

Economic Education of Elementary School Students as a Socio-Pedagogical Problem

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ABSTRACT

In the article, socio-pedagogical problems of economic education of elementary school students, their place and importance in the development of society, providing students with an understanding of social and legal norms in elementary grades, and following these norms in their minds the issues of development of competence are discussed.

KEYWORDS: economic education, economic education, competence, life skills, quality of education, teacher skills, values, spiritual heritage, personal development, economy.

Decree No. PF-6108 of the President of the Republic of Uzbekistan dated November 6, 2020 "On measures to develop the fields of education and science in the period of new development of Uzbekistan" and ensuring the implementation of this Decree Resolution PQ-4884, adopted on November 6, 2020, "On additional measures to further improve the education and training system" In order to further increase respect for teachers and pedagogical staff, scientific and creative intellectuals, develop the professional skills of teachers, and expand the participation of the private sector in the system, the fields of education and science in the new development period of Uzbekistan the main directions of further development were determined. Knowledge-based economy requires new models of education and professional training. The changes taking place in all aspects of the life of modern society put the problem of preparing the young generation for life and work in the ever-changing, complex and conflicting conditions as the first priority and determine the need to set new tasks for the economic education system. . The main principle of their renewal is the direction of cash, its educational and creative potential. The implementation of this principle allows to create certain guarantees for the further development of the individual and helps students to have a more successful social adaptation. In the system of continuous economic education, primary school occupies a very important place. The implementation of economic education and upbringing of primary school students creates conditions for the development of economic culture of a person, the formation of initial economic literacy, the ability to manage economic events, the skills of economic behavior and ideas about its content. Taking into account the educational trends that focus on the development of the person through the enrichment of his personal experience, we understand economic education

as a process and creation of pedagogical conditions that ensure continuous development. By forming a person as a subject of economic activity and applying knowledge, skills and qualifications, it allows a person to see his place in the world of the environment and ensure his presence in it. Taking into account the specific characteristics of the problem under consideration, economic education of male schoolchildren is pedagogical conditions that ensure the development of the personality of a male schoolboy as a subject of economic activity in accordance with his interests, inclinations and needs. creation is a process of abilities. The operation of this process should be aimed at the development of individuality and the formation of abilities when teaching and learning are combined. However, modern education is characterized by such a situation that students, having acquired certain knowledge and skills, cannot effectively use them in practice. In addition, even high economic education does not mean the existence of economic education. The idea of economic education and upbringing, economic education and upbringing processes need to be unified has been expressed by many researchers. It is expressed in the formation of goals and tasks.

The main goal of economic education and upbringing is to prepare students for economic activity, conscious participation in the economic life of society, and its implementation is possible by solving a number of tasks:

- formation of reasonable needs, the ability to measure them, financial opportunities, education of work-oriented children to fully satisfy their needs;
- education of a conscious attitude to the choice of profession, character traits of an enthusiastic owner-citizen: education of thrift, thrift, etc.;
- arming with the views of economic analysis, formation of mental and physical work culture, etc.

The following are defined as the main tasks of economic education: creating and ensuring interest in mastering the system of scientific economic knowledge and skills; formation of economic qualities, implementation of the most effective management for the common interests of society, community, and individual, and conviction of the need for practical application of economic knowledge, skills, and qualities.

Modern economic education is characterized by a change in goals; the leading idea of economic education and upbringing is to appeal to the individual, to prepare each student for life in socio-economic conditions. The goals of providing continuous economic education to schoolchildren, based on the concept of continuous socio-economic training of the young generation, are the continuous development of the individual as a subject of economic activity, the development of economic knowledge and skills, the development of economic knowledge and skills. The main goal of economic education of schoolchildren is to ensure the independence of the individual, his independence in solving important personal problems in various spheres of life, and to form a sufficient level of social maturity.

The authors dealing with the problems of economic education of elementary school students emphasize the need to develop the general culture of the individual,

comprehensively solve these problems and identify the following goals:

- formation of initial ideas about the most commonly used economic concepts;
- formation of elementary economic knowledge, skills and education of moral and economic qualities of a person;
- formation of economic thinking and education of behavioral culture in market society.

Economic culture "is a completely unique feature of the economic life of society, different from all others. Its uniqueness is that it constitutes the integrity of the economic system and way of life of modern society." represents the level of mastery of knowledge, skills, their upbringing and beliefs, as well as the state of economic activity, the level of daily use of acquired knowledge, skills, skills.

Economic culture is a complex, multilevel system that is a "vertical section" of general culture, which has economic education as a basis, as well as a specific way of human activity, including economic knowledge, standards etc. qualities, customs, and traditions of the people, whose creative participation in the economic life of society is necessary.

In accordance with the above understanding of the meaning of economic education of Kishik schoolchildren, based on the analysis of its goals and tasks, the following tasks were formed:

- the ability to form initial ideas about the most commonly used economic concepts and laws, to establish the simplest economic relations in the surrounding reality;
- education of an economically valuable attitude to work, nature, labor products, health;
- education of economically important characteristics of a person;
- formation of reasonable needs, motives of economic activity and value trends;
- development of practical skills of economically sound, morally justified behavior and activity.

Such an understanding of the goals and tasks of economic education provides a personal attitude to knowledge, skills and qualifications as a means of achieving comprehensive and harmonious development of all spheres of a person. Therefore, education and training is not an end in itself, but a means of understanding the environment.

The result of the economic education process is a certain level of economic education and training. Economic education economic concepts, categories, laws, i.e. economic knowledge and economic skills. It should be noted that only knowledge, skills and abilities are not enough for a person. Economic education is largely determined by personal qualities, motives of economic activity and values. At the same time, a high level of economic education is not always a manifestation of frugality, frugality, organization, etc. Only with the organic integration of economic education and educational processes, knowledge will become beliefs, motives, and actions. to ensure unity in the development and mutual enrichment of economic thinking, practical skills of economic events and relevant social-psychological qualities of a person.

Economic education of students depends on the whole system of educational influence of family, school, micro-groups, etc. Economic education of a person should, first of all, help

the person to develop in all aspects and fill it with the necessary characteristics. secondly, it serves to solve the issue of educating a citizen who is capable and aspiring to work for the benefit of society.

What is meant by economic education?

If a person is hardworking, thrifty, organized, disciplined, accurate at work, at home, at school, it is noted that he is economically literate. In our opinion, economic education is not only the result of students' readiness for economic activity, but also the formation, moral and labor education to a certain extent. We relied on the following definition when developing the content of economic education for Kishik schoolchildren. The content of economic education in a modern school is a learning-oriented educational activity that provides the ability to creatively solve life problems, develops scientific and practical economic knowledge, skills, and a sense of world appreciation. General principles of forming the content of economic education for elementary school students.

1. Humanity, ensuring the priority of universal values and the free development of the individual.

2. Scientific, learning is manifested in accordance with the latest achievements of the recommended science, social and cultural development.

3. A sequence of content planning in which each new piece of knowledge builds on and builds on the previous one.

4. Systematicity, which implies taking into account the knowledge and skills that are being learned in the system, building all the educational courses and all the content as a system that is part of each other and a general system of human culture.

5. Connection with life as a method of ensuring the effectiveness of learned knowledge and skills and as a universal means of strengthening the school.

6. Compliance with the age capabilities and level of preparation of school students.

7. Convenience determined by the structure of the curriculum and program, the presentation of scientific knowledge in textbooks, the order of introduction, and the optimal number of studied concepts and terms.

Conclusion: Economic knowledge is an important component of economic thinking and consciousness, and represents a set of economic theories about the content, nature, properties of material goods, their production, exchange, distribution, consumption, and the impact of material life on the development of society. as well as ways, forms and methods that contribute to the development of society. Economic knowledge expands a person's worldview, helps to understand more deeply their specific role in the development of production.

Mastering the conceptual apparatus of economics is one of the main indicators of the culture of economic thinking and economic education. The more fully and adequately economic reality is reflected in economic concepts, the more necessary conditions are created for the development of economic thinking and economic education.

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