

INHALT DER ENTWICKLUNG DER UNTERNEHMERISCHEN FÄHIGKEITEN DER STUDENTEN IN BERUFLICHEN BILDUNGSEINRICHTUNGEN

Sirojiddinova Nodira Rivojiddinovna

Leitende Fachkraft der Abteilung „Bildungstechnologien, Curriculum- und
Programmentwicklung“ des Instituts für Pädagogische Innovationen, Professionelles
Bildungsmanagement und Um- und Weiterbildung von pädagogischem Personal

e-mail:04nodira05@gmail.com

Kurzzinhalt In diesem Artikel beschreibt der Autor Unternehmertum, Forschungsarbeiten zur Bildung unternehmerischer Fähigkeiten bei Studenten in der beruflichen Bildung, Unternehmertum, unternehmerische Fähigkeiten, persönliche Eigenschaften, die für den Erfolg unternehmerischer Tätigkeit erforderlich sind, Merkmale der Entwicklung unternehmerischer Fähigkeiten in der beruflichen Bildung, Sicherstellung des effektiven Erwerbs unternehmerischer Kompetenzen in der beruflichen Bildung, unternehmerische Kompetenz handelt es sich um die Organisation des Bildungsprozesses mit Hilfe moderner Informations- und Kommunikationstechnologien.

Schlüsselwörter: Unternehmer, Fähigkeiten, unternehmerische Fähigkeiten, Herausbildung unternehmerischer Fähigkeiten, berufliche Bildung, Handwerk, praktische Ausbildung, Informations- und Kommunikationstechnologien, kommunikative und konzeptionelle Fähigkeiten einer Person.

THE CONTENT OF THE DEVELOPMENT OF ENTREPRENEURIAL SKILLS OF STUDENTS IN VOCATIONAL EDUCATION INSTITUTIONS

Sirojiddinova Nodira Rivojiddinovna

Chief Specialist of the Department "Educational Technologies, curriculum development and programs" of the Institute of Pedagogical Innovations, Vocational Education and Retraining and Advanced Training of Teaching Staff

Abstract In this article, the author describes the research work carried out on the formation of entrepreneurial skills among students in the field of entrepreneurship, becoming an entrepreneur, entrepreneurial skills, personal qualities necessary to ensure the success of entrepreneurial activity, features of the development of entrepreneurial skills in vocational education, we are talking about ensuring effective mastery entrepreneurial skills in vocational education, organization of the educational process using modern information and communication technologies to conduct practical trainings on entrepreneurial skills.

Keywords: entrepreneurship, skills, entrepreneurial skills, the formation of entrepreneurial skills, vocational education, craft, practical training, information and communication technologies, communication and conceptual abilities of the Personality.

The modern concept of vocational education involves not only the choice of a profession in accordance with personal inclinations, but also an orientation towards the further entrepreneurial activity of the owner of the profession. This is especially important for young people starting work for the first time, unemployed citizens who are forced to change their profession. Young people, many categories of the laid-off population are psychologically and practically unprepared for changes in the usual sphere of professional activity, for the search for a "suitable place of work", "own employment". In this regard, professional orientation, the emerging labor market and the dynamics of professions face new problems due to the need for professional and social adaptation of the population, taking into account the personal qualities of the owner of the profession. From this point of view, the development of entrepreneurial skills among future professionals studying in vocational schools is one of the most important tasks of modern vocational education.

At present, the main subject of economic relations is a free person - the owner, who evaluates his activities not only in terms of economic feasibility, but also in terms of spiritual value. Young people need to develop social activity, civic initiative, entrepreneurship, the ability to actively build their future in real conditions.

However, the analysis of practice shows that providing the necessary economic knowledge does not solve the problem of preparing them for adaptation to the dynamic socio-economic conditions of the existing reality. Given today's potential opportunities for vocational education and the social environment, we are faced with an insufficient level of students' economic thinking, excessive theorizing of economic knowledge, and isolation from reality. In this regard, future specialists will not be able to resist the negative phenomena of the market environment [1, 2, 8, 11].

Thus, a contradiction arose between the need of society for the development of entrepreneurial skills and the underdevelopment of this problem both in theory and in educational practice. The resolution of this contradiction is connected with the development of the problem of developing entrepreneurial skills in theory and in practice (lack of a model for the development of entrepreneurial skills, content, technology, underdevelopment of pedagogical conditions, etc.).

In subsequent years, a large number of studies were carried out to improve the methodology for choosing the content of the development of entrepreneurial skills at various stages of vocational education.

In particular, in scientific researches, monographs and manuals of such scientists as A.Abdurashidov, S.Bobokulov, B.Ganiev, M.Inomova, V.Karimova, N.Murodova, O.Musurmonova, K.Muftaidinov, A.Mukhsieva, N. Nagmetova, D.Rakhmatullaeva, F.Khidirova, B.Khodjaev, A. Khudoykulov, Z. Khudoiberdiev, G. Shodieva, Sh. -pedagogical aspects of the development of entrepreneurial skills among students.

From the scientists of the Commonwealth states, the questions of the formation of entrepreneurial skills were studied by Beshkinskaya E.V., Gatiyatulin M.Kh., Dedyeva I.B., Starshova M.N., Skryabin V.V., Smirnov A.I., Kharchenko I.M. and others.

The studies of such scientists as A.Gibb, M.John, R.Kreitner, Keenan, Riches,

S.Moscovisi, M.Rokeach, J.Say, N.Davies from foreign countries show the psychology of entrepreneurship, teaching students how to manage small businesses, ways of organizing entrepreneurial education.

The analysis of the conducted studies allows to systematically determine the levels of development of entrepreneurial skills.

Pre-professional training includes elements of preparing young people for entrepreneurial activity (psychological, theoretical and practical), economic literacy, knowledge of the elementary foundations of entrepreneurial activity, readiness for it, mastering the simplest skills of this activity.

The content of preparation for entrepreneurial activity at the first stage of vocational education makes it possible to prepare technical executors, junior specialists and employees of the management apparatus for enterprises of all forms of ownership and with a different number of employees. It provides a relatively narrow specialization in the performance of certain functions of entrepreneurial activity in certain industries (areas). The content of training for young people studying specialties and professions not related to entrepreneurship (traditional) gives them the opportunity to engage in individual labor activity in the relevant industry [9].

The second level of vocational education provides for the training of mid-level specialists to work in commercial and other services of enterprises of various sizes and forms of ownership. The content of staff training includes issues of legal support for the activities of small enterprises, determining the scope of entrepreneurial activity, personnel and production management, marketing, financial and credit activities and accounting, specific production activities, as well as psychological preparation for entrepreneurial activity [9, 10].

The content of the third level (higher education) provides for the training of specialists and senior managers in the field of entrepreneurial activity of the highest qualification, mainly for small and medium-sized enterprises. Students in traditional specialties receive additional education, the content of which allows them to work in business structures as specialists and heads of departments, heads of enterprises [6, 9].

Many specialties obtained at all stages of vocational education require the inclusion in the content of teaching a foreign language and business experience in accounting and solving various problems of entrepreneurial activity using computer technology.

The content of the training (retraining, advanced training) of adults for entrepreneurial activity includes the same professional components as the training of young people, but takes into account the previous training and work experience of the trainees.

Persons in need of social protection receive education, the content of which is aimed at providing opportunities for full-fledged activities in the field of entrepreneurship, taking into account the characteristics of their physical and mental condition.

According to K.T. Kazimova, the content of vocational education, reflecting the content of social experience, can be expressed in the form of the following elements

(for technical professions):

- the system of technical knowledge consists of: basic concepts, laws, theories, technical, technological, economic terms and concepts; information about materials, technical devices, technical processes;
- information about the methods of activity, on the basis of which general labor, general professional and special skills and abilities are formed;
- information about the experience of creative production activities;
- information about social experience, norms of behavior and moral requirements, on the basis of which a personal attitude to the aesthetic manifestations of reality, moral norms is formed [7].

The components of the content of the development of entrepreneurial skills of students in vocational education institutions can be determined through the consistent formation of an entrepreneurial training model.

Models of training specialists in vocational education institutions can be called monomodels, since they characterize the activities of a specialist in one area (industry, production). On the contrary, the model of an entrepreneur working in the field of manufacturing entrepreneurship is two-sided. It works in two areas: the production of products (services) and commercial, managerial, financial and other activities (let's say, entrepreneurship) [3].

Their ratio depends, first of all, on the nature of the activity, determined by the size of the enterprise. Persons engaged in individual entrepreneurship spend most of their time (more than 80%) on the production of products; managers (owners) of small enterprises with up to 10 employees are often directly involved in the production of products and perform certain operations; managers of enterprises with more than 20 employees manage only production, and sometimes participate in product development.

Communication (perception by employees, customers; establishing comprehensive relationships with them, purposefully influencing them, etc.) and conceptual abilities (forecasting events, planning the activities of small businesses, making responsible decisions, determining business development policies, etc.) affect the character activities. The first group of abilities is more necessary for entrepreneurs of small and medium-sized businesses, and the second - for medium and large entrepreneurs [2].

In addition, the list of personal qualities necessary to ensure the success of entrepreneurial activity also increases with the growth of the enterprise.

The structure of these professional qualities and the entrepreneurial training model built on their basis includes five main blocks: socio-economic conditions of entrepreneurial activity, activity parameters, professionally important qualities, qualification requirements, knowledge and skills. The final block of the model is the qualification characteristic.

The experience of developing models of individuals employed in the field of individual entrepreneurship, managers (owners) of small enterprises with up to 10 employees, small enterprises with more than 10 employees (up to 20 people) shows certain differences in entrepreneurship models in the field of individual

entrepreneurship and small enterprises. Persons engaged in individual entrepreneurial activities do not need the functions of management, office work, work with office equipment, etc. This knowledge is very important for small business leaders.

The entrepreneurial training model includes three blocks: personality formation, preparation for professional entrepreneurship, and professional industrial (technological) training. The blocks include social and humanitarian, natural sciences, general professional and special sciences, practice, optional disciplines covering all of the above blocks or one of them. The main indicators characterizing the training model are: the duration of training, the distribution of study time by subject groups (cycles), the list of the most important subjects and the time allotted for their study [10].

It should be noted that the list of subjects included in foreign models and belonging to the group of social and humanitarian subjects is much smaller than in domestic models, but their content is more specific.

Natural science, professionally oriented, i.e. general professional (applied economics, business economics, economic mathematics, economic statistics, foreign language, law, etc.) are considered close.

Special disciplines include: management, marketing, economics of a small business, planning and organization of a small business, finance and accounting, typography and office equipment, work ethics, work organization, office work, etc.

Special subjects that provide industrial training include [1, 3, 5]:

- nomenclature of products (services) produced by a small enterprise, industry;
- types and technologies of performed works;
- production of products (services);
- the specifics of the production technology (repair (maintenance) of products in the workshop) at a small enterprise;
- equipment for the production of products (services) used by small enterprises in the industry;
- range of materials used;
- organization of a small enterprise (workshop) to perform work;
- Functional duties of the personnel;
- merchandising;
- organization of retail trade in manufactured products (sales features), etc.

The formation of the personality of an entrepreneur (identification of individual psychological characteristics, development of entrepreneurial abilities, formation of motivation) is carried out in the process of learning by traditional methods of education, as well as with the help of psychological preparation.

In a number of countries (Bulgaria, France), students are selected according to entrepreneurial specialties, including by testing. In Hungary and Germany, the main attention is paid to the development of such qualities as perseverance, responsibility, initiative, communication skills, etc. Psychological training is widely used in US business schools; a testing service has been established in the country [4, 9].

A feature of the training of future entrepreneurs is the need to combine the

content of industrial and commercial education. A person who is not related to a specific sector of the economy (manufacturing, trade, finance) and a specific industry (construction, production or production of household appliances and equipment, car repair, tailoring, etc.) cannot be an entrepreneur (owner or manager small business, marketer, trader, manager, economist). The issues of combining such diverse preparations require serious research.

The main attention is paid to the preparation of students receiving traditional professions of a production nature for entrepreneurial activities. Since this training is only part of the general preparation of students for work, it can be based on the content of the disciplines included in the traditional model of vocational training. When developing the content of special training, it is especially important to take into account the content of economic and legal disciplines. Therefore, there is a need to develop a block of special disciplines, including both new subjects and subjects included in the curricula, which prepare students to perform the functions of entrepreneurial activity.

An analysis of research, literature and existing experience in the development of entrepreneurial skills in vocational education has shown that it has a number of important characteristics, according to which it can be classified as complex:

- multifunctionality (number and variety of labor functions);
- high level of intelligence;
- significantly higher cognitive capacity (the number and volume of subject areas in which the profession is formed).

An analysis of the models and professional qualities of a future entrepreneur in all industries showed that there are activities that are characteristic of the entire field of entrepreneurship, and activities that are characteristic of certain specialties (accountant, banker, etc.). It can be said that the development of a common "entrepreneurial model" is not a reasonable exercise, since each direction of entrepreneurial activity has its own characteristics.

The modeling of the content of vocational training for entrepreneurial activity was carried out on the basis of the principles of integration and differentiation using targeted marketing in the field of educational services: diversification (grouping) and positioning in the labor market (ensuring competitiveness).

When determining the content and methods of acquiring entrepreneurial skills, there is an objective need to create an open educational environment in which the student himself takes part, chooses the most convenient forms of educational work and terms of study. In addition to his participation, only criteria and methods for assessing the degree of readiness for the assignment of an appropriate qualification can remain. Such forms of education can be: project-based learning, modular learning, distance learning using modern information technologies.

According to the results of our study, to ensure the effective mastery of entrepreneurial skills in vocational education, we can recommend:

- creation of a modern regulatory, scientific and methodological base that regulates the organization of career guidance in the field of entrepreneurship;
- development of educational and methodological literature, including computer

literature, which allows to implement an effective approach to the formation of professional self-determination of a person in the field of entrepreneurship;

- systematize tested psychological and diagnostic methods in work with various categories of young people focused on entrepreneurial activity and prepare recommendations for their application;
- creation of a set of popular information tools on various media for teachers, career guidance specialists employed in the field of entrepreneurship;
- development and implementation in the educational and program process of a course on teaching students how to find a job and forms of self-employment;
- formation of a single bank of computer psychological and pedagogical information for use in the professional training of future entrepreneurs.

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