

ЧЕРНІВЕЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ЮРІЯ ФЕДЬКОВИЧА
ЕКОНОМІЧНИЙ ФАКУЛЬТЕТ
КАФЕДРА ФІНАНСІВ І КРЕДИТУ
FIL. DR. JAN-U. SANDAL INSTITUTE
ALEXANDRU IOAN CUZA UNIVERSITY OF IAȘI
THE COLLEGE OF BUSINESS AND ENTREPRENEURSHIP IN
OSTROWIEC ŚWIĘTOKRZYSKI
FACULTY OF SOCIAL AND TECHNICAL SCIENCES
DEPARTMENT OF ECONOMICS
РАДА МОЛОДИХ ВЧЕНИХ ЕКОНОМІЧНОГО ФАКУЛЬТЕТУ
ВІННИЦЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
КАФЕДРА ФІНАНСІВ ТА ІННОВАЦІЙНОГО МЕНЕДЖМЕНТУ



ФІНАНСОВІ ІНСТРУМЕНТИ СТАЛОГО РОЗВИТКУ ЕКОНОМІКИ

III МІЖНАРОДНА НАУКОВО-ПРАКТИЧНА КОНФЕРЕНЦІЯ

14 квітня 2021 року

м. Чернівці

Чернівці

Технодрук

2021

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**CHANGING OF THE APPROACHES TO THE ORGANIZATION OF
THE “SOCIAL ENTREPRENEUR SCHOOL IBS” OF FIL. DR. JAN-
U. SANDAL INSTITUTE AS AN EXAMPLE OF QUALITY
EDUCATION IN THE FIELD OF ORGANIZATION OF SOCIALLY
RESPONSIBLE BUSINESS**

The global pandemic caused by the spread of the Covid-19 virus, which the whole world has faced, has affected the daily life of every person, regardless of their field of employment. In particular, this is especially true of approaches to the organization of business finance as a condition for sustainable economic development. It is known that the financial efficiency

of a business organization significantly depends on the financial literacy and general education of the entrepreneur, his partners, and those who are directly involved in entrepreneurial activities.

Education is one of the most important spheres of human activity and a determining factor in the development of mankind [3]. That is why it is important to get a quality education. Modern conditions make it possible to receive both formal and non-formal education.

Accordingly, the new "rules" apply not only to the organization of the business itself but also to the pedagogical methods and approaches used in the process of obtaining quality education in this area. It is obvious that today, to provide quality education in the field of socially responsible business, it is necessary to fundamentally change these methods and approaches, taking into account the challenges caused by the global pandemic.

A striking example of such transformations is the "Social Entrepreneur School IBS" of Fil. Dr. Jan-U. Sandal Institute.

"Social Entrepreneur School IBS" of Fil. Dr. Jan-U. Sandal Institute is an example of an educational establishment that provides theoretical and practical training for social entrepreneurs with a high level of social responsibility, which is one of the key factors in ensuring the sustainability of economic development.

As it is stated on the official site of the Fil. Dr. Jan-U. Sandal Institute, the Social Entrepreneur School IBS is an Executive Business Education specialized in Social Entrepreneurship, Innovation Management and Service Vision Management [2].

The Social Entrepreneur School IBS is a 20 weeks full-time program covering three separate courses [2]:

- International Study Course in Social Entrepreneurship;
- International Study Course in Innovation Management;
- International Study Course in Service Vision Management.

Each training course is available on the website of Fil. Dr. Jan. – U. Sandal Institute [2], as well as in a special manual, which is designed for each student [6].

Each educational element of the courses includes not only a lecture but also individual work, work on the Case Study, and the gradual implementation of Q and A. The final exam consists of the completion of a written task; oral exam and preparation and defense of the Case Study, performed in groups of up to 5 people.

All participants of the Social Entrepreneur School IBS, who have successfully completed the training and passed the final exam in each of the courses, receive a certificate of completion. Participants who successfully

complete all three courses receive a diploma from the Social Entrepreneur School IBS, as well as a glass statuette, which symbolizes the purity of knowledge and fragility of the status of a graduate of this School, which must be maintained throughout life.

According to V. Pavlenko, modern pedagogical science is in the process of constant development. In the theory and practice of pedagogy, there are a large number of different concepts, theories, and approaches to learning, based on certain educational goals, on certain features of the transfer or acquisition of knowledge, the development of students' personalities. Learning technologies are characterized by rational organization of educational activities, the ability to obtain the desired result at the lowest cost, the introduction of systematic thinking, which allows you to make the learning process manageable, the orderliness of actions that ensure the achievement of pedagogical goals [5].

There are many classifications of methods and techniques used in pedagogy. Thus, they are classified according to the source of transmission and perception of educational information; by the nature of the cognitive activity of pupils, students; by the main components of the teacher's activity; depending on the main didactic purpose and tasks; classification in terms of a holistic approach to learning activities [4].

One of the most suitable and widely used classifications of pedagogical methods and techniques, according to the Community of Active Educators "Vseosvita", is the classification of Yu. Babansky [4].

According to the approach of Yu. Babansky, it is expedient to distinguish four large groups of teaching methods [7]:

I group of methods - Methods of organization and implementation of educational and cognitive activities.

II group of methods - Methods of stimulation and motivation of educational and cognitive activity.

III group of methods - Methods of control (self-control, mutual control), correction (self-correction, mutual correction) on the efficiency of educational and cognitive activity.

IV group of methods - Binary, integrated (universal) methods.

The use of different methods and techniques in pedagogy is a necessary tool that allows not only to convey information to students but also develop critical thinking, which, as noted by Chuba O., promotes independent consideration of proposed ideas from different points of view [1], which is extremely important in the process of graduating from the Social Entrepreneur School IBS. Thus, a modern teacher-researcher must be tolerant, develop students' independence, ability to defend their position, as well as willingness to cooperate and be creative.

On the website of the Fil. Dr. Jan-U. Sandal Institute is stated that the main methods used in teaching the course are lectures, talks/discussions, group and individual work [2].

Starting in the fall of 2020, Social Entrepreneur School IBS “transitioned” from the classroom to online. Today the academic semester is characterized by peculiarities compared to the previous ones, as training during it was carried out using online tools, which provided for the existence of certain difficulties associated with communication with students, but also allowed the continuation of the practice of The Social Entrepreneur School IBS for students all over the world.

Due to the peculiarities of teaching the discipline, the existence of which is associated with the distance form used in 2020, the basic methods have been slightly modified and diversified to intensify the involvement of students in the process. Thus, in the course of the lectures, a step-by-step discussion with the listeners of each of the proposed illustrative slides was used. Also, students were invited to provide examples from their own experiences. In addition, before the lecture, students were asked to take notes on at least two questions related to the topic that they could ask anyone present at the end of the lecture.

In general, students are quite active in their work, able to overcome the challenges associated with distance learning, actively communicate within the final groups which are formed to perform the Case Study.

At the same time, the existence of difficulties in online communicating which means the language barrier, unwillingness of all students to work remotely, led to the fact that not all students who enrolled in the Social Entrepreneur School IBS graduated from it.

For example, the Social Entrepreneur School IBS which was held at the Yuriy Fedkovych Chernivtsi National University has the following results:

- 12 students completed the International Study Course in Social Entrepreneurship, which is 48% of those who enrolled in the course.
- 9 students completed the International Study Course in Innovation Management, which is 47% of those who enrolled in the course.
- 9 students completed the International Study Course in Service Vision Management, which is 53% of those who enrolled in the course.

Thus, 9 people successfully completed all three courses and received a diploma from The Social Entrepreneur School IBS.

Thus, the success of socially responsible business projects in social entrepreneurship, which affects the sustainability of the economy, depends on the levels of education and financial literacy of both entrepreneurs and those directly involved in their implementation. Quality education must keep

pace with the times and respond immediately to the challenges of today. The biggest challenge today is the pandemic caused by the spread of the Covid-19 virus. To preserve the spread and development of education around the world, as well as to ensure the safety of teachers and students, it has transitioned to an online form, which has significantly affected the methods and approaches used in pedagogy.

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III International Scientific and Practical Conference
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Chernivtsi, April 14, 2021



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14 квітня 2021 року

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Підписано до друку 14.04.2021. Папір офсетний. Формат 60x84/16.
Ум. друк. арк. 21,85. Вид. № 21-13. Зам. № 11. Тираж 100 прим.
Видавець та виготівник: ПВКФ «Технодрук»
Свідоцтво суб'єкта видавничої справи ДК №1841 від 10.06.2004 р.
58000, м. Чернівці, вул. І. Франка, 20, оф.18, тел. (0372) 55-05-85