

METHODOLOGICAL APPROACHES TO PREPARING STUDENTS FOR SOCIAL ENTREPRENEURSHIP IN THE PROCESS OF STUDYING ACTIVITIES

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ABSTRACT

The article analyzes the category of social entrepreneurship. The emphasis is on the business entity. The system of personal qualities necessary for a social entrepreneur is described. An analysis of domestic research on the problems of educational activities is proposed. Methodological approaches to preparing students for social entrepreneurship are substantiated. The authors conclude that subject-activity and subject-subject (dialogical) methodological approaches to preparing students for social entrepreneurship are focused on the need to treat them as active subjects of educational activities.

Keywords: Social entrepreneurship, subject of social entrepreneurship, personal qualities of a social entrepreneur, educational activities, internal and external educational motives, methodological approach, subject-activity approach, subject-subject (dialogical) approaches.

INTRODUCTION

Social entrepreneurship refers to the process of solving social, cultural and environmental issues through the use of various means of business activity. If in traditional understanding, the success of entrepreneurial activity is assessed in such parameters such as profit, revenue (sales volume) or stock price, then “social return” serves as the basic criterion for determining the significance of social entrepreneurship. At the same time, profit has a certain value, but not as an end in itself, but as a means of further advancement and achieving social, cultural and environmental goals. The subject and conductor of social entrepreneurship is social entrepreneur. At the same time, psychological determinants success of social entrepreneurship activities are personal qualities formed in the process of professional training relevant specialists. Researchers identify the following personal qualities necessary social entrepreneur for the successful implementation of the relevant activities. In recent years, policy attention to social enterprises (SEs) has expanded both internationally and within the EU. But little focus has been placed on determining and addressing their training requirements and skill gaps. Observing the guidelines of the Training Needs Analysis (TNA) approach and gathering information from various sources regarding the social entrepreneurship industry in four EU. It also looks at how these materials answer the training challenges faced by SEs in relation to management, sustainability, and growth issues. The approaches this initiative took to address these problems through the creation of creative training materials and delivery methods are described in this paper. In turn, preparing students for social entrepreneurship carried out in the educational process of the university, the basis of which is represented by educational activities.

LITERATURE REVIEW

The theory of educational activity in domestic science has been developed quite deeply and thoroughly. The first thing to note is the cognitive nature of this activity. So, as noted educational activities are regulated by a consciously set educational goal, determined by the

need to master specific knowledge and relevant skills, acquisition by them of socially significant forms of behavior and their introduction to various types activities.

Creating conditions for the emergence of internal educational motivating students in learning requires the development of an appropriate methodological basis for the process of preparing them for social entrepreneurship. By the concept of methodology, domestic authors understand an integral system basic approaches that structure the fundamental basis of any science. The theory of educational activity in domestic science has been developed quite deeply and thoroughly. The first thing to note is the cognitive nature of this activity. So, as noted educational activities are regulated by a consciously set educational goal, determined by the need to master specific knowledge and relevant skills, acquisition by them of socially significant forms of behavior and their introduction to various types activities. Second, from an extra-organizational perspective, outside observers—such as possible funders, contractors, and customers—find it harder to identify and recognize SEs due to their hybrid nature (Saebi et al., 2019). In fact, a lot of academics in the field of social entrepreneurship have asserted that SEs forming partnerships collaborating with other organizations and sharing concepts, procedures, techniques, and resources among various stakeholders could aid in their long-term viability and establishment of credibility among their constituents (Folmer et al., 2018; Loukopoulos & Papadimitriou, 2022; Stam et al., 2014). Thus, in order to locate the resources required for their survival, sustainability, and organizational growth, SEs and their stakeholders need to establish a strong network.

Finally, before working with others and starting a social enterprise, one should have the necessary entrepreneurial abilities on a personal level. Hockerts (2018), for instance, claims that "moral obligation," "social entrepreneurial empathy," "perceived social support," and "social entrepreneurial self-efficacy" are some examples of

one of the most essential abilities a prospective social entrepreneur should possess. Prospective social entrepreneurs could receive all of these resources via the social entrepreneurship education programs now offered at educational institutions like colleges and universities (Hockerts, 2018). But rather than fostering the development of practical skills and competencies pertinent to the day-to-day operations, constraints, and challenges of SEs, many educational institutions have strengthened the teaching of social entrepreneurship by developing primarily academic offerings that emphasize business, social impact, and innovation issues.

RESEARCH METHODOLOGY

In this case, the functional significance of the methodological approach is: 1) determining the models of the author's research interpretations of pedagogical phenomena and event facts; 2) performing the function of scientifically based the axiomatic canon of their (phenomena and event facts) systemic study and interpretation. The TNA model put forth by Gupta et al. (2007) served as the foundation for the three-phase multiple data collecting method used in this study. First, a thorough desk study on current HEIs, VET programs, and courses for training and education on SEs was conducted, with a focus on the four nations (55 out of the 98 courses/programs surveyed). The majority of the data was methodically collected from already-existing websites. A set of training courses was selected for a thorough study based on the results of the first phase results analysis. The connection between the concepts of social entrepreneurship and individual subjectivity is noted by many researchers. So N.I. Sidorov writes: "an individual's ability for social entrepreneurship and its subjectivity are complex structural integrative characteristics that manifest themselves in actively selective, proactive a

person's responsible attitude towards himself, towards his social and entrepreneurial activities, towards partners in such activities, towards the socio-cultural world and towards life in general. Social entrepreneurship and subjectivity not only determine the positive development of personality, but are also characterized by having the potential for one's own development and formation".

ANALYSIS AND RESULTS

In general, the achievements of modern science allow us to state the following: the development of the student's personality in the educational process of the university as subject of educational activity is the process of forming its readiness for self-development and self-realization under the influence of emerging or assigned educational tasks of varying levels of complexity, including those that go beyond the boundaries of previously decided. The emergence and development of the subject position and corresponding subjectivity of students in the educational process of a university is possible only with proper organization of pedagogical interaction in the system of "teacher-student" relations. Second, a qualitative method was used to confirm the collected data and add to it with further information by conducting semi-structured online interviews with providers. A total of fifty-six instructors, professors, directors, and managers from universities and VET organizations participated in semi-structured interviews. This resulted in an examination of the problems that SEs typically encounter and the topics, training methods, and content.

Finally, a quantitative method was used based on the above two-phase survey results for validation purposes and to provide a much more robust picture of the training challenges and skills gaps faced by social entrepreneurs. This achieved triangulation and extended the work of Corvo et al. (2022) considerably. Due to the COVID-19 pandemic outbreak, between mid-May and mid-July 2020, an online survey (at least 15 per nation) was sent by MS Forms to SEs, advisors, and partners in all partner countries in order to gather information about EU-wide providers of education and training. The questionnaire was specifically sent to the following parties, who are divided into three cohorts and are involved in the field of social entrepreneurship:

Cohort 1 – SEs: 19 to 25 SEs (board members and managers) per partner country to investigate operational protocols, constraints, challenges and needs.
Cohort 2 – SEs' advisors: 5 SE advisors/advisor organisations from each partner country to assess their perceptions and experiences about social entrepreneurs' skills deficits and needs.
Cohort 3 – SEs' partners: 4 to 7 SEs' collaborators/partners that support social economy and entrepreneurship in each partner country.

CONCLUSION

According to the study's conclusions, which are explained below, a SE is a business model with a number of management, sustainability, and growth challenges that get harder to handle when staff and board members lack the necessary training. A thorough analysis of the results for every subject is provided. The outcomes of the responses from the three cohorts collected from each of the four partner nations are primarily displayed in aggregate form, with the inclusion of particular percentages where needed to emphasize comparisons between them. Dialogue as a methodological approach to the organization and implementation of the communicative process in a university can be rightfully considered in broad and narrow terms. In a broad sense, dialogue is understood as a basic ethical principle of openness to the world, orientation towards which allows us to determine the general moral vector of organizing

pedagogical interaction between teacher and students. In a narrow sense, the dialogical approach defines specific technological mechanisms for the practical implementation of the communicative process between subjects of the educational process.

Thus, all of the above allows us to formulate the following conclusion: subject-activity and subject-subject methodological approaches to preparing students for social entrepreneurship focused on the need to treat them as active subjects educational activities. At the same time, the subject position of students determines the possibility of developing sustainable internal learning motivation in them as a necessary condition for increasing the overall effectiveness of professional training future specialists.

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