Content Of Development Of Entrepreneurship In Essentials On The Basis Of Family And School

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Abstract: The article discusses how to prepare students for entrepreneurial activity based on family and school partnerships, identifying factors that develop entrepreneurial skills, preparing students for family life, motivating them to become more economical, business owners, and developing their creative abilities. The author believes that by exploring the content of developing entrepreneurial skills in students through family and school partnerships, it is possible to develop such qualities as nationalism, austerity, resourcefulness and attentiveness in students.

Index terms: family, school, student, entrepreneurship, market relations, economic knowledge, socio-economic activity, creative abilities, family business, socialization, nationalism, economy.

1. INTRODUCTION

It is well-known that the formation of the human personality begins with the family. Specifically, a child develops a will, habits, behavior, behavior, attitudes, beliefs and beliefs within the family. Therefore, it is not possible to think about the characteristics of the individual and the factors that lead to the development of the family. After all, the family is known as “a small group of relatives based on marriage or the social life, mutual responsibility and mutual assistance of their members” [1], [257]. The family is a complex social structure and is the result of a combination of biological, social, moral, ideological and spiritual relationships. Therefore, family is also an important source of upbringing. There are good traditions and customs in the family, brought up by fathers, grandmothers and thousands of years of life tested. Doctor of Pedagogical Sciences, Professor M. Inomova highlights the following aspects of the family:

- First, the family has a unique and unique effect;
- Secondly, the family is a “mirror” for the child, and the personal example and example of parents play an important role in the upbringing of the child;
- Third, the family is a world of specific emotions, where positive and sometimes negative emotions are combined;
- Fourth, in the family environment children also develop feelings of empathy for others;
- Fifth, the presence of a child in family life is also an important factor in moral education;
- Sixth, family - reflects the responsibilities of marriage and parenthood. Parents’ love for one another can be a major factor in how a child responds [2], [20], [21]. According to Khidirova, the criteria for preparing boys and girls for family life are to have theoretical and practical knowledge on such issues as marriage and family relations, family life, household management, and family health [3], [24].

N. Nagmetova believes that the most effective way of preparing boys for independent life is their teenage years. The researcher has identified the following stages of preparing adolescent boys for independent living:

Stage 1. Formation of pedagogical, psychological, physiological, medical and social orientation of adolescents.

Stage 2. Development of adolescent’s personal interests and ability motivation.

Stage 3. Reorientation of the “I-concept” of adolescents to targeted educational, vocational, and physical training.

Stage 4. Conversion of individual reflexes into vital needs [4], [11]. In her research, scientist A. Mukhsieva noted in her research that in the process of family upbringing, children can develop such qualities as nationalism, austerity, organization, initiative, discernment, responsibility and entrepreneurship: “Market relations provide children with deep economic knowledge in family and educational institutions, and economic activities in them including the development of family farming requires skills and competencies. Therefore, reforms in the economic field should not only improve the spiritual and moral maturity of the children in the current environment, but also the pedagogical task of helping them to become economically and economically successful”[5], [56].

2. METHODS

The censored stage of development of socio-economic activity (11-12-15-16 years) reflects the age of high school. The description of this age is related to the perceptions of particular demographic, socio-psychological groups that are represented in subculture, reinforced by individual norms, attitudes, values. The fact that students belong to a particular society determines their development, their interests, values, and forms of leisure that have a profound impact on the development of active life views. The results of the analysis revealed the value orientation of students' behavioral values: they appear verbally, but also appear as a stable advantage in real behavior. At this age, it is possible to find and identify one’s "I" in society. By understanding its iniquity and uniqueness, the reader strives for adequate self-evaluation - the child becomes reoriented to understand the inner world through external evaluation. Each family member is not only a member of the family farm, but also an active participant in the production in the country. That is why today the education of children raised in the family environment as an entrepreneur with family business is one of the most important social tasks. The development of active entrepreneurship requires students to acquire knowledge about entrepreneurship in the family and school, to organize economic activities in them, including the development of entrepreneurial skills. Reforms in the business sector should not only be morally and spiritually mature in modern conditions, but also positively address the pedagogical challenge of becoming more economically and economically successful at home.
At the same time, a family-friendly school environment is a place where students can be educated, entrepreneurial, and economical. Through family and school partnerships, students can gain the skills of nationalism, austerity, competence, discernment, and entrepreneurship by enhancing entrepreneurial knowledge. Here are some of these qualities.

Collectivity. Simply put, collective is a person’s solidarity with his people and society. The opposite of communism is selfish individualism. In some families, children become selfish because of poor parenting. If a child does not know how to raise money for the family’s needs, focuses solely on his own needs, and does not realize that other family members will have certain needs, then he or she will not grow up to be a happy person. Selfishness affects not only the individual but also society. Some parents, without even realizing it, can create selfishness in their children. Such parents strive to meet all of their children's material needs. They try to satisfy their desires by using different ways and factors. In most cases, children raised in families with over-affection are often unaware of their parents’ occupations and occupations. This indicates that they cannot comprehend the specific difficulties of social work.

Saving. This is especially true in the context of private enterprise development. Austerity is a rational and rational use of material, raw or finished products, a positive quality that does not waste them, and nurturing this quality in the younger generation is one of the most important prerequisites for social development. In the family environment, the saving behavior of children is shaped first and foremost by the parents’ example. They are important tools for the well-being of the family, careful attitude to household items, clothes, equipment, equipment, emphasis on appropriate situations, and the importance of organizing a roundtable on savings - the most effective methods for saving children is calculated. A child should be accustomed to taking care of things when he is very young. In some cases, austerity does not come in handy. An enlightened, enterprising person will not save money in the form of greed. The child should be able to care for creating, maintaining and raising the family’s common property. The most important qualities, such as planning and looking ahead, are economical. Savings based on spiritual and moral values are fundamentally different from worldly, greedy. Parents and teachers should teach the student how to plan accordingly, from a very early age. Parents need to discuss their family's needs from time to time and determine how to meet them. For example, if a child realizes that, for example, the television is outdated, needs repairing or buying a new one, he or she will forget about their own needs for a certain period of time. For hard-working parents, a small, unnecessary item is not available in the family. Sustainability is manifested in the thoughts, actions, and attitudes of the individual. There are people who are very hard-working but unable to work economically. Discipline does not produce positive results in developing austerity in children. The child should be taught not only to belong to his family, but to other persons as well. Therefore, it is important to teach that children should never be neglected in street, park or cultural facilities.

3. RESULTS AND DISCUSSIONS
This is especially important when it comes to spending money. The family should be given more freedom to spend money for their own needs, and in some cases for the general needs of the family. For this purpose, it is necessary to pay a certain amount of money once or several times a month and clearly specify what that money should be spent on. The list of such expenses may vary depending on the child's age or needs. As the child grows older, the list of such expenses should become more responsible and more complex. At the same time, it is important to keep track of how the child enjoys the economic freedom to spend (whether they abuse it, etc.). Sometimes these mistakes are caused by not giving a proper explanation of what the money should be spent on, but there are also cases where the child does not take his or her rights seriously. In such cases, it is enough to talk to him, point out his mistakes and advise them to correct them. It is not wrong to annoy a child with regular checkups, especially with suspicion. The only thing that needs to be seen is how the child looks at the task at hand. The development of entrepreneurial skills in students through family and school collaboration should take into account:

1. Preliminary assessment of abilities of the child. The parents and the teacher need to determine in advance how the child will be able to handle specific activities.
2. Distribution of student's work according to his / her own strength. Excess demand leads to fatigue, increased self-confidence, and dismissal.
3. Encourage talent. Teacher's and parents attitude to the child's behavior - appropriate appraisals and motivations for their child, encouraging them to motivate students to engage in specific activities.
4. Demand. Parents and teachers need to be careful and conscientious about the task at hand, to be careful about equipment, tools, and to be resource-intensive.

Pupils: Psychological stimulation in entrepreneurial activity; to enjoy the result of their labor; striving to make more profit; understanding of market rules; The perception of aspirations for being an entrepreneur and pride is of special importance. The spiritual and internal experiences of such prospective entrepreneurs develop in them related to their entrepreneurial skills. In developing creative abilities, students must: be independent of the challenges they face in real life; purposeful work; it is important that they are able to make good use of the situation. We found that such students had a tendency towards entrepreneurship and that opportunities for developing these qualities should be identified. To do this: teach students the meaning of entrepreneurship; keep them updated on business news; to teach students to plan and improve their business activities. When preparing students for entrepreneurial activities in family and school, the following tasks should be addressed:

1. Determine what psychological environment and traditions exist in the family and their impact on students.
2. To educate readers about the culture of entrepreneurship, the rights of the buyer and the seller.
3. To instill in their minds the entrepreneur's determination to be fair and just.
It should be noted that in order to form students' general moral and moral qualities, it is necessary to create the following: the entrepreneur’s moral, cultural and worldview; to be satisfied with one's work, to strive to benefit society, to be nationalistic and patriotic; to be free-willed, persistent, uplifting. One of the factors contributing to the development of entrepreneurship is the growing need for students to develop entrepreneurial skills in family and school partnerships. The researcher M. Rasulov considers it necessary to consider the following factors when choosing a business: “Education, character, influence of relatives, previous service, accumulating of life experience, personal life events, attitude to work, life plans and family status” [6], [73].

The results of a study of the family environment of childhood, which influences the preparation of students for entrepreneurial activity, were quite meaningful, and found that many of the parents of entrepreneurs were artisan-entrepreneurs. There are families with both fathers and mothers. Clearly, parents have a strong influence on the success of their students in choosing their businesses. There is a wealth of information that analyzes and analyzes the link between parents’ success in their business and their own business. Entrepreneurs have a great reputation for their activities and aspirations. They are dedicated and self-sacrificing people. Information that motivates young entrepreneurs to do their best to ensure success of the business movement and achieve their goals is becoming more and more popular. Positive attitude to business affects the life, lifestyle and personality of the business owner. The daily activities of a real entrepreneur are related to firms, businesses and sales outlets, where profit is the main goal of their business, and their success in this area is justified.

4. CONCLUSION

It is well known that in modern economic conditions, individual labor activity is one of the most effective ways of solving the problem of employment. Therefore, it is not only a tool for improving family conditions, but also a mechanism for economic development. The family business is usually a small enterprise, established on the basis of the existing family resources, with the task of appointing the remaining members of a family. Because the socialization of a student in family entrepreneurship occurs within the context of parental influence, the scale of consumer attitudes in them may be small. It is also important to understand the importance of diligence, responsibility, motivation for success in socialization, and the formation of positive personalities in students. Properly organized students' participation in "business" does not interfere with education, but rather provides opportunities for self-interest and strength testing. To sum up, through the cooperation of family and school, the development of such qualities as nationalism, austerity, resourcefulness, attentiveness and entrepreneurship can be achieved through the development of entrepreneurial knowledge in students; by pupils: mental stimulation in entrepreneurial activity; to enjoy the result of their labor; striving to make more profit; understanding of market rules; The perception of aspirations and pride in being an “entrepreneur” is important. The spiritual and internal experiences of such prospective entrepreneurs develop in them related to their entrepreneurial skills.

5 REFERENCES: