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Development of Design and Entrepreneurial Competencies Among Students of Secondary Vocational Education

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Abstract: *This article analyzes the conditions for the formation of entrepreneurial competences among young people, as well as the content of the criteria and levels of the formation of entrepreneurial competences.*

Keywords. *entrepreneurship, entrepreneurial competence, business plan, entrepreneurial criterion, entrepreneurial level,*

Аннотация.

Ушбу мақолада ёшларда тадбиркорлик компетенцияларини шакллантириши шарт-шароитлари таҳлил қилинган шунингдек, тадбиркорлик компетенцияларини шакллантиришининг мезонлари ва даражалари мазмуни ёритилган.

Калит сўзлар. *тадбиркорлик, тадбиркорлик компетенцияси, бизнес-план, тадбиркорлик мезони, тадбиркорлик даражаси,*

Today it is important to teach students entrepreneurship as an objective phenomenon, taking into account all its contradictions, conflicts of interest and competition. It is necessary to explain the importance of conscientious entrepreneurship in the structure of modern society, to teach how to manage your own business, to achieve success in the market in competition when creating the latest types of goods.

Skills of running their own business are becoming more popular among young people. The modern young generation strives to become business people, to achieve success, wants to be independent of the state in economic terms.

In the process of professional education, it is necessary to highlight and develop the basic qualities of both a specialist and a future entrepreneur. In a modern market society, the educational process, which includes both training and upbringing, should be aimed at developing precisely those qualities, the owner of which may be in demand in the modern labor market for professional activity or in self-employment, which determines the demand for a graduate in the market.

For entrepreneurial activity you need:

- knowledge (obtained in the process of natural science education);

- skills (motivating others, communication, building trust, selecting suitable employees, etc.);

- attitudes (courage, value orientations, purposefulness).

Students receive analysis tools, skills in its use and installation, which should be guided [1]. However, the data on which the decision is based must have a scientific basis.

These include market analysis using marketing research, technical information obtained by scientific methods, cost calculation in accordance with the economy of the enterprise.

Business planning, learning using case studies and management games are all powerful, comprehensive learning tools. However, when making investment decisions, they stimulate a reliance on information and skills rather than scientific knowledge.

Entrepreneurial competencies are a combination of personal qualities, knowledge, skills and abilities that allow you to successfully solve various business problems and achieve high performance results.

Entrepreneurial competencies are understood as a range of issues in which a person has authority, knowledge, experience for successful business; Behavior demonstrated in the course of efficiently completing business tasks.

In modern conditions, entrepreneurial competencies can be grouped as follows:

1. Competencies for personal growth ("flexible competencies", in the words of V. V. Putin) - include the willingness and ability to show leadership aspirations, motivated active civic stance and team building; development of commitment in the professional field; responsible attitude; coordination of their personal and professional growth; readiness to preserve health; self-organization; creativity; willingness to take responsibility in relation to society and nature (anthropocentrism).

2. Worldview competencies - presuppose the presence of a formed personal framework, awareness of social responsibility; development and interiorization of the basic axiosphere of world culture; awareness of the interpretation of the driving forces and laws of the world historical process, its economic component and the history of entrepreneurship; willingness to demonstrate civic stance and initiative and to self-regulate behavior (based on ethical and legal norms).

3. Communicative competences - include the ability to competently and reasonably build written and oral speech; communicate in the business area; knowledge of a foreign language in effective professional activity; the ability to communicate in the digital space to support and expand the business.

4. Information competencies - summarize interactivity and knowledge of information culture, the ability to perceive and analyze information arrays, goal setting, understanding the essence, role and significance of information and digital content and technologies in modern business, taking into account the basic requirements for information security.

And also, for the formation of entrepreneurial competencies, 3 levels can be divided:

The reproductive level of entrepreneurial competence is determined by the ability to make decisions in standard situations, the ability to use new technologies to generate income, and to be ready to take responsibility.

The heuristic level of entrepreneurial competence is determined by the ability to make decisions in situations close to non-standard, to use new technologies to increase income, not afraid to take risks and be ready to make decisions in non-standard situations.

The creative level of entrepreneurial competence is determined by the ability to make decisions in non-standard situations, generate ideas and translate them into innovative technologies, and be able to manage risks.

Thus, the main success factor in the formation of entrepreneurial competencies is the presence of a complete closed cycle of training and support for entrepreneurship from the transfer of basic knowledge to real support of a novice entrepreneur and often subsequently consulting support of an existing business.

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