

## ACTIVE METHODS OF TEACHING IN THE PROCESS OF PREPARATION OF FUTURE ENTREPRENEURS

**Rakhmatullaeva D.R. (Republic of Uzbekistan) Email:  
Rakhmatullaeva534@scientifictext.ru**

*Rakhmatullaeva Durdona Ravshanovna - Senior Research Scientist applicant,  
INSTITUTE OF ADVANCED TRAINING AND RETRAINING OF PERSONNEL SYSTEMS OF SECONDARY VOCATIONAL  
EDUCATION,  
TASHKENT, REPUBLIC OF UZBEKISTAN*

**Abstract:** the market relations in the economy dramatically increase requirements to vocational training and the use of of average qualification specialists. They highlight the new specialist job in his place and role in the economy, forced to qualitatively improve of graduate's vocational training.

Today, a modern graduate must be able on their own and actively act to make decisions flexibly adapt to the changing conditions of life, possess a high the level of tolerance to be a competent person. In this article some of practical methods conducted in a greater extent are relevant for entrepreneurship training.

**Keywords:** specialist, teaching, secondary specialized vocational education, entrepreneurship training, active methods.

## АКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ В ПРОЦЕССЕ ПОДГОТОВКИ БУДУЩИХ ПРЕДПРИНИМАТЕЛЕЙ

**Рахматуллаева Д.Р. (Республика Узбекистан) Email:  
Rakhmatullaeva534@scientifictext.ru**

*Рахматуллаева Дурдона Равишановна - старший научный сотрудник, соискатель,  
Институт повышения квалификации и переподготовки кадров системы среднего профессионального образования,  
г. Ташкент, Республика Узбекистан*

**Аннотация:** рыночные отношения в экономике резко повышают требования к профессиональной подготовке и использованию специалистов средней квалификации. Они по-новому высвечивают работу специалиста на производстве, его место и роль в экономике, заставляют качественно улучшить профессиональную подготовку выпускников.

Сегодня современный выпускник должен уметь самостоятельно, активно действовать, принимать решения, гибко адаптироваться к изменяющимся условиям жизни, обладать высоким уровнем толерантности, быть компетентной личностью.

В этой статье приводятся некоторые практических методов, в большей степени актуальных для обучения предпринимательству.

**Ключевые слово:** специалист, обучения, среднее специальное профессиональное образование, обучения предпринимательству, активные методы.

Today is dominated by an authoritarian style of communication Educators with learners. Naturally in such circumstances the execution the social order to "quality" cannot be a specialist "quality." A qualified person is different not because it works better, and that works differently and doing a better job, expends far less labor and time than amateur. Zoom in to the training of professional activities allows active methods of education, creating an enabling environment for the deployment of creative potential of personality contributing to the development of cognitive interest to a subject. Therefore, special attention should draw to the fact that the subject of interest of pupils to learn to allocate in the future work the main thing, to solve any production problems.

At the core of practical methods are various practical activities of learners. These include discussions, interactive games, business simulations, trainings, case studies, methods psychometrics and others. Let us consider some of them, which are more, are relevant for entrepreneurship education.

"Game methods in teaching practice of entrepreneurship education is used to create a management and communication training models, conducive to a better understanding of interactive and perceptive mechanisms of interaction and collective decision-making, developing analytical, diagnostic and prognostic potential of students" [1].

At the moment games complied simulate of true processes of entrepreneurial activity - a kind of simulation model created an environment in which the system under study carries out certain activities, reflecting in the dynamics of its results. The interactive game is notable from other methods of training that empowers students «live» some time in the study of the production situation, to acquire experience of

professional activity in the new conditions. The system of entrepreneurship education of pupils can be used the intellectual an interactive imitation (a simulation fantasy of authors of the game environment) in which as a result of learners the interaction of the game received diverse professional and managerial solutions. The specific of this kind of games is that they are built on communication of future specialists for individual and collective decision-making under conditions of uncertainty and lack of information. Teamwork requires the full commitment of all the participants without an exception and a smooth and a coordinated the work [2].

Also, another modern form of entrepreneurship education - a "training company". Educational technology firm realizes model of a real enterprise, are based on the principle of "making a - know" and is training of pupils, oriented their future practice. "Pupils are introduced to economic processes and working procedures, are deepening their economic and commercial knowledge, are developing social skills of and key. The professional educational institution of in which "works" training company, is a place where you can develop the entrepreneurial skills of pupils in the process of communicating with the "work colleagues" and "staff", students of other training firms.

It becomes a social environment where training company acts as a liaison between the school and its surrounding world - real by enterprises, other educational companies both at home and abroad. The main objective of implementation of educational technology "Training firm" is to develop the student of skills and competencies that enhance its competitiveness on the modern labor market and promote the development of his creativity and individual abilities. The learners carried a training company the main commercial and administrative activities, starting from the registration of all necessary documents prior to the provision of services and the purchase and sale of goods. Pupils conduct telephone calls, conduct business correspondence, taking and serving customers, process applications, financial documents, make transactions with other training firms. The entire the activities should be carried out taking into account the existing laws and legal norms. Of course, a training firm does not sell real goods and services and does not have real money. But learning the company, as with any real company, it has a personnel department, secretariat, accounting, marketing, sales and logistics.

Thus, examining the different methods of entrepreneurship education, we can conclude that they are all are aimed at the transition from the theoretical to the practical development experience. As a result of changes attitude to the development of knowledge (from passive to active), increasing adaptive capacity allowing to form entrepreneurial thinking learner.

#### ***References / Список литературы***

1. *Панфилова А.П.* Игротехнический менеджмент. Интерактивные технологии для обучения и организационного развития персонала: Учебное пособие. СПб.: ИВЭСЭП. «Знание», 2003. 536 с.
2. *Рахматуллаева Д.Р.* Обучать будущих предпринимателей управлять в команде // European Research, 2016. № 8 (19). P. 88 - 89.