

TECHNOLOGIES FOR THE DEVELOPMENT OF ENTREPRENEURIAL COMPENSATION IN STUDENTS ON THE BASE OF VITAGEN EXPERIENCE

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Annotation: In the article, the process of developing entrepreneurship skills in students based on vitagen experience is diagnostic. Therefore, it is necessary to determine and assess the level of students' vitagen experience, which is the basis for the development of entrepreneurial skills. This process was organized on the basis of engaging students to complete tests and tasks related to the field. Tests were brought to the attention of the respondent-students, which will help to determine whether they have entrepreneurial competencies and vitagen experience that will be the basis for the development of these competencies. This is what the article talks about.

Keywords: entrepreneurial competences, vitagen experience, test, "I have entrepreneurial ability" test, "Entrepreneurial ability" (test of T. Matveeva), "Determining ownership of business potential" test, "Indicator assessing students' orientation to types of entrepreneurial activity".

The American researcher U. Glasser negatively evaluates the content of the school curriculum used in the current educational practice and its importance in meeting the needs of the student. According to his right recognition, "No matter what, if the school program does not give the child the opportunity to gain any life experience, then the child will not be motivated to study." This situation complicates the learning process, only motivation creates an opportunity for the learner to master complex subjects. As mentioned, if the curriculum is not able to motivate the child, then the children will fail. School should become a place where children can freely express their opinions based on their life experiences. The school's interest in the children's world is their satisfaction with education creates a feeling... And in practice, the school has always been a place to study evidence and general signs that do not allow the birth of certain ideas in others through hesitation. Their personal judgments, that is, judgments formed when children are out of school, do not have any value within the walls of the educational institution".[1]

STShasky also states that it is necessary to increase the life experience acquired by students in order to ensure its effectiveness from the point of view of the educational process. According to him, "The teacher, first of all, is able to create a certain life experience in students, then systematize it, and only then connect it to the existing experience, which allows to strengthen the imagination of the learners. it is necessary to describe new knowledge" [4]

In his research, VAKrivenko focuses on the analysis of concepts such as "life experience", "vitagen life experience", "vitagen information" from a pedagogical point of view and presents the following definitions that illuminate the essence of these basic concepts:

Life experience is a personal property of a person, which is kept as a reserve in the long-term memory and is always ready to gain relevance from it in suitable, appropriate situations. This unique "alloy" representing thoughts, knowledge, feelings, and behavior is acquired by the individual and to some extent is considered valuable for him. In essence, the information representing life experience is related to perception, emotion, behavior, in short, the memory that illuminates the path of life traveled by a person.[3]

The author tries to pedagogically illuminate the concept of "vitagen life experience" based on the definition given to the term "life experience" presented by him. In particular:

V itagen life experience is the result of the process of gaining life experience that is considered directly important for a person. This type of experience has a social value, it allows the individual to predict and organize his own perspective. It is based on information of an individual nature that a person has.

In the same place, VAKrivenko defines the concept of "vitogenic information": vitogenic information is simple scientific knowledge that is important for the individual himself and for his classmates and for their future development as a carrier of knowledge , it is a higher educational has a chance .[4]

In the research carried out by VAKrivenko, the respondents-pedagogues involved in the experiment-testing work showed the development of students' interest in learning the vitagen experience (30 percent), the level of education and social culture of the family to which the student belongs (45 percent), the person admitted in a qualitative manner, expressing such situations as the well-developed cognitive process, i.e. attention, memory, thinking (25 percent).[3]

The respondent-pedagogues, when discussing the influence of vitagen experience on the educational process, express the following points: students' life experiences increase their interest in learning (50 percent), lead to more successful acquisition of knowledge, skills and competences. has an effect (45 percent), does not significantly affect the progress of the educational process (5 percent). Fortunately, no respondent completely rejected the impact of vitagen experiences on the educational process.

During the survey, 45% of respondents-pedagogues noted that they use students' life experiences in the process of teaching, and 55% rarely use the students' life experiences. This situation, it can be said with great probability, is related to the fact that pedagogues do not have methodological guidelines for the use of vitagenic experiences that students have in the educational process, and at the same time, they do not sufficiently assess the importance of vitagenic experiences in the educational process. That is (Table 1):

Table 1

**Learning from Vitagen experience gained by students
technological algorithm for use in the process (VAKrivenko)**

Steps	The content of the stages	The additional essence of the stage
1	2	3
I. _ Preparation stage	1. Clarify the topic or section of the training course to be studied based on the Vitagen	Planning to increase the value of students' vitagen experience

	experience. 2. Choose several ways to increase the value of the students' Vitagen experience	
II. Information-educational stage	Informing students about the purpose of future work planned for studying the topic	-
III. Primary diagnosis	1. Determining the essence of students' vitagen experience on the topic. 2. Analysis of the received data by the teacher: the amount of logical reasoning in the students' answers; level of scientific basis of vitagen information; terminological uniformity; compatibility of vitagen information with selection criteria; awareness of students' vitagen experience; systematization of identified experience. 3. Drawing a conclusion on the possibilities of the studied topic based on the important vitagen experience of the students	-
1	2	23
IV. Theoretical and technological stage	1. Determining points of reference in learning new (theoretical) material based on students' vitagen experience. 2. Determining the strategy and tactics of the future study of the educational material by the teacher, taking into account the vitagen information of the students and its scientific importance. 3. Studying new educational material based on vital information that represents the importance for the educational process by involving the experience of students in a lesson or training session. Taking into account the uniqueness of the studied subject or a separate subject, as well as the level of readiness of students for this subject	To the students to the achievements by them creating situations that allow for achievement
V. Correction of Vitagen experience	Analysis and correction of students' misconceptions about different types of activities (individual, group, collective) during the lesson	Vitagen information for students and forming a valuable attitude to learning scientific knowledge
VI. Final diagnosis	1. Selection of ways and methods that serve to make the final diagnosis. 2. Final diagnosis of the level of study of educational material (control of knowledge and skills). 3. Analysis of the results of the final diagnosis: level of formation of theoretical knowledge and practical skills; rate of	Vitagen information for students and forming a valuable attitude to learning scientific knowledge



	use of corrected vitagen information by students in returning responses. 4. To come to a conclusion about the effect of vitagen study of the topic (section) on the formation of specific cognitive experience	
VII. The planning and visioning stage	1. Methodologically and technologically defining the main directions of the teacher's activity. 2. Predicting the impact of Vitagen technologies on student development	-

By researching the problem of mastering vitagen experiences by students and using it for educational purposes, the author comes to the following conclusion:

1. Pupils' possession of vitagen information (experience) depends on the socio-cultural environment to which they belong and the educational level of the family.

2. Vitagen experience is the experience of practical actions, emotional experiences experience is gained based on the experience of performing mental operations; and its continuity is determined by the degree to which the students' interest in learning, manifested in the role of the subject of this or that activity, has developed.

3. Curiosity to know is the leading motive, and it is not only based on vitagen informational training, but also provides the formation of vitagen experience.

4. Vitagen information appears in a person's worldview as a sum of knowledge, feelings, and actions reflected in a certain period of his development. Therefore, vitagen information is an indicator that represents a certain level of students being provided with it.

5. The description of Vitagen information determines the individual's attitude to learning this or that subject. That is, the subjective attitude of an individual to a specific subject depends on whether he is provided with vital information.

6. The different grouping of students according to the level of their knowledge of vitagen information, according to their description, determines the formation of skills and qualifications for mastering educational subjects.

7. In essence, the high level of students' knowledge is, on the one hand, the result of the level of its vitagen information supply, and on the other hand, it means that the level of information supply has increased, because knowledge and skills High-achieving students absorb educational and vitagen experiences more effectively than their peers and can use them purposefully in life situations.[4]

The research carried out by INDrutova is aimed at investigating the problem of organizing vitagen education in history and social studies classes, and the author initially focuses on elucidating the essence of the concept of vitagen (life) experience.[100] According to him, vital (vitagen) experience is a serious analysis and evaluation of events. A person's ability to understand and generalize the essence of life experiences acquired by him is of special importance in ensuring his future development. It is not about being able to connect the knowledge acquired at school with the environment, demonstrating the principle of instruction in education in practice. The most important thing is that a person "accumulates" to a certain extent based on the ability to understand and generalize the importance of vitagenic experiences that he has. Systematic application of existing knowledge in order to enrich life experience helps to accumulate important "reserve" for the future activity of the person.



Foydalanilgan adabiyotlar:

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