

PEDAGOGICAL WAYS OF DEVELOPING ENTREPRENEURIAL SKILLS IN THE FAMILY

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Annotation

In this article, the ways of organizing entrepreneurship and work in families, the structure of the development of entrepreneurial skills in children in the family, the level of development of entrepreneurial skills in the family, and the ways of forming them in young families based on the plot of a business game with its members and the analysis of the results are presented.

Keywords: family, entrepreneurship, family economy, savings in the family, business games, standard of living.

Introduction

The most important priority task that should be given special attention as a factor underlying the modernization and rapid development of the economy of our country and the improvement of the population's well-being is the implementation of long-term and closely related large-scale measures aimed at improving the living standards of the rural population and changing the appearance of our villages. increase, acceleration of the development of the social sphere and production infrastructure, fundamental revision of the status, role and importance of the owner, entrepreneurship and small business, comprehensive support for the development of farms.

Taking into account that the environment of the family economy determines the improvement of the standard of living of the population and that almost 60% of the population of our republic lives in rural areas, as a result of the implementation of the specified measures, the level of well-being of the population has increased and has had a positive effect on the indicators of the socio-economic development of our country.

The rapid growth of the economy and employment of the population, targeted measures aimed at increasing the efficiency of social protection of the population, consistently increasing the population's income, wages, and living standards, ensured that it took its rightful place in the world economic system.

With the development of entrepreneurship, every family has the opportunity to increase their income. The level of development of market relations in our republic has an impact on the growth of income from business in the total share of household income. Entrepreneurship is not an activity that is easy at first glance and gives immediate results. Any entrepreneur starting his own business is required to have certain knowledge and qualities.

Organization of entrepreneurship and work in households - increases family income by providing additional work for pensioners, disabled, mothers with young children and students. An increase in household income is one of the main reasons for a family to become wealthy, while earning income, saving it and spending it wisely. Household income as a basic condition of well-being strengthens the economic incentive. At the same time, it increases the population's interest in earning money and makes everyone in the family feel personally responsible for their well-being. Therefore, personal income remains the main factor in living a good, fulfilling life.

Analysis of the Relevant Literature

A number of scientific-research works have been carried out within the social-psychological perspective of family relations, and some aspects of these issues have been studied by the scientists of our country: G.B.Shoumarov, V.M.Karimova, Sh.R.Barotov, N.S.Safaev, N. Utepbergenov, N. Lutfullaeva, F. Rozikov; and in explaining its economic content, Q. Abdurahmonov, A. Olmasov, A. Vahobov, Sh. Shodmonov, U. Gafurov, A. Rasulev, D. Tojiboeva expressed their opinions. From CIS researchers A.N. Antonov, T.V. Andreeva, A.G. Kharchev, E.P. Belinskaya, Z.Z. Vakhitova, A.P. Vyatkin, E.V. Golubeva, A.I. Gochiyaev, In the scientific works of N.A. Zhuravleva, E.A. Uglanova, N.V. Mojaykina and others, attention is focused on economic relations in the family.

Research Methodology

During this study, the employees of the organization perceptions of the household based on a socio-psychological questionnairesystematic approach and analysis methods were used. Nand as a methodological basis, literature and scientific articles explaining family relations, analysis of opinions of scientists, and observation of processes were carried out.

Analysis and Results

In the market economy, the economic role of the family is complex and multifaceted. The family will have to manage the household, family business, reproduction of labor force, supply of consumer demand, creation of investment potential and many other issues. Taking these into account, the general economic tasks of the family in the system of market relations can be expressed as follows:

- formation of new needs and opportunities of the family;
- creation and development of the necessary conditions for the implementation of the family's economic tasks;
- increasing the socio-economic status of the family;
- ensuring the family's normal living conditions and social support.

Here, the concept of the socio-economic status of the family is an integral indicator, and in family relations it represents the features of the socio-political structure of the state, its legal foundations, the level of economic development, culture and social consciousness.

If we talk about the family economy, it is necessary to take into account the economic conditions of all layers of the society. In the family economy, the increase in income does not change the way of life of the family, but leads to an increase in expenses. When the family's budget is reduced, it is not possible to use a certain amount of financial assistance in emergency situations like the state system. That is why it is necessary to plan expenses well in the family. And the family members should take into account their conditions in this regard and act.

As social and economic relations in the family are connected with the development and consumption of life goods and tools, it is also purposeful to pay attention to ways of developing entrepreneurial activities of children in the family. It is necessary for the family to pay attention to the effective use of this opportunity when forming the concepts of saving in family members. Active involvement of children in activities such as making purchases, placing them, preparing and eating food, washing, as well as doing household and household chores creates the necessary conditions for them to master the concepts of saving.

This is not about cutting costs, but about spending money on value. Smart spending planning can improve your standard of living even without making a lot of money.

Family budget planning is one of the foundations of managing personal funds and achieving financial well-being. Why is this necessary? Not to spend all the money in our hands inappropriately, to direct it to achieve your goals and to be financially free and to make our lifestyle beautiful.

Another issue related to family economics is understanding the role of entrepreneurship. The role of an entrepreneur - an entrepreneur is a person who finds an opportunity to make a profit, takes financial and emotional risks and starts a business with the goal of making a profit.

Economists interpret concepts such as "business", "entrepreneur", "entrepreneurship" in different ways and do not agree on this. Acknowledging their theoretical opinions on entrepreneurial activity, we defined its content as follows: "Entrepreneurship is a socio-economic activity that consists of meeting market consumption requirements and obtaining profit based on the effective use of available production resources through economic activities based on various forms of ownership." Pedagogical definitions given to the concept of "entrepreneurship" are quite controversial and do not fully reveal its essence in connection with modern conditions. Entrepreneurship is a phenomenon associated with many changes that require an integrated approach. First of all, entrepreneurship is an initiative independent activity carried out on the basis of personal responsibility and risk of subjects aimed at obtaining profit and personal income. This activity is carried out as a private business (individual and group), family business, as well as public associations and state organizations. Preparing young people for vital activities in the conditions of the market economy requires the development of entrepreneurial skills in them. The urgency of this task can be justified by the following social factors: the prestige of entrepreneurship, the growth of its prospective development; manifestation of interest in new forms of economic management among young people. the same is done as public associations and state organizations. Preparing young people for vital activities in the conditions of the market economy requires the development of entrepreneurial skills in them. The urgency of this task can be justified by the following social factors: the prestige of entrepreneurship, the growth of its prospective development; manifestation of interest in new forms of economic management among young people. the same is done as public associations and state organizations. Preparing young people for vital activities in the conditions of the market economy requires the development of entrepreneurial skills in them. The urgency of this task can be justified by the following social factors: the prestige of entrepreneurship, the growth of its prospective development; manifestation of interest in new forms of economic management among young people.

Entrepreneurial skills - the ability to apply socio-economic knowledge in practical activities, to have certain experience in the field of small business and private entrepreneurship, to be able to see and eliminate problems that arise in the process of organizing activities, to search for and come up with innovative ideas, to observe strict discipline in the process of completing tasks and perseverance is the sum of the ability to combine personal interests and needs with the interests of the community.

Developing entrepreneurial skills of children in the family - finding and implementing innovative ideas, adapting to non-standard situations, being able to resist external influences with one's own opinion, assuming responsibility and accountability, axiological attitude, readiness for action, self-control, carefulness with material products a systematic process aimed at developing qualities and characteristics related to attitude, persistence in achieving the set goal, approach to work with

determination, organization, communication, creativity, and management. The development of entrepreneurial skills in children is primarily related to the development of entrepreneurial qualities in them. This shows that in order to direct young people to entrepreneurship in the family environment, it is necessary to develop entrepreneurial qualities in them. The second aspect means that not all of them may work as entrepreneurs in the future, but it is necessary to acquire entrepreneurial skills. We present the following structure of the development of entrepreneurial skills in children in the family (Figure 1).

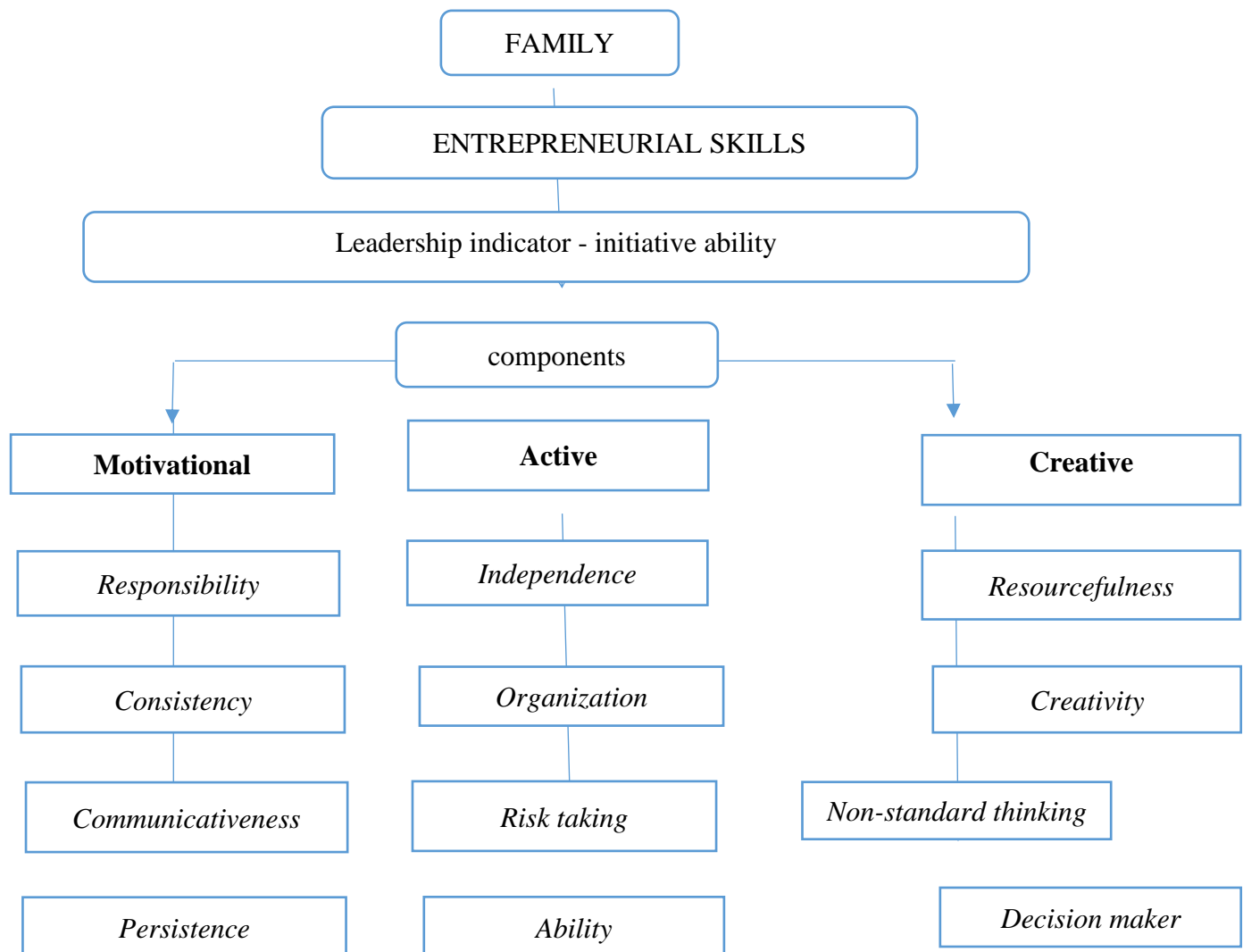


Figure 1. The structure of the development of entrepreneurial skills of young people in the family Specific personal characteristics relevant to the components of entrepreneurial skills development have a conditional description. All personality traits are interrelated. Based on the analysis of scientific literature, three levels of development of entrepreneurial skills among young people were determined. All levels are interrelated, one requires and is part of the other. A brief description of each component

according to its identified characteristics is presented in the form of a table to show the dynamics of changes from low to high indicators.¹(Table 1).

Table 1 Description of the level of development of entrepreneurial skills in the family

CHARACTERISTICS	HIGH	MEDIUM	LOW
Responsibility – the moral of the individual imposed by society principles and legal conscious adherence to norms to do	The task work with execution readiness, work to perform responsibility	With internal resistance complete the task, to work in a group readiness, individual avoiding assignments	The task to perform reluctance
Consistency - set consistency in goal achievement and persistence	Being able to set goals skills, them confidence to perform and readiness	All of determination not showing time, to difficulties intolerance	Persistence not available no clear goal
Communication is another easy with people to communicate	Communication of the person direction, communicative skill acquisition	To attractive communication access to people sincere attitude	Communication is difficult get in
Perseverance is a person's willingness to take risks, independence and responsibility	Assignments in execution persistence and initiative, addition search tasks	Quick decision making, but mistakes are made put, caution	Always hesitation
Initiative – the ideological sensitivity of a person, defend your point of view to do, action and word unit	Fast to reality and clear direction	Work without instructions perform the required volume	Instruction according to the assignment perform
Resourcefulness is problematic deal with situations effectively the ability to	According to the news get and own activities change	Terms of service, changes slowly acceptance	Unusual situation to nervousness to bring
Creativity is new approaches and new adapt to products ability	Looking for new ideas ability to find	New ideas understanding and according to take, but his own lack of ideas	Ready sample based on movement
Non-standard thinking - fresh in any situation approaches and unusual finding solutions ability	In any situation new approach and unusual decisions acceptance	New to the issue approach, however in making decisions to the existing algorithm justification	Matter to the point standard approach
Independence is a problem define and form, set a goal and to it reach	Effective instruction ability to give those around to convince	Help others feel the need	Assistants together with work
Organization is for the purpose to achieve his and the activities of others organizational skills	To leadership aspiration, own form a group	The main tasks all the time to do it lack of trust, failure to undertake	Communication in the team and psychological set the environment not get
Risk is separate in solving the task unconventional method and application of methods	All alternatives opportunities analysis skill	Everyone to his own decision time is also of trust non-existence	Additional earn income opportunities not being able to see
Competence - theoretical and practical training	Knowledge apply in practice get	Knowledge all the time also apply in practice can't	To entrepreneurship knowledge of not enough

¹Artikova M.B. Development of entrepreneurial skills in students based on the cooperation of the general school and family. Doctoral dissertation (dsc) in pedagogic sciences

In the family, it is considered important to form children with such personal qualities, and this process goes from the period of elementary school to adulthood.

Based on the observation of these processes among employees, we got the following results. For this purpose, 30 employees were selected for the control and 32 experimental groups. Young families in the experimental group were invited to work with family members in small groups based on the plot of a business game, and they were given the task of organizing various forms of entrepreneurship through a single window, purchasing products from stores, and providing services.

Business and role (situation) games are considered as one of the interactive methods, instead of textual material, staged life situations played by participants are used. Business games perform the following tasks:

- ❑ teacher: formation of general educational skills; development of creative abilities, including understanding, interpretation, formation and analysis of new situations;
- ❑ developer: development of logical thinking, speech, ability to learn to environmental conditions;
- ❑ motivated: to encourage activity, to encourage the adoption of an independent conclusion;
- ❑ educator: formation of responsibility, exchange of ideas.

A role-playing game is based on the active joint actions of participants in solving a problem, shown in a situation such as business. Subject participants have one mandatory goal - to solve a problem. But specific goals are not negotiated as in the business game. The goals of each participant of the role-playing game are to win, to show off. The results of the situational game are evaluated not only by the results of achieving the common goal, but also by the implementation of the role goals of each participant.

Practical games. First of all, it is necessary to understand the essence of the concept of "game".

Game- personal activity important type and the form of appropriation based on the imitation (imitation) of the content of social relations by the participants.

In all periods of human historical development, play was recognized as the first and most important type of activity of the subject. Therefore, along with important types of personal activity - work, study, play is also important in its formation and development. Through games, the life experience, acquired knowledge, lifestyle and social attitudes, cultural values collected by the older generation are consistently transmitted to the younger generation.

The game has the characteristics of educating, developing and educating a person. Due to its properties, games have been one of the important foundations of folk pedagogy since ancient times. Direct games serve to educate children spiritually, morally, intellectually, physically and aesthetically by helping them to develop perception, intuition, memory, thinking, and speech. "A child of preschool age prepares for study and work in play activities. As the age increases, the role of the game decreases a little. The educational value of games remains throughout the child's life.²

If the games that serve to develop physical behavior educate children's agility, dexterity, endurance, determination, then intellectual, constructive games teach them to think, think, and think logically. "The game is the leading type of activity that determines the spiritual development of a person for every

²Education / Encyclopedia for parents and teachers / Compiled by: M.N. Aminov. Responsible editor: A. Majidov. - Tashkent: "Uzbekistan National Encyclopedia State Scientific Publishing House, 2010. - 432 p.

period of his life. Only in the game and through the game does the child learn about reality, including people's social relations, behavior, and behavior."³

In the process of historical development, the game managed to occupy a special place in the life of not only children, but also adults. In modern conditions, game models that help to make intellectual, computer, economic, military, professional, sports and household efforts are also widely popular among adults. The psychological mechanisms of game activity create an opportunity to satisfy the basic needs of a person to express himself, determine his place in life, manage himself, and realize his potential. The game is defined as a type of activity in situations aimed at mastering and re-creating social experiences, and in the process of the game, a person's behavior control is formed and improved.

Roles are divided in the business game. In it, the roles of a representative of the authority closely assisting future entrepreneurs in using the services of the single Darcha, a family who wants to start a family business, a future entrepreneur who wants to start an individual business activity in the service sector, a consumer, a buyer and a seller were performed. We were able to witness first-hand how they simultaneously acquire theoretical and practical knowledge, skills and competencies as they perform their chosen roles. At the end of the game, the evaluation indicators and criteria are mentioned. In particular, according to Table 2, the evaluation criteria of the groups organized with the help of three experts selected from among the employees were considered. The members of the 1st group have 13.5 points, the 2nd group has 18 points, the 3rd group has 15 points,

Table 2 Evaluation indicators and criteria

<div style="display: inline-block; transform: rotate(-45deg);">Criteria</div> <div style="display: inline-block; transform: rotate(45deg);">Group</div>	Evaluation indicators and criteria		
	(1). Relationships appropriate to the role - 1 point. (2). Ability to answer questions - 1 point. (3). Self-defense ability and activity - 1 point.		
Ball	(1)	(2)	(3)
1. Group I A representative of the authority who closely assists future entrepreneurs in using the services of the Single Window	0.5	1	0.4
2. Group II A family that wants to start a family business	1	1	1
3. Group III A future entrepreneur who wants to start a sole proprietorship in the service sector	1	1	0.2
4. Group IV Customers who want to buy products	1	0.5	0.5
5. Group V Consumers using the service sector	0.5	0.5	0.8

As a result, a summative assessment of group work was created and they were evaluated (Table 3).

³That source. - page 432.

Table 3

Group	1- employee	2- employee	3- employee	4- employee	5- employee	6- employee	7- employee
1.	2	2	2.5	2.5	2	2.5	2
2.	3	3	3	3	3	3	-
3.	2	2	2	2	2	2	3
4.	2	2	2	2	2	2	-
5.	1.5	1.5	1.5	1.5	2	2	-

2.35 -3 points- "excellent"; 1.6 - 2.34 points - "good"

0.75 - 1.5 points- "satisfactory"; 0 - 0.74 points - "unsatisfied"

We want to express the quantitative nature of our experiment in the following diagram, that is, according to the evaluations collected by the employees, the experimental group had higher indicators than the control group and was characterized by retention of concepts and knowledge. In particular, 16.6% of employees who received "excellent" grades and 40% of employees who received "good" grades in the traditional seminar-training, while using interactive technologies, 31% received "excellent" grades and 56% received "good" grades. It was observed that the employee received . Changes were also noticed in the "Satisfactory" rating, ie, 33% in the control group and 12.5% in the experimental group, which is a difference of -19.5%. Also, 10% of those who received unsatisfactory grades in the control group were not observed in the experimental group (Table 4).

Table 4 **Employee mastery levels obtained during the experiment**

No	Levels of mastery	Group types			
		Control group(n=30)		Experience group(n=32)	
		the number	percentage	the number	percentage
1.	85.1% - 100%→"Excellent"	5	16.6%	10	31%
2.	70.1% - 85%→"good"	12	40%	18	56%
3.	55.1% - 70%→"Satisfactory"	10	33%	4	12.5%
4.	0% - 55%→"Unsatisfied"	3	10%	0	0

That is, the seminar-training session conducted in a non-traditional way - with the method of a business game, had a motivational character and was focused on determining the interest, need and desire to acquire economic concepts, tasks and roles, taking into account the age, gender and individual characteristics of employees. Another side is meaningful - action stage, that is, based on business games - it allowed them to form ideas, concepts and knowledge about economic knowledge. This creates the basis for the successful implementation of the next stages, in particular, economic literacy. So, the seminar based on business games organized in the experimental group is aimed at forming practical skills in economic matters among employees. it was effectively mastered by the employees compared to the control group, their knowledge increased, imagination and thinking, independent thinking process developed. Acquired knowledge, skills and competencies were strengthened. This result was

reflected in their questions and answers conducted in both groups, and a difference occurred. For example, the number of correct answers in the control group was 46%, while in the experimental group this figure represented 73%. 20% of the responses were left unanswered by the control group. This situation was not observed in the experimental group. in the control group, the number of correct answers was 46%, while in the experimental group, this figure represented 73%. 20% of the responses were left unanswered by the control group. This situation was not observed in the experimental group. in the control group, the number of correct answers was 46%, while in the experimental group, this figure represented 73%. 20% of the responses were left unanswered by the control group. This situation was not observed in the experimental group.

No	Questions (n=15)	Group types			
		Control group		Experimental group	
		the number	percentage	the number	percentage
1.	Number of correct answers	7	46%	11	73%
2.	Number of wrong answers	5	33%	4	26%
3.	The answer is no	3	20%	0	0

It should be said that the correct answers to the thoughtful, open forms of the questions were given by those in the experimental group. Therefore, business games that represent the stages of activities organized correctly while maintaining the duration of the seminar training sessions will be able to attract people to the process of economic relations, entrepreneurship, and in this regard, with the formation of the economic imagination, the system of economic views, it will be possible to achieve a good result at the level of knowledge.

Conclusions and Suggestions

So, although the concepts of "household" and "family" are similar to each other, as noted above, the family is the core of the household. A person can be a household, but not a family. A household may consist of a large number of people, but they are not always connected by kinship ties. Instead, a thorough understanding of the concept of home economics will help you understand the difference between running a household economy. Household activities are carried out at home with the participation of its members as labor force. These include keeping the residence and the surrounding area in good condition, preparing food, caring for children and the disabled, and others. Household activities are not limited to domestic tasks, rather, its members engage in market relations with the external environment and other economic entities for the benefit of the household. As an "economic person" of a family member in the implementation of the household, he is a creative subject of the market economy who has freedom of choice and can make optimal and rational decisions based on his goals, interests and needs, and serves the society with his economic consciousness and behavior. and enters into a relationship. Based on a survey of 68 highly educated, 54.5% male and 45.5% female employees of the organization with young families, life aspirations are expressed in focusing on family and self-realization issues. The reason for this is family upbringing, the magnitude of the influence of the father and mother means that it is almost as important in the management of economic matters. Also, as the socio-economic relations in the family are connected with the development and

consumption and exchange of life goods and tools, it is also purposeful to pay attention to the ways of developing entrepreneurial activities and economic roles of the children in the family. For this, it has been proved on the basis of experience that it is possible to form economic roles in family members on the basis of business games.

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