



## The Concepts of "Economic Competence" and "Economic Competence" in Higher Educational Institutions

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**Annotation:** this article covers the concepts of economic competence and competencies in the higher education system.

**Key words:** economy, literacy, economic competence, economic leadership, competence.

During the conversation, the parties discussed issues of professional development of specialists in the field of science and education, as well as comprehensive cooperation, as well as training of specialists in the field of training and improving the effectiveness of education. regional and economic repair and reconstruction of the development complex, amalga oshirilayotgan territorial and repair department for irobotga Olgan hold optimalishtirism katty karatilmakda. The work point of view of the national economy is the novelty of each volume, the competitive economy and the crisis of the reform of Janada zhadal tempda continued ettrilmakda. Modern economic training and theory a generally accepted classifier, national economic development and modern economic development, the Yondashov training is considered as a worthy task for studying economics, teaching and theoretical research. Economic competence is a product of Economic Thought in the outcome of economic knowledge. In the 9th and 12th centuries, Central Asia became one of the main centers of progressive social thought in the East. During this period, the works of scholars such as Farabi, Ibn Sina, Beruniy, Yusuf hos Khojib were reflected in the issues of economic development of society. Their philosophical and social vision I of great interest. otgan. Al the teachings of Farabi, Abu Ali ibn Sina and Al Beruni consist of thoughts about the needs of man. Let us dwell on the teachings of Al Farabi, Abu Ali ibn Sina and Al Beruni on human needs.

According to the views of Al-Farabi (873-950), the main reason for the formation of society is focused on human needs. This is how the existence of need and the need to work to achieve it are explained, "by nature, every person feels that he needs what is necessary." Speaks about the importance of material requirements for the formation of society. He argues that society comes from the Union of people, that they have different views[94]. In his treatise, known as home economics, Ibn Sina praises the following types of trades: rational crafts (politicians and rulers);higher works of art (writers, astronomers, doctors);artistic crafts (artists, sculptors, etc. Researchers report two complementary problems to the concept of economic competence. The first is a deep mastery of economic knowledge, which expands the scope and horizon of thinking, teaches to approach the solution of problems from a national position, identify and employ reserves of increasing production efficiency, stimulates the creative activity of the masses. The second direction is based on the fact that a person's consciousness, thinking, above all, is the product of his practical activities. The development of economic competence can be assessed according to economic behavior. It is manifested in the consistent actions that an individual performs in all areas of the economic life of society - in production, distribution, consumption - throughout his career. The concept of economic competence forms economic behavior. "By economic behavior we understand targeted behavior, in which the choice of action options regulated by the criterion of profit maximization".

Analysis of human economic behavior involves the use of the postulate of rational human behavior. At its core is the desire of an individual to achieve the maximum result at a minimum



cost in the conditions of limited resources and opportunities used by him. In satisfying their subjective interests, people everywhere face the need to choose alternative ways of using economic interests. To carry out their rational behavior, people must have freedom of choice. With the development of mankind, the level of freedom of choice of economic behavior increases, which is associated with many subtle places and aspects of the development of society, one of which is economic education. In a market economy, the idea of rational economic behavior of people is very important. Hence, economic behavior is not an independent factor in the development of a life economy, it depends on a number of deeper factors: economic culture and conditions for the formation of economic thinking, features of the formed systems of economic and social relations. "Economic activity" we define spiritual and material production, distribution, exchange and consumption as a system of actions to change and reorganize values in accordance with social and personal needs and interests in a purposeful way. In economic activity, the unity of Economic Education and upbringing is expressed. Although the success of the economic activity of the subject depends on the acquired economic knowledge, qualifications and skills (Economic Education), but at the same time, economic activity itself is also a "condition and tool" of Economic Education, that is, economic activity is a factor of Economic Education, a "starting point"[137]. The implementation of economic activities requires a specialist to have a number of qualifications: solving a professional economic problem; working with economic literature; seeing an issue; teaching to work; to act productively in the workplace; to plan economic activities; to lead people; to understand people, to convince them. In the context of the transition to market relations, the development of economic competence in young people is of particular importance. Education plays a leading role in this process, since the competence of a person at one level or another is the result of upbringing and training. Based on the analysis of scientific literature within the framework of this study, it seems necessary to give a definition of the concept of "competence". Competence is a complex interdisciplinary, general methodological concept, the definition of which is very difficult to satisfy specialists from different fields of knowledge. The existence of countless definitions of competence in the disciplines of philosophy, sociology, cultural studies reflects not the opposition between its researchers, but the diversity and versatility of the phenomenon of competence, and therefore the possibility of different approaches to its interpretation. Competence is characterized by the availability of knowledge for a successful activity, understanding the importance of this knowledge for practice, a set of operational qualifications, having algorithms for solving labor issues, the ability to creatively approach any type of activity. Competence is manifested in dynamics, in the expansion of knowledge, the growth of competence is associated with self-analysis and self-assessment.

Competence is the development of criteria-Diagnostics, which allows you to determine the level of motivation, need, information-content, process-activity, personal development, the formation of didactic competencies of academic disciplines, determine the degree of activity in research, independence and education, heuristics, creativity, social hardening); including motivational-need, information-content, process-activity, personal development, the development of didactic capabilities of Educational Sciences.

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