



THE PEDAGOGICAL NECESSITY OF DEVELOPING ENTREPRENEURIAL COMPETENCE IN PROSPECTIVE PRIMARY EDUCATION TEACHERS

Otabayeva Dildora Shonazarovna

Primary school teacher at School No. 20 of the Khiva District, Khorezm
Region

Email: atoboevadildora@gmail.com

<https://orcid.org/0009-0004-5790-7970>

<https://doi.org/10.5281/zenodo.21947998>

Abstract: This article substantiates, from a scientific and theoretical perspective, the pedagogical necessity of developing entrepreneurial competence in prospective primary education teachers. Modern socio-economic requirements, state educational standards, the specific nature of the primary education period, shortcomings in the existing system of pedagogical education, and the need for the teacher's professional-personal development are examined. Five main directions determining the necessity of developing this competence, together with their essence, are substantiated from a scientific and practical perspective.

Keywords: entrepreneurial competence, prospective primary school teacher, pedagogical necessity, state educational standard, initiative, primary education, professional training, competence-based approach, economic thinking, higher pedagogical education.

Introduction. In the context of the development of modern society, entrepreneurial competence is becoming one of the key competencies necessary not only for business professionals but also for all professions, including educators [1]. The primary education stage is of particular importance in this regard, as it is during this period that students begin to form the first foundations of initiative, independent thinking, and a creative approach.

However, if this competence is not sufficiently formed in the future teacher themselves, they will not be able to effectively develop it in their students either [2]. At the same time, practice shows that systematic work aimed at the targeted preparation of future primary school teachers for entrepreneurial competence within the higher pedagogical education system has not yet been sufficiently established.

From this perspective, a scientifically profound justification of the pedagogical necessity of developing entrepreneurial competence in future primary school teachers and a systematic analysis of the main factors determining this necessity determine the relevance of this article [3].

The object of the research. The object of the research is the process of professional training of future primary school teachers in higher pedagogical educational institutions.

Subject of the research. The subject of the study is the pedagogical necessity of developing entrepreneurial competence in future primary school teachers and the main directions defining it.

The level of study of the problem. The theoretical foundations of entrepreneurial education and competence are deeply developed in the European Union's EntreComp (The Entrepreneurship Competence Framework) conceptual model, which substantiates the components of this competence and the principles of integration into the education system. The research of J. Heynonen and S. Poykkijoki highlights pedagogical models of entrepreneurship education.

The patterns of cognitive-personal development characteristic of primary school age were identified by E.G. analyzed in the works of Gaziyevev [3]. Issues regarding the professional training of future primary school teachers are highlighted in the works of F. Yuldashev[4] and R. Yunusov[5], where emphasis is primarily placed on general pedagogical and methodological competencies.

Nevertheless, an analysis of the conducted scientific research shows that specifically for future primary school teachers, specialized research justifying their two-layered needs (the need to form entrepreneurial competence both within themselves and in their future students) is still insufficient in domestic pedagogical science. Filling this gap determines the scientific and practical significance of this research.

Discussion. Modern socio-economic requirements are one of the primary sources of the need to develop entrepreneurial competence [1]. In a market economy, initiative, the ability to independently identify problems and find solutions, and the ability to rationally manage resources remain essential for all professions, including educators. However, the system for training future teachers has not yet sufficiently adapted to this requirement.

The requirement of state educational standards is a second important source of necessity [2] - modern primary education standards require the formation of elements of initiative and entrepreneurship in students. However, a teacher cannot effectively form an undeveloped competence in a student; therefore, it is first necessary to develop this competence in the future teacher themselves.

The third important aspect is the specificity of the primary education period [3]. It is at this age that the first foundations of initiative, independent thinking, and a creative approach begin to form in a child, which requires the future teacher to know the methodology for instilling the foundations of entrepreneurship through play and project activities that correspond to their age characteristics. Fourthly, a deficiency in the traditional pedagogical education system—the almost complete absence of a specialized subject or module on entrepreneurial competence in future primary school teacher training programs—creates the need to fill the existing gap [4].

Finally, the fifth necessity is related to the need for professional and personal development [5]. The teacher themselves will also need to apply creative, proactive approaches in their daily professional activities under conditions of limited resources (time, material and technical base) - for example, in tasks such as effectively using available resources to organize an engaging lesson and preparing educational materials themselves. This skill develops not spontaneously, but under targeted pedagogical influence.

Results. In the process of analyzing the five main directions defining the necessity of developing entrepreneurial competence in future primary school teachers, the essence of the existing problems and needs inherent to them was systematized. The results of the analysis are summarized in the table below:

No	Basis of necessity (direction)	Issue in existing state	Nature of necessity	Expected result
1	Modern socio-	In a market economy, initiative and resource management skills remain	The need to develop modern economic thinking and	Formation of proactive teaching staff capable of

No	Basis of necessity (direction)	Issue in existing state	Nature of necessity	Expected result
	economic requirements	essential for all professions, but the training of teaching staff is insufficiently adapted for this.	initiative in future teachers	adapting to economic changes
2	Requirement of state educational standards	Primary education standards require students to develop elements of entrepreneurship and initiative, but the teacher himself is not ready to implement this.	Since the teacher cannot form an undeveloped competence in the student, it is necessary to develop this competence first in the teacher themselves.	The formation of a graduate who fully meets the requirements of the standard and is ready for practice
3	The specifics of the primary education period	It is precisely at the primary school age that the child begins to form the first foundations of initiative, independent thinking, and a creative approach; however, special pedagogical and methodological training is insufficient to manage this process.	The need for a future primary school teacher to know the methodology for forming the foundations of entrepreneurial thinking in young children	A teacher capable of instilling the basics of entrepreneurship through age-appropriate play and project activities
4	A flaw in traditional pedagogical education	In the training programs for future primary school teachers, there is practically no special subject or module related to entrepreneurial competence.	The need for targeted training to fill the gaps in existing curricula	Systematic inclusion of entrepreneurial competence content in the curriculum
5	Need for professional and personal development	The teacher himself needs to apply creative, proactive approaches in his professional activities under conditions of limited resources, but this skill is not formed purposefully.	The need to develop a culture of initiative and resource management at the personal and professional levels of a future teacher	Formation of pedagogical personnel capable of working creatively and effectively even under limited conditions

Jadvalda keltirilgan tahlildan ko'rinib turibdiki, barcha beshta yo'nalishda umumiy bir tendensiya kuzatiladi — zamonaviy talablar bilan mavjud pedagogik tayyorgarlik amaliyoti o'rtasida sezilarli tafovut mavjud, bu esa tadbirkorlik kompetensiyasini maqsadli rivojlantirish zaruratini yanada dolzarblashtiradi.

Shuningdek, tahlil natijalari shuni ko'rsatdiki, ushbu zarurat yo'nalishlari bir-biri bilan uzviy bog'liq — masalan, davlat standarti talabini bajarish uchun ham, boshlang'ich ta'lim yoshiga xos imkoniyatlardan foydalanish uchun ham, avvalo, o'qituvchining o'zida ushbu kompetensiya shakllangan bo'lishi shart. Umuman olganda, o'tkazilgan tahlil tadbirkorlik kompetensiyasini rivojlantirish zarurati nafaqat nazariy, balki chuqur amaliy asosga ega ekanligini tasdiqladi.

Xulosa

Bo'lajak boshlang'ich ta'lim o'qituvchilarida tadbirkorlik kompetensiyasini rivojlantirish zamonaviy pedagogik ta'limning ob'ektiv zarurati bo'lib, u zamonaviy ijtimoiy-iqtisodiy talablar, davlat ta'lim standartlari, boshlang'ich ta'lim davrining o'ziga xosligi, mavjud ta'lim tizimidagi kamchiliklar hamda o'qituvchining kasbiy-shaxsiy rivojlanish ehtiyoji bilan asoslanadi.

Ushbu zaruratni ilmiy jihatdan chuqur anglash oliy pedagogik ta'lim tizimini isloh qilishda ilmiy asoslangan qarorlar qabul qilish uchun zaruriy zamin yaratadi. Kelgusi tadqiqotlarda ushbu zaruratga asoslangan aniq pedagogik metodika va mexanizmlarni ishlab chiqish maqsadga muvofiqdir.

References:

1. Bacigalupo M., Kampylis P., Punie Y., Van den Brande G. EntreComp: The Entrepreneurship Competence Framework. – Luxembourg: Publications Office of the European Union, 2016. – 40 p.
2. Heinonen J., Poikkijoki S. An entrepreneurial-directed approach to entrepreneurship education // Journal of Management Development. – 2006. – Vol. 25, №1. – P. 80–94.
3. G'oziyev E.G'. Yosh davrlari psixologiyasi. – Toshkent: O'qituvchi, 2012. – 264 b.
4. Yo'ldoshev J.G'. Ta'lim texnologiyalari va kompetensiyaviy yondashuv. – Toshkent: O'qituvchi, 2011. – 216 b.
5. Bo'lajak o'qituvchilarda kasbiy kompetensiyalarni shakllantirish. – Toshkent: O'qituvchi, 2017. – 202 b.
6. Otabayeva, D. The pedagogical state of developing entrepreneurial competence of future primary school teachers. Theoretical aspects in the formation of pedagogical sciences Vol. 5, Issue 12, 2026 y. pp. 73–77. <https://doi.org/10.5281/zenodo.21331563>
7. Otabayeva D. "Bo'lajak boshlang'ich sinf o'qituvchilarida tadbirkorlik kompetensiyasini rivojlantirish metodikasi". Zamonaviy Dunyoda Pedagogika Va Psixologiya, vol. 5, no. 16, July 2026, pp. 21-25, <https://www.in-academy.uz/index.php/ZDPP/article/view/54617>