

THE DEVELOPMENT OF ECONOMIC COMPETENCE OF FUTURE SPECIALISTS IN HIGHER EDUCATION INSTITUTIONS AS A PEDAGOGICAL PROBLEM

Jumayeva Zulfiya Qayumovna
Asia International University

Abstract. This article analyzes the issue of developing the economic competence of future specialists in higher education institutions from a pedagogical perspective. The essence of economic competence, its structural components, and the pedagogical conditions for its development are discussed. In addition, the possibilities of developing economic competence in the higher education system through a competence-based approach, interactive teaching methods, and interdisciplinary integration are highlighted.

Keywords: economic competence, higher education, pedagogical approach, competence-based education, economic thinking, innovative education.

Introduction. Today, the global economy is rapidly transforming, and digital technologies and innovative projects are penetrating all spheres of our lives. Worldwide, priority scientific research is being conducted to improve the effectiveness of collaborative learning projects aimed at developing skills for solving economic problems, enhancing teamwork, and promoting peer knowledge exchange.

Under such conditions, the main task of higher education institutions is not only to train narrowly specialized professionals but also to form competitive individuals who deeply understand the laws of the market economy, can efficiently manage resources, and adapt to changing economic environments. Therefore, the development of economic competence among future specialists has become one of the most pressing issues in modern pedagogy.

Teaching economic knowledge in higher education institutions is important not only for students majoring in economics but also for those in other fields. Specialists in any field must possess the skills to understand international economic issues, make economic decisions, use resources efficiently, and analyze economic changes.

Economic competence is not merely a set of financial knowledge but an integrated manifestation of an individual's economic thinking, entrepreneurial ability, and professional effectiveness. The state policy of the Republic of Uzbekistan aimed at reforming the education system and improving the quality of personnel training also directly emphasizes increasing economic literacy. However, in practice, a gap between theoretical economic knowledge and real market demands is still observed.

In New Uzbekistan, large-scale measures are being implemented to improve the quality of economic education in higher education institutions, introduce practice-oriented teaching approaches based on digital technologies, and enhance the professional skills of future economists. Special attention is paid to improving foreign language proficiency, enhancing professional skills, modernizing the educational process, increasing motivation, strengthening cooperation with investors and entrepreneurs, and preparing highly qualified specialists capable of contributing to sustainable economic development.

Literature Review. Issues related to organizing the educational process based on a competence-based approach have been studied by many scholars. In pedagogical and economic research, competence is interpreted as the ability of an individual to apply knowledge, skills, and experience in an integrated manner in practical activities.

Economic competence occupies an important place in studies related to economic education and professional training. In some studies, it is considered as the integration of economic knowledge, economic thinking, and economic culture.

Modern pedagogical research also emphasizes the effectiveness of interactive methods, project-based learning, business games, and problem-based learning in developing economic competence.

In Uzbekistan, the theoretical and methodological foundations of improving professional competence have been studied by scholars such as A. Musurmanova, K. Risqulova, U. Nasirova, M. Nazarova, and G. Makhkamova.

Researchers from CIS countries and other foreign scholars, including A. Morozova, E. Passov, J. Raven, and N. Chomsky, have studied pedagogical and psychological aspects of developing communicative competence using innovative technologies.

Research Methodology. The following scientific methods were used in this study:

- ✓ analysis of scientific literature;
- ✓ pedagogical observation;
- ✓ comparison and generalization;
- ✓ system analysis.

The study examined pedagogical approaches to developing economic competence in higher education institutions and analyzed their effectiveness.

Analysis and Results. Economic competence is an integrative quality that reflects an individual's ability to possess economic knowledge, skills, and abilities and effectively apply them in practice. It is manifested in understanding economic processes, analyzing economic situations, using resources efficiently, and making well-grounded economic decisions.

In other words, economic competence is the ability to solve economic problems and participate effectively in economic activities based on knowledge and experience.

Economic competence is a multi-component system formed through the combination of knowledge, practical skills, motivation, values, and analytical thinking.

Main Components of Economic Competence:

- Economic knowledge (market laws, supply and demand, finance, taxation, entrepreneurship, macro- and microeconomics);
- Practical skills (analysis, planning, decision-making, resource management);
- Economic thinking (analytical and systemic thinking);
- Economic culture and responsibility (efficiency, discipline, social responsibility).

In modern education, economic competence is formed not only through theoretical knowledge but also through its application in practice.

Existing Pedagogical Problems

Several challenges exist in developing economic competence in higher education:

1. Gap between theory and practice

Economic knowledge is often taught theoretically, which leads to insufficient practical skills.

2. Outdated teaching methods

Traditional lectures dominate, limiting the use of interactive methods.

3. Lack of interdisciplinary integration

Economic knowledge is not sufficiently integrated with other fields, reducing its practical relevance.

Pedagogical Conditions for Development

1. Competence-based approach

2. Students must not only learn theory but also apply it in practice.

3. Integration of theory and practice

Real-life cases and statistical analysis should be included.

4. Interactive teaching methods

✓ Case studies

✓ Business games

✓ Problem-based learning

✓ Project methods

- ✓ Group discussions
 - ✓ Interdisciplinary integration
- Economic knowledge should be linked with other disciplines.
5. Use of digital technologies
Digital tools enhance data analysis and learning efficiency.
 6. Support for independent learning
Research and project work deepen understanding.

Table 1

Stages of Developing Economic Competence

| Stage | Goal | Method |
|--------------|--------------------|------------------------|
| Motivational | Stimulate interest | Problem-based lectures |
| Cognitive | Build knowledge | Seminars, self-study |
| Practical | Apply skills | Practice, simulations |
| Reflective | Self-assessment | Portfolio, reflection |

Conclusion. The effectiveness of developing economic competence depends on applying a competence-based approach, integrating theory with practice, using interactive methods, and implementing modern digital technologies.

Developing economic competence is not just about teaching students how to earn money but about shaping adaptable, responsible, and effective individuals capable of functioning in a dynamic socio-economic environment.

These pedagogical conditions contribute to the development of economic thinking and the formation of competitive specialists.

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