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FORMATION OF THE COMPETENCES “INITIATIVE AND ENTREPRENEURSHIP” AT THE LESSONS OF HISTORY OF UKRAINE (10TH GRADE)

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Abstract. The article examines the components and importance of forming one of the key competences “initiative and entrepreneurship” in the context of reforming modern secondary education; possibilities of its introduction in school historical education are determined on the basis of development of historical competence of students. The components of historical competence by integrating the economic dimension into the content of the tasks are highlighted. The subject “History of Ukraine” is focused on the formation of competence “initiative and entrepreneurship” through integration of inter-curriculum relations at the lesson of History of Ukraine, creative and activity approaches to the educational process. It is important not the accumulation of knowledge, but the ability to identify and analyze problems (including specific economic situations), to seek ways of their rational solution, to be able to think critically and to apply the acquired knowledge, skills and expertise to solve new problems. This is largely facilitated by active teaching methods that encourage students to be initiative, sociable, personally responsible; forms skills and abilities of non-standard problem-solving, independent choice of effective life strategies. The project method, which involves the ability to creatively apply the acquired knowledge in non-standard situations to solve various educational problems, should be noted separately; ability to find the necessary information independently; to work with different sources of information; develop group collaboration skills; ability to argue their own opinion, discuss other topics. An example is the subject of 10th grade projects that shape a given competence. Thus, forming the initiative and entrepreneurship competences at the lessons of History of Ukraine will contribute to the improvement of the students' overall vital competences, form in them the ability to creatively apply the acquired knowledge, skills and expertise to solve social problems, improve their well-being in non-standard life situations and conditions in general.

Keywords: competences of “initiative and entrepreneurship”, school history education, integration of cross-curricular links, activity approach, active teaching methods, project method.

*“Education is the most powerful weapon,
you can use to change the world.”
Nelson Mandela*

1. INTRODUCTION

Contemporary education should meet the demands of contemporary world, which put the problem of social realization of today's student in the future. Hence the need for the formation of socially

conscious citizens who understand the effects of the laws and phenomena of economic life; are aware of social development processes; realize their own role in the production process; respect state property, private and others' property; capable of making new decisions quickly, taking responsibility. Competent approach was chosen as a priority in the educational process to determine these qualities. The competence approach in education is "the focus of the educational process on the formation and development of competences of the learner's personality" [1]. There are key (inter-curriculum) competences, general and subject competences.

In the national methodology of teaching History the issues of competence approach were investigated in the works by K. Bahanov, V. Vlasov, Z. Vozna, M. Bibik, M. Burda, N. Gupana, O. Ovcharuk, O. Pometun and others. In particular, the competence approach in modern education is analyzed through world experience and Ukrainian perspectives [2]. O. Sagun highlights the technologies and methods of forming the key competences of students [3]. Issues related to economic competence and competence "initiative and entrepreneurship" were considered in their works by such scientists as G. Kovtun, R. Balandyuk, O. Bilyk, A. Zavgorodnya, O. Vovchak, T. Girchenko, O. Martynenko, V. Dzhulai, N. Pasichnyk, L. Novikova, Y. Kuzmenko and others. In particular, N. Pasichnyk investigates economic relations through the educational process [4]. R. Balandyuk [5] deals with studying the state of education of the economic component in the content of the history of Ukraine in the 8th grades of a comprehensive school.

Under the economic competence of students in modern pedagogy is understood a set of economic knowledge and practical skills, experience, economic culture and thinking, the presence of a stable need and interest in professional competence [6, p. 137]. A. Zavgorodnya understands the concept of "economic competence" in this way:

1. Economic knowledge and economic thinking.
2. Use of economic knowledge of economic thinking in life situations.
3. Ability to generate economically sound valuation judgments [7, p.114].

In the vocabulary of economic education, it is interpreted as training "specialists in planning, accounting, finance and other areas of economic work in the national economy, as well as for scientific and pedagogical activities in the field of economic sciences" [8, p. 111]. The definition reflects only the essence of professional economic education obtained in vocational and higher educational establishments, A. Zavgorodnya by definition "economic education" means the systematic formation of economic knowledge, which includes explanations of basic economic concepts, phenomena, principles, patterns, economic processes and relationships, as well as the development of economic skills and competences that students can then use in their daily and professional lives to make economically reasonable decisions [7, p. 115].

For the formation of economic competence we find important "economic knowledge", which is "proven by the result of knowledge of economic reality, adequate reflection of it in the thinking of students through a set of ideas, concepts, judgments, theories, ideas" [9, p. 17]. Economic thinking is a process in which a person, through conscious and unconscious mental processes, based on previously acquired scientifically grounded and effectively formed knowledge, assesses the situation or the issues facing it, from an economic point of view, for economic expediency [7, p. 113].

On January 17, 2018, the European Parliament and the Council of the European Union endorsed the Framework Program for Updated Key Competences for Lifelong Learning, in which "entrepreneurship" means the ability to respond to opportunities and ideas and turn them into values for others. Entrepreneurship means the ability to plan and manage projects of cultural, social or commercial value. In turn, entrepreneurship is a personality trait, the basis of which is the establishment of a constant search for new opportunities beyond the available resources, self-development and self-realization, effective activity under uncertainty [10, p. 101].

Methodological recommendations for teaching subjects in general secondary education in the 2019/2020 academic year, prepared jointly with the National Academy of Pedagogical Sciences of Ukraine and the Institute for the Modernization of the Content of Education, through the line "Entrepreneurship and financial literacy" defines education of young people as the ability to use funds,

cost planning, stimulating leadership initiatives, desire to successfully operate in a rapidly changing technological environment [11].

We believe that not only the lessons of Economics form economic knowledge and economic thinking, but the lessons of History as well. Studying economic history, strategies for solving economic situations in specific historical conditions is the basis for the formation of economic thinking and in the future economic culture of the student. The curriculum for general secondary educational establishments provides for a key competency called “initiative and entrepreneurship”, which is implemented through educational classes of History of Ukraine through the integration of entrepreneurial background into the content.

2. ANALYSIS AND DISCUSSION

The purpose of the article is to consider the peculiarities of forming the initiative and entrepreneurship competences at History lessons of Ukraine (the 10th grade) in a general secondary education establishments.

The formation of economic awareness and entrepreneurship of students in the context of reforming modern secondary education is dictated by the need for graduates to adapt to the dynamics of modern market relations in Ukraine. School history education in its content opens up great opportunities for students to develop key competences, including competence “initiative and enterprise”. This is based on the formation and development of substantive historical competence of students.

Historical competence is the ability of a student to independently understand the history and culture of Ukraine in the context of the world historical process and to adequately assess the social and moral experience of past generations [1, p. 24]. Consider the components of historical competence by integrating the economic dimension into the content of the tasks.

In chronological competence, the ability to consider economic phenomena in development and in specific historical conditions of a certain time is ensured; to compare events, phenomena of economic history within periods (epochs) [1, p. 25]. In particular, we formulate tasks that require knowledge of dates (new economic policy collectivization, etc.); “sooner or later” tasks (beginning of nationalization of industry or introduction of tax); establishment of chronological sequence, chronological correspondence of others.

Spatial competence implies the ability of students to relate the development of historical phenomena and processes to the geographical location of countries and natural conditions; map with regional features. Yes, the following tasks are suggested: mark the area most affected by the famine of 1932-1933 on the map; analyze, using the map, the results of forced industrialization in Soviet Ukraine, etc.

Information competence provides students with the ability to critically analyze and evaluate historical sources, identify trending information, and explain its bias; use different sources for self-seeking information; compile tables, diagrams, independently interpret the content of historical sources and reflect facts, phenomena, processes; to build oral and written statements (position) on specific events, figures [1, p. 25–26]. Specifically, the following objectives are proposed: what is the purpose of creating a settlement on the basis of the text of the law? How would you feel about participating in such a committee? Why? Analyze the legal basis of continuous collectivization etc.

The logical competence of the students implies the ability to define and apply the concept as a tool for learning new things; compare and imply phenomena and processes; determine the causes, nature, consequences and meanings of historical phenomena and events, significant connections; formulate conclusions on the facts and justify them, build arguments and considerations; analyze, synthesize and synthesize a significant amount of information in a specific system (verbal, written and visual); conduct research designing their own activity [1, p. 26]. In particular, we formulate the tasks, for example, as:

- to define terms (sedimentation, pacification, oriental feuds, national cooperation, etc.), comparison (features of the socio-economic life of Ukrainian lands in Poland, Romania, Czechoslovakia and the USSR in 1921-1939);

– to establish a contradiction (between the communist doctrine and the new economic policy, the doctrine of internationalism and the policy of indigenization, the development of industry and planned industrialization, cooperation and collectivization, between the real and definite constitution of 1937 the state-political status of the USSR, the propaganda ideal and the real image of the Soviet man (Curriculum for general educational establishments. History of Ukraine. World History 10–11 grades), etc.

Axiological competence provides students with the ability to compare, explain, summarize and critically evaluate facts, as well as the activities of individuals based on acquired knowledge, from the point of view of human and national values through their own value system; identify contradictions in positions, different interests, needs of social groups and individuals and evaluate their role in the historical process; give ratings on historical backgrounds. In particular, the following tasks are suggested: Can it be argued that certain effects of collectivization are still being felt in Ukrainian agriculture today? What role did the workers play in the bread-making units during the famine of 1932-1933? Express your views on the ability to apply the constitution rules of “socialism” to the everyday life of Soviet people in the USSR; M. Volobuyev and “volobuevshchina”: Ukrainian “separatism”?

The subject “History of Ukraine” is focused on the formation of competence “initiative and entrepreneurship” through the integration of cross-curricular relations at the lesson of History of Ukraine, creative and activity approach to the educational process. In the process of studying history, according to the curriculum, students should be prepared to use historical experience for self-discovery and achievement of well-being; awareness of the importance of compliance with ethical standards of business activity, as well as the need to develop a socially responsible business; a balanced approach to risk-based decision-making based on the experience of past and present social life.

The curriculum for general secondary educational establishments provides for the following skills in the “initiative and entrepreneurship” competence:

– use the experience of knowing the history to choose actionable life strategies. In particular, we formulate the following tasks: the contradiction of the impact of the new economic policy on labor, leisure, consumption practices of the Ukrainian peasantry; the dynamics of the spread of abnormal phenomena in society in the conditions of the famine of 1932-1933.

– identify opportunities and threats for future professional and entrepreneurial activity, analyzing the experience and lessons learnt from the past. Tasks that demonstrate objective threats related to natural phenomena (e.g. the impact of drought on 1921-1923 famine) are offered; subjective, which are related to human activities (in particular, inefficiency of command and administration management system in the USSR).

– work for the common good of the community. This ability is formed through the analysis of the activities of cooperative associations; measures of Ukrainian Sich shooters to help the victims of war fever, assistance to peasants in the field works; assistance of the residents of Western Ukraine to the starving in Soviet Ukraine, etc.

– generate new ideas, evaluate the benefits and risks, negotiate, work independently and in a group. In particular, this skill is formed when considering questions: what scientific studies of Ukrainian scientists were related to production? Was the risk of labor migrants justified in the interwar period?

– plan, organize, implement individual or team projects (including scientific and research projects), present their results. We develop this skill during a court lesson on the subject of the “Stakhanov movement: pros and cons”; project on the theme of “The fate of women in the era of modernization”, “Everyday life of the population in the USSR and in the Ukrainian regions within Poland, Czechoslovakia, Romania in the interwar period: common and different”, etc.

The curriculum for general secondary educational establishments defines within the framework of competence, the “initiative and enterprise” attitude: “willingness to use the experience of history for self-discovery and achievement of well-being; awareness of the importance of compliance with ethical standards of business activity and the need to develop a socially responsible business; a balanced approach to risk-based decision-making based on the experience of past and present social life” [12].

Educational resources are biographies of historical figures, well-known philanthropists who developed Ukrainian culture.

The main methodological bases for studying the latest period of Ukrainian history are systematic, holistic; synthetics; human-centrism; a person-centered approach; openness; a combination of local and global, national and all-European. There is a need to dispel the bias of individual teachers about the salience of the economic component in Ukrainian history. The revision of the methodology of teaching the economic component of the content of the school course of Ukrainian history is relevant.

We believe that the main focus at the lessons should be not on memorization, but on the understanding of the learned material, on the formation of students' beliefs, values, and the development of social qualities. For this purpose, in addition to the traditional, active methods of teaching should be used, which are aimed at intensifying the educational and cognitive activity, developing students' critical thinking, forming skills and abilities of non-standard problem solving, independent choice of effective life strategies.

Among the forms of training, group and individual are the priorities. The project method, which involves the ability to creatively apply the acquired knowledge in non-standard situations to solve various educational problems, should be noted separately; ability to find the necessary information independently, to work with different sources of information; develop group collaboration skills; ability to argue their own opinion, discuss others. In particular, the method of projects in grade 10 allows not only to deepen theoretical and practical knowledge of educational material concerning the economic aspect of history, but also contributes to the formation of economic culture of students. Economic personality culture is a system of vital ideas, values, patterns of behavior, norms and, in the end, such a way of actions of the person in solving economic issues of any nature, which fully meets the current economic principles and social economic values [7, p. 116].

The following project topics can be suggested: “Economic and Social Policy of Ukrainian Governments, its place in building Ukrainian statehood”; “Economic aspects in relations of the Ukrainian Central Council with the states of the Fourth Union”; “Market relations in the period of P. Skoropadsky's hetmanate”; “Relationship between the measures of “military communism” and anti-Soviet insurgency”, “Images and everyday life of peasants, workers, nomenclature, intelligentsia, Orthodox clergy, entrepreneurs in the 20's of the XX-th century in Soviet Ukraine ”; “Soviet Ideology, Propaganda, and Everyday Life of the 1930s”; “The main methods and measures of the Soviet government's struggle against the private market as one of the main causes of the 1932-1933 famine”; “Formation of a “new society” and education of a “new person” in the USSR and Germany in the 30's of XX century: An Economic Toolkit”, etc.

3. CONCLUSIONS

Meeting social and individual needs is the ultimate goal of structural changes in the Ukrainian economy in the XXI-st century. The activity component of the content of historical education contributes to the formation of active life position of the student. School history education in its content opens up great opportunities for students to develop key competencies, including competence “initiative and enterprise”. This is primarily based on the formation and development of the historical competence of students in the subject. Which components, in addition to knowledge of economic history, form the ability of students to assess future models of economic policy of Ukraine in various internal and external political and socio-economic circumstances, as well as the ability to cope with the unrecognized ambiguity and risk as integral parts of informed decision making, to realize creative potential in social and commercial activity.

The subject “History of Ukraine” is focused on the formation of competence “initiative and entrepreneurship” through the integration of cross-curricular relations in the lesson of the history of Ukraine, creative and activity approach to the educational process. In our opinion, not the accumulation of knowledge is important, but the ability to identify and analyze problems (including specific economic situations), seek ways of their rational solution, be able to think critically and apply

the acquired knowledge, skills and expertise to solve new problems. This is largely facilitated by active teaching methods that encourage students to be initiative, sociable, personally responsible, form skills and abilities of non-standard problem-solving, independent choice of effective life strategies.

It is also important for students to realize that failures in socio-economic policy, economic devastation, along with political disasters, hostilities, occupation of Ukrainian lands by neighboring states in the first half of the XX-th century prevented all democratic governments from implementing state-building plans within a short period of their existence.

Thus, forming the initiative and entrepreneurship competence at the lessons of History of Ukraine will contribute to the improvement of the students' overall vital competence, form in them the ability to creatively apply the acquired knowledge, skills and expertise to solve social problems, improve their well-being in non-standard life situations and conditions in general.

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Галицька-Дідух Тамара. Формування компетентності “ініціативність і підприємливість” на уроках історії України (10 клас). *Журнал Прикарпатського університету імені Василя Стефаника*, 7 (1) (2020), 177–183.

У статті розглянуто складові та значення формування однієї з ключових компетентностей “ініціативність і підприємливість” в умовах реформування сучасної середньої освіти; визначено можливості її впровадження в шкільній історичній освіті на основі розвитку предметної історичної компетентності школярів. Висвітлено складові історичної компетентності через інтеграцію економічного аспекту в зміст завдань. Стверджено, що формування компетентності “ініціативність і підприємливість” відбувається завдяки інтеграції міжпредметних зв’язків на уроці історії України, творчого і діяльнісного підходу до навчально-виховного процесу. Наголошено на потребі формування вміння виокремити й проаналізувати проблеми (в т. ч. й конкретні економічні ситуації), шукати шляхи їх раціонального розв’язання, вміння критично мислити і застосовувати набуті знання, вміння і навички на практиці. Рекомендовано використання активних методів навчання, які спонукають учнів бути ініціативними, комунікабельними, особисто відповідальними, формують навички і вміння нестандартного вирішення проблем, самостійного вибору дійових життєвих стратегій. Окремо відзначено метод проєктів, який передбачає вміння творчо застосовувати у нестандартних ситуаціях здобуті знання для розв’язання різноманітних навчальних проблем; вміння самостійно знаходити потрібну інформацію, працювати з різними джерелами інформації; розвивати навички групової співпраці; вміння аргументовано відстоювати власну думку, вести дискусію ін. Як приклад наведено тематику проєктів для 10 класу, які формують дану компетентність.

Стверджено, що формування компетентності “ініціативність і підприємливість” на уроках історії України сприятиме поліпшенню загальної життєвої компетентності учнів, сформує у них вміння творчо застосовувати здобуті знання, уміння і навички в нестандартних життєвих ситуаціях для розв’язання соціальних проблем, покращення власного добробуту і розвитку українського суспільства і держави.

Ключові слова: компетентність “ініціативність і підприємливість”, шкільна історична освіта, інтеграція міжпредметних зв’язків, діяльнісний підхід, активні методи навчання, метод проєктів.