



Foreign And Local Experience In Developing The Entrepreneurial Competencies Of Future Primary Class Teachers On The Basis Of Social Partnership

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Abstract. The article talks about ways to develop entrepreneurship and entrepreneurship competencies of future primary school teachers based on local and foreign experiences.

Key words: business, entrepreneurship, competence, foreign experience, local experience, professional competence, differentiating competence, organizational competence, personal competence, youth entrepreneurship school.

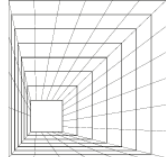
Зарубежный И Местный Опыт Развития Предпринимательских Компетенций Будущих Учителей Начальных Классов На Основе Социального Партнерства

Резюме. В статье говорится о путях развития предпринимательства и предпринимательских компетенций будущих учителей начальных классов на основе отечественного и зарубежного опыта. Кроме того, подчеркивается важное значение предпринимательских компетенций у будущих учителей начальных классов и реализация нашим государством на основе социального партнерства ряда позитивных проектов по развитию предпринимательских компетенций не только будущих учителей начальных классов, но и всей нашей молодежи, заявил.

Ключевые слова: бизнес, предпринимательство, компетентность, зарубежный опыт, отечественный опыт, профессиональная компетентность, дифференцирующая компетентность, организационная компетентность, личностная компетентность, школа молодёжного предпринимательства.

Ijtimoiy Sheriklik Asosida Bo‘Lajak Boshlang‘Ich Sinf O‘qituvchilarining Tadbirkorlik Kompetensiyalarini Rivojlantirishda Xorijiy Va Mahalliy Tajribasining Mazmuni

Annotatsiya. Maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarida mahalliy hamda xorijiy tajribalar asosida ishbilarmonlik, tadbirkorlik kompetensiyalarini rivojlantirish yo‘llari haqida so‘z borgan. Bundan tashqari, bo‘lajak boshlang‘ich sinf o‘qituvchilarida tadbirkorlik kompetensiyalarining muhim ahamiyati va davlatimiz tomonidan ijtimoiy sheriklik asosida nafaqat bo‘lajak boshlang‘ich sinf o‘qituvchilarining balki butun yoshlarmizni tadbirkorlik



kompetentsiyalarini rivojlantirish borasida bir qator ijobiy loyihalarni tadbiq etish haqidagi fikrlar ham bayon etilgan.

Kalit soʻzlar: ishbilarmonlik, tadbirkorlik, kompetensiya, xorijiy tajriba, mahalliy tajriba, kasbiy kompetensiya, differentsiallovchi kompetetsiya, tashkiliy kompetensiya, shaxsiy kompetensiya, yoshlar tadbirkorlik maktabi.

Enter. One of the most urgent issues of development of modern economy and society is competitive, efficient, socially important is the training and evaluation of personnel capable of creating the economy, putting business and entrepreneurship at new stages of development. These personnel are businessmen, professionally literate, intellectually developed, active people - the main driving force of quality processes in all areas of their competence. There are several approaches to defining "competence". According to the modern explanatory dictionary of the Uzbek language, competence is a field of issues that someone knows well. Competence-based (lat. competences) - to have thorough knowledge in some field, to know [2].

According to the materials of the national economic encyclopedia, competencies are the characteristics that determine the way a person works and achieves goals; the skills, abilities and behavioral characteristics required to perform certain tasks.

Literature analysis and methods. D.N. In the explanatory dictionary of Ushakov, "competency" is defined as "a range of issues, events for which a certain person has competence, knowledge, experience", as well as a range of competence, area of issues, events subject to someone's control [3].

Depending on the field of application, qualitative characteristics, tasks, several groups of competences are distinguished: basic, basic, value-semantic, general cultural, educational and cognitive, informational, professional, individual, collective, analytical, communication, etc.

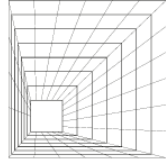
Often, along with the word competence, the term "competence" is found as a synonym of competence. But most professionals working with personnel, business and entrepreneurship issues; Scientists (psychologists, economists) studying the development of professional qualities of employees, including entrepreneurial competencies, used the term competence:

Reflecting McClelland's initial ideas, Boyatzis connected the concept of work efficiency with competence: "effective work is the achievement of certain results (achievements) through specific actions and due to the provision of one direction of behavior, order of actions and organizational conditions. Personal competence Development of entrepreneurial competences of future primary school teachers on the basis of social partnership enables these actions. Competence is an opportunity. The set of personal competences reflects the entrepreneurial potential of future primary school teachers [6].

Differentiating competencies (Boyatzis, Richard Yeh, 1982): competencies are characteristics that are causally related to effective work. This means that having certain characteristics determines and leads to performance at work.

The initial level – "boundary competences" (boundary competence) - this is the general knowledge, motivations, characteristics, self-view and social role of future elementary teachers, which are important for work efficiency. , but skills that are not causally related to it [6].

Development of entrepreneurial competences of future elementary school teachers on the basis of social partnership, some aspects of the assessment of copozitson activity in the field of work and professional qualities can be found using a philosophical and anthropological approach (H.A. Berdyaev, K.D. Ushitsky, P.F. Kapterev, Ye. A. Plekhanov, I. P. Safronov, E. Fromm).



Competencies are described by the authors as a set of requirements for knowledge, skills and qualities of an employee for a function, workplace or role in a project. If the specialist's professional skills, knowledge and personal qualities correspond to the competence requirements for a certain position or task, then the relevant work can be performed most effectively and efficiently by such a specialist under other favorable conditions.

In practice, the competence approach is often used when hiring employees for a specific position, but as for entrepreneurs, this method is common when conducting tenders for financing projects or obtaining loans for foreign countries, especially for young entrepreneurs. This is for you to use the information obtained from the assessment to decide whether to subsidize or directly participate in a certain project planned for young entrepreneurs, or to decide what kind of training you should undergo to improve competencies. allows use. In addition, the analysis of skill data allows for its strong development, as well as to help the young entrepreneur to fill the existing gaps, in the program of preparation of proposals for young entrepreneurs, materials on the development of special professional and personal skills. to incorporate learning [8].

In foreign practice, research on the competencies of young entrepreneurs is organized using various methods (tests, interviews, the method of analyzing specific situations (case-technologies), the method of self-assessment, etc.), but at the same time, business The set of questions for young entrepreneurs is different from the questions for those who are preparing to start it. The questions include not only a section on personal information and educational information, but also a section on why a young person wants to become an entrepreneur and start their own business. In addition, questions and situations are included in the assessment, which should describe the skills of the entrepreneur in practice.

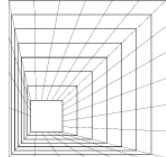
The most widely used form of state (final) attestations, which emphasized the development of success criteria for the achievement of the stated goals as an important problem in the development of a competency-based approach in education, resolved a number of conflicts between the ideas of the use and competency approach.

Results. There are very few scientific works and literature about entrepreneurial skills among young people, and only individual experts are concerned with the issues of their development. Several works that study the development of entrepreneurial competencies among future primary school teachers on the basis of social partnership, this way of preparing the young generation for life and work in public higher education schools (not in separate specialized classes of lyceums and schools) There are models that allow organizing the pedagogical process in the field. This once again emphasizes the importance and relevance of the research and experiment conducted in this dissertation.

Based on what was learned during the research, 1) we formulate definitions:

- entrepreneurial competences of future elementary school teachers are a number of issues in knowing the basics of business that the student knows well; building a career with a set of skills and abilities that will help him to conduct business effectively and successfully.- the content of entrepreneurial competences - components of competences - knowledge, skills, qualifications, behavioral stereotypes, efforts that together make a young person a perfect entrepreneur.

2) on the basis of social partnership, we will develop the entrepreneurial competencies of future elementary school teachers, highlighting the most important entrepreneurial skills necessary for becoming a successful entrepreneur in the future, and combining them into 6 blocks. Development of general entrepreneurial competences of the future elementary school student and support of youth entrepreneurship are the priorities of the state youth policy.



Discussion. The analysis of today's materials related to youth entrepreneurship in Uzbekistan showed that in recent years this issue is being actively resolved at the national and regional levels. Development of youth entrepreneurship and entrepreneurial competencies is one of the priorities of the state youth policy. For its consistent development, it is necessary to immediately create a system of serious training of young people for business in the field of pedagogy in higher educational institutions of our Republic.

Summary. On the basis of social partnership, our state has been implementing a number of positive projects on the development of entrepreneurial competences not only of future primary school teachers, but also of all our youth. In particular, several programs of preferential subsidies and loans to young entrepreneurs, projects of support and development of small and medium-sized businesses representing young entrepreneurs have been created. These programs should start working effectively. But to implement them, a large and complete system of analyzing the success of entrepreneurs is needed, which is often carried out with the help of accounting reports and analysis of economic activity, as a result of which appropriate decisions are made or new training programs and standards are developed, and being introduced to teaching. The development of entrepreneurial competences among future elementary school teachers based on social partnership with young people who have started their own business and will enter the field of work within a few years and engage in possible entrepreneurial activities characteristic features are emerging. This process is one of the most urgent issues of higher education. In our republic, among young people aged 14 to 30, the problem of preparing to run their own business is becoming more and more acute.

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