

A PEDAGOGICAL EXPERIMENT ON TRAINING THE FUTURE TEACHERS TO PROMOTE ENTREPRENEURIAL SPIRIT IN THE PRIMARY SCHOOL STUDENTS

The article experimentally verifies the effectiveness of the pedagogical conditions for training future teachers to promote entrepreneurial spirit in the primary school students within the educational process of the pedagogical college: foregrounding of positive motivation and purposefulness of a would-be teacher to foster the entrepreneurial attitude among the primary school students; enhancing of the educational process of training the future teachers to promote entrepreneurial spirit in the primary school students through the content integration of course units; stepping up of the acquisition of first-hand experience of reflecting on the would-be teacher readiness to foster the entrepreneurial attitude in the primary school students through the introduction of interactive communication in the format “teacher-student-learner”.

The purpose of the paper is to experimentally check the pedagogical conditions for training a future teacher to promote entrepreneurial spirit in the primary school students.

Entrepreneurship is characterized as a core competence, the ability of an individual to bring ideas to life, encompassing aspects such as creativity, drive for innovation and risk-taking, as well as the ability to plan and undertake activities. During the formation of entrepreneurship as a basic competence, primary school students learn to think outside the box to develop their own unique, distinctive abilities and skills, to gain experience that will further encourage them to be creative, inventive, and proactive. The future teachers training to promote entrepreneurial spirit among the primary school students in the pedagogical college is considered as a systematic process carried out in the institutions of higher pedagogical education and aimed at systematic mastering by students of the theoretical foundations of professional training relying on the interdisciplinary integration of knowledge (psychological, pedagogical, entrepreneurial, methodological), skills and hand-on experience, habits of thought, motivational guidelines, entrepreneurial qualities and moral and ethical values indispensable for the successful administration and implementation of professional activities to foster the entrepreneurial attitude of primary school students. The integrating feature of a would-be teacher training for promotion of primary school students entrepreneurship is the readiness for this activity, defined as a stable personal and professional feature based on conscious entrepreneurial activity and the result of training.

Teaching and learning aids for training future teachers to promote entrepreneurial spirit in the primary school students has been drafted and entrenched in the educational practice of vocational pre-higher education institutions as listed in a study guide “Training of a would-be teacher to promote entrepreneurial spirit in the primary school students”; the educational and professional resource for training a would-be teacher to foster the entrepreneurial attitude among the primary school students in the educational process of the pedagogical college has been expanded by supplementing the topics of lectures and practical classes in the course “Development of creative abilities of the primary school students” in the field of study (“Creativity and entrepreneurship - key soft competencies”, “Entrepreneurship as a manifestation of the creative abilities of the primary school students”), teaching-education materials for teachers of vocational disciplines, the textual content of which contributes to the formation of the future teacher’s readiness to promote entrepreneurial spirit in the primary school students within the educational process of the pedagogical college.

At the formative stage, the efficiency of pedagogical requirements of training a future teacher to promote entrepreneurial spirit in the primary school students during their phased implementation through the educational process of the pedagogical college has been experimentally tested: at the decision-guidance, knowledge-enrichment and creative and activity stages. The decision-guidance stage, aiming at the gradual “immersion” of a student in an atmosphere conducive to the development of deep positive experiences in the plane of cognitive activity with an “entrepreneurial background”, its content, forms, and methods of implementation, contributed to the fulfilment of

the first pedagogical requirement and was aimed at enhancing the positive motivation and commitment of a would-be teacher to foster the entrepreneurial attitude among the primary school students.

The content resource of the experimental work aimed at the interest of students majoring in 013 Primary Education in entrepreneurial issues was implemented while studying “Introduction into a Professional Field”, “Fundamentals of Art of Teaching”, “Education Science of Partnership”, “Methods of Teaching Language and Literary Educational Field” by extending the topics of lectures, practical sessions with relevant data that activates the intrinsic motives of students. These motives reciprocally encourage proactive activities, the formation of entrepreneurial values (liberty of choice, self-actualization, frugality, tolerance, honesty), thus completing their entrepreneurial background, which provides a future primary school teacher with motivation to promote entrepreneurial spirit among the primary school students following the defined indicators of the goal-motivational component.

In the process of completing the course “Introduction into a Professional Field” (Kolomyia Pedagogical College), lectures, seminars, and practical classes held within the framework of the subject are important means of improving and developing the motivational component / motivational criterion for training a future primary school teacher to foster the entrepreneurial attitude among the primary school students.

When studying the course “Fundamentals of Fundamentals of Art of Teaching” with students of experimental groups majoring in 013 Primary Education, a system of classes was built that would ensure the focus of the future primary school teacher on achieving success in professional and pedagogical activities, activation of internal motives that encourage initiative in the formation of students’ entrepreneurship as a key competence of the NUS (New Ukrainian School).

Taking into account the target aspect of the course “Partnership Pedagogy” – the formation of higher education students’ ideas about partnership pedagogy as a key component of the New Ukrainian School formula and mastering the aspects of pedagogical interaction, according to the original concept of the research, the need to develop quality relationships and master the art of communication is relevant. From this perspective, the method of ‘storytelling’ proved to be effective.

The content resource of the experimental work at the knowledge-enrichment stage is the integration of series of general and vocational training subjects and subjects to be chosen freely by a student pursuant to Educational and professional program for Bachelor’s training 013 Primary Education of a future primary school teacher training in terms of interdisciplinarity and personality-oriented pedagogy, which ensured the mastering of integrated knowledge of the basics of entrepreneurial activity and promotion of primary school students entrepreneurship through mastering the conceptual scope of the categories “entrepreneurship”, “entrepreneurial competence”, increasing the opportunities for mastering more economic, legal, linguistic and communicative knowledge, active formation of entrepreneurial abilities, methodological skills and transferring them to the professional and practical activities of primary school teachers.

The content resource of the experimental work at the creative-activity stage is lectures, practical sessions, self-directed learning, STEM training, extracurricular activities, teaching practicum, and the methods are interactive sessions, SWOT analysis.

Following the results of the formative stage of the pedagogical experiment, we concluded that there have been significant positive changes in the levels of students’ readiness for fostering the entrepreneurial attitude of primary school students during the educational process at a pedagogical college in the experimental group compared to the control group. The reliability of the results of the experimental work and the reliability of the experimental data were determined using the non-parametric Pearson criterion and the method of correlation analysis.

The positive dynamics in the indicated respect of the ascertaining and final stages testifies to the experimental evidence of the designed model efficacy and the introduced pedagogical requirements for training the future teachers to promote entrepreneurial spirit in the primary school students during the educational process at a pedagogical college.

Key words: pedagogical experiment, experimental model, pedagogical conditions, entrepreneurship.