

**ПЕДАГОГИКА ҒЫЛЫМДАРЫ БАҒЫТЫ
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**ПЕДАГОГИКА И МЕТОДИКА ПРЕПОДАВАНИЯ
ПЕДАГОГИКА И МЕТОДИКА ПРЕПОДАВАНИЯ
PSYCHOLOGY AND INCLUSIVE EDUCATION**

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**EFFECTIVENESS OF TEACHING GENERAL EDUCATION
SUBJECTS TO ENTREPRENEURSHIP**

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Abstract: The improvement of the didactic foundations of teaching general education subjects with a focus on entrepreneurial activity ensures a qualitative increase in the use of demonstration, practical explanation and reproductive methods in teaching, serves to expand the scope of students' knowledge, and develop independent work skills. The pilot study was conducted in secondary schools of Bulakbashi, Marhamat districts of Andijan region, Ferghana and Namangan. A total of 1,022 respondents participated in the pilot study at selected sites. At the basic pilot stage, at the formative stage, at the ascertaining experimental stage. As a result, the state of teaching general education subjects with a focus on entrepreneurship was determined after applying the methodology of combining theoretical materials with practical activities. Evaluation criteria and indicators for teaching general education subjects with a focus on entrepreneurship have been developed. According to the results of the study, the knowledge indicators of students in the experimental groups increased by an average of 13.8%.

Keywords: entrepreneurship and education, youth, constructive, declarative, metacognitive, innovative, business skills

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**ЖАЛПЫ БІЛІМ БЕРУ ПӘНІН КӘСІПКЕРЛІК ПӘНІН
ОҚЫТУДЫҢ ТИІМДІЛІГІ**

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Аннотация: кәсіпкерлік қызметке бағдарлана отырып, жалпы білім беретін пәндерді оқытудың дидактикалық негіздерін жетілдіру оқытуда демонстрациялық, практикалық түсініктемелер мен репродуктивті әдістерді пайдаланудың сапалы өсуін қамтамасыз етеді, оқушылардың білім көлемін кеңейтуге, өзіндік жұмыс дағдыларын дамытуға қызмет етеді. Пилоттық зерттеу Андижан облысының Бұлақбашы, мархамат аудандарының, Ферғана және Наманган қалаларының орта мектептерінде жүргізілді. Таңдалған алаңдарда пилоттық зерттеуге

барлығы 1022 респондент қатысты. Базалық пилоттық кезеңде, қалыптастырушы кезеңде, айқындаушы эксперименттік кезеңде. Нәтижесінде теориялық материалдарды практикалық қызметпен үйлестіру әдістемесін қолданғаннан кейін кәсіпкерлікке бағытталған жалпы білім беретін пәндерді оқыту жағдайы анықталды. Кәсіпкерлікке бағытталған жалпы білім беретін пәндерді бағалау критерийлері мен оқыту көрсеткіштері әзірленді. Зерттеу қорытындысы бойынша эксперименттік топтардағы білім алушылардың білім көрсеткіштері орта есеппен 13,8% - ға өсті.

Кілт сөздер: кәсіпкерлік және білім беру, жастар, сындарлы, декларативті, метакогнитивтік, инновациялық, іскерлік дағдылар

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ЭФФЕКТИВНОСТЬ ПРЕПОДАВАНИЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ДИСЦИПЛИН ПРЕДПРИНИМАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ

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Аннотация: Совершенствование дидактических основ преподавания общеобразовательных предметов с ориентацией на предпринимательскую деятельность обеспечивает качественный рост использования в обучении демонстрационных, практического объяснения и репродуктивных методов, служит расширению объема знаний учащихся, развитию навыков самостоятельной работы. Пилотное исследование проводилось в средних школах Булакбашинского, Мархаматского районов Андижанской области, г. Ферганы и г. Намангана. Всего в пилотном исследовании на выбранных площадках приняли участие 1022 респондента. На базовом пилотном этапе, на формирующем этапе, на констатирующем экспериментальном этапе. В результате определялось состояние преподавания общеобразовательных предметов с направленностью на предпринимательство после применения методики сочетания теоретических материалов с практической деятельностью. Разработаны критерии оценки и показатели преподавания общеобразовательных предметов с направленностью на предпринимательство. По итогам исследования показатели знаний обучающихся в экспериментальных группах в среднем возросли на 13,8%.

Ключевые слова: предпринимательское и образование, молодежь, конструктивные, декларативные, метакогнитивные, инновационные, деловые навыки

Introduction

In the world education system, by improving the didactic foundations of teaching general education subjects to entrepreneurship, attracting students to entrepreneurial activities, supporting their entrepreneurial qualities, and developing entrepreneurial competence is of particular importance. In the educational system of advanced countries, global and regional programs aimed at teaching general education subjects to entrepreneurship are being implemented. In the conditions of diversification of the market economy, education of general education subjects oriented to entrepreneurship plays an important role in preparing future specialists for life activities. According to the changes in the world education system and the experience of developed countries, the development of entrepreneurial competence in students by improving the integrated mechanisms of teaching general education subjects to entrepreneurship in order to further increase the country's export potential is becoming an urgent task of the day.

In the world, a number of scientific studies are being conducted to prepare students for life by improving the pedagogical mechanisms of teaching general education subjects with an emphasis on entrepreneurship. In international practice, teaching general education subjects with an emphasis on entrepreneurship plays an important role in creating new jobs and reducing unemployment, increasing the volume of services, and solving socio-economic problems. In the

context of qualitatively updating educational programs, the development of innovative methods and tools based on entrepreneurship to prepare students for entrepreneurial activity and socio-economic changes, and the design of didactic foundations and mechanisms for teaching general education subjects with an emphasis on entrepreneurship based on value-creating technologies, are of particular importance.

In our republic, our government is paying great attention to the development of entrepreneurial concepts in the educational system. The words of the President of the Republic of Uzbekistan, "If we can develop entrepreneurial initiatives among young people of general secondary schools and teach them to use funds correctly, not only economic, but also many social problems will be solved," [8, 99] determined that special attention should be paid to ensuring the employment of graduates based on existing opportunities in this process. Significant work is being done in our country to support the entrepreneurial initiatives of our youth, and they are given great privileges to start their own businesses.

In the Republic of Uzbekistan, in order to radically reform and bring the state youth policy to a new level, tasks have been set to implement measures aimed at developing the creative, intellectual and entrepreneurial potential of young people, directing young people to entrepreneurship, training them in professions and ensuring their employment [8, 98]. This requires expanding the scope of research on improving the practical component of entrepreneurship by increasing their interest in business through teaching general education subjects in general secondary schools with an emphasis on entrepreneurship. This research will to a certain extent serve in implementing the tasks set out in a number of articles of the Law of the Republic of Uzbekistan "On State Youth Policy" [8, 100] adopted on September 14, 2016 and other regulatory legal acts related to this area.

Theoretical analysis

Materials and methods. The pedagogical features, legal, and psychological aspects of forming economic knowledge and entrepreneurial skills in students in our republic, as well as the issues of preparing students for independent life, are covered in the scientific research of such scientists as B. Ganiev [4], N. Murodova [9], N. Nagmetova [10], Sh. Kuvondikov [18], O. Hayitov [19], R. Hakimov [20], M. Artikova [2], D. Rakhmatullaeva [14], G. Ochilova [12], U. Fayzullaev [15], and A. Abdurashidov [1].

A. Bartenev [3], V. Grebneva [5], I. Kondratenko [6], E. Manchuk [7], M. Nikulaeva [11] from the scientists of the Commonwealth of Independent States (CIS) countries. V. Petrishchev [13], A. Shilkina [17] and others organizational-pedagogical preparation of students for independent entrepreneurial activities who explained the basics, psychological characteristics in their scientific research.

Foreign scholars A. Connor, U. Hytti, J. Li, E. Leffler, C. Johnson, K. Spring, S. Shane, B. Surlemont and others have conducted research on modern approaches to entrepreneurship education, pedagogical foundations, theoretical social significance of small business and private entrepreneurship, and the organization of entrepreneurship education.

According to scientific observation and analysis, it is necessary to form and improve entrepreneurial skills of students based on innovative approaches and mechanisms aimed at entrepreneurship in general secondary education schools. Teaching general education subjects to entrepreneurship showed the need to integrate innovative methods and tools based on entrepreneurship to improve mechanisms based on constructive, declarative, metacognitive, and innovative criteria.

In various entrepreneurship education studies, we can observe that experimental-testing processes are organized as follows:

-The "Fundamentals of Entrepreneurship" block gives students a general idea of what entrepreneurship is and who an entrepreneur is. The block studies the history of business and

management; the relationship between business, state, and regional government is identified.

- The "Basic Competencies in Entrepreneurship" block includes subjects such as English, mathematics, management and business planning, communication psychology and business ethics, self-management, legal aspects of entrepreneurship, marketing, advertising and PR.

- In the practical block, students experiment in a "safe" environment, using virtual goods, services, and money as a model for a real enterprise, allowing them to apply the most effective methods of performing professional duties. The purpose of this learning process the main principle is to encourage students to work more independently.

The pilot study was conducted in secondary schools in Bulaqbashi district, Markhamat district, Andijan region, Fergana city, Fergana region, and Namangan city, Namangan region, during 2021-2024. A total of 1,022 students participated in the pilot study. In the selected facilities, a total of 356 teachers of economic knowledge, entrepreneurship, foreign language and educational sciences participated as respondents in the experimental work.

The purpose of the experimental work was to determine the level of effective use of pedagogical conditions that allow teaching of general education subjects to entrepreneurship based on the application of mechanisms related to entrepreneurship in the teaching of economic knowledge, the basics of entrepreneurship, foreign language and educational sciences. The following tasks were positively resolved in accordance with the set goal: determining the number of respondents-students in the experimental facilities and determining the experimental and control groups; to study the current state of teaching general education subjects to entrepreneurship in general secondary schools, analyzing the results of each stage of experimental work, introducing changes that serve to improve the content of technology in necessary cases.

Experimental work was carried out in three stages:

1. Foundation stage. At this stage, the current state of pedagogical activities related to the teaching of general education subjects oriented to entrepreneurship was determined, and the initial level of educational and educational work was established. Also, a set of pedagogical conditions that serve to increase the effectiveness of teaching general education subjects to entrepreneurship was determined.

In order to achieve the intended goal, methods such as pedagogical observation, interviews, and questionnaires were used to study the activities of 9th and 11th grade students of general secondary schools, and science teachers. All this made it possible to determine the main direction and program of the research to a certain extent. Scientific works of leading pedagogues and scientists related to the research topic were analyzed.

2. Formative experience stage. Its purpose is to substantiate and prove the effectiveness of the model, technology and mechanisms of teaching general education subjects in entrepreneurship-oriented education.

In the formative stage Projects of lessons and extracurricular activities were prepared and used in practice based on effective forms and methods of teaching general education subjects with an emphasis on entrepreneurship. In this regard, great attention was paid to the development of innovative ideas and ways for students and teachers of general education subjects to develop and implement them, as well as the formation of entrepreneurial qualities in them, using methods such as direct and indirect pedagogical observation of students' activities, organizing practical training with their participation, interviews, questionnaires.

Based on the scientific solutions identified as a result of theoretical research, methodological guidelines and recommendations were developed, and experimental work was carried out on their basis.

3. At the confirmatory pilot stage, the state of general secondary schools after the application of the methodology of combining theoretical materials with practical activities in teaching general education subjects with an orientation towards entrepreneurship was determined. Criteria and indicators for assessing the teaching of general education subjects with an orientation

towards entrepreneurship were developed.

We will dwell on some aspects related to theoretical methods in more detail below. In particular, in order to reveal the connections and regularities of pedagogical phenomena, to determine their essence, the evidence obtained as a result of the research was theoretically analyzed.

In particular, observation is the purposeful and planned perception of phenomena, the results of which are recorded through observation.

In our experimental work, the choice of one or another type of observation is primarily based on the effectiveness of the result.

A questionnaire is a method of collecting research data based on asking respondents. A questionnaire is a system of questions united by a single research idea, aimed at determining the quantitative and qualitative characteristics of the subject (topic) being analyzed.

In the course of the experiment, activating educational tasks related to the teaching of economic knowledge, the basics of entrepreneurship, foreign language and educational subjects with a focus on entrepreneurship were used.

Results and discussion

The expert evaluation method was used to express the questions in the questionnaires created for experimental work. It was carried out with the help of independent experts, who evaluated the changes in the pedagogical reality. Teaching general education subjects to entrepreneurship. The implementation of a creative approach also involves the formation of future entrepreneurs who will creatively conduct transformational activities in socio-economic conditions.

Education of general education subjects oriented to entrepreneurship assessment should be based on the following levels:

- Knowledge (low) – has an understanding of entrepreneurship, is not engaged in creative activities, experiences difficulty in rationally organizing work, is unable to complete assignments within the specified time frame;

- Skill (medium) - students can apply their knowledge of entrepreneurship in familiar situations, such as marketing, financial management, production and labor organization, planning, leadership (coaching: a modern type of personnel management), understand the need for entrepreneurial activity, plan and organize their activities with the help of a consultant reaches;

- Competence (good) - can apply practical knowledge and skills related to entrepreneurship, such as leadership, acting within the limits of opportunities, often demonstrates organizational activity, participates in planning work, can analyze the results of entrepreneurial activity, has experience working in conditions that require creative skills, and can directly apply knowledge in their practical activities.

In the substantiating and emphasizing processes of experimental work, special questionnaires and tests aimed at determining the attitude of the respondent-pupil, teachers of economic sciences, education and foreign languages to entrepreneurial activity were developed.

Based on the results of the survey, a number of recommendations on teaching general education subjects to entrepreneurship were developed.

“General education subjects didactic support in the professional development of teachers is defined as follows, for example, improving practical methods for developing entrepreneurial skills in students, taking into account their readiness for collaborative activities, the development of entrepreneurial qualities, and the stability of their readiness to conduct independent entrepreneurial activities” [16, 28].

“A necessary condition for the effectiveness of collective actions and final results is clear management. The most important features of the development of the "effectiveness concept" educational mechanism, aimed at the optimal use of situational-analytical interactive tasks to teach

logical, creative and critical thinking about entrepreneurship, as a practical component of teaching general education subjects in entrepreneurship education”[16,98].

One of the new principles of the market economy is a creative approach to solving technical, innovative and organizational problems. ThisThe implementation of the process of developing the structure of teaching general education subjects with an orientation towards entrepreneurship based on the clarification of the conceptual rules of compatibility of the requirements of the international assessment program with the national education system will lead to the adaptation of the assessment of the quality of education to international standards. As part of this taskinnovative pedagogical mechanisms of developing and diagnosing entrepreneurship concepts in students are manifested in the modeling of the functional relationship of systematic, integrative, and competent approaches.

On the basis of acquired creative pedagogical experience, students' motivation for pedagogical activity and professional orientation were strengthened.

At each stage of the entrepreneurship program, the pedagogical process in the classroom and extracurricular activities strengthened communicative, organizational and instrumental competencies. The “entrepreneurs” showed that they were able to quickly enter the pedagogical process and adapt to different conditions, find solutions in complex situations, and interact effectively with groups of different sizes. In order to clearly demonstrate the success rate of developing entrepreneurial potential, a comparative analysis of the results by group was carried out at the beginning and end of the program during the pilot phase of the study.

Fields of experienceasformation of entrepreneurial skills and abilities in studentsprocess is selected, a total of 1022 students and 356 teachers of economics, entrepreneurship, education and foreign languages took part in the experimental work as respondents in the selected objects.

Experimental testing was carried out in 3 stages: atasteful, formative and emphasizing stages of experience. In the basic stage, the existing situation was studied, in the formative stage, an experiment was conducted, etcpersuasiveThe results of the study revealed the state of the methodology of combining theoretical materials with practical activities in the formation of practical skills in entrepreneurship among students of general secondary schools at the 2nd stage.Criteria and indicators for evaluating the effectiveness of teaching general education subjects to entrepreneurship have been developed.The levels of development of entrepreneurial potential in both the experimental group and the control group were determined during the emphatic experiment-test stage.

The results in the table were analyzed and the experimental and control groups were compared (see Table 1).

Table – 1. On the evaluation of the efficiency levels of education of general education subjects oriented to entrepreneurship comparison table of data

Experimental group	Experiment and test facilities	low	middle	good	Total
	For 9th grade students	55	100	107	262
	For 11th grade students	54	98	106	258
	Science teachers	38	67	73	178
Total		147	265	286	698
Control group	Experiment and test facilities	low	middle	good	Total
	For 9th grade students	143	81	24	248
	For 11th grade students	147	84	23	254
	Science teachers	104	59	15	178
Total		394	224	62	680

It took the following form in the diagram (Figure 1).

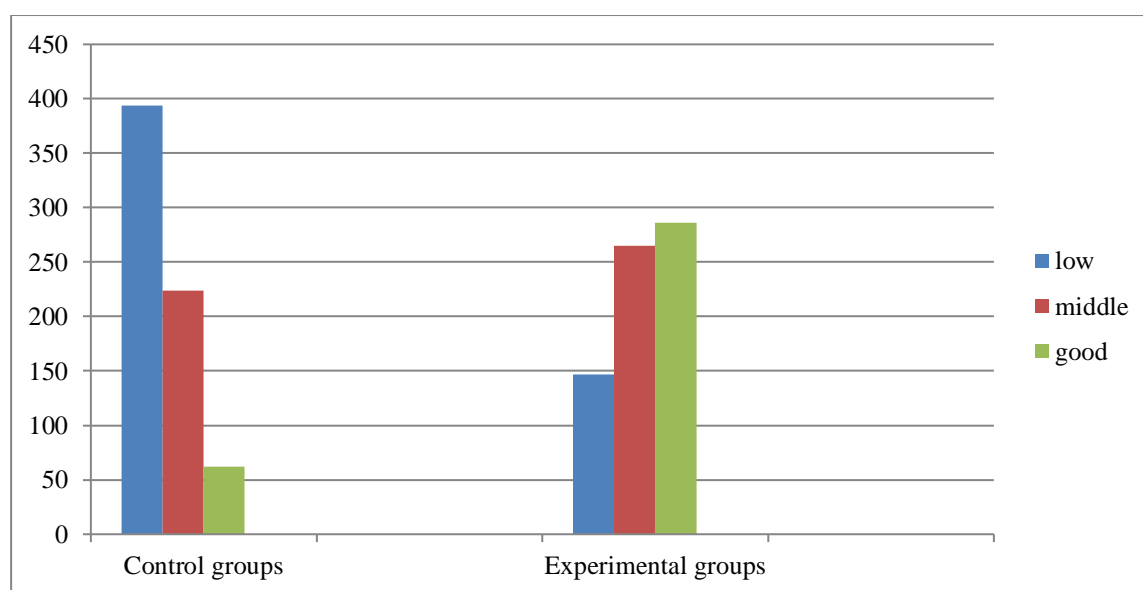


Figure -1. On improving the mechanisms of teaching general education subjects to entrepreneurship, scharts of statistical indicators

Conclusion

Innovative pedagogic mechanisms of development and diagnosis of entrepreneurship concepts among students were improved based on modeling the functional relationship of systematic, integrative, and competent approaches.

The didactic support of teaching academic subjects with an orientation towards entrepreneurship was explained by the practical methods of forming entrepreneurial skills in students, their readiness for collaborative activities, the formation of entrepreneurial qualities, and the stability of their readiness to conduct independent entrepreneurial activities.

Education of general education subjects oriented to entrepreneurship showed the need to integrate innovative methods and tools based on entrepreneurship in improving the mechanisms

based on constructive, declarative, metacognitive, innovative criteria.

The development of entrepreneurial competence among students requires the improvement of the integrated educational design of teaching general education subjects to entrepreneurship.

Development of innovative methods and tools based on entrepreneurship, designing a pedagogical mechanism of formation of practical skills related to entrepreneurship on the basis of mechanisms based on value creation is of great importance in the teaching of general education subjects oriented to entrepreneurship.

Education of general education subjects oriented to entrepreneurship requires improvement of the practical component of the methodology of formation of entrepreneurship skills in increasing students' interest in business.

It requires the development of conceptual rules for the integrated, i.e., rational combination of theoretical and practical study of general education subjects oriented to entrepreneurship.

The mechanisms of teaching general education subjects to entrepreneurship, the development of heuristic methods of forming entrepreneurial competence of students in the non-traditional process of value creation will increase the effectiveness of forming entrepreneurial competences in students.

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