

STRUCTURE FOR FORMING THE ENTREPRENEURSHIP COMPETENCE OF STUDENTS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS

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Annotation.

This article describes the principles of formation of entrepreneurial competence in students of professional educational institutions, the pedagogical conditions and the content of its structure. After all, students of vocational education institutions entering the labor market today need professional and entrepreneurial knowledge, skills and competencies for stability and competitiveness, the ability to quickly adapt to new conditions, the ability to take responsibility for tasks in the professional process.

Keywords: graduate, entrepreneurship, entrepreneurial competence, labor market, business structure, professional competence, entrepreneurial competence, personal qualities.

To provide students of vocational education institutions with a wide range of entrepreneurial competencies and preparation for entrepreneurship, to make full use of their potential, to conduct entrepreneurial activities on the basis of high efficiency, initiative and organization, and to constantly develop their entrepreneurial and business skills. It is necessary to use different approaches in entrepreneurship-oriented training.

Regarding the specific features of vocational education institutions, students of vocational education institutions are included in adolescence on the periodicity of psychological development, in which they are mainly between the ages of 17 and 21 [4]. Teaching is based on full general education and 11 classes.

In the new vocational education institutions, a number of changes will take place as a result of the reform of the content, quantity and quality of education, educational programs, technologies. International labor market requirements, acceleration of integration processes, digitalization, training of competitive mid-level specialists with modern skills and abilities in the era of technological revolutions in industry, a new system in the field of vocational education - a system of vocational education in accordance with international standards[3].

As a result of the reform of the content, quantity and quality of education, educational programs, technologies in the new vocational education institutions, the following structural changes have been made. Such:

Category 1 - 9th grade graduates receive primary vocational education on the basis of 2-year educational programs corresponding to the 3rd level of the International Standard Classification of Education in vocational schools.

Vocational schools will train personnel in more than 200 occupations that play an important role in our economy, such as family business, gardening, construction, services, animal husbandry, poultry, beekeeping, fishing.

As part of the fight against poverty, first of all, children from low-income families will develop knowledge, skills and competencies that will lead them to entrepreneurship, business and, ultimately, income.

Category 2 - colleges train secondary vocational education specialists on the basis of educational programs that meet the 4th level of the International Standard Classification of Education, based on the level of complexity of professions and are designed for training for up to 2 years.

11th graders are admitted to these colleges, which operate under the auspices of ministries, departments and organizations and train specialists for specific jobs in this field.

Category 3 - technical schools are taught to young people who have completed 11th grade on the basis of educational programs for at least 2 years in full-time, part-time and part-time education, integrated with undergraduate education, corresponding to the 5th level of the International Standard Classification of Education. After 2 years of study, graduates are admitted to study on the basis of an interview on the profession they studied at the higher education institution[1].

In addition, a national qualification system has been developed to bring the skills of personnel in line with the requirements of the international labor market. For the first time in Uzbekistan, the National Qualifications Framework, sectoral qualification frameworks, professional standards for professions and specialties, as well as differentiated educational standards and programs have been approved and introduced.

By studying the educational environment of vocational education institutions, the needs of society, the requirements of employers, we have identified the pedagogical conditions that can form the professional competence of students in entrepreneurship:

- the emergence of an internal motivation for reading, that is, a focus on self-awareness, collaborative activities, learning and mastering new things;
 - organization of the educational process taking into account the graduate model and the qualification description of the specialty;
 - adherence to the hierarchy of teaching, which is associated with the gradual preparation of students for independent professional activity;
 - organization of teaching on a reflexive basis[4].

The highlighted pedagogical conditions help to keep the teaching process focused on today's modern production activities. The following was taken into account:

1. Goals that are the basic requirements of society through the socio-economic situation, the state of the modern education system and the basic competencies; to be able to take responsibility for equipping educational institutions with the competencies needed by the younger generation, to participate in joint decision-making, to resolve conflicts without the use of force; respect for other cultures, traditions and languages,; mastery of oral and written speech not only in their native language, but also in one or more foreign languages (competencies in the field of communicative culture); mastery of new technologies, knowledge of modern information and computer technologies (competence in the field of computer technology); as a basis for continuous improvement in the professional field, including personal and social life, we include those who have acquired lifelong learning competencies.

2. The structure designed for the professional competence of the graduate of a professional educational institution is, on the one hand, the main guideline for training a specialist in the new requirements, and on the other hand, an important feature in determining the purpose of the educational process in the educational institution.

It consists of three blocks - professional, personal and general blocks - designed for a graduate of a professional educational institution to acquire entrepreneurial competence.

The professional block provides the graduate's professional level in entrepreneurial activity, which includes basic, related, creative, cognitive, psychological, socio-economic, personal culture, practical-activity components.

Base component: contains components that must be competent in accordance with the requirements and qualifications of the DTS for the specialty.

Related component: is an additional level of training of a graduate of a professional educational institution in related specialties.

Cognitive component: awareness; erudition; creative thinking; understand the content of each subject studied; availability of knowledge on entrepreneurial activity.

Creative component: self-development (self-determination and more complete development); be able to develop and defend their business plans, to participate in conferences, seminars, competitions, etc. (in their specialty and related professions); propensity to innovate.

Psychological component: knowledge of individual characteristics, character traits; self-assessment and analysis of their actions and actions (reflexive approach); creative motivation in entrepreneurial activity by setting life goals.

Socio-economic component: formation and development of entrepreneurial culture; legal bases of development of a society, laws of a social structure of a society.

Personal culture component: upbringing; valuable directions taking into account individual peculiarities; knowledge and skills of linguistic culture (speech culture, foreign language); computer literacy, prestige; physical education and health (absence of harmful habits; regular sports; ability to provide first aid to oneself and others in emergencies); continuous self-improvement and self-improvement.

Practical activity component: competencies to apply the acquired professional knowledge in business and to understand the end result; the ability to see the future of their business and compare their competence with the changing needs of society; communication skills; be able to identify business tasks and achieve them.

The individual block includes the qualities necessary for the effective acquisition of professional competencies in entrepreneurial activity, ensuring the competitiveness of students of professional educational institutions in the labor market - responsibility, risk, initiative, self-control, discipline, organization, psychological stability (stress tolerance), entrepreneurship, leadership, independent thinking, analysis of business information, attentiveness, quick and error-free recall of information (memory strength).

Entrepreneurial activity in the field of entrepreneurship is a leader in the formation of the student's personality, so the most mature are the qualities (correct vocabulary, orderliness, responsibility, etc.) that manifest themselves through the activity and ensure its successful implementation.

Under such conditions, the student may experience some personal qualities and, in general, a certain specialization and uneven development of the whole person. The most developed are the qualities that reflect the attitude of the student to the activity in the context of maximum involvement in the learning process. This means

that the student has a high level of learning motivation, activity in the use of mental and educational activities, as well as high efficiency in the acquisition of knowledge.

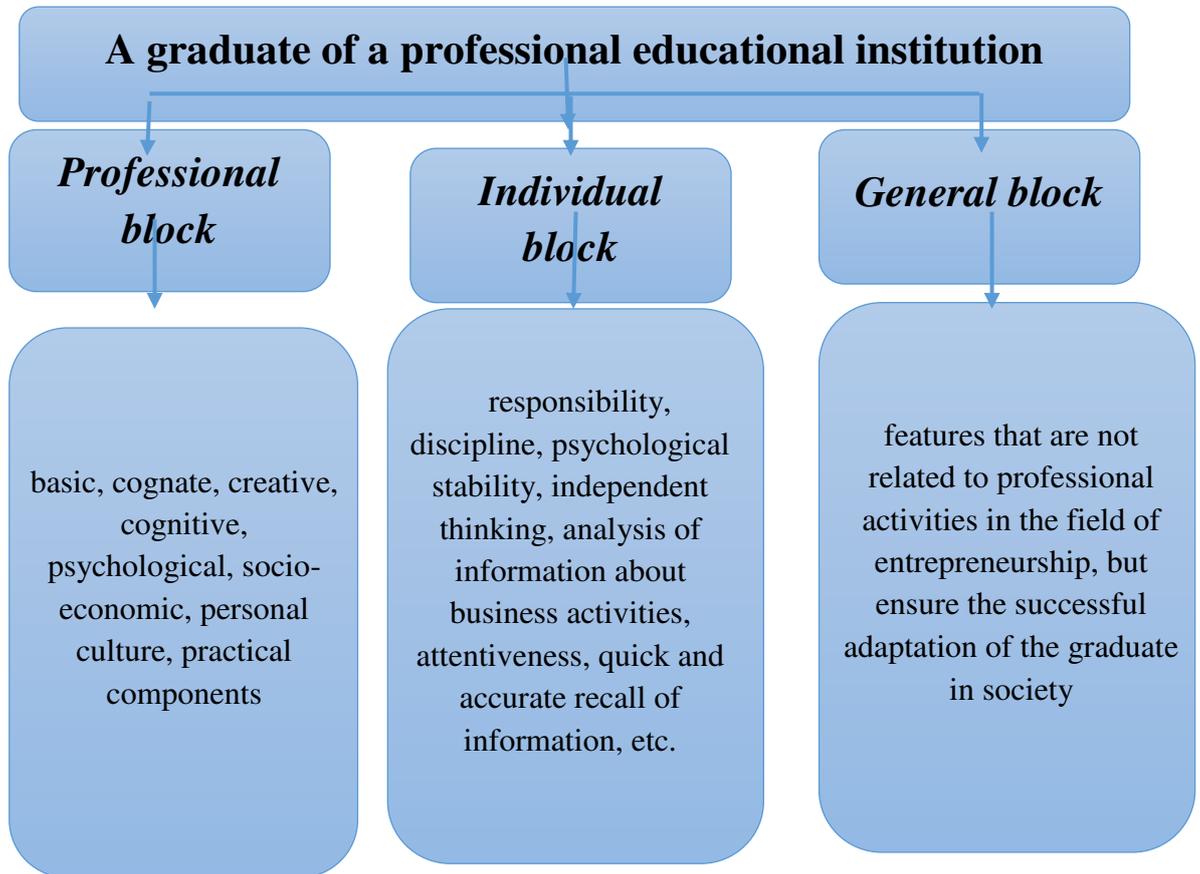


Figure 1. The structure of entrepreneurial competence of a graduate of a professional educational institution

The general block includes features that are not related to professional activities in the field of entrepreneurship, but ensure the successful adaptation of the graduate in society.

Currently, the current conditions of the socio-economic sphere in the country are characterized by a number of features: the formation of new production relations, changes in the nature and content of labor, the introduction of new forms of ownership, increased competition in the labor market and many other processes. Therefore, for stability and competitiveness in real conditions, young professionals need professional knowledge, a certain level of entrepreneurial competence, the ability to adapt to new conditions, the ability to take responsibility for the performance of professional duties. All this leads to an increase in the professional competencies of graduates of professional educational institutions.

The highlighted aspects reflect the interrelationships and interactions of the external conditions of entrepreneurial activity (name, reputation, level of professional training, etc.) and internal factors (personal potential, experience, skills, business acumen, important professional qualities). In addition, internal factors or personal characteristics are the basis of professional qualities in the field of entrepreneurship, and the process of professional activity and its acquisition itself increases the need for the manifestation and development of personal, individual qualities.

Therefore, the formation of entrepreneurial competence of a young specialist can be described as a qualitative feature of the individual, which includes a system of scientific and theoretical knowledge, including a system of

specialized knowledge in entrepreneurship, professional skills and abilities, experience, sustainable need to be an entrepreneur and entrepreneur. includes preparation for professional growth and improvement.

Thus, the formation of professional competencies of students in entrepreneurial activities is a key indicator of the educational process, the achievement of which can be considered a pedagogical goal. The ratio of goals and outcomes determines the quality of education. By searching for ways to update the pedagogical conditions and content of the formation of the main competencies of graduates and the analysis of their quality, it is possible to achieve new results in the form of professionally competent professionals to solve the set goals and objectives.

The formation of professional competence of students of vocational education institutions will allow them to develop themselves in future entrepreneurial activities. In doing so, we highlight the gradual entry into professional activity through phases that take place over two years.

The tasks of the first stage are as follows:

- Adaptation of students to new conditions;
- planning and organizing their time;
- to form interactions with all subjects in the educational process;
- Formation of basic knowledge in the specialty;
- ability to analyze educational material;
- reproductive activity - the development of memory and reproduction of educational material.

In the second stage, the ability to solve production tasks of a production nature is formed; professional competencies are developed in accordance with the economic direction. At this (basic) stage, active methods and forms of teaching are used; practical work on paperwork for business, development of business plans, opening accounts in banks and tax institutions, naming the company, accounting, studying competitors in their field of business, computer processing of accounting information (training practice)) is of great importance; the independent training of the future specialist in entrepreneurial activity is checked.

The third stage includes training and professional tasks (production practice); the ability to build relationships in a professional group is formed; develops the skills to solve business tasks that require the application of training and production knowledge, including the difficulties of entrepreneurial activity and ways to overcome them.

All work on the formation of entrepreneurial competence of future professionals is organized taking into account the following principles:

1. Learning-technological principle: focusing on learning actions or learning processes instead of focusing on the results of acquired knowledge.
2. The principle of integrity of the business-educational process: the plan of the educational process should consist of interrelated topics of training in order to clarify the relationship between learning objectives and independent acquisition of competencies.
3. Affective process: taking into account the impact of emotional states on the learning process of learners and their interaction with knowledge and entrepreneurial activity.
4. Practical-oriented principle: the formation in students of the necessity and importance of the knowledge and competencies they acquire in the process of learning in entrepreneurial activities.
5. The principle of contextuality: long-term practice of learning strategies and self-management skills for a variety of learning activities.
6. The principle of reflection: to teach students the skills of self-monitoring, analysis and correction of the reading process.
7. Principle of activity: organization of training sessions so that they can choose active methods of designing business activities.
8. The principle of diminishing support for students: the gradual transfer of responsibility for the learning process from the teacher to the students.
9. Principle of Collaboration: Supporting collaboration and discussion among students during learning sessions.

The main functions of entrepreneurial activity, which are necessary for the development of competencies in students, are:

1. Preparing students for the learning process of entrepreneurship: focusing on goals and actions; selection of learning objectives; clarifying the importance of learning objectives; formation of motivation to study; training activities planning; activation of attention.
2. Perform learning activities in accordance with the stated purpose: comprehension, memorization of material; integrate and apply what has been learned.
3. Learning activity management: observation of the learning process; assessment of learning activities; make adjustments to the learning process and teaching methods; understanding the course of reading.
4. Evaluation of work results: report on the learning process and its results; evaluation of the reading process and its results;

5. Support motivation and focus on reading.

The following didactic rules were used in the formation of entrepreneurial competencies in students:

- defining tasks in front of learners in a holistic and comprehensive manner;
- focus on the real business process;
- systematization of problem-solving activities;
- providing ample opportunities for independent activity;
- use of active learning technologies based on students' existing experiences;
- the role of the teacher as a consultant and organizer;
- freedom of learning of the learner in the learning process.

Thus, the identified pedagogical conditions for the development of entrepreneurial competence of students in vocational education institutions are implemented in a step-by-step, goal-oriented manner in educational and professional activities, taking into account the structure of professional competence of specialists.

List of used literature

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