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Requirements for Economic Training of College Students in Modern Professional Education

Key words: *economic preparation, economic education, economic mobility, economic competence, professional competence, modular training, modular-competence approach.*

Annotation: *The article is devoted to the economic preparation of students in the system of secondary special, vocational education. The requirements for a modern young specialist in the conditions of market competition (including educational services), the content of state educational standards for secondary specialized and vocational education in terms of economic training and the features of the module-competence approach to teaching students are considered.*

In accordance with the Education Law and the National Program for the Training of Personnel of the Republic of Uzbekistan, training in the system of secondary specialized and vocational education is of a practical nature. This is the essence of the social order - to teach the future specialist to learn and improve in different areas (economic education, formation new economic culture, development of skills to use tools of economic choice, implementation of promising projects).

In modern socio-economic conditions, a special role in the training of specialists is assigned to the economic education of students of institutions of secondary vocational education. It is called upon to form economic thinking and to instill the skills of rational economic behavior, to create prerequisites for the continuation of vocational training and practical activities.

Despite the fact that during the last period the teaching of the economy has accumulated certain experience and the information and educational support of the educational process has been developed, the approaches to training specialists at the present stage are being significantly updated.

An effective mechanism for creating an updated educational space for secondary vocational education is the State Educational Standard for Secondary Specialized and Professional Education (GOSS VSSO).

The GOS SOSA implemented a fundamentally new approach, developed on a modular-competence basis. In the section "Characteristics of the professional activity of graduates", the area, objects of the professional activity of the graduate are indicated. The activities of the future specialist are detailed in accordance with the basic or in-depth training. In the section on the requirements for the results of mastering the main professional educational program, the general and professional competencies that the future specialist should possess, the requirements for the program and methodological support of the educational process in the college are indicated.

Based on the research conducted, we offer modular training in colleges. Modular training differs from the traditional one, since within the individual module a complex development of skills and knowledge is carried out within the framework of the formation of specific competence that ensures the performance of the corresponding type of activity. The educational institution determines the specificity of the educational program taking into account the focus on meeting the needs of the labor market and employers, concretizes the final results of training in the form of competencies, skills and knowledge, acquired practical experience. In the variable part of the educational program, the college can increase the amount of time allocated to disciplines and modules in accordance with the needs of employers and specific activities.

The use of a modular approach to the formation of programs allows each educational institution to become the initiator of a training intellectual resource, which excludes the dependence of module implementation on the presence or absence of a particular teacher, since the methodology and teaching materials can be mastered by another specialist.

The economic preparation of the students of the colleges, scientifically developed by us, in accordance with the standards, will be carried out according to the exemplary program of the academic discipline “Economics”. It is designed to study the economy in secondary vocational education institutions that implement the educational program of secondary (complete) general education, in the training of skilled workers and middle-level specialists.

The approximate content of the academic discipline includes the study of large sections of the economy.

Each module contains:

- ✚ requirements for learning outcomes, which describe the practical experience, skills and knowledge of the student in accordance with the specialty;
- ✚ conditions for the implementation of the professional module program;
- ✚ control and evaluation of the results of mastering the professional module;
- ✚ documentation on the description of the specifics and content of the module;
- ✚ methodological recommendations for the implementation of the module;
- ✚ educational materials.

Each training module, on the one hand, is relatively autonomous, on the other hand, is interconnected with the previous and subsequent modules and is completed by the student's production practice.

The sample program is aimed at achieving the following educational goals:

- mastering of basic knowledge about economic activity of people, economy of Uzbekistan;
- Development of economic thinking, the need for economic knowledge;
- education of responsibility for economic decisions, respect for work and entrepreneurship;
- mastering the ability to approach the events of social and political life from an economic point of view, using various sources of information;
- formation of readiness to use the acquired knowledge about the functioning of the labor market, small business and individual work activity for orientation in the choice of profession and trajectory of further education.

As part of the study of the discipline, practical classes on the topics "Calculation of the duration of the production cycle", "Analysis of supply and demand, market equilibrium", "Calculation of the family budget", "Calculation of profit and profitability of products".

As a result of studying the academic discipline "Economics", the trainee must:

❖ know / understand:

❖ the functions of money, the banking system, the causes of differences in the level of wages, the main types of taxes, organizational and legal forms of entrepreneurship, types of securities, factors of economic growth;

❖ be able to:

❖ give examples: factors of production and factor incomes, public goods, Russian enterprises of different organizational forms, global economic problems;

❖ describe: the operation of the market mechanism, the main forms of wages and labor incentives, inflation, the main articles of the state budget of Uzbekistan, economic growth, globalization of the world economy;

❖ explain: mutual benefit of voluntary exchange, causes of income inequality, types of inflation, problems of international trade;

Use the acquired knowledge and skills in practical activities and daily life:

➤ to obtain and evaluate economic information;

➤ preparation of the family budget;

➤ assess their own economic activities as a consumer, family member and citizen.

A correct approach to teaching the economy in accordance with the new standards will ensure the integrity and continuity of students' perception of economic knowledge between the general education school, college and university, and also combine the theoretical forms of conducting studies with practical ones: writing study and research papers, solving problems, conducting trainings, modeling and participation in the work of educational institutions.

At the first stage of training it is very important to form the knowledge necessary for understanding the nature of economic processes, the place and role of the economy in people's lives, the basic economic laws, the connection of micro- and macroeconomic phenomena.

The next step in teaching the economy is the emphasis on deepening knowledge of the basics of economic theory and its applied aspects, studying the types and forms of entrepreneurial activity, developing skills for independent adoption of non-standard solutions in difficult situations, professional orientation and mastery of basic professional skills.

The peculiarity of the modern system of secondary vocational education, as is known, is practical orientation, which ranges from 60 to 70% in the basic professional educational programs in various specialties. Taking this fact into account, it is advisable to teach students to the economy at the second stage based on practical forms of training. This is possible if the maximum use of active teaching methods is in teaching: the exercises on the formation of skills in making economic decisions of different levels of complexity, game economic training for the development of the vector of their own entrepreneurial activities and, especially, business games based on simulation models of an enterprise operating in conditions market competition.

Thus, the economic preparation of college students in modern vocational education should be based on the extensive use of active teaching methods, which will enable students to develop cognitive skills and creative thinking, to form economic competencies, and to increase motivation for successful professional activity.

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