



# Content, Forms And Means Of Preparing Future Economics For Professional Activity In A Digital Educational Environment

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## ABSTRACT

In this article, we have highlighted the prerequisites for developing and testing a model for the formation of students' economic competence and identifying the pedagogical conditions necessary for organizing the educational process. We understand pedagogical conditions as a set of measures in the educational process that can ensure the successful and effective implementation of the model we have developed and contribute to the transition to a high level of formation of students' economic competence.

## Keywords:

modular, computer, stimulating students' reflective perspective, forms and means of organizing technological educational activities, methods, methodological foundations of the pedagogical process), business training, master class, seminar training, analytical, evaluative, predictive, projective.

By pedagogical conditions for the effective formation of economic competence of future economists, we mean the creation of an educational process that creates an opportunity for each student to develop in this direction in accordance with the individual's capabilities, choice of educational path, and ways out of the traditional educational framework. In this sense, pedagogical conditions are adapted to the diversity of the student's personal, educational, and social needs and are characterized by variability and mobility of forms, methods, and content.

This approach, taking into account the analysis of scientific, pedagogical and special literature, as well as our own pedagogical practice experience, has identified the following pedagogical conditions for the formation of a student's economic competence.

1) The use of a set of person-centered technologies (predefined, modular, computer, teaching, etc.) is aimed at the formation of sustainable economic knowledge and skills of

students, taking into account their future professional activities, and increases students' economic self-direction and awareness of their economic knowledge.

2) By using the potential of information and communication technologies modules, students are involved in practical and economic activities (during the learning process), which ensures more successful solutions to practical and economic problems.

3) Encouraging students' reflective perspectives allows them to develop the ability to adequately assess the student's economic competence, the level of formation of their own education and professional activity.

4) Use of non-traditional forms of education in classroom and extracurricular activities (business training, master classes, seminar training).

5) creating didactic support aimed at forming economic competence.

Studies devoted to identifying pedagogical conditions favorable for solving any

educational problems show that the majority of scientists (R.Kh.Djuraev, A.R.Khadzhabaev, F.Rashidov, etc.) believe that there are three main groups of them: meaningful (educational content; informational basis of the pedagogical process), technological (forms, means, methods of organizing educational activities; methodological basis of the pedagogical process) and personal (behavior, activity, communication, personal qualities of subjects) educational process; psychological foundations of the educational process. It should also be noted that the conditions of the first and second groups describe the educational process itself, and the content of the third group creates conditions for the effective functioning of this process.

In this article, the process of forming the economic competence of a future specialist takes on a personal orientation (the student participates individually, in a specially created or really existing economic situation, the effectiveness of which depends on his readiness, that is, on the level of economic competencies). The use of various types of tasks (analytical, evaluative, predictive, projective) can ensure the formation of economic competence. At the same time, presenting the elements of the educational content in the form of a system of tasks, the technology under consideration mainly ensures the inclination of students only to economic knowledge (the formation of fundamental competencies). Consequently, the transformation of economic knowledge into skills (fundamental competencies), in our opinion, can lead to a constant revision and deepening of knowledge.

According to M.E. Duranov, pedagogical conditions are the means of developing the personality and managing the pedagogical process, the implementation of factors. These factors determine the circumstances in which they are implemented. Factors are considered as the driving force of the pedagogical process, its cause, task (i.e., a means of implementing pedagogical activity) and pedagogical activity (i.e., the process of interaction between the teacher and the student, which is subject to the transfer of socio-economic experience, the development of creative potential, its

upbringing). In addition, pedagogical conditions consist of external and internal components. Internal conditions are of a socio-psychological and socio-pedagogical nature, the level of socialization, training, the formation of the direction of the personality, etc. External conditions, as a rule, are associated with the teacher's activities, the organization and management of the pedagogical process, with the social environment, with the socio-cultural educational field.

Pedagogical conditions are external factors that are not included in the educational process, but affect the results of educational activities. They reflect the main requirements for the organization of activities, the objective possibilities and conditions of the pedagogical process, a set of measures that are purposefully created and implemented in the educational environment and ensure the solution of the established pedagogical module, as well as contribute to increasing the effectiveness of this process. The goal for which pedagogical conditions are created, the important characteristics of the planned result and the characteristics of the environment in which the process of achieving the goal is carried out, in turn, determine the choice of the necessary psychological and pedagogical conditions.

The complex nature of pedagogical conditions is determined by their impact on all aspects of the process of forming economic competence. Realizing that individual pedagogical conditions cannot have a significant impact on the implementation of the developed model, we highlight a number of pedagogical conditions for its effective implementation, in which we take into account the following aspects:

- A complex is a qualitative combination of individual elements or processes into a coherent whole, as opposed to a simple collection of components;

- The interactions and relationships of the elements are hierarchical and directed towards achieving the desired result;

- Removing any component from the complex does not cause it to break down, but the remaining components will function less efficiently.

Thus, by a set of pedagogical conditions influencing the formation of economic competence in students, we mean a set of interrelated measures necessary to create a targeted pedagogical process based on a systematic approach..

Teaching technology includes three elements of the pedagogical system: the didactic

process (the interrelationship and interdependence of the motivational process, correct and socially significant activity), organizational forms of education (lecture, practice, seminar, etc.), pedagogical qualifications of teachers (knowledge of the subject, knowledge of students) and mastery of teaching methods).

Educational technology								
Didactic process			Organizational forms of education			Pedagogical qualification		
Motivation	Independently organized activity	Socially important activity	Lecture	Practice	Seminar	The ability to know the subject of activity	Student knowledge	Knowledge of teaching methodology

Our interest in the use of game technologies in the process of forming the economic competence of a future specialist was due to the fact that game technologies allow for the most effective presentation of the content and dialogue of educational interactions. The pedagogical principles of the game contribute to this:

- Professional problems are presented in the game's educational material in the form of systematic tasks that students solve during the game;

- The dialogical communication and interaction of the game participants involves dialogue, discussion, and coordination of approaches, which is accompanied by dialogue;

Therefore, the use of game technologies in the process of forming students' economic competence helps to direct the individual to independent cognitive activity in the field of economics. Students strive to achieve a positive result in the game, which ultimately helps them form economic competence.

A distinctive feature of modern educational technologies is their mutual complementarity, therefore, the greatest effectiveness of their use is achieved in interaction. Accordingly, we consider it appropriate to use technologies that activate

student activity, that is, training, in the formation of the economic competence of a future specialist.

Training and business training When translated from English, the concept of training means "to educate or teach." Basically, it is a method of active learning, which is aimed not only at developing certain knowledge and acquiring certain skills, but also at consolidating and subsequently applying them.

Training is conducted in almost all areas of activity, but in the business environment, training is especially popular as one of the most effective types of training. One of the reasons for this popularity is the unique nature of technology, which allows not only to receive information, but also to consolidate it, to learn how to apply the acquired knowledge in practice.

Training is an emotionally charged activity aimed at changing a person. Training is an organizational event that allows the acquisition of theoretical ideas and thoughts that need to be learned through practical work, exercises, and communication. Training is a training conducted through various exercises in order to develop the skills and competencies necessary to solve existing or potential problems in a person. Training is aimed not only

at forming effective interpersonal skills in learners, but also at increasing the general level of professional competence of a specialist. During training, teachers, along with the acquisition of theoretical information, develop cognitive, emotional, and behavioral skills in them.

Practical work on information and communication technologies modules is one of the types of educational activities, the tasks of which are aimed at forming mechanisms for mastering methods for determining economic indicators. Many practical works included in the seminar are research, aimed at verifying the reliability of certain economic laws, statements, hypotheses, etc. During the seminar, students solve creative problems. Solving such problems involves not only developing an idea, but also implementing it in practice.

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