

Pedagogical Technology Used To Determine And Increase The Effectiveness Of Development Of Entrepreneurship In Students Through National Crafts

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Abstract. The article has developed a classification and methodology for the application of pedagogical technologies used to increase the effectiveness of the development of entrepreneurial skills of students through folk crafts.

Key words: entrepreneurship, folk, skill, efficiency, pedagogical technologies, graphic organizers, business games.

1. INTRODUCTION

In the context of globalization of economic development in the Republic of Uzbekistan, the competitiveness of the state depends on the full use of its existing scientific, educational and scientific-technical potential, the development of all sectors of the country through the widespread introduction of innovations in the economy, especially small business and national crafts. through which special attention is paid to the development of entrepreneurial skills.

2. THE MAIN RESULTS AND FINDINGS

Therefore, it is necessary to equip the broad meaning of entrepreneurship in the minds of students of higher education institutions with economic, pedagogical development, knowledge, skills and competencies related to the existing practical experience in conveying the secrets of entrepreneurship and crafts. Our main goal is also to achieve the development of human resources that can create additional jobs, create a positive competitive environment among young entrepreneurs, and contribute to the growth of the country's GDP.

High intellectual and physical maturity requires the education of young people who are aware of the scientific, technical and economic bases of production processes, conscious and creative attitude to work, and creates the need for pedagogical research in the development of entrepreneurial skills in students through national crafts.

In particular, in addition to providing students with knowledge and insights into the socio-economic foundations of national crafts in the development of small business and private entrepreneurship, to awaken a positive attitude to the industry by giving them specific instructions and acting on a conscious goal in future manufacturing enterprises. In addition to

performing management functions, it is advisable to provide guidance for them to become business entities.

The development of entrepreneurial skills through national crafts allows students to develop economic thinking, moral and business qualities, entrepreneurial skills, social activism, as a result of independent education and training they develop initiative, thrift, careful treatment of public property, self-reliance and responsibility. feeling increases. As a result of the development of entrepreneurial skills leads to the renewal of technological processes and equipment, the production of high quality products, personal success and prosperity.

We distinguish and interpret conceptual approaches in the design of teaching based on the use of pedagogical technologies:

✓ **Person-centered education.** By its very nature, it involves the full development of all participants in the educational process. This means taking into account the professional-psychological, pedagogical characteristics and abilities of the learner, in addition to the individualization and differentiation of the learning process.

✓ **Systematic approach.** Learning technology must have system characteristics such as the logic of the process, the interdependence and completeness of all its parts.

✓ **An activity-oriented approach.** Training focuses on the formation of procedural qualities of the individual, the activation and acceleration of the learner's activities, the disclosure of all his features, capabilities and initiatives in the learning process.

✓ **Dialogic approach.** Defines the psychological unity and interaction of the subjects involved in the learning process, which strengthens the creative process of the individual to show their abilities.

✓ **Organization of collaborative education.** One of the forms of active communication with students on the basis of equality, cooperation, implementation of the principles of democracy in the relationship between teacher and student, the development of the content and objectives of joint work, separate presentation of the results achieved, identifying and resolving objective contradictions in science and knowledge independent creative-learning activity, formation and development of dialectical thinking, their creative application in practical activity.

✓ **Use of modern means and methods of presenting information** – is the application of today's computer and information technology in the educational process.

Emphasizing that practice is the basis of knowledge does not negate the relative development of theory, but experience confirms that a particular theory is true.

On the basis of the established pedagogical conditions, if the level of development of entrepreneurial skills of students in the conditions of market relations through national crafts is not calculated and measured in terms of efficiency quantitatively and qualitatively, the work on its development can not be done.

The effectiveness of this process is guaranteed by the use of educational strategies - graphic organizers, which serve to develop entrepreneurial skills in students in the conditions of market relations on the basis of pedagogical conditions through national crafts and to form their perceptions of specific economic processes in vocational training.

In view of the above points, we give below examples of the use of graphic organizers in shaping the economic culture of students. Graphic organizers help students think

independently about an event once they have information on a topic. In addition, they generate motivations such as interest, need, aspiration, which are most necessary for students' cognitive independence. "T-chart", "Venn diagram", "Fish skeleton", "How?" In the formation of students' economic culture. diagram, "Why?" The use of graphic organisms such as.

"T-Graph". "T-Graph" is a universal graphic organizer for writing double answers (yes / no, yes (no), or comparison-contradictory answers during a discussion. For example, after reading the text "Business Ethics and Entrepreneurial Image" based on the principle of "for and against", a pair of readers read the following, He can make a T-Graph and after five minutes, on the left side of the chart, he can write down the possibilities to prevent the price from rising. Then for five minutes, they have to come up with as many reasons as possible against the idea. At the end of this time, they can compare their T-Graph with other pair sketches for another five minutes.

Venn diagram. The Venn diagram is used in two or more intersecting circles, leaving enough space to write between them. It should be used to contradict ideas or to show their common features. For example, suppose students compare "supply and demand" as they study "Innovative Forms of Entrepreneurship". The Venn diagram, together with the two circles attached to each other, makes it possible to draw a contrast between these groups, while at the same time showing their common elements.

The teacher can ask a pair of students to draw a Venn diagram in which they fill in only the two parts of the circles that apply to supply and demand, respectively. The pair is then joined to another pair, and the four people can compare their diagrams, and then in the middle, as they see it, make a list of features that are common to both groups.

Conceptual table. The conceptual table provides a comparison of the studied phenomenon, concept, and other aspects of the idea. Develops systematic thinking, data systematization, systematization skills.

Students:

1. Get acquainted with the rules of creating a conceptual table. Identify those to be compared, distinguish features according to the comparisons made.
2. Complete the conceptual table individually or in small groups:
 - lengthwise comparable (ideas, theories) are placed;
 - Write different descriptions for comparison by bed.
3. Presentation of work results.

For example, while studying the topic of "International Trade", students may be asked to complete a conceptual table on "The role of economically developed countries in international trade." In general, the formation of an economic culture of students requires the organization of active and independent learning activities. Active and independent learning activities should be associated with a high level of awareness. Only perceived knowledge will help the student to understand the high responsibility to society. There is no doubt that the graphic organizers, which we have described above with examples, have a special place in this process.

Independent work, industrial practice and business games also play an important role in the formation of economic culture among students. Business games have great potential in the formation of professional skills in future professionals.

Pedagogical and psychological conditions for the formation of entrepreneurial skills in students through national crafts, educational, technological and organizational forms of extracurricular activities (tours), the content, development mechanisms and teaching aids can be achieved. Organizing business games with students after such introductory trips is also very effective.

Entrepreneurship games are the closest method to real life and are of great practical importance. Below is a plan for a business game called Control. It is important to systematically place control tasks in a logical sequence in the learning process. This is because it is in the process of supervision that students develop professional skills and abilities. The purpose of the business game "Control" is to develop students' skills in the development of control questions of a reproductive and productive nature:

- ✓ students are divided into several groups;
- ✓ a group leader is appointed;
- ✓ each group chooses a topic in the specialty;
- ✓ a plan of the subject is made;
- ✓ The group leader assigns tasks to develop control questions of varying complexity.

Appoints a person responsible for the development of several questions of a level 1 reproductive nature;

Appoints a person responsible for the development of control of a level 2 reproductive nature;

Appoints a person responsible for the development of a control task of a Level 3 productive nature;

Assigns a person responsible for the development of a control task of a Level 4 productive nature.

Upon completion of the tasks, a presentation will be made, and the results of the presentation will be evaluated based on the evaluation criteria. The teacher points out the strengths and weaknesses in the analysis of student performance.

"Control" The business game called "Students" develops the ability to develop control tasks of different complexity on topics. Proper organization and conduct of control in the educational process, especially in the organization of the educational process on the basis of a facilitative approach, is the basis for the formation of professional skills and training of qualified specialists.

The following pedagogical principles should be followed in the use of business games in the development of entrepreneurial skills in students through crafts:

1. Transfer the model of the real situation in production and take into account the dynamics of production. We are well aware that the development of the production process is of a constantly changing nature. It is this variability and dynamic development that must be taken into account in the process of organizing business games.
2. It is necessary to take into account the content and form of professional activity, to develop business games that are specific to each specialty.
3. Focus on developing teamwork skills.

4. Taking into account the dual planning feature of the method of business games. As business games are organized, they reflect both the learning process and the production process. In this case, the two processes overlap and complement each other. That is why it is necessary to ensure that business games have a dual planning feature

5. Attention should be paid to ensuring the problematic nature of the imitation model. As we translate and analyze specific episodes from situations in the craft process into the learning process, we need to ensure that the situation is dedicated to a specific problem. Because it is the problematic imitation models that thoroughly prepare students for production activities. Because our most important task is to teach students to easily solve problems and issues encountered in production activities.

1. Another such business game is the Uddaburon Entrepreneur game. The game consists of eight stages:

2. Step 1. Preparatory phase. The teacher introduces the participants to the conditions of the lesson (3 minutes).

3. Phase 2. Based on the BLITs-game (clear, short answers to the questions), students are asked the following questions to determine their level of quick thinking:

1. What is the need? What types do you know?

2. Define the concept of capital.

3. What are the functions of the loan?

4. What do you mean by market?

5. What is competition?

6. What are the forms of competition?

7. Who do you mean by “entrepreneur”?

8. Explain the concept of “owner”.

The students with the best results will be identified and assigned to an expert group (4 minutes).

Step 3. The following questions will be asked to the remaining students on the basis of BLITs-game:

1. What is demand?

2. What do you mean by an offer?

3. What do you mean by microeconomics?

4. Define the concept of macroeconomics.

5. What types of markets are there?

6. What forms of ownership are available?

7. What is doing business through crafts?

8. What is a benefit?

Students who answer questions quickly and accurately are identified and gain the right to form a leadership group on their own. In this way, game participants are divided into three groups (4 minutes).

Step 4. The groups are given the task to develop their business plans independently (30 minutes).

Step 5. Each group leader introduces participants to their business plans (12 minutes, 4 minutes for each group).

Step 6. The best business plans will be determined by the members of the expert group based on the evaluation of business plans (5 minutes). The business plan is evaluated according to the following criteria:

1. Any work that guarantees the success of entrepreneurial activity (purposeful determination of the type or direction of entrepreneurial activity - taking into account regional needs and needs of the population, social significance, economic efficiency; clear indication of the source and total value; correct expression of tasks and amounts of wages; available technical equipment, devices and their number; type of product; cost of production, ability to sell the product; total cost, etc.) for the reflected business plan - 5 points.
2. For a business plan that does not take into account some objective and subjective factors - 3 points.
3. -1 point for a business plan that does not adequately meet existing requirements.

Step 7. Based on the discussion, the participants of the game express their reaction to the decision of the expert group (5 minutes). Step 8. The game is over (3 minutes).

During the game, dialogue, cluster, SWOT analysis, problem situation, presentation methods are widely used.

3. CONCLUSION

In conclusion, we can say that the legal framework for entrepreneurship is being created and developed in our country. Effective mechanisms have been created to protect private property and ensure its inviolability, which has become a source of research, aspiration and initiative in the student. Through these concepts, it is necessary to ensure that the younger generation will live a prosperous life in the future and pay more attention to the formation and development of entrepreneurial skills in them.

Summarizing the above, we can recommend the following:

- work on the development of entrepreneurial skills in the system of higher education through national crafts is carried out by identifying their interests and abilities in psychological and practical preparation for work.
- Organizes independent education of students in the educational process on the basis of study of educational normative documents (State educational standards, curricula, science programs, etc.) that cover the process of formation of knowledge and skills of national crafts in students in the field of labor education and pedagogy and psychology in higher education institutions it is necessary to study and generalize the theoretical data on
- In the process of organizing the development of entrepreneurial skills in students through national crafts, pay special attention to the fact that labor is a means of creating, shaping, achieving perfection, the development of positive attitudes.;
- The use of the subject "Labor Education" and opportunities for independent learning in the development of the basics of national crafts.

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