

# Criteria for the Development of Economic Competence in Students

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**Annotation.** The article sets out the position of authors regarding the process of forming the economic competencies of students from the point of view of the activity approach, the possibility of the influence of labor education through specified social functions on the economic culture of the younger generation.

**Keywords:** Education, professional competences, economic competence, economic culture, public functions, of education.

The most important goal of modern education and one of the priority state tasks is to educate a moral, responsible, initiative and competent citizen of the country. Today, the education has the task of forming modern youth of such qualities of a business person who will allow her to quickly adapt in constantly changing conditions of market relations, master the basics of professional knowledge and skills, competently conduct her own business, find a place in life. The question of the possibility of the formation of precisely economic competencies becomes relevant in modern market relations, when a person is considered as a factor of production - human capital.

The analysis of the topic under discussion must be started with the study of the concept of competence, which can be formed as in the learning process, as a result of interactions with a social environment (family, friends, state, society). The ability to implement a special, competency-based approach in education depends on the sociocultural environment in which the student is located, and this must be taken into account. The properties of competencies are formed in the process of development of general educational and special skills. In the literature, "competence" is interpreted as "crushing knowledge that allows you to judge something, awareness, authority, authority, full expert".

With this formulation of the question, the task of an educational institution is to help the student to master the universal methods of activity used both within the framework of the educational process, so in real life situations in which the competencies necessary for us will be formed.

Conditionally, competence can be divided into three groups: key; universal; Professional. Based on the research of many scientists, it can be established that the concept of "competence", "professional competence" have some common components, such as: knowledge, skills, experience, awareness in a certain field of knowledge. According to these scientists, fundamental in relation to the concept of "economic competence" is the concept of "professional competence", the essential characteristics of which were based on the determination of economic competence. In accordance with the definitions of these scientists, economic competence is an integrative quality of personality, characterized by a high level of economic knowledge and skills formed by a value attitude to the economy, its subjects, means, results, which allows to be most fully realized in cognitive and socio-oriented economic activity.

During the analysis of pedagogical and special literature, we clarified the content of the economic competence of students as a structure of consisting, from economic competencies (table).

Table

Economic competence		
Basic competences	Functional competencies	Practical competencies

Motivational	volitional	Information	analytical	oriented	Management	Control	Communication	regulatory
Acquisition of a set of theoretical knowledge		The formation of the ability to apply theoretical knowledge in the educational and practical situation					The formation of the ability to apply the acquired knowledge and skills	
Characterization of the economic competence of a specialist								

Three groups of interconnected constituent elements of economic competence are distinguished: basic, functional and practical (table). The presence of these competencies allows us to talk about the economic competence of a specialist.

In this aspect, economic competence is a qualitative characteristic of a modern specialist, which consists in special economic thinking, consisting of a system of competencies and characterized by: knowledge, skills, experience of activity; the possibility of mobilizing efforts to accept rational certain economic tasks.

The issue of the formation of economic competencies cannot be considered in isolation from economic education.

In recent decades, there has been an active discussion of strategy and tactics for the implementation of economic transformations in the country. The formation of the foundations of the economic culture of students is especially significant now, in connection with the development of market socio-economic relations in society. Economic culture is a kind of "protection" of the younger generation. It is formed almost on the basis of the study of all educational subjects and recently introduced special course.

In this regard, increasing the economic culture of the individual acquires special relevance, since with the low economic literacy of the population, the absence of economic activity skills and a sense of responsibility for the socio-economic development of the country, all planned reforms will remain at the stage of theoretical discussion. The culture of the personality, although it depends on the state of the economic culture of the whole society, at the same time can be ahead of it.

Economic education is an organized pedagogical activity, a specially invented system of work aimed at the formation of market economic thinking of students. In the process of its implementation, students learn the sum of concepts and ideas about the organizational and effective economy, the development of productive forces, production relations, about the current economic mechanism.

Economic education ensures the development of market economic thinking, the formation of moral and business qualities that are formed in economic activity, respectful, honest attitude to public property, rationalization, responsibility, striving for high profitability, renewing technological processes and equipment, high quality, personal success of well-being.

Economic education is carried out in lessons in all basic subjects. The student learn about the economic basis as a set of production relations, about productive forces and their placement, about various economic systems based on certain forms of ownership and methods of distributing material goods, contribute to the objects of the natural cycle. In mathematics lessons, the student solves the problems of economic content. The lessons of physics, biology, chemistry demonstrate students to use in the production of achievements of science and technology that ensure the growth of labor

productivity. It is directly related to the tasks of intensifying the production of students' studies of computer science and computer technology, ensuring computer literacy.

It is precisely the market economic thinking that it is necessary, since it is it, performing a number of social functions, that has a direct impact on the formation of, in turn, economic competencies, these are such functions as:

- Enlightenment function - consists in the systematic dissemination of economic knowledge, which allow each worker to comprehend their labor activity, to realize the degree of its economic efficiency. Students learn the truth that the economy that develops on the basis of modern science and technology should be extremely profitable and effective;

- Developing function - consists in the formation of economic thinking. A participant in the economic sphere of society masters his activities on the scale of a particular production and the entire system of national economy. He is not just a performer, but an enterprising rationalizer who drives his imagination, ingenuity, prudence. All this develops a creative person;

- educational function - aims at the formation of the ability to stringing, frugality, conscientiousness, honest attitude to work, observance of labor, technological, planned conscious discipline;

- organizing function - is directly related to the scientific organization of labor, which determines the alignment of forces, sets a certain regime and rhythm of work, provides a technological sequence of operations and a qualitative final result.

Organized labor gives rise to the aesthetics of the labor process;

- aesthetic function - aims at the development of each worker of production activity as aesthetically significant. The product of labor, which does not satisfy the aesthetic tastes of consumers, is not in demand, loses its consumer value, which is caused by direct direct damage to the manufacturer and the economy;

- prognostic function - is manifested in the planning of the placement of productive forces, in anticipation of the growth of labor productivity, in the need for personnel, in the implementation of the modernization of technological lines, the production of new goods that proceed to the requirements of fashion. Each worker predicts changes in their production activities and, accordingly, plans to improve qualifications, mastering related professions, the creation of new forms and methods of labor organization.

Numerous facts of socio-economic development of our country have convincingly proved the greater not only theoretical significance of economic education and education of all citizens of old, but lslbly of youth, to create, preserve and multiply their competitiveness in these economic relations. And I would like to believe in from that teachers and teachers will be able to contribute to the formation of a culture of citizens.

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