

SPECIFIC ASPECTS OF FORMING ECONOMIC EDUCATIONAL SKILLS OF STUDENTS OF PRIMARY EDUCATION INSTITUTIONS OF HIGHER EDUCATION

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Abstract:

This article is about the methodology of future elementary school teachers to teach students in the formation of economic education skills. The theoretical basis of teaching economic subjects is considered a component of the training system of junior specialists, and this factor is important in the development and improvement of economic literacy characteristics of future primary education students of higher educational institutions, in educating them as competent specialists. and it talks about the specific aspects of gaining importance in the development.

Keywords: Education, economics, student, teacher, knowledge, science, methodology, assessment, criterion.

Introduction

OLIY TA'LIM MUASSASALARI BOSHLANG'ICH TA'LIM YO'NALISHI TALABALARINING IQTISODIY TARBIYA KO'NIKMALARINI SHAKLLANTIRISHNING O'ZIGA HOS JIHATLARI

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Annotasiya

Ushbu maqola bo'lajak boshlang'ich sinf o'qituvchilarining iqtisodiy tarbiya ko'nikmalarining shakllantirishda o'quvchilarga o'rgatish metodikasi haqida so'z boradi. Iqtisodiy yo'nalishdagi fanlarni o'qitishning nazariy asoslari kichik mutaxassislar tayyorlash tizimining tarkibiy qismi hisoblanib, bu omil Oliy ta'lim muassasalari bo'lajak boshlang'ich ta'lim yo'nalishi talabalining iqtisodiy savodxonlik xususiyatlarini rivojlantirishda,



takomillashtirishda, ularni barkamollik mutaxassis sifatida tarbiyalashda hamda kamol toptirishda muhim ahamiyat kasb etishning o'ziga xos jihatlari haqida so'z boradi.

Kalit so'zlar: Tarbiya, iqtisod, o'quvchi, o'qituvchi, bilim, fan, metodika, baholash, me'zon

Аннотация

В данной статье речь идет о методике обучения будущих учителей начальной школы у учащихся формированию навыков экономического образования. Теоретическая основа преподавания экономических предметов рассматривается как составная часть системы подготовки младших специалистов, и этот фактор важен в развитии и совершенствовании характеристик экономической грамотности будущих студентов начальных классов высших учебных заведений, в воспитании из них компетентных специалистов. и в нем говорится о конкретных аспектах, приобретающих значение в развитии.

1.Introdution

The fact that in recent years, as a result of the reforms implemented in our country, huge economic growth indicators have been achieved is further increasing the demand for qualified personnel and experienced specialists in all fields. This in itself increases the attention paid to the education of students in all aspects. At a time when our country is rapidly developing on the path of innovative development, it is important to comprehensively support the creative ideas and creativity of young people, who are the successors of our future, to form their knowledge, skills and qualifications, and to improve the assessment system based on advanced foreign experiences, international criteria and requirements, to study international experiences, conduct a comprehensive comparative analysis of the existing system, and to closely cooperate with international and foreign organizations, agencies, and research institutions in the relevant areas. In this regard, the conceptual requirements for future primary school teachers in the subject of "Education" are of particular importance. Through this subject, the ideas of widely integrating knowledge, skills and qualifications that serve to form economic education indicators and competencies in students into the content of education, implementing economic education indicators within the framework of academic subjects into practice, strengthening the motivation to strive for success as a priority characteristic of the individual, forming age-appropriate personal qualities required in the process of socialization of the child, expanding ideas about professions, instilling interest in the profession and labor, teaching conscientious work skills, and forming economic education skills in the process of studying national and universal values are reflected.

As is known, today there is a sharp struggle and competition in the world, and the conflict of interests is intensifying. Globalization processes, along with unprecedented new opportunities for humanity, also create unexpected problems. Threats and dangers against national identity and spiritual values are increasing. Thinking only about oneself, taking work and family lightly, and consumerism are being skillfully instilled in the minds of people, especially young people,



in various ways. In such a dangerous situation, it is necessary to be vigilant and aware, thinking about the peace of our people and the interests of our country. The head of our state emphasized that indifference and negligence are the greatest danger, and that enlightened education and public control are not enough to reduce the social problems we are facing today. Shavkat Mirziyoyev: It is not for nothing that they say that if the body of society is the economy, then its soul and spirit are spirituality.

2. RESEARCH METHODOLOGY

Economic education (thriftiness). Economic education is also a necessary condition for the harmonious formation of a person. Economic education of young people has been and remains one of the main problems of pedagogy. In the conditions of transition to a market economy and further development, it is important to form economic thinking in young people. Our government is taking care of this area, and our teachers are conducting research.

Economic education forms thrift, business acumen, and the ability to make economic calculations in students. The content of economic education has been systematically enriched and scientifically substantiated by Eastern thinkers. In this regard, Al-Khwarizmi emphasizes the importance of mathematics in human life. In his opinion, a person must know the science of arithmetic and be thorough in his work. Then he can determine the results of his own labor (and that of others) through measurements.

A.N. Farabi writes in his work "On the Achievement of Happiness": "A person should know how to spend his money correctly. Being greedy in spending money leads to greed. Using money without a plan leads a person to recklessness." A. Avlony put forward valuable ideas such as "Economy is called knowing the value of such blessings as money and property" and "In this day and age, knowledge and property are necessary to achieve goals and be acceptable to the people." For example, let's look at his following thoughts: "Americans plant one grain of wheat and get twenty packs of wheat, while Europeans sell our cotton, which costs 5 kopecks, to themselves for 25 kopecks. But we Asians, especially Turkestans, sell butts and chew rags: we give cream and bite off a piece of bread instead of bread. In short, to be a person in accordance with the present time, we need economy, honest endless effort, and endless zeal, as well as knowledge and enlightenment.

Ahmad Yugnakiy in "Hibbatul Haqoyiq": "For a person without property, knowledge is an inexhaustible asset, for a poor person, knowledge is calculation - an infallible calculation." From this idea, it is necessary to understand that a person forms the skills of thrift in social life with his knowledge and organizes his life rationally. Today, the extensive reforms being carried out in our country in the socio-economic sphere are aimed at the fate of the homeland, the prosperity of the people, and the upbringing of a new generation of future rulers of an independent country. In our country, attention has been paid to glorifying universal and Uzbek values, national customs and traditions, taking a deeper look at them and passing them on to future generations. Raising fully developed, perfect, morally pure, high spiritual qualities, full of faith and belief, devoted to their people, their Motherland, and perfect people for our



independent homeland is considered one of the priority issues in state policy. Therefore, our main goal is to form the economic knowledge of our children.

As a result of the deep economic reforms being implemented in our republic, improved foundations for the development of our society are being created and the foundation of our national independence is being further strengthened. We would like to emphasize that the "Strategy of Actions on Five Priority Areas of Socio-Economic Development of the Republic of Uzbekistan for 2017-2021", developed and put into practice at the initiative of the President of our country, Sh.M. Mirziyoyev, defines specific mechanisms for improving the living standards of our people, and this strategy has become an important document that has attracted the attention of not only our people, but also the world community.

3. LITERATURE ANALYSIS ON THE TOPIC

This issue is very important in the context of the transition of the economy of our republic to new relations. However, solving these issues, first of all, shows that the development of economic literacy, a completely new economic thinking among young people is an extremely urgent task. Because in the era of a market economy, economic literacy is a necessary quality not only for scientists, but also for specialists in all fields. Therefore, studying the subject "Fundamentals of Economic Knowledge" in the system of secondary specialized and vocational education is of particular importance. Of course, this subject serves to form the modern economic thinking of students. However, in the context of modern economic knowledge, historical and economic ideas, modern views, teachings, and most importantly, practical aspects of economic activity play a significant role. We know that primary education is an important, fundamentally new stage in a child's life. A primary school student begins to receive systematic knowledge in an educational institution, the sphere of his interaction with the world around him expands. Primary education is the basis for all subsequent stages of education. In this regard, a primary school teacher must not only acquire knowledge in academic subjects, but also thoroughly master a set of specific methods of professional activity in accordance with generally recognized international educational requirements and standards. In order to study the issues of providing economic education to students of higher education and secondary specialized and vocational education institutions in the conditions of market relations in our republic, programs, textbooks, educational and methodological manuals created in recent years in economic disciplines, and the results of scientific and pedagogical educational work were studied. A. Olmasov, A. Vakhobov, A. Abdullaev, A. Soliev, U. Inoyatov, G. Nazarova, M. Mirsaidov, N. Yoldoshev, S. Gulyomov, V. G. Matveev, B. T. Salimov, H. T. Ahmadkhodjaev, N. Sanaev, N. Kamolova and many other economists-scientists have covered the problem of providing economic knowledge to students of secondary economic universities in their works. The works of N. Sanaev, G. Sanaev, A. N. Abdullaev, A. A. Ismoilov, A. I. Ishnazarov, A. Ergashev, H. Aybeshov, H. Abdullaeva, H. Madrahimov, R. Madrahimova, T. Tashmurodov and others are devoted to covering the practical issues of providing economic education, the problems of providing professional and economic knowledge. The problems of the methodology of economic education and the introduction of new pedagogical technologies



into it were dealt with by A. Olmasov, N. Khojaev, O. Rashidov, U. I. Inoyatov, R. Khakimov and others. In general, it can be said that the problem of economic education and economic literacy is one of the problems that has always interested economists, sociologists, philosophers, psychologists, and educators around the world. Scientists from all fields recognize the importance and necessity of economic literacy for the development of society. The issues of economic education and upbringing have long historical roots and are also reflected in the works of Eastern thinkers Abu Ali Ibn Sina, Abu Rayhan Beruni, Abu Nasr Farabi, Amir Temur, Alisher Navoi, Abdurakhmon Jomi, Jaloliddin Davoni, Husayn Voiz Kashifi, Ahmad Donish, Abdulla Avloni. Our historical heritage contains many ideas about the importance and significance of economic ideas in the development of society, as well as the issues of providing economic education to young people, educating them on the principle of "teacher-student". E. Foziev, B. Kadyrov, M. Davletshin, V. Karimova, L. S. Vygotsky, S. L. Rubinstein and others put forward remarkable ideas in their scientific works about the psychological foundations of developing general literacy and intellectual abilities in students, and directing them to a profession, while R. Jo'raev, H. Rashidov, A. Khodjaboev, K. Mirsaidov, Yo. Haydarov, N. Sayidahmedov, N. Nishonaliev, E. Choriev, N. Shodiev, R. Hakimov, D. Zohidova, in their scientific studies, scientifically and methodologically analyzed the issue of developing professional knowledge and skills in students and training qualified personnel.

4. ANALYSIS AND RESULTS

Today, the problem of developing economic literacy in students has not been specifically studied. In addition, studying the consistency and coherence of economic education in general secondary schools and higher education is also an important issue. After all, today the demand for specialists is increasing, economic and social conditions in society, economic relations, economic systems are developing rapidly. Therefore, it is appropriate to deeply analyze the process of formation of economic literacy in future graduates of primary education, the forms and methods of developing economic literacy in them, preparing the younger generation for practical labor activity, and other issues. Of course, scientists in other fields also try to prove that economic thinking, mental abilities, talent are the basis for creating innovations and discoveries. This is reflected in their scientific approaches to the problems of theory and practice of primary education, vocational education, labor training, and career guidance. The theoretical and organizational-methodological foundations of management and control of the quality of education in vocational colleges were studied by U. I. Inoyatov. The object of R. R. Khakimov's scientific and educational work is the process of developing entrepreneurial skills in students of economic higher educational institutions. In particular, the scientist N. Kamolova studied the pedagogical conditions for the development of economic knowledge and skills in students of pedagogical colleges from a general pedagogical point of view, while Kh. Khudoykulov conducted scientific and pedagogical educational work on the study of issues of economic education of primary school students. However, the fact is that none of the scientists named above in their work addresses the problem of developing economic literacy in students



of non-economic higher educational institutions in a non-economic direction, or in general, the issue of economic literacy. Also, in other scientific studies, the above problem, namely the concept of economic literacy, the socio-pedagogical and economic-professional significance of its development, the scientific-methodological, psychological-pedagogical foundations of its development, are not studied in conjunction with professional activity. However, the problem of economic literacy has been studied in various directions by pedagogical scientists of foreign countries, in particular, Russia. It is not for nothing that September 8 is celebrated as the International Day of Economic Literacy throughout the world. All this requires a deep analysis of the problem of economic education. However, the problem of developing methods for imparting economic knowledge to students of non-economic higher educational institutions in non-economic areas, the issue of developing economic literacy in them, has not yet been studied in our pedagogy at all, both theoretically and practically. There is another side to the issue, which is due to the fact that we have not previously provided students with economic education in market relations, and therefore the material, scientific-methodological and pedagogical foundations of economic education in this regard have not been developed. In the early years of educational reforms, only A. Olmasov's methodological manual on teaching "Fundamentals of Economic Knowledge" for college teachers and talented students was created. Although in recent years a number of textbooks and manuals have been created in the economic direction for students of non-economic higher educational institutions, most of them practically do not mention the issues of professional-economic and economic literacy. These and other problems indicate that much work still needs to be done to deeply study the issue of providing students with economic knowledge in the vocational education system, to create scientific and methodological manuals and recommendations, and to conduct scientific and educational work. We set the goal of creating this manual based on many years of experience, taking into account the fact that teaching economic subjects in vocational colleges of non-economic orientation, in particular, the theory and methodology of developing students' economic literacy, is practically not carried out, it is necessary to develop theoretical and practical foundations for developing economic literacy in students of non-economic higher educational institutions of non-economic orientation, as well as research on finding a solution to this problem, taking into account the formed modern scientific and pedagogical ideas.

5. CONCLUSIONS AND SUGGESTIONS

In conclusion, today the development of the national innovation system and the improvement of the innovative potential of the country are considered the most important factors of economic growth. Therefore, the problems of studying these factors should be addressed by teachers and heads of educational institutions working in many countries of the world and international schools to analyze the educational process, develop criteria for determining the quality of education in the main aspects of educational policy, establish international consortiums, teacher associations, and international cooperation.

1. The theoretical foundations of teaching economic disciplines are considered a component of the system for training junior specialists, and this factor is of great importance in developing



and improving the entrepreneurial process (profession) characteristics of students of higher educational institutions, educating them as competent specialists and perfecting them.

2. The relevance of the problem was proven during the research on the basis of experimental testing of the model created in the process of developing entrepreneurial knowledge, skills and qualifications with students of various colleges, as well as the criteria for assessing economic knowledge, skills and qualifications.

3. The results of the research showed that our hypothesis that all components of economic education should be carried out in harmony and in connection with vocational education in the development of entrepreneurial knowledge, skills and qualifications in students is justified. Scientifically based methods for achieving the entrepreneurial process (profession) in practice were created.

4. In the course of the research, an attempt was made for the first time to substantiate and prove with convincing materials the psychological and pedagogical diagnostic aspects of educational and educational impact on the development of entrepreneurial knowledge, skills and qualifications of students of higher educational institutions. The results of the research lead to the following conclusions:

- The attitude of students of higher educational institutions to the entrepreneurial process (profession) had a positive impact on the formation of their economic, creative thinking, which determines the criteria for interaction in the process of educational activities;
- The development of entrepreneurial knowledge, skills and qualifications had a positive impact on the educational process of students of higher educational institutions and ensured the emergence of motives for economic educational activities related to life;
- The importance of developing a practical environment for those who continue activities that reflect the relationship of developing entrepreneurial knowledge, skills and qualifications as one of the organizational forms of educational activities has been proven;
- The development of entrepreneurial knowledge, skills and competencies positively influenced the academic activities of students, embodying spiritual qualities in them. These qualities, in particular, helped to form skills and competencies that shape economic efficiency and standards, and strengthen professional and economic knowledge.

5. In the lesson, oral methods such as explanation, conversation, and work with books, guided by the materials of the “Entrepreneurship Process (Profession)” program, directed to the development of entrepreneurial knowledge, skills and competencies, guided and independent practical work such as business games, role-playing games, demonstrations, excursions, practical work in the field of educational experience, household chores in the family and labor lessons, social and productive work, research were used.

6. At the current stage of deep economic, socio-political changes, the development of a junior specialist-entrepreneur who meets the requirements of the labor market is an extremely urgent problem. It was confirmed that one of the factors ensuring the effectiveness of training a true entrepreneur is the development of economic areas of education.

7. The theoretical analysis of the issues of developing skilled junior specialists in the system of secondary specialized, vocational education allowed us to come to the following conclusions:



- the analysis showed that research on this problem is primarily devoted to examining the issues of the versatility and multidirectionality of economic issues of development; - it showed that there is no more effective universal way to manage the economy in different proportions than solving economic issues through vocational and economic education.

8. During the research, a stratified approach was taken to students. The psychological and pedagogical foundations of the formation of practical skills and competencies in the development of entrepreneurial knowledge, skills and competencies, various forms and methods of education and training were identified.

9. The results of the pilot study, the study of the problem of improving educational work in the development of entrepreneurial knowledge, skills and competencies made it possible to comment on the following points:

- the methods used during the pilot study fully justified themselves and can be used not only in scientific research, but also in work carried out on vocational and economic education in the development of economic readiness of students of higher educational institutions;

-our recommendations are suitable for students of all types of non-economic higher educational institutions in terms of methodology, content and procedure for teaching economic subjects, positively changing the direction of students' consciousness and activity, their attitude to the entrepreneurial process (profession), and increasing their social activity;

- all the tasks set during the research were positively resolved and the hypothesis put forward was fully confirmed. Our long-term scientific research has allowed us to solve theoretical and practical problems of developing entrepreneurial knowledge, skills and qualifications among students of higher educational institutions and, taking into account the characteristics of the territory of our country, to develop theoretical conclusions and practical recommendations that can serve as a basis for research and professional activities.

The results of the research obtained indicate that increasing material well-being in our country is primarily associated with the establishment of creative work and the training of personnel with a deep knowledge of the economy. The market will find its perfection only when the personnel of each sector are economically literate. Stabilizing knowledge, skills and qualifications related to entrepreneurship will allow, first of all, to bring into a single system theoretical and empirical data related to certain aspects and components of the process of training high-level junior specialists. In addition, it will serve as a basis for not removing attention to the process of training qualified specialists from the agenda in the future. Practical recommendations for the development of knowledge, skills and qualifications related to entrepreneurship among students of non-economic higher educational institutions

-study the level of economic readiness of students of higher educational institutions in non-economic areas;

- develop the content of developing entrepreneurial knowledge, skills and competencies in students;

- select forms and methods of developing entrepreneurial knowledge, skills and competencies in students:



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