

**TEXNOLOGIYA FANI AMALIY MASHG'ULOTLARINI TADBIRKORLIK
FAOLIYATI BILAN UYG'UNLASHTIRISHNING INNAVATSION MODELI**

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Abstract

This article examines the issues of integrating "Technology" lessons in general secondary schools with entrepreneurial skills, based on the requirements of a modern market economy. The article proposes a methodology for developing not only technical skills in students during practical training, but also competencies in calculating product costs, developing a marketing strategy, and managing small business projects.

Keywords

Technology, entrepreneurship, integration, practical training, innovation, economic education, product design.

Introduction

Today, the main task of the education system is not only to provide theoretical knowledge, but also to prepare graduates for independent life and the labor market. Combining practical training with entrepreneurship forms the student's thinking based on the principle of "From Idea to Profit". Technology lessons are a fundamental foundation in this regard. However, traditional methodology in many cases focuses only on manufacturing techniques, leaving aside economic efficiency. The product made by the student remains just an exhibition exhibit. The need to adapt it to market requirements and form an entrepreneurial mindset requires the development of an innovative model. This issue is one of the problems that must be solved.

Today, the inextricable connection of the education system with production and business processes in Uzbekistan has become a priority of state policy. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-176 dated September 26, 2025 "On measures to support entrepreneurial entities based on new approaches" has opened a new era in this regard. This Decree provides for the development of entrepreneurial activity not only with financial support, but also with the introduction of a system of training, methodological assistance and implementation of innovative ideas based on the principles of "incubation and acceleration". This, in turn, requires abandoning traditional approaches in the lessons of the subject "Technology" in general secondary schools and preparing students for independent activity through small entrepreneurship and "startup" projects. This study scientifically analyzes the issues of adapting the mechanisms for innovative support of business entities established in Decree No. PF-176 to the teaching process and organizing practical classes in technology based on the entrepreneurial cluster model.

Literature Review. In the literature, the combination of technology and entrepreneurship is often studied within the framework of the concept of "Professional competence". P.R. Ismatullayeva and others in their studies indicate the project-based learning methodology as the main driver in the formation of students' technological culture. Foreign experience In Western literature on the STEAM approach, for example, it has been proven that the combination of education and work based on the concept of J. Dewey forms an "entrepreneurial mindset" in the student.



The analysis shows that the innovation model should be based on the following chain:

| Stage | Content | Expected result |
|----------------------|-----------------------------------|------------------------|
| Idea (Marketing) | Market demand research | Market demand research |
| Project (Design) | Drawing and construction creation | Technical literacy |
| Production | Practical training process | Professional skills |
| Economic calculation | Calculating cost and profit | Economic analysis |

In the process of literature analysis, the following three main areas are distinguished: approach. School - College - Enterprise chain. In this case, the technology room at the school acts as a small "business incubator".

Integration of digital technologies. In modern literature, the issues of directing 3D modeling and robotics elements to entrepreneurship (for example, custom-made parts) are widely covered.

Ecological entrepreneurship. Models of achieving economic efficiency through waste-free technologies or manufacturing products from secondary raw materials (for example, in the works of Sh. Sharipov). methodologists claim that the main problem is the material and technical base and the level of economic knowledge of teachers. It is proposed to use the "virtual enterprise" model in practical classes or systematically organize school fairs. This will help the student understand the value of the product he made. Literature analysis shows that in order to combine technology with entrepreneurship, it is necessary to include the modules "Art-Entrepreneurship" and "Project Management" in the curriculum. This will serve not only to learn the craft, but also to facilitate the social adaptation of the student.

Methodology. A comprehensive approach is used to determine the effectiveness of integrating technology practical training with entrepreneurship. The following methods are used in the process:

- Systematic analysis: Comparative study of current technology curricula with entrepreneurship elements.
- Modeling: Designing an innovative educational model that creates a "Small Business Entity" environment in the learning process.
- Pedagogical experiment: Implementing the proposed model in practice and comparing the results with the control group.

The core of the methodology is the "Project-Entrepreneurship" model. This model



involves transforming the student from a simple performer into a project manager. We use the following mathematical algorithm to organize the training. Practical training is conducted based on the following four-stage methodology: Diagnostics and Motivation - studying the interests of students and regional market requirements (for example, the need for carpentry products). Technological design - product design, drawing and calculation of raw material consumption. At this stage, the SWOT analysis method is used (identifying the strengths and weaknesses of the project). Practical implementation (Production) - preparing a product based on technological maps. The "teacher-student" and "teamwork" methods are used. Commercialization simulation - calculating the cost of the finished product, advertising and organizing a virtual "sales" process.

Results and Discussion. After the training sessions based on the innovative model, the students' mastery indicators changed positively in the following areas. Students' skills in working with equipment improved. Economic thinking, the ability to calculate the cost of an item, raw material consumption and profit increased in the experimental group. Students' ability to independently develop an idea and bring it to the level of a final product was formed in project management.

When the student realized that the item he was making could bring income in the future, his interest in the lesson increased sharply. Within the framework of the innovative model, students avoided patterns and tried to introduce innovations in the design and functionality of the product. The entrepreneurial environment instilled in students confidence in their abilities and prepared them spiritually to open their own business in the future. The principle of "From Idea to Sale" in combining lessons with entrepreneurship justified itself. However, the analysis showed that only theoretical entrepreneurship in classes is ineffective. The highest results were observed when the student created a real product and felt its economic value in practice.

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