

OPPORTUNITIES FOR DEVELOPING ENTREPRENEURIAL
SKILLS IN FEMALE STUDENTS

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Annotation. *The article examines the development of entrepreneurial skills among female students in Uzbekistan, with particular emphasis on the design field. It highlights international and national initiatives promoting women's entrepreneurship, referencing the 2011 UNESCO congress in Geneva and Uzbekistan's state policies such as the Action Strategy 2017–2021 and the "Every Family is an Entrepreneur" program. The study identifies key qualities required for female student entrepreneurs, including creativity, innovation, independence, organizational skills, and motivation, with motivation recognized as the primary driving factor. Evaluation criteria encompass psychological, intellectual, and procedural aspects, as well as independence diagnostics based on S. Grinshpun's methodology, which considers moral maturity, competence, communication, creativity, and self-control. Practical reforms, new curricula, and modern educational standards further support the integration of entrepreneurship into higher education. The conclusion emphasizes that Uzbekistan's higher education institutions, especially in design-related disciplines, provide favorable conditions and effective pedagogical systems for fostering female entrepreneurship.*

Keywords: *entrepreneurship, female students, crafts, creativity, gender equality*

In today's context of global development, particular attention is being paid to ensuring gender equality and creating opportunities for women to become self-employed. Many countries have started to focus on the development of entrepreneurship among women, especially among female students. In September 2011, a policy congress was held in Geneva by UNESCO on the development of women's entrepreneurship in Central Asia. The event discussed ongoing research in various countries, challenges faced by women entrepreneurs in the region, their consequences, and offered region-specific recommendations to enhance female entrepreneurship.

In Uzbekistan, entrepreneurial activities among female students, particularly in the field of design, have flourished in areas such as visual arts, traditional applied arts, sewing, and handicrafts. Training women in crafts and directing them towards entrepreneurship increases the efficiency of labor resources, helps women find their place in society, and contributes to the development of their entrepreneurial competencies. Priority tasks have been set for preserving and promoting the rich cultural heritage and historical traditions of the Uzbek people, developing national handicrafts and folk applied arts, and comprehensively supporting citizens engaged in handicraft activities.

At the new stage of development in the education system, various regulatory and legal documents have been adopted to encourage students' work activity and initiative and to develop entrepreneurial skills among them. For example, Section 3.4 of the "Action Strategy for the Five Priority Areas of Development of the Republic of Uzbekistan in 2017–2021" outlines the need to promote the share of small businesses and private entrepreneurship, continue institutional and structural reforms, and involve youth in family entrepreneurship and private business. Moreover, the Presidential Decree No. 3770 on the implementation of the "Every Family is an Entrepreneur" program emphasized comprehensive support for entrepreneurial initiatives of the population,

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provision of preferential loans, and practical assistance by responsible agencies at all stages of entrepreneurial activity. This requires the development and refinement of a methodology for shaping and evaluating students' entrepreneurial skills based on the cooperation between families and higher education institutions.

The Process of Developing Entrepreneurial Skills in Female Students

Developing entrepreneurial skills in female students is a systematic process aimed at fostering the following qualities:

- The ability to search for and implement innovative ideas
- Adaptation to non-standard situations
- Self-monitoring and personal responsibility
- The ability to express and defend personal opinions
- Organizational and managerial competencies
- A creative approach to work
- Resourcefulness and persistence in achieving goals

The concept of "developing entrepreneurial skills in students" encompasses psychological, intellectual, and procedural aspects, and it is necessary to define evaluation criteria for students' personal readiness for entrepreneurial activity. Based on research results, the following psychological criteria are used to assess the formation of entrepreneurial skills in female students:

- Personal orientation toward entrepreneurship
- Capability for entrepreneurial activity
- Level of motivation and interest in entrepreneurship
- Independence

Among these criteria, motivation plays a leading role, as it drives the development of entrepreneurial competencies just like in any other activity. Motivation is influenced by both internal and external factors and is unique to each student. Hence, understanding and consciously enhancing a student's personal motivation is critical for the development of entrepreneurial skills. The achievement of expected outcomes depends on setting clear goals. Experience shows that learning materials that assist in practical activities are better retained in memory. A student's motivation towards activity is often linked to internal direction (introverted motivation), while external motivation (extrinsic) is associated with externally set goals. A balance of both is essential for effective skill development.

In evaluating entrepreneurial skill development in students, motivational orientation, level of interest, abilities, independence, family background, and regional/national conditions must be considered. The need to engage in a certain type of activity is also important, as it reflects internal motivation, which manifests as a desire to participate in practical tasks.

Components of Entrepreneurial Capacity

A female student's entrepreneurial capacity is expressed through the ability to generate and implement innovative ideas. The criteria include:

- Developing and implementing ideas
- Adaptation to non-standard situations

Independence is the ability to take responsibility and act autonomously. This concept encompasses:

- Self-monitoring
- The ability to stand by personal opinions despite external influence
- A sense of accountability

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In diagnosing student independence, it is important to consider age characteristics and apply various methods such as individual testing, game-based activities, and group work.

The methodology for diagnosing independence in female students was developed by S. Grinshpun and includes the following components:

1. **Moral and ethical maturity** – belief in the social and moral validity of actions; presence of personal-value orientation.
2. **Competency** – knowledge of socio-economic processes and readiness for labor activity.
3. **Communication skills** – the ability to understand others, collaborate, and interact effectively.
4. **Creativity** – a proactive and innovative approach to tasks.
5. **Self-control** – the ability to regulate personal behavior in accordance with objective social conditions and expectations.

This makes it possible to analyze independence through three interrelated aspects:

- Axiological attitude
- Readiness for activity
- Self-control

Practical initiatives and educational reforms

In recent years, new state educational standards have been developed, along with curricula and methodological resources aimed at enhancing entrepreneurial skills in female students through applied arts. Modern educational institutions have been built and equipped with up-to-date tools and technology.

CONCLUSION

It can be concluded that higher education institutions in Uzbekistan, particularly those focusing on design disciplines, possess the necessary conditions and have established an effective pedagogical system to develop entrepreneurship among female students.

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