

**LEGAL AND NORMATIVE BASES OF DEVELOPMENT OF ECONOMIC
COMPETENCE IN STUDENTS.****Saidkulova Firuza Farmonovna***Independent researcher at Bukhara State University, Bukhara**Email: firuza.saidkulova@mail.ru*

In relation to the concept of economic competence, the questions that arise regarding what qualities are reflected on the basis of the economic competence of students of the higher education system defined as a problem, its essence, the students of the higher education system, what qualities of economic competence they need to be able to illuminate, essentially research the concept of "economic competence of students" determines the need to do. In addition to the necessary professional qualities of students in the higher education system, we determined that it is necessary to analyze the professional skills that allow them to successfully solve economic situations of various complexity levels as their economic competence, and to determine its essence. The issue of students' economic competence as an important factor has been scientifically studied by many scientists. As an example: I.I. Juklinets defined economic competence in his scientific works as follows. "Economic competence of future specialists is a description of personal qualities, consisting of a system of competencies, mobilization of efforts to make rational economic decisions based on knowledge, skills, work experience, and the level of readiness of the leader to solve certain economic problems."

In the scientific works of E.A. Varkina, "economic competence is an integrative quality of a person, characterized by a set of special competences (marketing, entrepreneurship, economic and legal), as well as the use of acquired economic knowledge, skills and experiences and certain methods of activity. It is defined as ensuring the activity of a higher education institution on the basis of continuous personal development, which reflects the ability to receive and is regulated by priority values and motives. Based on the given definition, marketing, entrepreneurship and economic-legal competences make up the structure of economic competence, and their interrelated components of knowledge, activity, motivational and personal qualities describe the level of economic competence based scientifically by the author. In this study, the economic knowledge of students in higher education was analyzed, and the economic activity of students was analyzed using the scientific approaches

of E.A. Varkina in determining the components that make up the composition of economic competence. Knowledge and motivational components take an important place among the components that make up the economic competence of students.

After gaining independence, our country is developing by choosing its own development path. This path is the path of large-scale reforms aimed at building a democratic legal state, a socially oriented market economy and a strong civil society. The information revolution and the formation of the information society fundamentally changed the role of knowledge in socio-economic development.

The main type of economic activity in modern conditions is the development of information and its use for the effective operation of the economy. The main factor of production is knowledge, and this knowledge is delivered through the education system. The modern educational process is based on the concept of well-rounded development of the learner's personality.

The socio-economic development of the country, the well-being and standard of living of the members of the society, the mutuality of various economic interests, first of all, directly depends on the knowledge of economic relations and laws and a conscious attitude to their implementation. Accordingly, it is necessary to ensure that a person is economically knowledgeable, observant and conscious, that is, economic competence. Observing the constantly changing internal and external environment and its increasing influence on people, enterprises, countries and the whole world, being able to foresee and foresee the necessary actions and processes of economic activity, in short, economic intelligence is one of the qualities of a highly spiritual person. one that cannot be imagined without deep economic knowledge and skills.

We can achieve the democratic civil society that we are building by creating economic civilization in all members of the society. This requires knowledge and skills of the current economic laws and regulations, ability to organize labor and production activities based on acquired knowledge.

If we look at history, we will see that economic education has been focused on child development since the beginning. For example, according to Muhammad Ibn Al-Khwarizmi, a child should know the science of accounting and master his science, only then he can determine the results of his work through measurements. Abu Nasr Al-Farabi stated that a person should have economic relations with many people to satisfy his desires. In his opinion, "a person should know how to spend his money properly. Zealous

spending leads to greed. Unplanned use of money leads a person to poverty." The inclusion of general philosophical values such as faith, religiousness, justice, justice in the scope of activities related to "Economy" and their close connection with economic relations and economic knowledge is described in Nizamul-mulk's work "Politics" on the basis of historical stories and narratives. It is clear from this that the need for every person to have economic knowledge, in other words, economic competence during his life, is stated in the works of our thinkers.

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