FORMATION OF THE FOUNDATIONS OF ECONOMIC KNOWLEDGE AMONG PRIMARY SCHOOL STUDENTS

D.H. Mukhamedova

Primary school teacher of secondary school No. 2 Bukhara region, Republic of Uzbekistan

Follow this and additional works at: https://uzjournals.edu.uz/iqtisodiyot

Recommended Citation

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Economics and Innovative Technologies by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact sh.erknov@edu.uz.
FORMATION OF THE FOUNDATIONS OF ECONOMIC KNOWLEDGE AMONG PRIMARY SCHOOL STUDENTS

Mukhamedova Dilfuza Hakimovna
Primary school teacher of secondary school No. 2
Bukhara region, Republic of Uzbekistan

Abstract. In this article, the views on the issues of forming the basis of economic knowledge in primary school students are discussed. Furthermore, the article discusses topical issues of economic education in a modern primary school. Currently, the problem of economic literacy of the younger generation is especially acute. This is primarily due to the fact that economics as a field of knowledge affecting almost all spheres of human life is not taught explicitly in a general education school. Consequently, the "laying" of models of literate economic behavior of a person is one of the most important tasks of the initial stage of school education.

Keywords: educator, economic knowledge, skills, personality development, brand, reward, income, cost.

Introduction
An important task of pedagogy is an expression from the development of an individual. In order for education to be of developmental importance to the individual of the student, it is required to ensure that the learner receives more knowledge and information in the educational process than in the social environment. As for the organization of the educational process of the developing character, the use of new factor pedagogical technologies is of great importance.

Literature review
The issues of formation and development of the basis of economic knowledge among primary school students were studied and highlighted in the works of researchers such as, M.L. Alferova, E.V. Savina, O.N. Zaichenko, N.I. Romanovskaya, T.O.Smirnova, Abdullaeva K.A., Safarova R.K, Ochilov M.O., Yusupov M., Mahmudova M., Rahmonbekova S. and others.

M.L. Alferova understands the economic culture of primary schoolchildren as an integrated personality quality, which includes needs and motives, economic consciousness, a set of economic knowledge and skills of practical activity, value orientations, and which allows the child to form the ability to independently realize various economic needs, social value attitude to the norms of culture and ensuring the further development of economic culture.

E.V. Savina emphasizes that economic culture is a set of achievements of primary schoolchildren in socially useful and educational activities for mastering...
initial economic knowledge, rules and norms of economically literate behavior, for the formation of economically significant personality traits.

**Research methodology**

Development of economic knowledge of Primary School students is carried out on the basis of the following pedagogical legislation:

1. Training at a high level of complexity. Despite the fun and co-existence of material presentation, mastering economic terms and concepts is a somewhat difficult task for elementary school students. To perform this task, the student must be diligent, sometimes resort to the help of another student or teacher.

2. Rapid assimilation of the material. In each lesson, students will get acquainted with the material on the new economy or face new facets of the material on the previously mastered economy.

3. The leading role of theoretical knowledge and its compatibility with economic phenomena. Leadership of theoretical knowledge is an expression from identifying and understanding the essence of the basic concepts and categories of economics, which is the foundation of the questions under study, as well as having the necessary qualifications and skills.

4. The correct course of the teaching process is an indicator of the implementation of the materials on the economy studied in the students in interaction with other educational sciences as well as the environment.

5. Effective development of all students. Within the framework of economic concepts, each student is provided with the necessary economic knowledge for his or her life. In the process, it is necessary to provide pedagogical support to students in order to achieve the development of their abilities and the opening of their individuality, to create an atmosphere of mutual trust in the classroom. One of the indicators of the effectiveness of Economic Education is the general development of students' knowledge, i.e. the development of activity, observability, independence, practical activity, thinking, level and willpower etc. As a result of the absorption of knowledge on economics into the minds of students, their positive qualities such as cocktail, honesty, austerity, honesty, creativity, independence, humanity, discipline develop. These qualities greatly contribute to their adaptation to social life. Indeed, in the development of economic knowledge of students with the help of innovative methods, one can use the reproductive method of Education (lecturing, mixed, dialogue lesson, etc.). k.) use is of great importance. Innovative method includes pedagogical theories on solving problematic situations (conversation, competition, work Games, Conference, etc.). k.) as a result of the integrated use, the students learn how to do tasks aimed at developing thinking, acting effectively in non-standard situations, collecting data independently to solve problems, solving them creatively. In the integration of economic concepts into the minds of primary schoolchildren, we tried to take into account the fact that their ability to think...
clearly is more developed, logical abstraction, the ability to draw logical conclusions and generalizing summaries is at the same level.

**Analysis and results**

In the first year of giving economic knowledge and skills to primary school students, it is necessary to acquaint them with such concepts of economics that students should have faced with these concepts among their families, relatives, school community. Since the knowledge, concepts related to the presented economy are close and familiar to the students, they will be able to conduct a thorough examination on the subject during the lesson, make a summary. As they pass from class to class, students learn to summarize concrete facts, formulate several abstract concepts, in which skills for a consistent analysis appear. Therefore, the scope of knowledge and concepts related to the presented economy should be gradually studied and deepened.

For example, if in the 1st grade students have an understanding of money, the price of goods, then in the 2nd grade they will have an understanding of work experience (salary), reward, income, cost, Family Budget, Profit, output, business in the 4th grade, goods export and import. In order to develop the economic knowledge of Primary School students, it is desirable in the reading lessons to give expressive reading, storytelling of small-scale texts of economic content, to establish a dictionary of words related to the economy in this text, and to make effective use of dialogues on the economic topic in order to perfect their oral speech. In the lessons of mother tongue, it is worth paying attention to the fact that the topics chosen for such controls as dictation, statement, storytelling, aimed at the formation of the written speech of students, are related to economics.

In order to achieve the correct pronunciation of economic terms by students, it is recommended to write them on the class whiteboard at the beginning of the lesson. This ensures that the student will remember this term. The student spends relatively little effort on the performance of teaching assignments in the style of analogy (reflection). Indeed, it is much easier to convey to them such terms as commodity, barter, birja, when more time is spent in the integration of economic terms such as product, exchange, market into the minds of students. In the process of educational assignments aimed at providing knowledge on economics as well as determining the content of educational materials, we are aimed at taking this situation into account separately. In the process of carrying out such educational tasks, the reader will think independently, act actively, show creative activity and, on this basis, demonstrate knowledge, skills and skills related to the economy he occupies.

In the process of determining the content, consistency and volume of educational materials aimed at teaching knowledge and concepts related to economics, it is envisaged to adhere to the very law of didactics.
The actions of students, such as inquisitiveness, observation, ingenuity, creativity, independence, initiative, should not arise randomly, but should be based on the content of knowledge of economics. In addition, the knowledge of economics provided should serve the purposeful development of the student's activity. In developing students' economic literacy, it is advisable to consider building a system of skills that is appropriate to the mental state, abilities and needs of children of a certain age.

The development of economic literacy of primary school students should focus on the active use of an active approach to education. The basis of education should be the participation of students in the process of providing information, rather than remembering all the information provided by the teacher. The student must be actively involved in the learning process.

It is desirable that the activity and creativity of the student in the educational process is inextricably linked with his interest in the acquisition of economic knowledge and concepts. Only then will the student be able to participate in the discussion of economics questions posed by the teacher, and will be able to focus on the economic material presented and the teacher's responsibilities.

The inculcation of knowledge and concepts of economics in the minds of students should be built in a spiral. This means that the studied economic concepts are returned with the addition of new terms that expand and deepen them. The teacher's main task is to return to the material that was partially introduced in the lower grades. In doing so, the teacher should not return to the economic topic studied, but expand it, deepen it, and enrich it with new information. The content of economics knowledge taught in the primary grades is also required to be determined on a spiral basis.

For example, in 1st grade students are given information about products and their types, in 2nd grade - natural products and goods, in 3rd grade - the difference between goods and services, in 4th grade - information about demand and supply of goods.

Excursions to banks, stock exchanges, markets, shops, museums of local lore and enterprises allow students to consolidate the material passed, to get a clear idea of what they learned in class.
Directions of developing students' knowledge, understanding and skills in economics:

1) Identify economic terms and concepts to be taught to students in grades 1-4, systematize them;

2) to develop means and methods of imparting economic knowledge and concepts to students;

3) It is important to determine the impact of the provided learning materials on the development of students' economic literacy.

Figure. Main directions of formation of the foundations of economic knowledge among primary school students

The use of games, discussions, storytelling, test questions, puzzles, and other methods to develop students ‘economic literacy is critical to achieving the goal.

As students develop economic literacy, they become more adaptable to social life. From an early age, students begin to solve the problem of choice, which book to read, with whom to make friends, where to start homework, where to go, and so on. A student who is unable to solve a selection problem on his own becomes accustomed to "dependency".

Conclusion

Economic knowledge plays an important role in developing not only students' economic thinking but also their spiritual outlook. As students become familiar with the components of a market economy, they become convinced that business ethics is an integral part of that concept. In the context of a market economy, it is necessary to explain to students from the earliest stages of education that the image (reputation) of an entrepreneur (reputation) is more important than material security for entrepreneurship (in financial matters).

We do not aim to cover all economic knowledge, concepts and terms in the primary grades. Students will be introduced to a range of basic knowledge and concepts of economics, which will later form the foundation of economic education. The analysis of practical classes shows that economic education and upbringing of schoolchildren not only brings the child closer to real life, teaching him to navigate what is happening, but also forms the business qualities of a person.
This is the preparation of the younger person for the upcoming life activity. Early reasonable economic education serves as the basis for a correct understanding of the world and the organization of effective interaction of the child with the outside world.

In conclusion, we would like to note that no matter what subject is taught, the main thing is that the learning process should be interesting for students, set specific tasks for them and help them find solutions, give room for creative independence based on the knowledge and skills acquired.

References: