

INTEGRATION OF ENTREPRENEURIAL COMPETENCIES INTO PEDAGOGICAL EDUCATION AS A CONDITION FOR TRAINING A COMPETITIVE SPECIALIST

Niyazov M.

Bukhara State Pedagogical Institute

Abstract

In the context of rapid socio-economic changes and the digital transformation of education, the integration of entrepreneurial competencies into pedagogical education has become a crucial factor in preparing competitive specialists. This paper explores the theoretical and practical foundations of developing entrepreneurial competencies among future teachers, emphasizing their role in fostering creativity, critical thinking, and adaptability in the educational process. The study argues that the inclusion of entrepreneurship-oriented modules, project-based learning, and interdisciplinary approaches in teacher training programs contributes to enhancing students' professional mobility and readiness for the modern labor market.

Keywords: Pedagogical education, entrepreneurial competencies, teacher training, competitiveness, educational innovation, digital transformation.

Introduction

The contemporary educational landscape is shaped by the accelerating processes of globalization, digitalization, and the knowledge economy. These transformations are redefining the competencies required from modern specialists, including teachers, who are expected not only to possess deep subject knowledge but also to demonstrate flexibility, creativity, and entrepreneurial thinking. Pedagogical education, therefore, must evolve to respond to the demands of the 21st century, incorporating entrepreneurial competencies as integral components of teacher training. The integration of entrepreneurial principles into pedagogical education is not merely about teaching business literacy; it is about fostering initiative, responsibility, innovation, and strategic decision-making among future educators.

Theoretical Foundations of Entrepreneurial Competence in Pedagogical Education

Entrepreneurial competence can be broadly defined as the ability to transform ideas into action through creativity, risk assessment, and project management. Within the European framework of key competences for lifelong learning, entrepreneurship is

recognized as one of the eight fundamental competences essential for personal and professional fulfillment. When adapted to the context of teacher education, this competence implies readiness to develop and implement innovative pedagogical strategies, manage educational projects, and respond proactively to the needs of learners and society.[2]

Scholars such as Fayolle and Klandt and Neck and Corbett emphasize that entrepreneurial competence is not limited to economic activity; it involves a mindset characterized by opportunity recognition, resource mobilization, and resilience.[5] In pedagogical settings, these attributes are essential for educators who operate in dynamic, uncertain environments. A teacher with entrepreneurial competence can anticipate educational trends, integrate technology effectively, and motivate students toward self-directed learning.

Integration Strategies in Pedagogical Education

The process of integrating entrepreneurial competencies into teacher education requires a systematic and multidimensional approach. It should encompass curriculum design, teaching methodologies, institutional culture, and assessment mechanisms.

At the curriculum level, teacher training programs should include modules focused on innovation management, project-based learning, social entrepreneurship, and digital literacy. Such courses help future teachers understand entrepreneurship as a multidimensional concept that combines creativity with social responsibility.[3] For instance, implementing interdisciplinary projects where education students design and execute micro-initiatives—such as school-based social programs, educational startups, or community workshops—can foster practical entrepreneurial skills.

Teaching methodologies must also be transformed to promote active and experiential learning. Problem-based learning (PBL), design thinking, and case study analysis are effective approaches that mirror the entrepreneurial process of identifying challenges and generating solutions. Simulation games, business models adapted for education, and collaborative digital platforms further enhance engagement and critical thinking.[6]

Finally, the assessment of entrepreneurial competencies should be based on performance and outcomes rather than traditional examinations. Evaluation tools such as reflective journals, portfolios, and project presentations allow students to demonstrate creativity, initiative, and the ability to implement ideas. Competitiveness in the modern labor market is determined by the ability to adapt, innovate, and create value. For teachers, this means being capable of designing effective educational

experiences that respond to diverse learners and rapidly evolving technological contexts. Entrepreneurial competence enhances teachers' professional mobility and employability by equipping them with transferable skills such as leadership, communication, critical thinking, and digital proficiency.

In many countries, including Uzbekistan and other nations undergoing educational reform, the integration of entrepreneurship into pedagogical education is seen as a strategic priority. National programs aimed at modernizing teacher training increasingly emphasize creativity, innovation, and economic literacy. International experience also confirms the importance of these reforms.[2] For example, Finland's teacher education model includes entrepreneurship education as a transversal theme, while the United Kingdom promotes enterprise education through partnerships between universities and schools. These examples illustrate how entrepreneurship can be embedded across disciplines to enhance both professional and personal competencies.

Challenges and Prospects

Despite its evident advantages, the integration of entrepreneurial competencies into pedagogical education faces several challenges. One of the main obstacles is the persistence of traditional teaching paradigms that prioritize theoretical knowledge over practical application. Many educators lack the necessary training to implement entrepreneurial methods effectively, and institutional resistance to change can slow progress.[4]

Additionally, the concept of entrepreneurship is sometimes perceived too narrowly, associated solely with business or profit-making. Overcoming this misconception requires a broader understanding of entrepreneurship as a social, cultural, and educational phenomenon. Policymakers and educational leaders must promote interdisciplinary collaboration, continuous professional development, and the creation of supportive ecosystems that enable innovation in teacher education.

Conclusion

The integration of entrepreneurial competencies into pedagogical education represents a vital condition for training competitive specialists in the 21st century. It enables teachers not only to succeed in their own professional development but also to empower future generations with the mindset and skills necessary for innovation and social progress. By embedding entrepreneurship into teacher training programs, educational institutions can transform traditional pedagogy into a dynamic, learner-

centered process that prepares educators to navigate complexity, embrace change, and create meaningful impact.

Ultimately, entrepreneurial pedagogy is not an optional addition to education—it is a paradigm shift that aligns the goals of education with the realities of the modern world. As nations strive to build knowledge-based economies, the fusion of pedagogy and entrepreneurship stands as a cornerstone of sustainable human development.

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