

FORMATION OF ECONOMIC COMPETENCE IN THE EDUCATIONAL PROCESS IN A MARKET ECONOMY

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Annotation: The article examines the role of economic competence and the problems of its development in bringing the quality of specialist training in our country into line with modern requirements.

Keywords: competence, economic development, professional activity, personal development, economic knowledge, economic competence, objective need, socio-personal competence.

The socio-economic changes taking place in our country and the transition to a market economy pose a challenge to the education system to form the economic competence of specialists. Solving this problem is associated with the strategic importance of economic education of young people in ensuring the future of the country. As is known, economic competence is a factor in limiting the negative consequences of the actions of market entities, assessing activities not only from the point of view of economic expediency, but also from the point of view of spiritual and moral value. In education, it is necessary to take into account the systemic nature of the transformation processes in society and the economy, as well as the modern priorities of personal development. The concept of “Development of the Higher Education System of the Republic of Uzbekistan until 2030”, approved by the President of our country in 2019, emphasizes that a developing society needs people who are modernly educated, spiritual, initiative, able to make independent decisions in any conditions, capable of cooperation, distinguished by mobility, constructiveness, ready for intercultural dialogue, and who approach the fate of the country and its socio-economic well-being with a sense of responsibility.

The new priority areas for the development of higher education, set out in the concept of “Development of the Higher Education System of the Republic of Uzbekistan until 2030”, are primarily related to achieving a new quality of education that meets both the needs of the labor market and international standards. In order to bring the quality of training of specialists in the process of higher education into line with modern requirements, a pedagogically proven system should serve, which will allow higher education students to form the necessary competencies both in the field of professional activity and in the optimal use of their abilities economically. Therefore, higher education is tasked with the implementation of all areas of professional training of graduates, as established by the state standard, as well as the training of specialists with the necessary economic competence. Today, the problem of forming and developing the basic competencies of higher education students that ensure their full functioning in society and their future professional development is urgent.

The following features of the vocational education process are generally recognized: consistency, continuity, improvement. In all areas of the activity and development of the education system, an active search is underway for ways and forms of implementing educational models in order to improve the quality of vocational education and improve its content. However, in certain areas, there is a voluntary, spontaneous, unscientific approach to solving the problems of vocational

education. This, in our opinion, primarily concerns the acquisition of economic knowledge by students. The extensive development path of the vocational education system cannot ensure its functioning and development at the level of modern requirements. Therefore, qualitative changes in the process of economic education are necessary as a component of the professional training of specialists. Higher education, as one of the components of the modern economic education system, plays a very important role in the training of future specialists. It is designed to adequately form systematic economic knowledge and decision-making skills that form the basis of activity in various fields. In this process, economic competence is one of the primary mechanisms for creating the means of adapting a person to socio-economic changes, and serves as a means of personal development, expanding economic knowledge, and forming human capital.

In the new socio-economic conditions, the issues of scientific and methodological support for the organization and implementation of the process of developing economic competence of higher education students are gaining particular relevance. Today, the increased need for highly qualified personnel capable of carrying out economic activities, the lack of a model for the development of economic competence of higher education students predetermines the scientific and methodological level of relevance of this problem.

Thus, the problem of developing the economic competence of higher education students is urgent and is determined by a number of objectively existing contradictions, including:

- contradictions between the growing requirements of society for the level of training of future specialists capable of working effectively in the changed conditions of the socio-economic environment and the existing system of their professional training;
- contradictions between the need to create a scientifically based model of developing students' economic competence as one of the tasks of the educational process in higher educational institutions and its insufficient theoretical development;
- contradictions between the objective need for a methodology for developing the economic competence of higher education students and the insufficient content and methodological support of this process.

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