

Contents of Preparation of Future Entrepreneurs of Motor Transport Enterprise

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ABSTRACT

The article discusses the content of training of students to the enterprise activity in the direction of preparing Motor transport sector and establishes the principle of building a system of training the content of teaching students to become entrepreneurs.

The contents of educational training system to the enterprise activity based on the principles of continuity, consistency, continuity modularity, applied direction and variation.

KEYWORDS: *systemic approach, entrepreneurship, competence, principles motor vehicles, continuity*

Assurance of high quality of preparation of graduates for entrepreneurial activities requires a systematic approach, concentrating best practices in the organization of theoretical and practical training of preparation for entrepreneurial activity.

The implementation of such approach is possible, in our opinion, on the basis of a multilevel system of educational process aimed at the development of each stage of training the students of a certain functionally complete set of theoretical knowledge and practical skills of entrepreneurship. The objectives of such a system must be:

1. Development of motivation to entrepreneurial activities, creative approach and self-determination.
2. Formation of students' competence in the field of entrepreneurship.
3. Assurance of compliance of competence of graduates with modern perspective demands of the business [1].

Key goals should contribute to solving the main task – development of principles of organization of the content of theoretical and practical learning of entrepreneurial activities taking into account the continuity of educational programmers, integration of vocational preparation by profession and preparation for entrepreneurial activity.

The basis for the development and content of the pedagogical system of preparation for entrepreneurial activity was based on the following principles:

1. The principle of continuity, i.e. continuity in the system of knowledge acquired in the system of secondary and vocational schools, to expand the theoretical base and to adapt its preparation to entrepreneurship, to give a basis for continuous improvement of knowledge, abilities and skills in terms of changes in the business environment.
2. The principle of advanced education. Principles of selection of teaching content and methodology for business activities must ensure the formation of students'

modern ideas about the role of entrepreneurship in society.

3. The principle of applied orientation of training. You must create skills of practice-oriented actions for implementation of business activity with a clear understanding of the goals and objectives, ability to independently choose methods of entrepreneurship.

In educational institution, the educational content is the content of activity of subjects of educational process. It is specified in the curriculum of the educational institution. The content of each discipline of the curriculum is elaborated in work programs.

We have done the analysis of subject content of working programs of courses within the system of methodical, as well as psychological-pedagogical and methodological literature on motor transport specialties. The best that meets the objectives and the level of preparedness of students, as well as the requirements for educational technology was selected from a set of known psychological and pedagogical technologies, forms and methods of training:

- compliance of the developed system with resources of vocational college;
- sufficient regularity and system compatibility with existing pedagogical process;
- adequate controllability of technology, the availability of diagnostic tools for its support;
- Repeatability — applications of technology in similar conditions.

Organization of an appropriate training of specialists for entrepreneurial activity in the motor transport sector requires the formation of corresponding methodical base [2]. Particular characteristics of teaching of entrepreneurship is that the subject itself - the entrepreneurial activity is characterized by a highly dynamic, complex, multi-disciplinary approach. To establish the sequence of study of subjects forming the basis of preparation for entrepreneurial activity, their interaction with the subjects that make up the content of professional training of specialist of road transport sector, the construction of the log frame of training, it is required to determine which types, methods, tools, entrepreneurial activity will be examined within the framework of the designed system.

To reflect the sequence of study of subjects, providing continuity, logical validity, regularity in the formation of knowledge, the interrelationship of disciplines it is necessary to develop a log frame, the content of training to entrepreneurship.

A distinctive feature of the training is the continuity of disciplines, involving the development of learning outcomes obtained at one stage of the learning, henceforth on the next step and focus on the end result, ensuring the formation of theoretical knowledge and practical skills needed for the final phase of entrepreneurship training – graduation paper.

For example, lecture classes form the knowledge of technology, work performed and technics as well as forms professional position of the future specialist on the organization of work, as options for used equipment and technologies are considered [3].

The acquirement of professional knowledge, skills, reinforcement of skills, and manifestation of qualities of a specialist occur during preparation of coursework. Coursework is independent activity that requires from students a creative approach, a deep knowledge of the goals, objectives of coursework, and skills of selection of ways to achieve them. Of particular importance is the public defense of work performed, which contributes to the formation of communicativeness, the ability to conduct a dialogue, economic thinking, the ability to use innovation, etc.

Students carry out all types of independent work within the developed system of training. The main form of independent work — study of additional literature, regulatory documents on the topic as directed by teacher and independently in the reading rooms, libraries by taking notes from texts. Assessment of the level of students' independent work is conducted in practical classes, scientific conferences, as well as during tests and examinations. At the same time, independent work are practiced in the form of abstracts on the theme, design work, small projects, and creative works in the form of model preparation-samples of road sections, structural elements, samples of work organization (technology of road surface repairs), schemes (controlled intersection), tables, drawings, videos, pictures, etc.

Independent work of students is the continuation and deepening of acquired knowledge, abilities and skills during lectures and practical sessions [4].

Thus, **at the first stage** of preparation of students for entrepreneurial activity the students get aware of the importance of entrepreneurship in society, in the field of transport, in particular, study of its kinds, substantive and organizational forms. This stage provides the understanding, familiarization of the future entrepreneur with the essence of this activity, the basics, and terms. The students acquire the culture of the entrepreneur, skills of

professional behavior, level of legal culture, ability, knowledge and entrepreneurial activity in the field of the motor transport sector.

The second stage of preparation (of students of professional colleges) to business activity allows us to shape the professional behavior of an entrepreneur, qualities of citizenship, the political culture of the future specialist.

The third stage allows students of higher educational institutions forming modern economic thinking for a competitive specialist, adapted to market conditions, with developed cultural skills and competencies of professional behavior. This construction of the educational process provides continuous preparation of students to entrepreneurship, allowing acquiring necessary knowledge, ability and skills.

Of particular importance in the preparation of entrepreneurial activity is the educational component, the most significant components of which are moral, civil and legal education, which involve:

- nurturing the respect for achievements of previous generations in the field of entrepreneurship, the development of moral and patriotic value orientation;
- high level of social responsibility for the outcomes of entrepreneurial activity;
- formation of modern economic thinking of competitive specialist, focused on market reforms, the recognition of the values of private sector investment in the overall development of the industry and socio-cultural sphere;
- development of cultural skills and competences of professional behavior of the future entrepreneur of the motor transport field.

Literature:

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