



**Journal Website:**  
<https://theusajournals.com/index.php/ijp>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## **PEDAGOGICAL ASPECTS OF THE FORMATION OF STUDENTS' ENTREPRENEURIAL ACTIVITIES**

**Submission Date:** September 15, 2023, **Accepted Date:** September 20, 2023,

**Published Date:** September 25, 2023

**Crossref doi:** <https://doi.org/10.37547/ijp/Volume03Issue09-10>

**Pinezov Ikromzhon Khakimboevich**

**Applicant Of The Karakalpak Branch Uzniipn Named After T.N.Kari Niyazi, Uzbekistan**

### **ABSTRACT**

The article discusses the need to develop entrepreneurial skills among university students in a market economy, social factors that determine its relevance, components, criteria and levels of development of entrepreneurial skills among students. In particular, the main problems in the development of entrepreneurial skills of students in the system of higher education were investigated, emphasizes the need to develop an entrepreneurial culture among young people. Also, the article presents recommendations and conclusions on creating a positive environment for the formation of entrepreneurial skills in students in higher educational institutions.

### **KEYWORDS**

Higher education, students, entrepreneurship, activity, savings, skills, factors, business, business situations.

### **INTRODUCTION**

The intensive development of the economy in the Republic of Uzbekistan, increasing the standard of living of the population is closely related to the prospects of small business and youth entrepreneurship. Based on this, the development of this area was identified as a priority task. Effective mechanisms are being introduced to support the development of entrepreneurial skills among students not only in the production of goods and services, but

also in ensuring the social efficiency of employment and the well-being of the population [1]. In particular, to support them, measures such as improving the current regulatory framework, providing bank loans at reduced interest rates, and further expanding tax benefits are considered an important factor in increasing the efficiency of their activities.

At the new stage of development of the education system, a number of regulatory legal documents have been adopted aimed at encouraging entrepreneurial activity and initiative of students, developing their entrepreneurial skills. In particular, the Decree of the President of the Republic of Uzbekistan No. PP-5088 dated April 21, 2021 “On organizing the activities of youth industrial and entrepreneurial zones and measures to support the entrepreneurial initiative of youth” defines a number of tasks. In a market economy, it is necessary to determine the pedagogical aspects of preparing students for entrepreneurial activity, developing entrepreneurial skills and teaching them to save [2].

Foreign experience shows that small businesses play an important role in economic development, creating a competitive environment in the country, and effectively ensuring social protection of the population.

Entrepreneurial activity involves carrying out economic, production and trading activities. This type of activity is carried out by individuals and legal entities entrepreneurs. This activity complies with the legal norms of the state and is aimed at achieving the intended result through the best use of resources and capital of individual subjects of a market economy.

Most of the layer is young entrepreneurs interested in the stability of society and the development of democratic foundations, the reliable formation and expansion of the middle class of owners, who quickly learn new things. Socio-economic work with students in higher education is relevant today and requires maximum involvement of students in work activities and increasing their employment.

According to research conducted in this area, there are a number of problems in the development of students' entrepreneurial skills in higher education institutions that require their proper elimination. In particular: the need to develop entrepreneurial skills among students in higher education institutions and improve the infrastructure to support it; low level of provision of students with information, news and information about business activities; high demand for new, low-skilled, relatively cheap jobs; labor migration of educated, active and hardworking youth from the country to other countries in order to obtain large incomes; since this layer consists of young people, they do not have enough experience in this area, the lack of entrepreneurial culture among young people leads to the development of “hidden” youth entrepreneurship, etc. [4].

Based on the study of literature on youth entrepreneurship, we can observe that the subjects of youth entrepreneurship include young people aged 15 to 35 years, and in Uzbekistan, the subjects of youth entrepreneurship are considered to be youth who have reached 18 years of age and are under 30 years of age, who want to engage in entrepreneurship and bring income from activities [7].

The entrepreneurial culture of students is the sum of their abilities to apply socio-economic knowledge in practical activities, to have some experience in the field of family entrepreneurship, crafts, and household management, to see and eliminate problems that arise in the process of organizing activities, to search for and put forward innovative ideas, to maintain strict discipline in the process of completing tasks, combine personal interests and needs with the interests of society.

The formation of an entrepreneurial culture among students is a systematic process aimed at creating business situations, communication, independent decision-making, developing projects, taking responsibility and responsibility, developing practical skills, frugality, perseverance in achieving a goal, organization, creativity and mastering the basics management.

Analysis of scientific research and statistical data shows that 10-15 percent of the working age population are inclined to entrepreneurship [4]. However, more young people want to become entrepreneurs if they have entrepreneurial aptitude, if there are benefits from tax and other government laws, and if they are informed about support options.

When studying the problem of developing students' entrepreneurial skills in the higher education system, we conducted conversations, surveys and observations of the development of students' entrepreneurial skills in four higher educational institutions of the republic. The study involved 3rd-4th year students in the areas of education - humanities, sociology, economics, management and natural sciences.

Based on the results of the survey, the entrepreneurial culture and skills of students were studied. It was determined that 2% of student respondents are engaged in crafts, 5% participate in family entrepreneurship, 18% are motivated to become entrepreneurs and are studying this field, 25% plan to work in the field of their chosen future profession, 45% dream and plan to have their own business or become entrepreneurs, and only 5% were not interested in entrepreneurial activity. Among the existing difficulties in studying this area, students noted a lack of

information about youth entrepreneurship, the availability of experience and practice in this area, existing risks, great competition and financial problems due to their age, as well as innovative ideas for opening a private business, etc.

As can be seen from the analysis of the survey among students, they have a great interest in entrepreneurial activity, and are interested in obtaining valuable information, knowledge and experience in this area. It also turned out that some students have experience in family entrepreneurship and plan to expand it. Therefore, when developing students' entrepreneurial skills, it is necessary to use the experience of students engaged in this activity.

The results of the study showed that the development of entrepreneurial skills in students is associated, first of all, with the development of their entrepreneurial qualities. This shows that in order to guide students towards entrepreneurship in higher education in modern educational conditions, it is necessary to develop entrepreneurial qualities in them. The second aspect means that not all university students can work as entrepreneurs in the future, but it is necessary to acquire entrepreneurial skills.

Based on the results of the study, factors assessing the development of entrepreneurial skills in students were identified as pedagogical factors in the formation of entrepreneurial skills in students. These are: the creation of an entrepreneurial environment during higher education, the regulatory and methodological framework and material conditions for the formation of creative and entrepreneurial activity, the assimilation and development of students' experience and interests in entrepreneurial activity. Among the factors listed above, it is important to explore interests

in developing entrepreneurial skills, as well as other activities.

Experiments show that educational materials that help a student in the process of practical activity are well retained in his memory. Motivational focus allows us to understand what drives behavior. When assessing the development of entrepreneurial skills in students, it is necessary to take into account such indicators of the student's level of motivation and interest as abilities and interest, the desire for independence, the influence of parents, friends, national and regional conditions [6].

The formation of entrepreneurial activity of students is manifested in implementation in the business environment. These criteria may include idea generation and implementation, business case creation, and cost effectiveness. At this stage, one of the important aspects is a conscious attitude and a sense of responsibility for carrying out certain actions in conditions of austerity. Economy directly develops on the basis of self-control, the ability to resist external influences with one's own opinion, and take responsibility. Determination of economic efficiency among students is carried out using questionnaires, tests, business games, and project development. The following main components of the formation of entrepreneurial and economic qualities of students are identified: a system of personal values, spiritual and moral maturity in the implementation of their actions, the acquisition of socio-economic knowledge, preparation for work, decision-making, self-control.

To understand the features of the development of entrepreneurial activity of students, it is necessary to take into account the personal characteristics of students who have experience in family

entrepreneurship. Students have a high interest in effectively acquiring knowledge in the field of entrepreneurship, entrepreneurial skills have a clear practical orientation, a high willingness to take responsibility for solving problems in entrepreneurial situations, and develop quick decision-making skills. However, students' experience in making real entrepreneurial decisions is not enough.

Leadership potential plays an important role in business activities. The qualities of a leader are manifested to a large extent in well-mastered activities. At the same time, persistence and initiative can serve as the key to successful business activities.

Students do not always show independence in decision-making when forming entrepreneurial activities. At important moments, in selected situations, they prefer to share responsibility with the people around them; they are guided not only by their own point of view, but also to a large extent by the position of the group. Despite self-confidence and external activity, students have a high need for support. A sense of security is given to them by a group of people around them with whom they share problems, and therefore significantly mitigates the consequences of emotional stress associated with entrepreneurship in the modern conditions of our society. To develop entrepreneurial activity in students, such qualities as rationalism, willpower, business efficiency and self-government are important.

Students must be proactive, practical, goal-oriented and emotionally stable in developing these aspects. On the other hand, entrepreneurship manifests itself not only in the field of business, but also in people who are not involved in science, art, culture, politics and professional entrepreneurship.

Entrepreneurial skills are formed on the basis of motivational, preparatory and practical levels [5]. At the motivational level, interest in entrepreneurial activity reflects a change in the sense of responsibility. This demonstrates the skills of responsibility, initiative and proper allocation of time and resources. At the preparatory level, the ability to develop ideas and use profit opportunities that others could not see is manifested. This shows initiative, determination and hard work. At a practical level, it expresses special organizational participation in entrepreneurial activities in the field of higher education. This expresses the students' manifestation of independence, independent decision-making, a conscious attitude to activity, and the ability to take risks.

The entrepreneurship education system, scientific research, entrepreneurship infrastructure and educational policy, and entrepreneurship networks are of particular importance in developing entrepreneurial skills among university students and improving the entrepreneurial environment.

It should be noted here that the education system also acts as a catalyst for the formation of an entrepreneurial environment for youth, contributes to the development of the process of formation of innovative youth entrepreneurship, and also activates youth entrepreneurship and ensures its continuity.

Based on our research on creating a positive environment for developing students' entrepreneurial skills in higher education, we provide the following recommendations:

- formation of entrepreneurial skills of students based on business games in the educational process;
- based on advanced foreign experience, attracting students to project work and development of research activities;
- development of manuals for students in the field of entrepreneurship, conducting training programs;
- studying proposals and recommendations of students when developing business plans for a higher educational institution and involving them in other similar competitions.

Our recommendations above are aimed at increasing efficiency in developing entrepreneurial skills among university students, developing their positive entrepreneurial experience and creating a positive image of this environment. In particular, this can be seen in the desire to achieve new goals, the ability to freely analyze many situations, increasing adaptability to changes in the external environment, developing and applying new development paths based on self-criticism, and increasing the level of learning to draw positive conclusions from failures.

## **CONCLUSION**

In conclusion, it can be noted that the development of entrepreneurial skills among students of a higher educational institution is integrative in nature and shows that initiative and social activity are of leading importance. By determining the personal characteristics of students, it was possible to clarify the components and their content, levels and criteria for the development of entrepreneurial skills.

## **REFERENCES**

1. Постановление Президента Республики Узбекистан ПП-5088 от 21 апреля 2021 года «Об организации деятельности молодежных индустриальных и предпринимательских зон и мерах по поддержке предпринимательских инициатив молодежи». <https://lex.uz/docs/5383002>
2. Постановление Кабинета Министров Республики Узбекистан № 23 от 18 января 2021 года «Об утверждении концепции развития государственной политики в сфере молодежи в Узбекистане до 2025 года». <https://lex.uz/docs/5234746>.
3. Постановление Кабинета Министров № 294 от 10 мая 2021 года «Об утверждении Положения о Молодёжной индустриально-предпринимательской зоне и Фонде поддержки молодых предпринимателей». <https://lex.uz/>
4. Абдуллаев А. ва Б. Кичик бизнесни бошқариш. – Т. 2003.
5. Ibragimov, X., Abdullayeva Sh. “Pedagogika nazariyasi” (darslik). T.: Fan va texnologiya, - B. 288 (2008).
6. Ibraimov Kh. "Theoretical and methodological basis of quality control and evaluation of education in higher education system." International journal of discourse on innovation, integration and education 1 (2020): 6-15.
7. Ibragimovich Kh.I. Peculiarities of using credit-module technologies in the higher education system of Uzbekistan //Integration of science, education and practice. Scientific-methodical journal. - 2021. - P. 209-214.
8. Ibraimov Kh. I. Creativity as one of the characteristics of the personality of the future teacher // Science, education and culture. – 2018. – no. 3 (27). - P. 44-46.
9. Шарифхўжаев М., Абдуллаев Ё. Менежмент. Дарслик. – Т. 2001.