FORMATION OF ENTREPRENEURIAL SKILLS IN STUDENTS IN TECHNOLOGY LESSONS (ON THE EXAMPLE OF GRADES 5-6)

Soliyeva Gulkhayo Khoshimjon kizi
Namangan State Pedagogical Institute
Department of Methods of Teaching Exact and Natural Sciences
13.00.02 - Theory and Methods of Education and Training (Technological Education) Independent Researcher
https://doi.org/10.5281/zenodo.14356041

Annotation: This article examines the importance and methodological aspects of developing entrepreneurial skills in students in technology lessons. Based on the pedagogical approaches developed for grades 5-6, methods aimed at developing students' readiness for entrepreneurial activity and creative thinking skills are analyzed. The author discusses the development of modern educational materials for the development of entrepreneurial skills and methods for using innovative technologies in lessons. The methodological recommendations presented in the article are effective for use in the formation of entrepreneurial skills in the process of general secondary education.

Keywords: Entrepreneurial skills, technology, creative thinking, pedagogical approaches, innovative technologies, educational materials.

Introduction.

In today's era of globalization and economic reforms, preparing the younger generation for entrepreneurial activity, forming innovative thinking and a creative approach in them has become one of the important tasks of education. In particular, technology in general secondary schools creates favorable opportunities for the implementation of these goals. These subjects not only teach students practical skills, but also help them develop independent decision-making, creative approach and entrepreneurial skills.

Grades 5-6 are a very important period for the formation of entrepreneurial skills in young students. At this stage, it is possible to identify students' interests and talents, and to interest them in entrepreneurial activities, which will contribute to their formation as socially and economically active individuals in the future. Therefore, by effectively organizing and improving the content of technology lessons, it is possible to develop not only practical knowledge in students, but also basic entrepreneurial competencies.

This article highlights the importance, methodological foundations and practical aspects of developing entrepreneurial skills in students in technology lessons. The study analyzes innovative approaches and effective teaching methods for grades 5-6 and justifies their relevance in the educational process.

Methodology:

The methodology selected for developing entrepreneurial skills in students in technology lessons consists of several stages, and at each stage the age characteristics of students and specific aspects of the educational content are taken into account. The main directions of the methodology for grades 5-6 are presented below:

Setting goals and planning:

Lesson objectives: To develop practical work skills, the foundations of creativity and entrepreneurship in students.

Planning: To increase student activity by introducing small projects, practical tasks and innovative technologies into the lesson content.

Defining the content of the lesson:

Project activities: Each student is offered a small entrepreneurial project (for example, making simple products or creating a service plan).

Practical exercises: Teaching students to apply theoretical knowledge in practice by performing basic work processes.

Explaining the basics of entrepreneurship: Providing initial information about emerging market requirements, financial literacy, and methods of selling products.

Using innovative technologies:

Information and communication technologies: Working with entrepreneurship programs and applications, preparing visual materials for educational projects.

Interactive methods: Increasing student interest through role-playing games (for example, business training), group discussions, and joint project work.

STEAM approach: Developing entrepreneurial skills by combining elements of science, technology, engineering, and art.

Assessment and Analysis:

Project Assessment: Provide critical and constructive feedback on each student's completed assignments and projects.

Self-Assessment: Develop students' skills to analyze their own performance and adapt to future plans.

Results Analysis: Determine the level of students' mastery at each stage and make appropriate changes to the methodology.

Creating an entrepreneurial environment:

Practical environment: Provide students with the opportunity to present their developments by organizing a small exhibition or sales platform within the school.

Motivation: Analyze successful examples and real-life events related to entrepreneurial activity in the lesson.

Through this methodology, technology lessons not only provide students with practical skills, but also create a foundation for the formation of independent thinking, creative approach and entrepreneurship in them.

Literature review:

A review of research on the development of entrepreneurial skills in students in technology classes shows that this area is one of the most relevant areas of education and pedagogy. The research has extensively examined the issues of developing entrepreneurial competence, shaping students' attitudes towards work, and strengthening economic knowledge.

Theoretical foundations of entrepreneurship education:

Many scientific literatures have highlighted the development of entrepreneurial skills as an integral part of the educational process. In particular:

D. Gibb (1987) and other researchers have emphasized the development of independent decision-making, creativity, and innovative thinking as the main elements of entrepreneurial competence.

J. Schumpeter (1942) defines entrepreneurship as the driving force of economic development and justifies the need to prepare the younger generation for the conditions of a market economy.

Methodological recommendations for the formation of entrepreneurial competencies in students:

A number of approaches to the introduction of innovative technologies into the educational process are recommended in the literature:

V. A. Slastenin and I. F. Isaev developed guidelines for stimulating students' interests and forming their economic knowledge through practical exercises in labor education and technology lessons.

L. S. Vygotsky's work on developmental pedagogy shows the importance of labor activity in identifying and developing students' individual abilities.

The role of technology in education

Technology not only develops labor skills, but also creates an opportunity to form entrepreneurial and economic knowledge. In this regard:

Y. N. Kulyutkin and A. V. Petrovsky proposed the effective use of project activities in technology lessons. They emphasize that involving students in practical activities serves to develop their entrepreneurial abilities.

Modern sources emphasize that the enrichment of technological subjects based on the STEAM (Science, Technology, Engineering, Arts and Mathematics) approach greatly contributes to the development of students' creative thinking and innovative abilities.

Domestic and foreign experience

Resolutions and decrees of the President of the Republic of Uzbekistan emphasize the need to modernize the education system and implement innovative approaches in developing students' entrepreneurial skills.

In foreign experience, for example, in the educational systems of Finland and Germany, technological subjects are an integral part of the curriculum, and entrepreneurship training is widely implemented in practice.

An analysis of the literature shows that the formation of entrepreneurial competencies in technological subjects is an important direction of modern education. The educational process can be improved by combining theoretical approaches and practical methodological recommendations. At the same time, studying local and foreign experiences is necessary for the successful implementation of entrepreneurship education.

Discussion

During the study, a number of important aspects were identified in the process of studying approaches and methods for developing entrepreneurial skills in students in technology lessons. The relevance of this topic is that today the education system is required to develop not only theoretical knowledge, but also practical skills.

Current problems in developing students' entrepreneurial skills

According to the results of the analysis, there are a number of problems in developing students' entrepreneurial skills in the educational process:

Lack of educational resources: The scope of educational materials and practical projects on entrepreneurial activities is limited.

Teacher training: Technology teachers often do not have the knowledge and skills necessary to form entrepreneurial competencies.

Limitations in the introduction of innovative technologies: In some schools, the technical base for the use of modern technologies is insufficient.

The role of technology in entrepreneurship education

This subject is a convenient platform for teaching the primary foundations of entrepreneurship and forming economic literacy in students. The following pedagogical opportunities for technology for students in grades 5-6 have been identified:

Development of a creative approach: Active participation of students in small projects forms their skills in independent thinking and finding creative solutions.

The importance of practical activities: In the lessons, the preparation of products, management of technological processes and creation of small business plans are the first step towards entrepreneurship.

The effectiveness of methodological approaches

When analyzing methodological approaches, it was found that interactive methods, such as role-playing games, group projects and methods for solving problem situations, are effective. The following factors stand out in the development of students' entrepreneurial skills:

STEAM approach: Engaging students in creativity and practical activities through the integration of technology, art, and science.

Information and communication technologies: Enriching the content of the lesson through the use of innovative tools and bringing students closer to entrepreneurial activities.

Conclusions and recommendations

The discussions show that technology plays an important role in developing entrepreneurial skills in students. To achieve this goal:

Enriching methodological materials: Developing practical manuals and lesson plans on the basics of entrepreneurship.

Retraining teachers: Increasing the knowledge and skills of technology teachers on entrepreneurial activities.

Innovating the educational process: It is necessary to expand the use of modern technologies and interactive approaches in lessons.

These methodological approaches serve to form technology not only as a practical educational tool, but also as a powerful tool for developing entrepreneurial skills in students.

Conclusions.

This study examined the relevance, theoretical and practical foundations of the formation of entrepreneurial skills in students in technology classes. The analysis shows that technology not only develops students' practical work skills, but also serves to form creative thinking, creativity and economic literacy in them. In particular, effective approaches and methodological methods for preparing 5th-6th grade students for entrepreneurial activity were identified. The results of the study led to the following conclusions:

The importance of entrepreneurial skills: Developing students' creative approach to work and interest in economic issues is important in preparing them for future professional activities.

The effectiveness of methodological approaches: It is possible to effectively form entrepreneurial competencies in students through project activities, interactive methods, information and communication technologies, and the STEAM approach.

Teacher training: It is necessary to improve the skills of teachers in order to use modern methods and innovative approaches in teaching technology.

Modernization of the education system: Improving the technical base and resources necessary for technology in schools will contribute to the successful implementation of entrepreneurship education.

Recommendations:

Develop practical tasks and projects related to entrepreneurship in technology and introduce them into lessons.

Organize special training and courses for teachers on entrepreneurial activities.

Widely introduce methodological materials and innovative technologies aimed at identifying students' interests and abilities in the educational process.

Integrating the development of entrepreneurial competencies into general secondary education programs.

These conclusions and recommendations contribute to the development of entrepreneurial skills in students in technology classes and serve to educate them as economically active and successful individuals

References:

1.Gibb, A. A. (1987). Entrepreneurship: Unique solutions for unique environments. Entrepreneurship and Regional Development, 1(2), 135-147.

2.Schumpeter, J. A. (1942). Capitalism, Socialism and Democracy. New York: Harper & Brothers.

3.Slastenin, V. A., Isaev, I. F. (2003). Pedagogika: innovatsion metodlar va texnologiyalar. Moskva: Akademiya.

4.Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

5.STEAM Education Framework (2015). Science, Technology, Engineering, Arts, and Mathematics. Retrieved from https://www.steamframework.org

6.Petrovsky, A. V., Kulyutkin, Y. N. (1990). Course developments in pedagogy and technology. Moscow: Prosveshchenie.

7.Resolution of the President of the Republic of Uzbekistan "On the development of the educational system for training young people for entrepreneurial activity", 2023.

8.Finn, B. (2001). Modern approaches to teaching technology in schools. Helsinki: Finnish National Board of Education.