

## THE IMPORTANCE OF STUDENTS' ECONOMIC COMPETENCE IN VOCATIONAL TRAINING

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### ABSTRACT

The article examines the role of economic competence and the problems of its development in aligning the quality of training of specialists with modern requirements in the process of higher education in our country.

**Keywords:** competence, economic development, professional activity, personality development, economic knowledge, economic competence, objective need, social-personal competence, general professional competence.

Economic development in Uzbekistan, the transition to a market economy has caused a profound transformation of socio-economic life in the country, which is characterized by the processes of globalization, informatization and changes in the nature of work, the orientation of education towards the knowledge economy, and the reorientation of the economy towards the consumer. The need of society for mobile, economically literate specialists capable of making independent competent decisions in a rapidly changing market, the increasing role of economic interaction and complementarity places quite high demands on the professional training of specialists in educational institutions.

Socio-economic changes in Uzbekistan and the transition to a market economy pose the task of developing the economic competence of a specialist before the education system. Addressing this problem is due to the strategic importance of economic training of young people to ensure the future of the country.

It is known that economic competence is a factor in limiting negative consequences in the actions of subjects of market relations, in assessing activities not only from the standpoint of economic feasibility, but also of moral value.

In education, it is necessary to take into account both the systemic nature of transformation processes in society and the economy, as well as modern priorities for personal development. The Concept of "Development of the Higher Education System of the Republic of Uzbekistan until 2030" especially emphasizes that a developing society needs modernly educated, moral, enterprising people who can independently make decisions in a situation of choice, are capable of cooperation, are characterized

by mobility, constructiveness, and are ready for intercultural interaction, have a sense of responsibility for the fate of the country, for its socio-economic prosperity.

New priorities in the development of higher professional education, outlined in the Concept of “Development of the Higher Education System of the Republic of Uzbekistan until 2030,” are associated primarily with the achievement of a new quality of education that meets both the needs of the labor market and international standards. Bringing the quality of specialist training in the process of higher professional education into line with modern requirements should be served by a pedagogically verified system that allows university students to develop the necessary competencies, both in the field of professional activity and in the field of determining the economically optimal application of their abilities. Higher professional education, therefore, is tasked with training specialists who are capable of not only implementing all areas of professional training for graduates defined by the state standard, but also developing the necessary economic competence that allows them to actively participate in the search and creation of jobs.

Today, the problem of formation and development of key competencies among university students that ensure their full functioning in society and self-realization in future professional activities is relevant. The following features of the vocational education process are generally recognized: consistency, continuity, continuity, improvement. In all areas of the functioning and development of the education system, an active search is being carried out for ways and forms of implementing educational models in order to improve the quality of vocational education and improve its content. However, there is a voluntaristic, spontaneous, scientifically unsubstantiated approach to solving the problems of vocational education in certain areas. This concerns, in our opinion, primarily the economic education of students. The extensive path of development of the vocational education system cannot ensure its functioning and development at the level of modern requirements. Qualitative changes are needed in the content of economic education as a component of professional training of specialists.

The role of the university, as one of the components of the modern system of economic education, is very significant in the training of future specialists. It is designed to form a sufficient level of systemic economic knowledge and decision-making skills that form the foundation of activities in various fields. Economic competence, being one of the first tools for creating means of adapting the individual to socio-economic changes, serves as a way of developing the individual, disseminating economic knowledge, and a means of forming human capital.

The result of training a specialist in a higher educational institution should be his competence in professional activities, which is reflected in documents on the

modernization of education, where it is noted that “the main result of the activities of an educational institution should not be a system of knowledge, skills and abilities in itself, but a set of those declared by the state key competencies in intellectual, socio-political, communication, information and other spheres.” The importance and relevance of social-personal, general professional and organizational and managerial competencies are determined in the State Educational Standard of Higher Professional Education, which contains requirements for the minimum content and level of training of graduates in the specialty of Economics (by industry).

Issues of scientific and methodological support for the organization and implementation of the process of developing the economic competence of university students are of particular relevance in the new socio-economic conditions. The increased needs for highly professional personnel capable of carrying out economic activities, and the lack of a development model and economic competence of university students predetermine the scientific and methodological level of relevance of this problem.

Thus, the problem of developing the economic competence of university students is relevant and is determined by a number of objectively existing contradictions, which include:

- contradictions between the increased demands 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 for the development of economic competence of university students as one of the tasks of the educational process in higher education and its insufficient theoretical development;
- contradictions between the objective need for a methodology for developing the economic competence of university students and the insufficiency of content and methodological support for this process.

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