

THE STRUCTURE OF FORMATION OF READINESS OF STUDENTS OF PROFESSIONAL COLLEGES FOR ENTREPRENEURIAL ACTIVITY

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Annotation

This work considers the structure of the formation of entrepreneurial readiness of students of professional colleges

Keywords: vocational college, entrepreneurship, small business, training system, education.

The main purpose of vocational training of students of professional colleges is to form the readiness of students for entrepreneurship. In the scientific literature, it is described as an important sign of "readiness" (readiness), the ability to work, its regulatory, the presence of certain abilities.

There are many interpretations of the concept of "preparation" in the psychological and pedagogical literature, including, according to L.M. Gura, the concept of preparation is interpreted at different levels of mental behavior, regulated mental processes in relation to the environment. Some authors consider preparation at the level of psychophysiological effects, while others consider activity at the level of initiation.

Thus, the preparation of students for professional activity is a special personal situation, which includes the need to identify different reasons, patterns of behavior, specific ways of doing things, to evaluate opportunities in relation to difficulties and to achieve a certain result. Thus, preparation for activity has a complex structure, it is an expression of the sum of intellectual, emotional, causal and volitional aspects of the individual, and it includes the ability to organize their work, the ability to see the prospects of development, the ability to work independently.

The preparation of students of vocational colleges for entrepreneurial activity, in our opinion, consists of an integrated system of interrelated qualities of the individual, which includes the development of cognitive abilities, the formation of mechanisms of voluntary regulation of behavior and the nature of causes.

Considering the structure of the process of forming the readiness of students of vocational colleges for entrepreneurial activity, we followed the following definition of "structure" - it is the sum of the integrity of the object and self-sustaining stable relations, ie retaining its basic properties in various external and internal changes.

One of the important components of preparation for entrepreneurial activity is the methods and forms of economic activity, so the next component in this structure is the activity-related component. It is explained by three elements:

- direct participation in economic life (as a consumer);

-participation in educational and entrepreneurial activities in the process of studying at a professional college;

- Acquisition of skills and competencies necessary for the successful implementation of entrepreneurial activity.

The activity component includes the ability to implement knowledge of entrepreneurial activity, the ability to create business projects. This is due to the formation of two groups of skills and abilities in college students at a sufficiently high level: 1) the ability to conduct individual entrepreneurial activities, the ability to design and implement entrepreneurial activities of the educational institution; 2) the ability to reflect on the results of their activities, evaluate achievements and take into account shortcomings.

The essence of the next cognitive component of the preparation of students of professional colleges for entrepreneurial activity is the knowledge about the development of entrepreneurship and the infrastructure of legislation, the activities of people engaged in entrepreneurial activities; is to know the technology of production of various goods.

The cognitive component consists of three elements:

-knowledge of economic and business laws;

-understand and comprehend the need to comply with the laws of the socio-economic environment;

-Personal research in the field of economics, entrepreneurship.

These elements allow to cultivate an understanding of the socio-economic and political events taking place in our country and abroad, on the basis of which there is an opportunity to develop views, beliefs, opinions and personal views.

The cognitive component includes the knowledge of the person about his professional activity, about himself as a subject of this activity, about his personal characteristics, about the features of self-improvement. This knowledge is formalized in the subjective image of "I and the profession."

The theory and practice of preparing students for entrepreneurial activity have shown that insufficient attention is paid to the determination of important socio-psychological qualities of the entrepreneur, such as responsibility, organization, (ability to mobilize and use time, energy and resources wisely), purposefulness, self-confidence. At the same time, it is they that together with communicative qualities come together to shape the business behavior of a business entity. The content is a functional component of preparation for entrepreneurial activity and is a set of professionally important socio-psychological qualities.

Formation (i.e. the ability of a person to follow certain principles and ideas throughout his life) as well as goal-orientation is important for a potential entrepreneur, goal-orientation is the ability to set clear goals for certain actions and not focus on anything else in the process. When we say goal-orientation, we mean "a person's conscious and active focus on a particular outcome in his or her activities."

Our understanding of the responsibility of the entrepreneur as an attribute corresponds to the following definition of this concept: “Responsibility is a form of self-regulation in which an individual perceives himself as the cause of actions and their consequences and is characterized by understanding and controlling the ability to be the cause of action ”

According to the assessments of entrepreneurs, among the aspects that provide objective activity in entrepreneurial activity can be: the ability to make unexpected decisions quickly; risk-taking skills; communicative advantages; aggression of character; aspiration skills; ability to work with people; sustainability of behavioral and value strategies in different situations.

Thus, defining the concept of “preparation for entrepreneurial activity”, we considered it as a complex structural, four-component phenomenon characterized by motivational, active, cognitive and functional components.

The main component of orientation training is personal training, which reflects a person's subjective creative attitude to entrepreneurship, that is, the desire, interest to participate in this activity. Externally, personal training is manifested in a respectful attitude to entrepreneurship and a conscious choice of entrepreneurship as a field of his future career.

An important component of orientation training is cognitive training, which includes the level of development of all cognitive processes that enable entrepreneurial activity. This degree implies the existence of entrepreneurial thinking, creative and reproductive imagination. In addition, cognitive training includes the acquisition of knowledge, skills, and competencies provided for in the entrepreneurship-oriented training program.

In the field of voluntary training, free management of behavior should be formed, which allows a person to follow the norms and rules of entrepreneurial activity.

Socio-psychological training includes the qualities of college students that allow them to strive for innovation, to take risks in a competitive market economy, to be responsible for their actions, to be diligent in achieving a set goal.

The analysis of the structure of preparation of college students for entrepreneurial activity can be carried out both on components and on levels of directional training.

Separation of teaching levels by directing students to one or another type of activity has been done by many scholars who study educational problems.

Separating a person's level of entrepreneurial-oriented learning is a very complex problem that cannot be solved solely on the basis of an analysis of the literature sources. This is because the formation of entrepreneurial readiness of future junior specialists is provided by the synthesis of interrelated components: motivational, cognitive, functional and functional components, which shape the causes and values of commercial activity, important professional personal qualities of the future entrepreneur, the formation of a certain entrepreneurial point of view. covers.

The results of the study show that this requires diagnostic tools, tests and control tasks to assess the individual's entrepreneurial orientation, among which the priority is self-assessment of professionally important qualities for future entrepreneurial activity.

This is the essence and structure of student entrepreneurship preparation and orientation. It allows us to conclude that the sum of all the components under consideration represents a holistic product. Because an entrepreneur is at the same time an entrepreneur, an economist, a marketer, a financier, a manufacturer, and a lawyer, he must be able to make decisions independently, taking into account each of the professions listed.

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