



Formation of Entrepreneurial Skills in Adolescent Girls Through Family, Community, And Educational Institution Cooperation

Tulaganova Nigora

Doctoral Candidate at the "Family and Gender" Scientific Research Institute under the Committee on Family and Women of the Republic of Uzbekistan

OPEN ACCESS

SUBMITTED 23 October 2024
ACCEPTED 22 December 2024
PUBLISHED 09 January 2025
VOLUME Vol.05 Issue01 2025

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Abstract: The article provides recommendations on the most important components for developing entrepreneurial skills in adolescent girls, which are essential both for themselves and for society. It also presents a general model of the educational environment process for fostering creative entrepreneurial skills and developing entrepreneurial competencies and business activity in adolescent girls.

Keywords: Entrepreneurial skills, development of business activity, competence-based approach, essence of pedagogical design, methods, and technologies.

Introduction: At the current stage of development, pedagogy moves away from considering a person merely as a means to achieve results and restores the concept of "a person as an end in itself." From this perspective, a school is viewed primarily as an institution that forms an individual, rather than merely as an object that assimilates educational information. At the current stage, new society and economy must prepare students with an active lifestyle who know how to find their place in life and are willing to learn and work extensively for it. Educational institutions and new state educational standards are aimed at educating and nurturing such individuals.

In the development of programs and materials for forming entrepreneurial skills in adolescent girls at different levels of general education through family, community, and school cooperation, the principles of

various approaches were applied to address the issue of preparing these students for life:

- **Philosophical and Anthropological Approach:** It is aimed at synthesizing philosophical and anthropological knowledge about a person for use in pedagogical design to develop a set of measures that form the main life and entrepreneurial skills.
- **Axiological Approach:** It views the individual as the highest value in society and as social development itself.
- **Competence-Based Approach:** It is about developing skills to successfully deal with problematic situations in professional, personal, and social life.
- **Activity-Based Approach:** It allows us to consider the process of forming entrepreneurial skills and an active life position through various forms of activity of a specific subject.
- **System Approach:** It involves understanding the proposed pedagogical model as a holistic pedagogical system in which all its components are interconnected for the development of adolescent girls.

Entrepreneurial skills are one of the most important components that shape adolescent girls with qualities that are essential for both themselves and society. To fully form these skills, a well-thought-out system of measures is needed. An institution that truly aims to approach this process competently and achieve the most reasonable outcome should create a serious pedagogical project designed for several years.

Designing is a type of creative activity aimed at creating and implementing a project as a special type of product; it is a scientific method of studying and changing reality.

Pedagogical design is the setting and implementation of pedagogical goals and objectives. Organizational-pedagogical design is an innovative method for forming perspectives on the realization of the pedagogical potential of a specific field of educational activity in the process of purposefully organizing and managing it pedagogically.

The essence, methods, and technologies of pedagogical design have been considered in the works of V. Bezrukova, V. Bepalko, Yu. Gromyko, E. Zair-Bek, M. Potashnik, G. Shchedrovitsky, and others. Several foreign scientists are also studying design as an effective method of solving educational problems (W.

Kilpatrick, D. Jones, J. Dietrich, K. Morris, etc.).

In pedagogical research, the design process is seen as the main mechanism for implementing and developing innovative activities, as a special type of creativity that includes forecasting, modeling, and analytical evaluation.

Unlike a technical or engineering project, a pedagogical project is constantly improved, carried out in a dynamic system of human aspirations and relationships, and therefore cannot be calculated with static and absolute probability.

What is common to all projects in education is their focus on solving educational problems and making practical changes to the current educational situation within a certain time frame by the teacher (or teaching staff).

Taking into account the types of pedagogical projects: educational projects, leisure projects, projects in the system of vocational training, social-pedagogical projects, projects for personal development, network projects, international projects, designing a system for the formation of entrepreneurial skills, projects for professional training of students, social-pedagogical projects, they may be related to personal development projects depending on the specific features and status of the educational institution, the characteristics of the student body, and the level of staff proficiency.

In constructing a pedagogical project for the system of entrepreneurial skill formation, families, communities, and educational institutions must consider all their capabilities and opportunities for cooperation in solving this issue.

The proposed project is implemented taking into account several factors:

1. Determining the essence and content of the concept of "creative entrepreneurial skills in adolescent girls."

Creative entrepreneurial abilities in adolescent girls represent a number of skills related to knowledge of business fundamentals that young people are well-versed in; it is a set of skills and competencies that help them effectively conduct entrepreneurial activities and build a successful career.

The content of creative entrepreneurial skills consists of components of abilities — knowledge, skills, behavioral stereotypes, actions that collectively make adolescent girls skilled entrepreneurs (Table 1).

Table 1
Creative entrepreneurial skills of adolescent girls.

<p>Achievements and Successes Utilizing opportunities Initiative Possessing and using information Determination Responsibility for obligations</p>	<p>Entrepreneurial Thinking Goal setting and planning Solving problem situations Efficiency Effectiveness</p>	<p>Leadership Self-confidence Influence and persuasion Teamwork ability Directiveness Improving staff education level</p>
<p>Education * Striving for self-improvement * Possession of fundamental knowledge * Career orientation * Possession of necessary knowledge and skills in a specific field of activity</p>	<p>Personal Capabilities * Experience and analysis * Efficiency and diligence * Self-organization * Awareness of one's capabilities * Creativity and unconventional thinking * Consistency</p>	<p>Interpersonal Relations and Connections * Reliability and integrity * Recognizing the importance of business relationships * Developing business connections * Image</p>

2. The Necessity of Proper Organization of the Educational Process Within the Framework of a Model for Developing Creative Entrepreneurial Skills Considering Family, Community, and Educational Institution Cooperation

The school is one of the main elements of the environment in which personality formation occurs. Throughout different historical stages of the development of our society, its importance has increased. Parents, teachers, out-of-school peer environments, environments of adults, supplementary education systems, culture, economy, television, literature, mass media, cinema, the internet, and others—all these are factors and elements of the environment that, to one degree or another, affect the development of a child, a school student, an adolescent girl, providing certain directions, convincing them of certain values, and forming certain qualities for life.

In education, the environmental approach is seen as a method for organizing the environment and optimizing its impact on the learner's personality. The mandatory methodological requirement of the environmental approach is not only to create the learning environment as a circle of something or someone but as someone's environment, an environment of a certain subject, a child's environment, or the environment of a children's group.

This requirement allows us to view the pedagogical process as the process of creating an environment with certain characteristics and to consider the actions of

the teaching staff during in-class and out-of-class activities as part of the educational environment.

According to the studies of M. Filatova and L.V. Volkova, several terms are considered:

1. Environment – a condition and means of development, formation, upbringing, and education, a means of managing the pedagogical process.
2. Educational Environment Process – an organized, purposeful process of creating an environment directed at the learner's personality, which includes not only the fulfillment of official duties but also the creative activity and enthusiasm of the teachers.
3. Structure of a Targeted Educational Environment Process – the interrelation of the components such as the environment, the subject of the educational environment process, and its actions to change the environment.
4. Content of the Educational Environment Process – a set of specific actions of activity subjects and the changes they introduce into the environment.
5. Forms of the Educational Environment Process – diversity of its types depending on the actions of the subjects of the educational environment process.
6. Subject of the Educational Environment Process – any creator or executor with the necessary abilities, resources, and motivation to take certain actions to change the environment.

There are many definitions of the category "environment" in scientific literature, but the following is relevant for pedagogical theory and practice: "the

surrounding social and living conditions, environment, as well as the set of people united by these conditions."

In pedagogy, there is the concept of the "educational environment," which is "the material, spiritual, and social conditions of the student's existence and activity; the objects of nature, culture, and relations among people. It includes the environment of the classroom, the school, and the family."

The main subject of the pedagogical educational environment process is the teacher, who is seen as the main organizer of the project, model, lesson plan, event script, and educational activities. The object is an environment with the appropriate parameters that can serve as a means for the formation and development of the learner's personality. Transforming the environment into a means of achieving the goal of shaping and developing the learner's personality is the essence of the educational environment process in pedagogy.

The educational environment process can only be intentional, organized, and purposeful. It can act as a specific transformation, renewal, enrichment, radical change of foundations, and an important parameter of the environment in the process of giving the necessary quality to its people and management subjects.

Activities to organize the educational environment process must comply with general didactic principles, as well as with the principles of expediency, multiculturalism, and variability.

The content of the educational environment process depends on what environment the teaching staff creates (learning, scientific, research, multidisciplinary, creative, communicative, alternative-competitive, health-preserving, aesthetic, theatrical, traditional, etc.). Accordingly, elements and factors that have a targeted impact on the child's personality are selected, considering the creative use of modern achievements.

The forms of organizing the educational environment process are the external expressions of the outcome of creating the environment, forms characteristic of the holistic educational process. They can be classified as follows:

- By the number of participants in the educational environment process: individual and group forms;
- By the outcome of each participant's actions in the educational environment process: individual and collective;
- By time: short-term and long-term;
- By the procedure for implementation: regulated and unregulated.

It can be said that the educational environment

process achieves its result when the student is at the center of the process as a subject realizing their needs, interests, abilities, aspirations, and desire for development.

Educational theory has developed various approaches to managing the process of developing and shaping a child's personality: activity-based, relationship-based, systemic, personal, and others. However, the current realities of modern life lead researchers to the necessity of considering the increasing importance of the environment in children's development and in implementing the aforementioned approaches.

If the environment hinders activities, managing a child's development through activities becomes ineffective. The education system malfunctions and activity is disrupted if it conflicts with the environment. If the socio-cultural and natural conditions of the child's development are not taken into account, personal and individual approaches lose their effectiveness.

The entire program of actions with the environment assumes the presence of diagnostic, design, and production activities. Diagnostic activities are actions aimed at obtaining information about the type of environment and the personality of its inhabitants, as well as their ways of existence. Design activities are actions that ensure the modeling of the type of personality that corresponds to the environment, the way of life, and the environmental process. Provocative activities include actions aimed at changing the child's personality through changing their ways and conditions of existence.

The "environment for the child" approach has numerous pedagogical advantages:

- It allows for the improvement of the practices of setting goals, planning, and implementing educational programs.
- It creates conditions for the fuller realization of the possibilities of other pedagogical approaches.
- It transforms teachers into researchers and subjects of meaning-making practices.
- It unites groups of teachers from various schools into like-minded individuals who work within a unified logic and communicate in a unified professional language.
- It opens up prospects for using the environment as a means of managing the educational system.

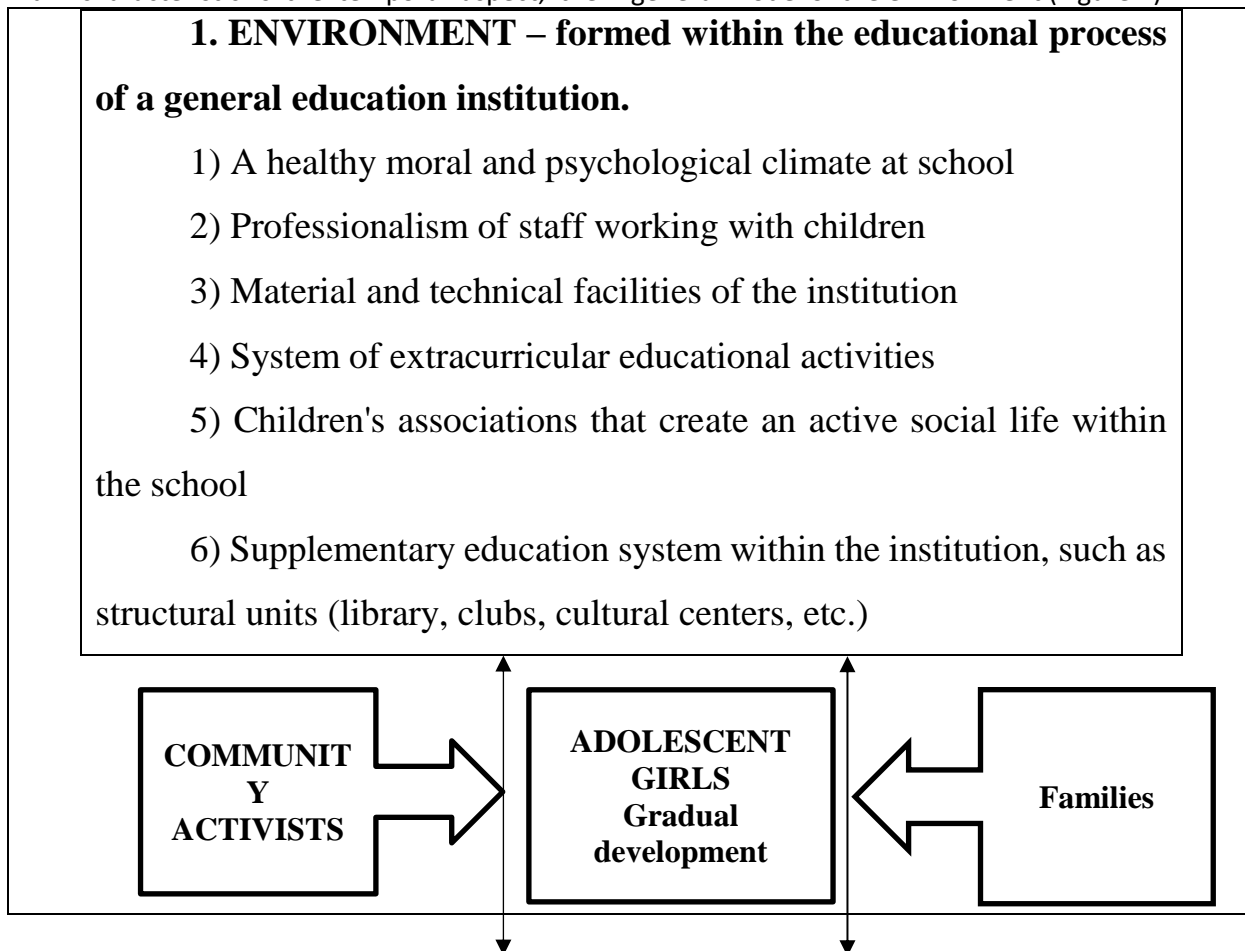
The pedagogical process (the specially organized interaction of children and teachers aimed at achieving the goals of education, upbringing, and teaching, developing over time within a specific educational system) is a dynamic phenomenon that unfolds in its own time and within a specific reality and must be identified through pedagogical activity. The

environment is one of the main factors of the pedagogical process in which this process occurs or against which it operates.

The characteristics of the pedagogical process are as follows: purposefulness, integrity, the presence of connections between participants, and consistency. The main characteristic is the temporal aspect; the

process should have dynamic components that unfold gradually.

From the perspective of building the educational environment process for the development of entrepreneurial skills and business activity among adolescent girls, we have constructed the following general model of the environment (Figure 1).



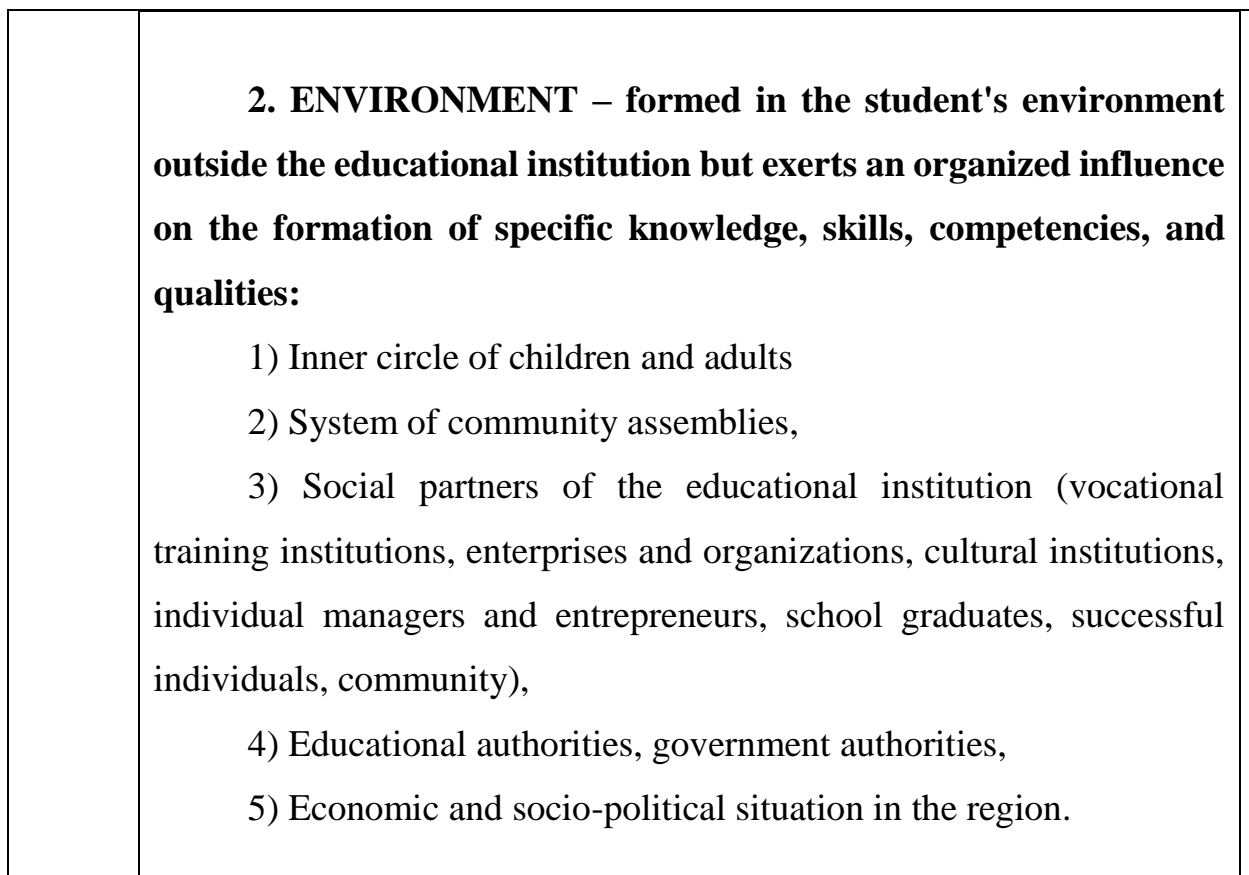


Figure 1. General Model of the Educational Environment Process for Developing Entrepreneurial Skills and Business Activity in Adolescent Girls

Direction of the Educational Environment Process Model:

1. The humanistic and moral direction of the model is embodied in the following principles:

- Recognizing the value of the individual's self-esteem and their moral principles in the process of interaction with the organized environment;
- Accepting a humane and individual approach to adolescent girls.

2. The psychological direction is embodied in the following principles:

- Directing the process of forming entrepreneurial skills and entrepreneurial activity toward the development of personality and shaping the individual's life position; forming a positive "self-concept" for each child;
- Focusing on each child's zone of proximal development;
- Implementing active cooperation between all participants in the pedagogical process;
- Involving all interested parties in society—families, schools, and communities—in cooperation to prepare the younger generation.

3. The pedagogical direction is represented in the

following principles:

- Unity of upbringing and development of children;
- Dialectical interconnection of pedagogical goals and means;
- Implementing a pedagogical process based on the gradual development of the child;
- Considering a broad educational and upbringing space during academic and extracurricular times;
- Combining fixed and variable courses in the pedagogical process, providing a fully individualized differentiated approach;
- Orienting the pedagogical process towards the assimilation of all types of educational activities by children;
- Actively developing practical and life skills;
- Establishing a relationship between education and upbringing;
- Aligning the content of extracurricular educational activities with the needs and realities of social and economic life;
- Conducting comprehensive monitoring of the formed skills and qualities.

4. In building a model for the development of creative

entrepreneurial skills in adolescent girls, regular and extracurricular classes, as well as lessons, teachers, students, their parents, and the cooperation of the community and the school, are considered with the purpose of establishing targeted interactions.

In our case, pedagogical modeling involves the development of a pedagogical model that forms

creative entrepreneurial skills as part of the basic and general competencies of students at the primary, middle, and high levels of education, from the perspective of cooperation between families, communities, and educational institutions. The first stage involved determining the main components of the model for practical project implementation (Figure 2).

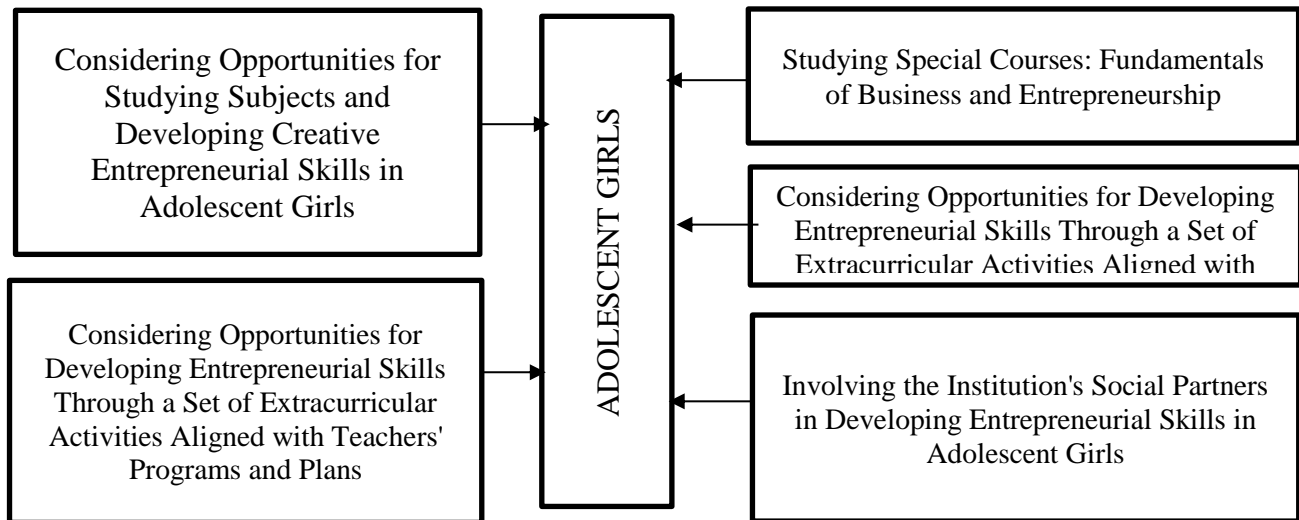


Figure 2. General Diagram of the Main Components of the Practical Model for Developing Entrepreneurial Skills

In the second stage of modeling, a general scientific model for the development of creative entrepreneurial skills in adolescent girls was created, defining its main components—target, procedural, organizational, and outcome—as well as the conditions for the effective functioning of the model.

The model for developing creative entrepreneurial skills in adolescent girls through the cooperation of family, community, and educational institutions will be successful if:

- The essence, structure, and content of the following entrepreneurial skills are defined: "Achievements and Successes," "Entrepreneurial Thinking," "Personal Capabilities," "Leadership," "Education," "Interpersonal Relations and Connections";

- A practical model for the development of creative entrepreneurial skills in adolescent girls through the cooperation of family, community, and educational institutions was developed based on targeted activities (involving a wide range of social partners) and implemented in real activities through preliminary, specialized, and elective courses in business and entrepreneurship fundamentals, as well as by focusing attention on certain components of entrepreneurial skills in the study of specific subjects;

- Socio-cultural conditions:

1. Formation of a scientific worldview that helps raise awareness about human capabilities and their role in new socio-economic conditions;
2. Integration of adolescent girls into the social, cultural, and educational environment of the institution, expanded by leveraging collaboration opportunities;
3. Development of self-knowledge, self-awareness, and aspirations for professional self-determination among the female students;
4. Interest of local authorities in supporting adolescent girls' entrepreneurship in the region.

In addition, criteria and indicators were identified to measure the level of entrepreneurial literacy and the development of entrepreneurial skills in adolescent girls.

4. To present the general results of the pedagogical experiment on developing entrepreneurial skills in adolescent girls, a profile (portrait, model) of the female students was created, reflecting the main requirements and assumptions derived from implementing the set of activities.

5. An algorithm for the general organization of the experiment on developing entrepreneurial skills in

adolescent girls through cooperation among family, community, and school was developed, which includes the following elements:

1. Understanding the necessity of forming an active and entrepreneurial young generation capable of independently solving professional tasks, building a successful career, and being responsible for their actions and their consequences for loved ones, society, and the state.
 2. Motivation of teachers for this type of activity.
 3. Creating a comprehensive program for several academic years for the development of entrepreneurial skills among adolescent girls in regular and after-school hours, considering the opportunities for cooperation among family, community, and school, the specific features of the educational institution, labor needs, and district and regional prospects.
 4. Training staff and coordinating actions with family, community, and school.
 5. Clearly forming knowledge about the meaning of entrepreneurial skills by creating a profile (model) of adolescent girls with these qualities.
 6. Developing a work plan (program) for developing and improving skills during subject studies in accordance with the schedule and through the system of extracurricular activities, and the work of class supervisors.
 7. Organizing specialized elective courses (lessons in the supplementary education system) for 9th-grade graduates and 10th-11th-grade students, involving specialists, families, and communities, in accordance with the programs approved by the institution's directors.
 8. Organizing surveys and tests of program participants using specialized questionnaires and tests, monitoring results, and analyzing them.
 9. Expanding the cooperation system among family, community, and school in implementing the program for developing entrepreneurial skills.
 10. Summarizing the experience, disseminating it among other educational institutions, and learning from the successful experiences of others.
6. Criteria and indicators for the development of entrepreneurial skills in adolescent girls were identified, and a system of evaluation forms and computer programs for processing monitoring data was created.

CONCLUSION

In conclusion, a favorable entrepreneurial environment in an educational institution can be realized through the organization of platforms for

getting acquainted with various specialties and communicating with peers, which may lead to the creation of future innovative projects. Examples include coworking spaces, business incubators, technology parks, and the use of a mentoring system that unites entrepreneurs and students with entrepreneurial intentions.

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