites for learning foreign languages. The project is supported by Smart TV and LeTV, an online video company.

2. XSTeach - The portal Xswlpx.com offers courses for the development of IT skills. The popularity came to the project after joining the large educational platform YY, and also thanks to an investment of 15 million yuan.

3. Guokr - a start-up started as an online community for sharing research papers, but after switching to organizing online courses in 2013, it entered the list of portals that provide courses for Coursera, edX and some other platforms.

4. Babytree - a site for primary education, one of the well-known products of Babytree - an application for learning English Jiligualala, aimed at young children.

5. 17Zuoye is an interactive platform for primary and secondary school teachers, as well as parents of students for conveniently organizing extracurricular activities and monitoring homework. According to the developer, 7 million schoolchildren use the platform.

6. Yuanतिकu - offers a training course for passing testing and question-answer service for exam preparation.

7. Sharkpark - tells the kids how the world works, with the help of short videos. This startup was launched by Zhang Yunzi, the former head of a private IELTS preparation school.

8. Jikexueyuan is a portal for viewing video courses, where instead of paying for viewing a separate course, they take a fee for membership for a certain period, so there are no restrictions on watching a video.

9. VIPABC - online service for learning English. Shortly after launch, the project created a store on the Tmall platform, and began selling its videos, which can be viewed through the Alibaba system.

10. 51Talk is another English learning site that has gained popularity among Chinese users.

Classical video lectures are no longer relevant, because the new generation of learners does not learn from the extensive content delivery. This need of time must be taken into account and used in work. Students are ready to look for new ways to improve their skills and competencies, and this order must be satisfied in high school.

Are the teachers ready for this? In teaching, the quality of teaching is expected from the teacher, but the responsibility for the result lies on the shoulders of the students themselves. Being engaged in scientific research, in the traditional sense, the modern scientist is doomed to the fact that his work will remain only on paper, will not change the established tradition. The research results are published in scientific journals, conference proceedings, but there is no responsibility for the consequences of scientific activity, for how much this article will have an impact on the problems that are investigated. Intellectual entrepreneurs, and teachers are among them, undertake to use and influence as part of their research activities on student learning and other activities. Thus, academic intellectual entrepreneurship, first of all, means not creating a company and various forms of business, it is a new way of thinking to solve the problems of introducing innovations, finding solutions, sharing ideas and making changes. In this context, teachers are agents of change. Why do teachers need to

change? The teacher changes for the same reason that he originally came to teaching, because until the teacher masters these skills and knowledge, he will not be able to pass them on to his students. The teacher must change because he understands the value of lifelong learning, the importance of dialogue with the student, who translates the idea that he needs a different approach to understand his future professional functions, because learning is possible only in dynamics and the fact that the absence of change means stopping in growth.

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