

PRINCIPLES OF DEVELOPMENT OF ENTREPRENEURIAL COMPETENCIES IN STUDENTS BY VITAGEN EXPERIENCE

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Abstract. Competency in the article approaches based on of education a series aspects seeing passed. In particular professional, practical competence types and their development stages opinion about held. Particular attention is paid to the development of competencies that determine the basis of entrepreneurship in a person.

Key words: competence, assessment, information, teacher, students, attitude, personal, practical, social, initiative, organization, entrepreneurship, competence

Taking into account the important role of youth entrepreneurship in the society's economy in world educational and scientific research institutions, improvement of state programs aimed at actively involving them in small and medium-sized businesses, improvement of entrepreneurial competences of students, and the development strategy of an active and mobile layer of the population Scientific researches are being carried out on the improvement of entrepreneurial initiatives promoted by young people . At the same time, researches are being carried out on the strategic planning of production, the use of entrepreneurial vitagen experience, and the creation of a personal business.

Entrepreneurship plays an important role in the life of post-industrial countries. Entrepreneurship based on small and medium business as a "driver" of social development is considered as one of the important factors of ensuring social development of these countries. Therefore, at the stage of secondary education, special attention is paid to the development of competencies that determine the basis of entrepreneurship.

Entrepreneurship is an important structural element of the infrastructure of modern society. Therefore, today, in every society based on market relations, the development of entrepreneurship is recognized as an important direction of socio-economic development.

Entrepreneurship shows a number of socially significant aspects. It is, first of all, a type of social activity, a specific form of human capital, a form of self-employment of a person, an area that contributes to the social, economic, and cultural development of society. R.R. Zamaletdinova , who conducted research in the relevant direction , while highlighting the importance of entrepreneurship for society and the individual, adds the following: entrepreneurship is a reflection of the quality of human capital, the level of economic freedom established in a particular society, and the innovations being implemented.[2]

The United States leads the world in terms of ownership of business entities. According to 2020 data, about 20 million business entities operate in the United States. Japan, Italy, Great Britain, Germany, and France are the countries after the USA in terms of ownership of this type of business entities. In the mentioned year, there are a total of 23 million business entities in the European Union countries, of which 4 million are small and medium-sized business participants. About 5 million business entities belong to Canada, Australia, New Zealand, Asia (except Japan), Near and Middle East, as well as African countries. In developing countries, in



particular, in India, Albania, and Brazil, small business is considered a decisive factor that helps reduce acute social problems such as poverty and unemployment.[4]

Due to the social and economic importance of the development of entrepreneurship for every society, in many countries for more than a quarter of a century, not only issues of production and service have been an obstacle to its development in this direction. research of current problems has risen to the level of state policy.

According to A.Yu. Chepurenko, conducting scientific research on entrepreneurship in the 80s of the 20th century through the consolidation (mutualization) of economic measurement, demography, social psychology, organizational theory, strategic management, and sociology. work has begun. In order to generalize and publicize the results of research in this direction, dozens of scientific journals have been published worldwide. Among them, the presence of high-level impact-factor journals, including hundreds of experienced, qualified researchers, Bebson College (USA) and RENT - European conferences consistent organization, since the end of the 90s of the 20th century, the award for successful research in the fields of entrepreneurship and small business has gained international status since 2015, large international projects - "Open Research of Entrepreneurship Dynamics" (PSED), " Global Entrepreneurship monitoring" (GEM) shows the high methodological, scientific and practical importance of field research.[3]

In all post-industrial countries, including the United States, education that allows for the development of entrepreneurial competencies is carried out in small colleges, that is, in colleges located in different regions. Students who successfully complete these two-year colleges will have the right to continue their studies in the third year of four-year colleges (ETM) with more extensive educational opportunities or to study at the "Entrepreneur Course". "Entrepreneurs Course" is available in different regions of the country and aims to support entrepreneurs and their entrepreneurial activities. In these colleges, which are known as "business incubators", students learn about the preparation of business projects (startups) and applying to banks for their financing, the procedure for obtaining preferential loans, the obligations of an entrepreneur, and the state support of an entrepreneurial entity makes.

In the United States, knowledge of the basics of entrepreneurship is taught in general secondary schools in accordance with the training and retraining programs of personnel in various areas of management. sets strict requirements. In accordance with such strict requirements, it is envisaged that the students who plan to do business activities will participate in psychological training.

In the country, special attention is paid to supporting entrepreneurship by young people with limited opportunities. A number of funds have been established for this purpose. For example, the work carried out by the "National Fund for Entrepreneurial Education of Young People with Mental and Physical Disabilities" provides the expected results in providing employment to representatives of the relevant social class and achieving self-employment by them.

In Great Britain, as in all market-based countries, the orientation of young people to the organization of entrepreneurial activities is carried out during the period of school education. All of the students study in educational courses that provide entrepreneurship-based production practice and vocational education knowledge along with mastering academic subjects. Cognitive and empirical foundations of entrepreneurship among young people are taught in private centers established under various higher education institutions, small firms, ongoing trainings, "Counseling houses".

At this point, it is worth mentioning that in the framework of business education in the United States and Great Britain, the necessary pedagogical conditions are created for the thorough mastering of the basics of innovative culture and intellectual property management culture by young people.

Local businessmen, specialists who are the creators of the "Youth Success" program are involved in the organization of entrepreneurship education in Canada. In the two-year colleges operating in the country, students learn the basic principles of entrepreneurship, and in the four-year bachelor's education, various fields of business, in particular, sales, administrative work, are organized as specializations. will be able to thoroughly master the general principles of entrepreneurial activity.

The current model of entrepreneurship education in Japan differs sharply from the models applied to the education system of other countries. According to this model, the basics of entrepreneurship education are taught at three levels, ie, professional colleges (level 1), universities (level 2) and training systems or workplaces (level 3). Knowledge is mastered from easy to complex based on dynamic growth from lower to higher levels. That is (Table 1):

Table 1

Stages of entrepreneurship education in foreign countries

Steps	Educational institutions	Basics of business activity
Stage 1	Professional colleges	Fundamentals of marketing, use of ICT in organizing business activities, management the foundations of the theory
Stage 2	University	Selection and management of qualified personnel
Stage 3	Personnel training system (or workplaces)	Fundamentals of strategic management

In countries such as Norway, Hungary, Bulgaria, France, Finland and Germany, entrepreneurship education is organized according to a multi-level education system (school-college-university system). In Hungary , education in this direction is carried out in special secondary schools of Economics, which include 14-year-old students . Under these schools, there are companies based on production and service, which provide various services based on the realization of the products prepared by the students, relying on their personal capabilities.

In Bulgaria, students are attracted to entrepreneurship by passing tests on economics and management, banking, and business management in special gymnasiums. In Germany, mutual cooperation between the state and entrepreneurs has been decided, and entrepreneurship education organized in educational institutions is supervised by leading businessmen of the country. Cooperation helps to define strategic directions in the relevant field, and based on this, common foundations of professional education are defined for future development.

entrepreneurship education in the above-mentioned countries are as follows: entrepreneurship education is carried out in harmony with the orientation of young people to the profession and their assimilation of professional and general knowledge; the teaching work in the relevant direction is multi-stage, and consistency, coherence and systematicity between the stages are strictly defined; training of business professionals is organized on the basis of school-college-university or college-university-training systems; training is conducted with the



active participation or supervision of leading businessmen of the countries; most educational institutions have companies based on production or service provision, which provide practical application of theoretical knowledge; special, for example, tax incentives are given for the establishment of companies under educational institutions, and youth entrepreneurship is financially supported by various funds; educational institutions take into account the social and organizational-economic aspects of labor when choosing business directions; in the course of training, special attention is paid to the development of economic thinking, general culture, communication, and intellectual ability of students

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