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DEVELOPING ENTREPRENEURSHIP SKILLS IN TECHNOLOGY LESSONS

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Abstract: This article discusses the main aspects of developing entrepreneurial skills in students in technology lessons and how this can help them in the future, and what opportunities they provide for the development of the younger generation.

Key words: entrepreneurship skills, technology lessons, business plan, team based learning, project-based learning.

Entrepreneurship skills are essential for students who want to succeed in today's fast-paced and constantly evolving technological world. Technology lessons provide an excellent opportunity to develop these skills, as they often involve problem-solving, creativity, and innovation.

Entrepreneurship is a creative production activity that results in the creation and sale of goods and services. Entrepreneurs plan, organize, produce and take responsibility for the activities of their enterprise. They have these qualities as business activity, initiative, determination, ability to start and carrying out a business that brings success. [1]

Modern entrepreneurship is getting younger. Youth is part of human capital that can be developed, that does not have stereotypes, and is therefore capable of dynamically responding to the challenges of society. [2]

Here are some ways to develop entrepreneurship skills in technology lessons:

1. Business Plan Development. This is viewed as the most prominent learning activity in entrepreneurship programs and courses (Henry et al., 2005) as it gears up the process for business development. This method can be used to link up the learning objectives required for entrepreneurship education as it addresses the issues related to a given business product, presence of the market, competitive edge, financial strength and the peculiarities of the group engaged to take the required actions. Despite its relevance in ensuring experiential learning, research efforts in this area is still not significant in terms of the specific learning objectives and the associated outcomes with respect to new start-ups (Wheadon and Duval-Couetil, 2014). [3]

2. Team Based. According to Michaelsen and Sweet (2008) the team based learning is a tool for collective learning whereby students are made to have access to learning materials in advance of the main class teaching exercise. In this case, they are allowed to choose personal multiple-choice test based on the suggested content, after which the team is exposed to the same test with the adoption of the ‘scratch and win’ cards to generate feedback immediately. Nevertheless, this method requires that every team relates with other teams on their contributions on a constructive basis. [3]

3. Case Studies or Project-Based Learning Fry et al (1999) define case studies or project-based learning as complex examples which is an insight into the context of a problem as well illustrating the main point, but Davies and Wilcock view it as a student centred activities based on topics that portrays theoretical under pinning in an applied circumstance, whereby tasks are predominantly determined by the teacher who also doubles as the supervisor, while the students are expected to generate solution to problems with the teacher providing the lectures to assist the students in carrying out the activity or students depending on previous knowledge base to support themselves.

This method in the views of Mustoe and Croft (1999) has been established to have the following contributions: the bridging of the gap between theory and practice, ensures active learning, encourages the acquisition of important skills (communication, time management,

problem-solving and team work), lecturers find teaching and learning enjoyable and challenging, and enhances the understanding of the topic by the students, thus, the urge to learn. They have found the drawbacks to include, additional work load, incongruent discussions, withdrawal of students from participation for fear of suggesting inadequate solutions and every member of the group not being effectively involved.

4. Encourage creativity: Encourage students to think outside the box and come up with innovative solutions to problems. This can be done by giving them open-ended projects that require them to use their creativity and imagination.

5. Foster teamwork: Entrepreneurship is often a team effort, so it's important to teach students how to work effectively in groups. Assign group projects that require collaboration and communication, and provide opportunities for students to give and receive feedback.

6. Teach problem-solving skills: Entrepreneurship is all about solving problems, so it's important to teach students how to identify and solve problems in a systematic way. Provide them with real-world problems to solve, and guide them through the problem-solving process.

7. Develop communication skills: Communication is key in entrepreneurship, so it's important to teach students how to communicate effectively. Assign projects that require students to present their ideas to the class, and provide feedback on their presentation skills.

8. Encourage risk-taking: Entrepreneurship involves taking risks, so it's important to encourage students to take calculated risks in their projects. Provide them with opportunities to experiment and try new things, and teach them how to learn from failure.

By incorporating these strategies into technology lessons, you can help students develop the entrepreneurship skills they need to succeed in the modern world.

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