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Paper Authors: **Shokirov Temurmalik Farhod o'g'li**



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COMPONENTS, CRITERIA, INDICATORS OF DEVELOPMENT OF BUSINESS SKILLS IN THE FAMILY

Shokirov Temurmalik Farhod o'g'li

Masters of Termez State University

Faculty of Social Sciences

temurmalikshokirov@gmail.com +998970697878

Annotation: This article discusses the components, criteria, indicators of entrepreneurial skills development in the family, indicators of economic literacy competence, description of entrepreneurial skills, economic culture competence, components of entrepreneurial skills development.

Keywords: entrepreneurship, family entrepreneurship, entrepreneurial motivation, economic literacy, entrepreneurial function, economic competencies, business, economic competence, entrepreneurial motivation, business components.

INTRODUCTION

It is known that in Uzbekistan, the consistent work on employment, creation of decent living and working conditions for the population, the effective result of which is determined by the well-being, prosperity and high living standards of the people. Vocational training, on this basis, the development of small business and entrepreneurship is important for any country, because this process, along with the employment of the population, especially students, to improve their future well-being, to develop their existing abilities, it also helps to pass down centuries-old national traditions and values from generation to generation. In this regard, the Decree of the President of the Republic of Uzbekistan No. PF-5106 of July 5, 2017 "On increasing the effectiveness of state youth policy and support the activities of the Youth Union of Uzbekistan" was justified. will not be exaggerated. The decree provides for

"creation of favorable conditions for young people to master modern professions, employment, development of entrepreneurial skills, their involvement in small business and private entrepreneurship, encouragement of their initiatives, realization of their intellectual and creative potential." This is a clear indication of the fact that "assistance" has been identified as a priority.

The main part. Developing entrepreneurial skills in students is one of the key components of economic competence. That is why the development of entrepreneurship in students should be considered as an integral part of the educational process. To define the description of entrepreneurial skills that need to be developed in students, the concept of "entrepreneurship" is required to define the role of entrepreneurship in modern society in relation to entrepreneurial qualities and abilities.

Although the history of entrepreneurship goes back a long way, it was formed as a term in the 18th century. The modern economic and educational literature distinguishes three periods of scientific understanding of the function of entrepreneurship¹. The first stage dates back to the 18th century, when the entrepreneurial function of political economy was defined as a means of explaining the sources of economic growth and the nature of profits. The use of the term in English as "entrepreneurship" was used by the French in the seventeenth century as "entreprendre" to mean people who were able to take risks in new production.

In the Middle Ages, "entrepreneur" was used in two senses: organizer of various musical events and public performances, and director of large-scale production and construction projects. The manager of this type of project did not need to take any risks: he only supervised the implementation of all work using the resources provided to him. These "entrepreneurs" usually acted as mentors.

Originally from Ireland, Richard Cantillon, an Irish economist, popularized the concept of entrepreneurship in economics. In 1755, he described him as "an entrepreneur - a person who buys goods for resale at an unknown price and decides on processing as a result of this operation, uses resources, is based on risk in the production process."

It should be noted that risk is not the main feature of entrepreneurship. In particular,

A. Smith described entrepreneurship in relation to the individual who takes economic risks in order to get a business idea and profit. That is, he plans, organizes production, distributes production results³. Political economy theorists (F. Kene, J. Thurgo, A. Smith, D. Ricardo, etc.) considered the entrepreneur primarily as the owner of private capital.

The second stage in the development of entrepreneurship theory involves the identification of innovative ideas and activism as the main distinguishing feature of entrepreneurship.

The founder of this line, Y. Shumpeter, interpreted the entrepreneur as a central element of economic development, which seeks to use a new combination of factors of production, resulting in innovation. This interpretation highlights the social and economic behavior of the entrepreneur with an active innovative character.

Particular attention is paid to the personal qualities of the entrepreneur in the acquisition of risk and innovative ideas. These changes are typical for the third stage of business development. The emergence of entrepreneurship in this period is based on the creation of a multifunctional model of entrepreneurship. In this interpretation, the entrepreneur is seen as the creator of the market.

From the first years of independence, the First President of the Republic of Uzbekistan IA Karimov said that "Entrepreneurship is the main

economic tool for overcoming economic difficulties, leading to economic development, the locomotive of development."

Due to the presence of original and contradictory points in the scientific literature, the stages of development of entrepreneurship are characterized by their own characteristics. According to the British economist A. Smith, "an entrepreneur is an economic risk-taker who pursues a commercial idea and makes a profit, who plans, organizes and manages the results of production." focuses on freedom of competition in the context of the economy.

In his economic views, J.B. Sey emphasized that the main task of entrepreneurship is to rationally combine and combine the factors of production. According to him, "an entrepreneur organizes the activities of other people in the production process."

Well-known Austrian economist J. Schumpeter made a significant contribution to the formation and development of business theory. According to his theory, "Entrepreneurship means creativity, the search for innovation." He explains that the task of entrepreneurship is to produce new products by developing new production processes, to develop new types of raw materials, and to find new markets and sell goods.

A. Olmasov and M. Sharifkhodjaev, economists of our country, noted that "Entrepreneurship is not only a factor of earning money, but also a factor of earning income

through creative activity," noting that entrepreneurship is not just an activity, but an economic activity for profit. lib argue that economic growth will not occur if it is not activated, and they focus precisely on the qualitative aspect of entrepreneurship.

"Entrepreneurship is an economic activity aimed at making a profit and using it effectively, regardless of its form and field," Shodmonov said.

H. Abulkasimov describes entrepreneurship as "an economically productive activity that is not prohibited by law."

Economists have different interpretations of the concepts of "business", "entrepreneur", "entrepreneurship" and have not come to an agreement. Recognizing their theoretical views on entrepreneurship, we described its content as follows: "Socio-economic activity".

Entrepreneurship is described in the National Encyclopedia of Uzbekistan as follows: "Entrepreneurship is an economic activity, the main type of business, aimed at making a profit by investing capital and creating goods and services. Entrepreneurship is the economic activity of business entities at the risk of profit and on the basis of property liability within the framework of applicable law. Entrepreneurship is a business, but not every business is a business. Goods and services will be created in business and entrepreneurial activity will take place. "

R. Khakimov, who conducted the first research in the field of business education,

describes this concept as follows: It is a type of activity aimed at making a profit by taking full advantage of the available opportunities, rather than allowing for timely and positive solutions, homelessness, procrastination and inability to use financial resources wisely. . According to the author, in a market economy, there is an opportunity to conduct business on a large scale in such areas as industry, agriculture, transport, public health, education, culture and consumer services. .

DR Rakhmatullayeva, who conducted research on the problem of entrepreneurship-oriented training of students of vocational schools in the framework of the tasks set out in the Action Strategy for the further development of the Republic of Uzbekistan, defined the concept of "entrepreneurial activity" as follows: "Entrepreneurship is the main category of a market economy, which is engaged in a special innovative form of production in risky conditions, aimed at earning income and profit through their own property. Also, entrepreneurship - a thorough mastery of the basics of economics, gaining experience in the field of management and administration, timely and positive solution of problems, rational use of economic and material resources is a focused activity"

The pedagogical definitions of entrepreneurship are also controversial and do not fully explain its meaning in relation to modern conditions. Entrepreneurship is a

phenomenon associated with many changes that require an integrated approach. First of all, entrepreneurship is an independent entrepreneurial activity based on the personal responsibility and risk of the entities aimed at profit and personal income. This activity is carried out as private entrepreneurship (individual and group), family entrepreneurship, as well as public associations and public organizations. It is also important to keep in mind that entrepreneurship is based on ethnic and cultural-historical traditions. It is related to the specific cultural environment and reflects only the characteristics of that environment.

Entrepreneurship education is becoming an important component of any activity, a necessary condition for successful work in various sectors and areas of the economy. With this in mind, the State Education Standard for General Secondary Education, approved on April 6, 2017, defines two specific competencies in the subject of "Fundamentals of Economics": economic literacy and economic culture.

Economic literacy competencies include the following indicators:

- 1) be able to explain the content and essence of basic economic concepts, if necessary;
- 2) apply the basic terms of economics in real-life and educational situations in their place, orally or in writing;
- 3) can analyze economic events and processes in terms of the interests of the individual and society;

4) explain the laws of the market economy;

5) find optimal solutions to problems that may arise in normal and unusual life and educational situations;

6) be able to use economic analysis tools such as models, diagrams, tables, charts, economic maps in the analysis of key national and international economic indicators;

7) can combine knowledge of economic education with other disciplines.

The following indicators of competence in economic culture are identified:

1) optimally owns, effectively uses and manages the economic resources at its disposal;

2) treats social benefits sparingly and rationally;

3) give priority to ecology and environmental protection in the course of economic activity;

4) knows and follows the rights, duties and obligations of the consumer;

5) knows the methods and means of realization of personal economic interests in harmony with the interests of society;

6) is able to correctly assess the current economic and educational situation, find the most optimal solution;

7) enter into economic relations within the framework of current legislation.

In her article "Entrepreneurs are not born" IS Muradova notes that initiative can be expressed in two ways. The first is the use of

entrepreneurial ideas, the second is the generalization of these ideas. In the first case, a person's conscious participation in production or other activities occurs. The second type of initiative is the development of entrepreneurial ideas, the organization of their implementation, the achievement of positive results in the form of profits, the expansion of production or the creation of a new type of activity.

Specific personal characteristics relevant to the components of entrepreneurship development are conditional. All personality traits are interrelated and reflected through each other. We try to identify the characteristics of a student with entrepreneurial skills.³ Pugachev V.P. Personnel management of the organization. - M.: Aspect Press. - 2000. - P. 135.

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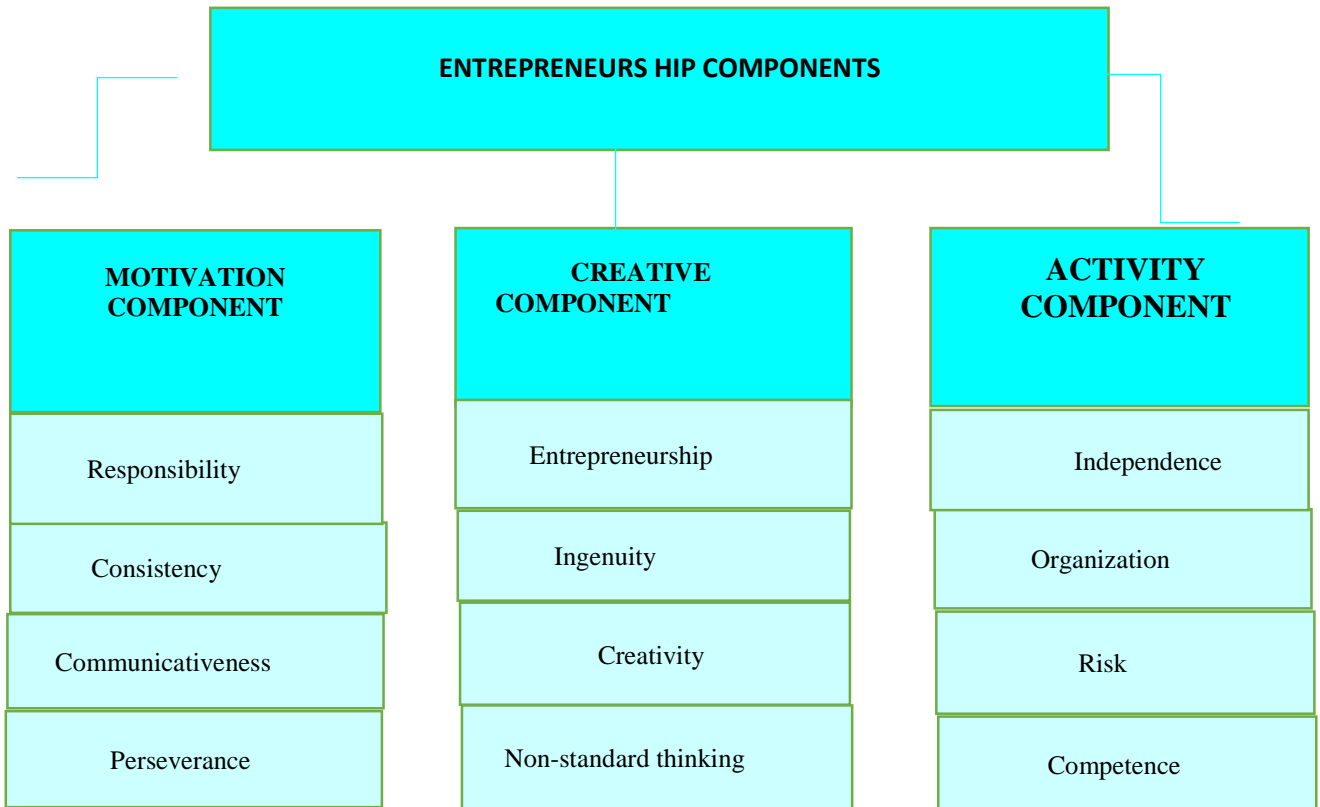


Figure 1. The structure of the components of entrepreneurship.

Conclusion. Today, the need for all professions that meet the interests of building a democratic state is growing and growing, and in response to this, society is demanding the professional intelligence and abilities of students. All kinds of professions require such qualities as initiative, skill, creativity, competitiveness, adaptability to the requirements of the times.

Entrepreneurship management can help young people develop such qualities as nationalism, thrift, resourcefulness, intelligence and entrepreneurship. . It is clear that parental

influence on student choice of entrepreneurial activity is large. Entrepreneurs have a great reputation for their activities and goals. They are loyal to their work. Information is being disseminated to encourage young entrepreneurs to mobilize all their resources to ensure the success of the business movement and to achieve the goals they have set for themselves. A positive attitude towards entrepreneurship affects the life, lifestyle and personality of the entrepreneur.

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