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## METHODOLOGICAL ESSENCE OF DEVELOPMENT OF STUDENTS' ENTREPRENEURSHIP COMPETENCIES BASED ON VITAGEN EXPERIENCE

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**ABSTRACT:** The main “arsenal” in solving the scientific and pedagogical problem is the methodology. Therefore, it is important to form a methodology that serves to find a solution to the chosen problem. The thesis outlines the general essence of the research methodology.

**KEYWORDS:** vitagenic experience, students, entrepreneurship, entrepreneurial competencies, methodology.

### INTRODUCTION

It is important to form a methodology that serves to find a solution to the researched problem in scientific-pedagogical experiments. Therefore, the concept of "methodology" is "a measure for the implementation of actions aimed at a certain goal; algorithm for revealing the essence, importance, practical value, and technical aspects of the methods and tools used in the pedagogical process" [4, - p. 125].

"In pedagogical sources, the concept of "methodology" is also used as a synonym for the terms "technology", "method". However, methodology differs from technology and method in certain aspects. For example, the difference between the methodology and the method can be seen in the greater accuracy of the tasks solved in the educational process, the methods used, and the difference from the technology in the fact that the pedagogical (educational and educational) activity is not organized with the help of a direct project, that is, it is not necessary to reveal the essence of each pedagogical activity step by step. Using a test in education is a method, justification of the conditions for using the test method, its development, determination of the criteria for analyzing its results is a method" [4, - 125]. It should be noted at this point that certain technologies can be covered on the basis of the methodology or, on the contrary, one or another methodology can be used in the structure of any pedagogical technology.

During the period of scientific-pedagogical research, a special methodology for the development of entrepreneurship skills in students was formed on the basis of vitagen experience. In this methodology, the organizational forms of experimental work aimed at the development of entrepreneurship skills among students based on vitagen experience, innovative methods, effective tools and pedagogical technologies used in its organization were reflected.

On the basis of the Vitagen experience, the experimental work that develops entrepreneurial skills in students was organized on the basis of the following forms of pedagogical activity:

organizational, management, leadership, diagnosis, prognostic, orientation, consultation, control and evaluative, motivational project, mini-lecture, seminar-training, meeting, workshop (demonstration) [9], background ("background" - a brief description of the main content) [1], mixed training; crowdsourcing ("crowd" - public, "sourcing" - "use of resources"; use of internal resources of the student group) [7; 8], intellectual game; benchmarking (identifying, studying and understanding the nature of practical actions) [2; 5, - p. 105], teacher-student cooperation, "Four Pillars" (FLIP) training [6] (F - flexible learning environment; students' freedom is ensured in it); L - orientation to income driven approach; I - carefully based content (Intentional content); P - experienced pedagogue (professional teacher).

The experimental work was based on the following traditional and innovative methods: questionnaire, test, case study, reflection, problem solving, associative method [3].

The following tools were used in the experimental work carried out within the framework of the research: computer device, working paper, test sheet, sheet with evaluation criteria, poster, methodological developments, electronic board (E-board), "Evaluative indicator".

Experimental work confirmed the effectiveness of the developed methodology. For example, during a formative experience, students are asked to "Consider all factors!" (BOHO) method was given the task of creating a personal identification ID-map known as "My Entrepreneurial Skills". The method was applied on the basis of brief changes (modification) to its content. According to it, the respondents should provide information about their entrepreneurial competences based on the following questions: What entrepreneurial abilities (competencies) have been shown? Which of my business skills (competencies) were not shown? What other business skills (competencies) do I have? What other qualities can I show as entrepreneurial skills (competence)? The respondent-students answered these questions in full

then they were asked to create an identity map of My Entrepreneurial Skills. In order to facilitate the process of working with the recommended method, a scheme was presented.

Completing the task was interesting and useful for the respondents. First, they had the opportunity to reflexively analyze themselves; secondly, for the first time, they had to think seriously about whether they could acquire entrepreneurial competencies; thirdly, they discovered themselves as entrepreneurs.

In the experimental areas, different significant options for creating the identification ID-map "My entrepreneurial skills" were presented. At this point, one of them was brought as a sample:

**"My entrepreneurial skills" identification ID card (example)**

Erudition	Eventfulness	Mindfulness	Initiator	Organization
Competitiveness	Activism	Clumsiness	Halallik	Honesty
Accessibility	Obedience to the law	Being able to see perspective	Yurita Alish	Being able to take risks
Courtesy	Innovator	Entrepreneur"Me"	Caesarlik	Thrift
Lafzlilik	Spiritual purity		Humanism	Humanity
Heavy pressure	Peace of mind		Insoflilik	Faithfulness

Being able to see the situation	Being able to work in a team	Generosity	Least	Lowness
Responsiveness	Etiquette	Spiritualism	Izlanuvchanlik	Aspiration

Thus, on the basis of vitagen experience, a scientific-pedagogical research aimed at developing entrepreneurial skills in students was organized based on a special methodology. Organizational forms of experimental work, used innovative methods, effective tools and pedagogical technologies formed the basis of special methodology. The effectiveness of this methodology was confirmed by the positive results of the test work.

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