

THE USE OF INTERACTIVE METHODS IN THE ORIENTATION OF STUDENTS TO ENTREPRENEURIAL ACTIVITY

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ABSTRACT:

The integration of Uzbekistan higher education into the global educational space leads to constantly changing requirements for the training of specialists who not only have high-quality professional competencies, but are also ready for continuous personal and professional development, which can be achieved only through a creative approach to the organization of the educational process, a combination of traditional and modern teaching methods. This approach is of particular importance in business education.

Keywords: performing creative, business activities, business communications, and final qualification.

INTRODUCTION:

In passive learning, the student acts as an object of educational activity: he must master the material that is passed to him by the teacher at the lecture, or get knowledge from the educational literature. The active method is a form of interaction between students and teachers during a class. At the same time, students are not passive listeners; they are active participants in the educational and cognitive process, performing creative, search, and problem tasks. While passive methods suggest an authoritarian style of interaction, active methods are distinguished by a democratic style. All participants of the

educational process interact with each other, exchange information, solve problems together, model situations, evaluate the actions of partners and their own behavior, and immerse themselves in the real atmosphere of business cooperation.

In contrast to active methods, interactive methods are focused on a broader interaction of students not only with the teacher, but also with each other, i.e. the emphasis is on the activity of students in the learning process. The teacher's place in interactive classes is reduced to moderating the students' activities to achieve the goals and objectives of the topic being studied. Interactive methods are considered as the most modern form of active teaching methods, assuming a different logic from the usual educational process: not from theory to practice, but from the formation of new experience to its theoretical understanding through application. In addition, the experience and knowledge of the participants in the educational process serve as a source of mutual learning and mutual enrichment.

In such classes, students develop professional entrepreneurial competencies, develop entrepreneurial abilities, and identify personal qualities and inclinations of future or existing students-entrepreneurs. Therefore, interactive activities find a worthy place in many training courses.

Challenge-a case-championship: The content of the championship is the solution of real business cases. Teams of University

students take part in it. Over the course of several hours, the teams compete in a decision, and a jury of experts selects the best of them. The championship is held under the slogan «Challenge!».

You came up with an idea for a startup — to develop a mobile app. However, you have two limitations, namely: you do not know how to develop mobile applications and you do not have the money to hire a very cool specialist. Suggest three possible solutions to this problem.

You live in an ordinary residential area, in an ordinary apartment building. One day, leaving the house, we saw that one of the apartments on the first floor was reconstructed into a small room with a separate entrance. Offer a promising idea for opening your own business in this location.

In many American bachelor's degree programs that are necessary for a competitive entrepreneur, we find a lot of disciplines that affect entrepreneurial abilities, as well as the formation of general professional and implementation of personal qualities of general cultural competencies (management and aptitudes of students, professionalism, economics, accounting, which are financially significant for entrepreneurship, communications, computer science, and business activities. Key importance, etc.), and the disciplines that are designed to solve it have the ability to form professional enterprise systems of competencies, thanks to which the teaching competencies that graduates acquire the required pro-vides are significantly more modest. In some professional qualifications for employment, the following approach is implemented: entrepreneurship management.

In this regard, it is important to emphasize that it is incorrect to consider entrepreneurship training as an option for management training. It is also incorrect to assume that an entrepreneur is one of the

varieties of the managerial profession. Of course, entrepreneurs need managerial skills. But they are necessary for any person who manages something and / or someone, for example, himself. Everyone who runs their own or someone else's business needs them.

The other extreme is the recognition of the importance of forming only competencies in the field of business creation in the course of training (options: creating and bringing the business to the first sustainable sales, implementing the entire startup complex, generating new business ideas). This corresponds to the understanding that the subject of entrepreneurship training is only the creation of a new enterprise. Entrepreneurship training is seen only in teaching students how to create a business, and its mission is to form competencies for creating a business (sometimes only in writing business plans).

This approach unduly restricts the range of competencies that real entrepreneurs need in their professional activities, and thus narrows the content of the educational program. It is not difficult to create a business; it is much more difficult to conduct a successful startup. But the most difficult tasks are the retention of the established and even initially promoted business, its consistent development, as well as its timely termination without negative consequences. This is obvious to any current entrepreneur; and this is also confirmed by the statistics on the survival of young companies, which we cited in the previous article [1].

Entrepreneurs are engaged not only in creating a business, but also in its management, development in a competitive environment, as well as termination. To do this, they need the appropriate competencies. Students should be taught how to coordinate business processes and business communications, attract resources and achieve results, how to skillfully and conscientiously withstand competition and

achieve success in it, how to manage business growth and diversification, reengineer business, make changes in it and overcome resistance to changes in the internal and external environment, how to manage yourself in the process of entrepreneurship. It is also important to teach them how to stop a business project in a qualified and civilized manner, without resorting to "running out of business", which is fraught with problems with partners and law enforcement agencies, and get out of it or get out of business altogether. Graduates should have a professional attitude to leaving the business and an understanding that leaving the business, like business failures, does not mean a career failure and is not a life disaster.

This program should contain the necessary list of relevant training courses/modules, special courses, practical classes, topics of diploma projects and control and measurement materials. It may include, for example, training courses/ modules on the theory and history of entrepreneurship in Russia and abroad, on business management, marketing, competition, business law, business psychology, antitrust regulation, startups, change management, project management, innovation management, risk management, business communications, business modeling, mergers and acquisitions, business security, outsourcing, franchising, enterprise development, etc. Its components can also be training courses / modules on management, enterprise economics, finance, accounting, sociology, leadership, stress tolerance, self-management, etc., designed to form students' general professional and general cultural competencies.

The content of some disciplines (marketing, business law, project management, etc.) has become established over time. The situation is more complicated with the content of the basic disciplines on the theory and practice of entrepreneurship. Often textbooks

on entrepreneurship or its basics contain information, most of which are only indirectly related to entrepreneurship. From the conglomerate of information offered by the authors, the reader can get an idea of important subjects, for example, about the economy and finance of an enterprise, intra-company management, the basics of pricing, state policy to support entrepreneurship, and very little information about entrepreneurship itself.

There are very few textbooks on entrepreneurship in Russian developed by domestic authors. Most of them describe only the "basics" of entrepreneurship, but not the components of entrepreneurial activity for the creation, conduct, development, and termination of entrepreneurial activity.

Such courses and textbooks often combine information about entrepreneurship, venture capital financing, family firms, social design, business planning, and the use of the firm's external relations [3]. Thus, one of the typical American textbooks of 700 pages "Entrepreneurial Small Business" contains a lot of information about the opportunities and ethics of small business, the construction of ideas and business plans, small business strategies, marketing, product promotion, distribution, finance, accounting, operational management, risk management, personnel management, leadership and success technologies. Textbook authors are often caught up in overly broad interpretations of entrepreneurship, meaning that entrepreneurs are all enterprising people, regardless of whether they run their own business, only dream of opening it or not at all, preferring more sustainable employment to entrepreneurial risks (English is poorer - it does not have the concept of "enterprising person"). Many authors also often follow theoretical views that equate entrepreneurship with innovation or with the conduct of startups, usually in the field of high technology.

It can contain information about failures, unresolved or not fully resolved problems, and complex relationships between companies in a competitive environment. It is important that the final qualification work prepared by the graduate based on the results of pre-graduate practice contains a qualitative analysis of the causes of success and failure, ways to solve entrepreneurial problems, a critical look at the state of affairs and an assessment of the reserves for its improvement.

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