

Business Education - Young Entrepreneurs Educational Science

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Abstract: The article discusses the issues of forming entrepreneurial competencies in students in the general secondary education system of the Republic of Uzbekistan. Based on the tasks set out in the Strategy “Uzbekistan – 2030” and the “Concept for the Development of General Secondary Education until 2030”, the theoretical foundations of business pedagogy, international experience (USA, Europe, Singapore, Australia, Canada) and its inextricable connection with pedagogy, psychology and economics are analyzed. The educational and methodological foundations of forming economic literacy, practical entrepreneurial skills, and principles of honest business conduct in students are also considered. The author justifies the need to create startups, involve young people in the activities of business incubators, develop the “Investments in My Homeland” initiatives, and establish the “Biznespedagogika.uz” digital platform through business pedagogy. In addition, the role of business pedagogy in increasing economic activity, reducing poverty and unemployment, and developing youth and women's entrepreneurship is also highlighted.

Keywords: Business pedagogy, entrepreneurial competence, general secondary education, economic literacy, innovative education, startup, business incubator, poverty reduction.

Introduction: Decrees of the President of the Republic of Uzbekistan on the “Concept for the Development of General Secondary Education until 2030”, as well as government documents such as the “Uzbekistan - 2030 Strategy”, pay great attention to the problem of students becoming knowledgeable and professional in general secondary education institutions.

This is not without reason, because entrepreneurial competencies are the basis of human capital and are recognized as a necessary factor for the socio-economic development of an individual, family, and country. In the world economy and pedagogy, the development of entrepreneurial competencies of students has been proving its effectiveness for decades. In developed European countries, various business pedagogical concepts and programs have been introduced to develop entrepreneurial skills of

schoolchildren. These programs are aimed at developing entrepreneurial competencies in students of general secondary education institutions, through which students acquire important skills for their future activities in the field of entrepreneurship.

Business pedagogy was formed as a branch of pedagogy, which is aimed at the personal development of students, the formation of their social and economic competences. Concepts such as “education”, “education”, “activity” in the science of pedagogy are also important in business pedagogy. That is, education: imparting entrepreneurial knowledge (eg, business planning, marketing, financial literacy); education: education of entrepreneurial spirit, sense of responsibility, social activity in students; activity: includes creating opportunities for students to implement real business projects through practical training.

Issues related to entrepreneurial competencies have been widely studied in international scientific literature. In the United States, Junior Achievement (JA) was founded in 1919 and provides programs aimed at increasing entrepreneurship and financial literacy among young people. In Finland too The Me & MyCity program was introduced in 2010 and provides students in grades 6-9 with practical knowledge about city life and entrepreneurship. Concept of Innovation & Enterprise (I&E) Education in Singapore Since 2004, special attention has been paid to innovation and entrepreneurship education in schools. In Australia, The \$20 Boss Program was introduced in 2015, which allows students to develop entrepreneurial skills by implementing small business projects. Canada's The Learning Partnership's Entrepreneurial Adventure The business-pedagogical program has been introduced since 1993 and involves students in business projects.

Austrian-American coach Peter Drucker ("Innovation and Entrepreneurship" (1985), Gary Hemel "Leading the Revolution" (2000), Professor at Harvard Business School Howard Stevenson ("A Perspective on Entrepreneurship" (1983), The works of Jeffrey Timmons ("New Venture Creation: Entrepreneurship for the 21st Century" (1990) and Allan Gibb ("Towards the Entrepreneurial University" (2005)) are of great importance in the field of business pedagogy and entrepreneurship education, and their works are used in many educational programs.

John C. Cowbo's work on entrepreneurship education analyzes the theoretical foundations of the formation of entrepreneurial competencies. Albert Bandura's social cognitive theory confirms the importance of socio-psychological factors in the development of entrepreneurial competencies. In projects implemented in the European Union, entrepreneurship education is considered as the main tool for preparing students for economic activity. This makes it urgent to widely study business pedagogical technologies for the formation of entrepreneurial competencies in secondary school students in Uzbekistan, and to conduct new scientific, methodological, convergent research in this area.

The theoretical foundations of business pedagogy are based on many disciplines, such as pedagogy, psychology, economics, and technological innovations. Its goal is to form entrepreneurial competencies in students, teach them economic literacy, and prepare them to carry out independent business activities. These foundations, in turn, serve to improve the modern business system and contribute to the economic development of society by teaching young people entrepreneurial skills. Therefore, our esteemed President called for supporting our entrepreneurs,

saying, "Developing entrepreneurship is a strategic task for us. Our support, our backbone, and our greatest strength are in this area. .. We need to protect and cherish business representatives who have great talents. They are very valuable people for us".

A study of the state of development of entrepreneurial skills among students in general secondary educational institutions has shown that economic literacy is one of the main elements of school business pedagogy. It includes topics such as teaching students how to work with money, budgeting, analyzing the benefits and costs of investments, and understanding the tax system. Economic literacy forms the knowledge and skills necessary for entrepreneurial activity.

The main goal of the modern general secondary education system is the formation of students' competencies. Therefore, the following competencies are of particular importance in business pedagogy: cognitive competencies, i.e. acquisition of theoretical knowledge about business; practical competencies - implementation of real business projects; social competences - effective work in relationships, working in a team; personal competencies - creativity, decision-making, sense of responsibility, etc.

The development of business pedagogy in Uzbekistan requires the implementation of several theoretical and innovative tasks. In particular,

Substantiation of technological principles of business pedagogical modernization of entrepreneurship education in general secondary educational institutions of Uzbekistan;

development of innovative technologies based on business pedagogy for the formation of entrepreneurial competencies in general secondary educational institutions;

creating a model of formation of honest business competencies in students;

entrepreneurial skills among the youth of Uzbekistan, teaching them how to create startups, providing mentoring and to provide networking assistance introduction of business-pedagogical programs of the School Business Incubator (MBI);

aimed at developing entrepreneurial skills of schoolchildren, supporting business projects "My investment in my country" development of the organizational, business-pedagogical foundations of the economic patriotism movement named;

There is an urgent need to launch the digital platform "Biznespedagogika.uz", aimed at popularizing the experience of developing entrepreneurial skills of schoolchildren, a network of business incubators, and students' economic patriotic initiatives.

Business pedagogy is an educational direction related to the development of entrepreneurial thinking, increasing economic literacy and preparing people for the business environment. Therefore, business pedagogy can play an effective role in reducing poverty and unemployment in Uzbekistan through the following main directions. Because one of the main causes of poverty is - Entrepreneurship is a lack of knowledge and skills. If the population has the necessary knowledge and skills for conducting business activities, the possibility of establishing their own business will increase. Business pedagogy helps people become self-employed by teaching knowledge such as business planning, market analysis, marketing, and financial management. prepares. Organization of special entrepreneurship courses for youth and unemployed prepares them for the labor market. Conducting practical training for small and medium-sized businesses helps to establish and develop a business.

Currently, great attention is paid to the development of vocational education in Uzbekistan. Business pedagogy serves to involve young people in the production process by encouraging entrepreneurship in schools and universities. Organizing "Fundamentals of Entrepreneurship" classes in schools will allow students to be introduced to the culture of entrepreneurship from an early age. Startup incubators at vocational colleges and universities encourage students to implement their business ideas. The combination of academic education and practice - not only limits students to theoretical knowledge, but also involves them in production processes.

Involving women in entrepreneurship is an important factor in reducing poverty in the world, and women's entrepreneurship is an important factor in ensuring social stability in society. Today, many women want to participate in economic activities, but they lack knowledge and skills. Business pedagogy teaches women the skills to engage in entrepreneurship even from home. For example, special courses can be held on setting up their own business in areas such as sewing, handicrafts, catering, and online shopping. This directly contributes to poverty reduction.

In rural areas of Uzbekistan The introduction of agribusiness training programs will further increase the income of the population, farmers and peasants. Also, training in financial literacy and agro-industrial technologies will help increase productivity through the use of modern technologies, create new jobs, and promote self-employment. He says he will teach.

Digital technologies play an important role in business pedagogy, and the possibilities of establishing online

education of entrepreneurship through the Internet are expanding. This means that online business pedagogical courses help to improve the skills of people and young people to earn money through the Internet. Also, developing entrepreneurship and startup culture among young people creates new opportunities for them. IT business pedagogy, in particular, can help train young people in programming and create jobs in high-income sectors.

can be an important tool for reducing poverty and eliminating unemployment in Uzbekistan. Its widespread implementation in the education system will increase the economic activity of the population, create new jobs, and shape an entrepreneurial environment. This means that business pedagogy will make a significant contribution not only to economic growth, but also to social stability, and to the implementation of the "Uzbekistan - 2030" strategy.

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