

Innovative Methods and Tools for Developing Students' Entrepreneurial Skills Using CLIL Technologies

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Abstract: This article discusses the idea that students should be active participants in the learning process from a sluggish listener, based on entrepreneurial-oriented learning technologies. Innovative methods and tools for the development of students' entrepreneurial skills with the help of CLIL technologies were analyzed.

Keywords: entrepreneurship, technology, independent thinking, creativity, independent reading, collaboration.

Today's scientific and technological progress requires the introduction of modern entrepreneurial technologies not only in many industries, but also in the field of cultural, social and humanitarian knowledge, education. Today, a number of developed countries have extensive experience in the use of entrepreneurial-oriented pedagogical technologies that increase the learning and creative activity of students and guarantee the effectiveness of the educational process.

The purpose of the use of entrepreneurship-oriented teaching technologies in general education is to teach future teachers the existing pedagogical laws and specific conditions, mainly the selection of effective methods and tools based on entrepreneurship in the educational process.

In this case, the task of technology is to teach general education through entrepreneurship:

- entrepreneurship-oriented pedagogical technology for future teachers, advanced pedagogical technology of developed countries;
- design of entrepreneurial-oriented pedagogical process;
- formation of skills and abilities to apply the goals, content and optimal methods of entrepreneurship-oriented education;
- increasing the ability of entrepreneurship-oriented pedagogical diagnostics.

The peculiarity of technologies in the teaching of general education subjects to entrepreneurship is that they are carried out only through the joint work of educators and teachers.

The process of such pedagogical cooperation has its own characteristics, which include:

- involvement of students in indifference, independent thinking, creativity and research during the lesson;
- ensure the continuity of students' interest in science by gaining added value in the learning process;
- strengthen students' interest in science with an independent creative approach to each issue;
- permanent organization of joint activities of teachers and students.

The technology of entrepreneurship-oriented teaching of general education subjects in the definition of educational goals and the design of the educational process provides for:

- increasing the activity of students, encouraging them to cooperate;
- development of skills of independent work with programs, textbooks, manuals, lecture notes on the subjects provided in the curriculum;
- formation of skills and abilities to read educational materials independently;
- to accustom the student to be able to express, defend, prove their point of view;

There is a need to improve teaching methods due to the fact that the student's personality, his independent cognitive activity develops in the educational process.

The technology of entrepreneurship-oriented teaching of general education is a process of generalization in the education system of programs, textbooks and manuals, visual aids and technical means, the content of which belongs to it.

Methods such as "Working in groups", "Discussion", "Problem-based learning", "Brainstorming", as well as working with spreadsheets, writing independent works, writing essays increase the entrepreneurial activity of students.

One of the teaching methods that increase the entrepreneurial activity of students in the learning process is the method of "Brainstorming", "Working in small groups". In doing so, students work in small groups.

Through these methods, it is possible to increase the creative and technical, entrepreneurial abilities of the individual, to activate their educational activities. To do this, participants are encouraged to take a creative approach, even if they accept suggestions that are far from the truth; all opinions and suggestions, no matter how unusual they may seem, are recorded; time is set, share suggestions developed with each other. The application of these methods has given good results in developed countries.

In the process of teaching general education to entrepreneurship, the skillful use of the most advanced modern technologies in accordance with the principles of humanism, such as research, business thinking, "group discussion" is effective.

First and foremost, the teacher focuses on the content and quality of the lessons to increase students' interest. To do this, he tries to make children think, to activate them. The student sends the ready-made knowledge to the discussion, not to the recipient, but to the class to become an active participant in the learning process.

The use of entrepreneurship-oriented learning technologies in the learning process serves to increase the effectiveness of education. Academician of the Russian Academy of Education, Professor of Donetsk Open University Viotor Fyodorovich Shatalov developed the technology of accelerated teaching and applied it to school practice, discovering the undiscovered aspects of the traditional classroom teaching system.

The principles of this technology are as follows:

- repeated repetition, mandatory step-by-step control, study with large blocks;
- entrepreneurship-oriented approach;
- humanity (all children's talents);
- inequality of learning situations, openness of prospects for correction, increasing success;
- integration of entrepreneurship-oriented education.

Specific features of the content: the training material is introduced in large volumes, the materials are placed in blocks, the training material is sketched in the form of a basic scheme-synopsis.

From the technologies of teaching general education to entrepreneurship, we can conclude the following. The demand of the time requires students to become active participants in the process of entrepreneurship-oriented education, rather than a sluggish listener. Entrepreneurial, leadership role of the student in the educational process allows to solve the following pedagogical tasks:

- decision of the internal need of students to acquire entrepreneurial knowledge;
- to form a conscious approach to the acquisition of knowledge;
- formation of skills of independent activity in entrepreneurship-oriented students;
- ensure entrepreneurial activity of students;
- development and improvement of students' skills of independent thinking, analysis of the essence of theoretical and practical knowledge, drawing conclusions about them, generalization and their application in entrepreneurial activity;
- self-control, the formation of evaluation qualities.

In conclusion, general education teachers need to be able to use entrepreneurship-oriented competencies in the process of teaching entrepreneurship-oriented subjects and develop their professional competencies in entrepreneurship. As a result, the quality and efficiency of education will increase, graduates will be able to find their place in independent life, and employment of graduates will be ensured.

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