

MODEL OF DEVELOPING ENTREPRENEURIAL SKILLS IN PUPILS ON THE BASIS OF FAMILY AND SCHOOL COOPERATION

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ABSTRACT

The article describes the development of the pupil's personality in pedagogical cooperation between the family and the school, the possibility of creating favorable conditions for organizing the life of students, the conditions for the successful organization of joint activities between the family and the school, the basis for mutual cooperation between the school and the family in the education and upbringing of the younger generation on the basis of mutual support and help. The author has developed a model for the development of entrepreneurial skills in students on the basis of cooperation of the school and the family. The model includes the following components: purposeful, procedural significant, organizationally-oriented and efficiently-oriented to the assessment. The model is based on school and family cooperation as a methodological basis for the development of entrepreneurial skills among students: systemic, activity-oriented and based on competent approaches. As the principles of school and family cooperation, pedagogical determination, openness, collegiate style, cooperation and dialogical relations, integrity and consistency, continuity, consistency, community are defined as well.

Keywords: Family, school, pupil, cooperation, entrepreneurship, skills, entrepreneurial skills, development, model.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The gist of the concept of 'joint activity' is that the actions of each of the participants express the interdependence of interrelated individual actions that arise on the basis of the principle of motivation and reaction to others, in accordance with the description of the cycles [1]. From the universal point of view, reciprocal joint action is interpreted as a category that reflects the processes of interaction of objects with each other, their interaction, the formation of one object by another.

On that premise, the pedagogical cooperation of the family and the school is to create optimal conditions for the development of the personality of the pupil, the organization of his life. According to A.V. Shukaeva, the main task of a teacher in organizing joint activities with parents is to increase the pedagogical, educational activity of the family, to give it a purposeful, socially significant characteristic [2].

According to Arnautova, the main condition for family and school cooperation is reflected in the availability of a complete understanding of the functions and content of each other's activities. As a result, the subjects should understand each other, imagine their educational opportunities, embody real actions in providing mutual assistance, accountability for why they do this, have a clear idea of the tasks, means and end results of education [3].

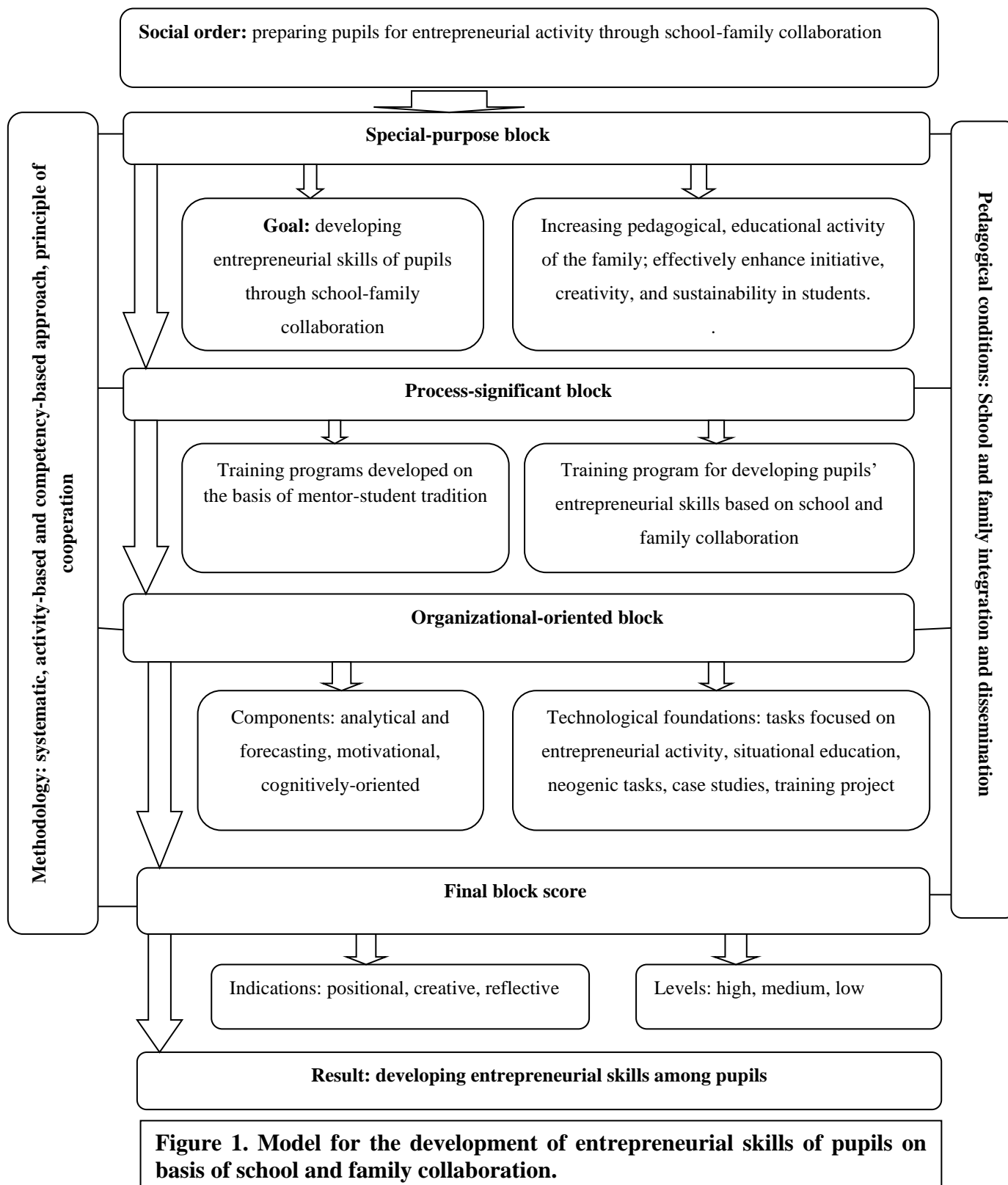
For successful organization of joint activities of the family and the school, parents should be able to analyze the activities and behavior of their children. The development of entrepreneurial skills is based on solid joint activities of the family and the school, which allows students to effectively formulate initiative, creativity, sustainability, and the desire for success.

Educational interaction is a kind of social partnership through which purposeful forecasting of changes in an object is carried out by influencing this process [4; 152].

Based on the foregoing, it was concluded that family and school cooperation is aimed at enhancing the joint activities of teachers and parents in the process of developing entrepreneurial skills among schoolchildren, this is a specially organized system of interaction, compatibility, influence and communication.

Each family should pay attention and take care of children, because children have the main thing - a happy childhood. Only in some cases does parental love for the child become unconscious: extreme concern, the desire to surround the child with everything that he wants, not realizing that this is the first reason that creates life difficulties for himself and others. Family and school are two unique phenomena of child rearing, which form social experience, social connections and relationships [5]. Only they can lead the child to adulthood, achieve effective organization of his life, combining joint activities among themselves.

In the context of reforming the national education system, the problem of family-school cooperation is gaining its importance. Parents and teachers are great strength that drives the process of formation of each person as a person. It is especially important that the joint activity of the school and the family is based on reciprocal support and assistance, in the education and upbringing of the younger generation. In the framework of the study, a model for the development of entrepreneurial skills in students based on the cooperation of the school and the family was developed.



The model includes the following components: purposeful, procedural significant, organizationally-oriented to activity and efficiency-oriented to evaluation.

Ensuring joint activities of the school and the family on the development of entrepreneurial skills of pupils includes: 1) developing views and harmonizing the interests of teachers and parents in addressing common issues in developing entrepreneurial skills; 2) creative enrichment of theoretical knowledge and practical skills based on the enhancement of effective forms, methods and means of developing entrepreneurial skills based on motivational needs; 3) the creation of conditions for the effective development of entrepreneurial skills based on mutual agreement and the conscious managerial potential of the teacher and parents in developing pupils' entrepreneurial skills in a timely manner to make adjustments to the educational process constitutes on the pedagogical reflex.

The purposeful component reflects the goals and objectives of ensuring cooperation between the school and the family in the development of pupils' entrepreneurial skills. The main goal is the development of entrepreneurial skills among schoolchildren on the basis of cooperation between the school and the family. As tasks are identified followings: increasing the pedagogical and educational activity of the family; effectively form initiative, creativity, and sustainability in students.

The process-significant block, along with teaching the subject 'Fundamentals of Economics' in forms 8–9, formulated a modular program of professional training based on the traditions of a mentor-student, as well as training for teachers and parents 'developing entrepreneurial skills of students in collaboration with the school and the family'.

The organizational and activity-oriented block reflects the components and technological foundations of the development of entrepreneurial skills of pupils on the basis of cooperation of the school and the family. As part of the study, an integrated technology for the development of entrepreneurial skills of pupils was elaborated.

In determining indicators of the level of activation of school and family cooperation in a study on the issues of joint activities of teachers and parents, the following questions were considered: firstly, the content of the personal pedagogical point of view of teachers and parents to create and stimulate conditions for self-study, self-education as an art. V. I. Slobodchikov defined the perspective as 'a holistic description of adult behavior, which determines his worldview, the principles of freedom and responsibility in the environment of cooperation between children and adults' [6].

The necessity for a pedagogical point of view is that the meetings of adults and children related to the creation of the essential conditions for achieving the goal of education, and their personality-oriented view on professional activity, expressed in their awareness of their pedagogical functions, determination of political, legal, moral, religious, scientific, aesthetic views of the teacher. On the basis of a personal point of view, the teacher and parents interact with educators as friends with personal subjective experience. Teachers and parents from a pedagogical point of view help to maximize the child's individuality (creating an entrepreneurial environment, purposeful entrepreneurial activity, etc.) [7]. It provides the full implementation of educational goals and spiritual values, including entrepreneurial activity. This study describes the desire of parents to determine the socio-value based content of entrepreneurial activity, to understand the relationship between educational phenomena and processes, to study, remember and master the methods of applying knowledge about changes

in socio-cultural conditions, as well as to apply knowledge about entrepreneurial activity in specific situations. This level often differs from the fact that parents have no interest in deepening knowledge, instability of volitional qualities.

Uniqueness is the manifestation of high interest in parents in the formation of initiative, resourceful, persistent, hardworking, frugal, sustainable qualities in children. In this regard, on the basis of the interconnection of activities, created taking into account external conditions and situations, teachers, as the first indicator of joint activity in connection with the willingness and competence to change the general activity to entrepreneurial activity, which becomes a joint creator and organizer of new educational practice, defined positional (possession of a point of view). The high pedagogical efficiency of educational cooperation lies in the fact that it helps to increase the effectiveness and productivity of the educational process, to form a friendly, benevolent attitude towards the class and family, to increase self-esteem and communicative competence of students, which ultimately helps students develop entrepreneurial skills.

Secondly, as a moral aspect, pedagogical creativity is closely related to the motivational sphere, since the specificity of pedagogical cooperation is that the teacher in his professional activity relies primarily on cooperation with parents, based on etiquette, dialogue and mutual responsibility in raising children. Another feature of pedagogical activity is that in it manifested the relationship between motivation, ethics, and methods of behavior. A dynamically developing school in modern conditions requires new creative teachers and creatively thinking parents who have deeply mastered psychological and pedagogical knowledge, know the features of the development of children, form the initiative, persistence, resourcefulness, perseverance in them. When determining this indicator, 'creative' pedagogical activity was noted, the methodological and motivational component of creative activity was determined based on the thoughts of N.Yu. Postalyuk. He attributes the following qualities to the systematizing features of the creative style of the teacher's activity: the ability to see the problem, independent reasoning, the originality of thought, the ease of forming connections, the ability to think critically, the ability to apply knowledge and skills in new situations. As an individually apprehend essence of the creative style of activity, N.Yu. Postalyuk believes that a person is a kind of emotional-volitional sphere: ability to concentrate (accumulate) creative power, perseverance, a tendency to conscious risk, persistence and independence in reasoning, high self-esteem, desire for the novelty and availability of needs, etc. [8].

Thirdly, the orientation of students towards successful cooperation in the development of entrepreneurial skills reflects awareness and understanding of the educational impact of the school and family on the orientation of the individual on entrepreneurial activity based on the organization of reflection of teachers, parents and students related to the development of plans for their success through self-control, self-assessment. It is primarily associated with the desire of the teacher and parents to increase labor efficiency, to overcome existing pedagogical standards and stereotypes in school and family educational work. Reflection helps teachers, parents to determine the expected result in advance, redefine the purpose of subsequent work related to entrepreneurship-oriented activities, and students to adjust their path of personal development. It is appropriate to cite the following opinion of A.V. Khutorsky: 'if the perception of the body is a source of external experience, then reflection is a source of inner experience, a way of self-awareness and a necessary tool of thinking' [9: 34].

A similar idea of the researcher A.O. Zotkina was formulated directly on the basis of the subjectivity of the teacher, that is, 'the personality of the teacher and his worldview directly

express the content of education', in which he or she identifies three prerequisites for mastering the desired pedagogical innovations: understanding, reflection and personal preparation[10]. The ability to see problems in personal activity, its personal social, communicative, economic and other settings, and reflection is a necessary condition for understanding any pedagogical reality.

Based on the above-stated, as indicators of school and family cooperation on the development of entrepreneurial skills, pupils identified: positioning (possession of a point of view), creativity and reflexivity.

In accordance with the description of these indicators, the following levels of school and family cooperation in the development of students' entrepreneurial skills are identified: high, middle and lower.

High level - teachers and parents contribute to the maximum disclosure of the individuality of the child (organization of the entrepreneurial environment, focused entrepreneurial activity, etc.); teachers and parents interact with students as a friend with personal subjective experience; based on the interaction of activities created taking into account external conditions and situations, they become joint creators and organizers of new educational practice; willingness and ability to change general business activities; Self-monitors and evaluates pupils as a direction for successful cooperation in the development of entrepreneurial skills; deeply understands and realizes the educational impact of the school and family on the orientation of the individual to entrepreneurial activity on the basis of the organization of reflection of teachers, parents and students.

The medium level — teachers and parents do not always fully participate in the disclosure of the child's personality (organization of the entrepreneurial environment, purposeful entrepreneurial activity, etc.); teachers and parents are not always friends with pupils; do not act as joint creators and organizers of new educational practices; do not have stable skills of self-control and assessment of students as an orientation towards successful cooperation in the development of entrepreneurial skills; school and family do not deeply understand the educational impact of the individual on entrepreneurial activity.

Low level - parents have skills oriented to value and a specific goal, but pupils do not have the ability and competence to achieve generality with teachers in developing entrepreneurial skills. In the development of entrepreneurial skills, students do not have a positional generality; they sometimes use innovative technologies in the educational process in drawing up students' initiative. This situation indicates that the relationship of pedagogical creativity and reflection in solving pedagogical problems is not ensured.

In conclusion, we can say that the model was based on systemic, activity-oriented and competent approaches, as the methodological basis for the development of entrepreneurial skills among students on the basis of cooperation between the school and the family. As the principles of school and family collaboration, pedagogical determination, openness, collegiality, cooperation and dialogical relations, integrity and consistency, continuity, consistency, commonalities were identified.

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