



PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF THE FORMATION OF
ECONOMIC CONCEPTS IN PRESCHOOL CHILDREN BASED ON AN
INTEGRATIVE APPROACH

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Abstract: *the level of economic concepts, knowledge, skills, as well as personal qualities that allow the child to consciously participate in his family circle, environment, development activities. The basis of economic literacy is the use of economic knowledge to identify problems in real situations and solve them using scientific methods.*

Key words: *the content of economic education (economic competence), economic literacy, economic knowledge, skills and qualifications, practical experience, competence.*

Developing the content of economic education for preschool children is a complex psychological and pedagogical problem. Therefore, we present in this article some prerequisites of economic training for preschool children and the analysis of foreign and domestic scientists' research on the problems of forming economic concepts in preschool children.

Theoretical analyzes conducted by many researchers show that the concepts of "economic understanding", "economic knowledge", "economic culture" and "economic education" are used in theoretical and pedagogical practice.

These concepts complement each other, which serves as a basis for the formation of economic literacy in preschool children. In pedagogical activity, these concepts can be described as follows:

The concept of "Economy" is a comprehensive and multifaceted concept. In the 4th century BC, the ancient Greek scholar Xenophon wrote the specific rules of household and agriculture in his book "Oikonomia" ("oikos" - home, economy and "nomos" - rule, law).

Economics is recognized as an ancient science. In particular, this science was used by Aristotle in ancient Greece to refer to property owners, and "khrema" was used in the sense of property, ownership. Later, the Greek "oikonomia" - "household art" became popular as a science.

The main goal of the economy is to form the skills and qualifications of rational use of material wealth in children, to arouse interest in material wealth, to develop economic thinking in them, to stimulate entrepreneurship, to introduce them to modern market relations.

In modern pedagogy, economic education is considered as a pedagogical process aimed at developing economic thinking, i.e., knowledge, skills and competences in accordance with the principles of rational management, business qualities and development of entrepreneurship.

Economic education is a part of education, the main purpose of which is to form in the personality of the child such qualities that characterize economic education (economic,



socio-economic culture, economic thinking), having a spiritual basis, which is the most important sign of modern economic education. development of economic culture.

Basic economic knowledge, which forms the basis of the economic education of preschool children, is a certain system of elementary information about the economy, an explanation of economic concepts and terms that are often encountered in everyday life.

Economic knowledge includes concrete-practical components of economic education, and at the same time, it is a goal-oriented activity in the formation of economic literacy of the teacher and the student.

The main components of providing economic knowledge: the content of economic education (economic competence), economic literacy, economic knowledge, skills and qualifications, practical experience, competence.

Economic literacy is the level of economic concepts, knowledge, skills, as well as personal qualities that allow a child to consciously participate in his family, environment, development activities. The basis of economic literacy is the ability to use economic knowledge to identify problems in real situations and solve them using scientific methods.

Economic education is a mandatory part of education, the main purpose of which is to form a child's personality, to adapt to market conditions, and to prepare a cadre capable of carrying out its activities economically.

Economic culture is a set of intellectual, emotional and practical components, moral and spiritual relations that allow a person to understand himself in economic activity and behavior in society, to integrate himself into the socio-economic conditions predicted for him.

A.S. Prutchenkov puts forward the method of determining the systematic and purposeful influence of society on a person in the process of economic education. This includes views that reflect the formation of members of society. L.P. Kurakov described and emphasized in his works that the concepts of "economic education" and "economic education" are a whole, and the need to study these two pedagogical aspects on the basis of a single scientific approach. The reason is that he put forward the theory that economic qualifications and skills form the sum of economic knowledge. As a result, through the implementation of economic education, it is observed that personal characteristics are formed in the child.

I. G. Pestalozzi, a supporter of first economic knowledge and skills in children, said in his "Swan Song" that it is necessary to give children knowledge, skills and qualifications based on the environment and conditions that surround them. In this work, Pestalozzi stated that the children of poor families must first learn to work, which is the only factor that will bring them out of poverty in the future. The scientist emphasized that it is possible to achieve economic independence by giving children first economic knowledge and skills, not "chasing" after money.

Also, in the matter of forming the first economic concepts in children from preschool age, Y.A. Komenckiy in his work "Mother's School" taught economic knowledge to children from the age of 4-5, and children of this age should use chests, cupboards, warehouses, and food storage with household items. he believed that he should know the necessity of rooms, locks and keys. Komensky put forward the idea that since children first hear about these



things in the family circle, then it is necessary to start imparting the first economic knowledge from the family.

A.S. Makarenko in his work "Family Economy" recognized that every child should not only grow up to be a good person, but also to be a good householder and head of the family. In his book, A.S. Makarenko described what tasks can be assigned to children from a young age to involve them in labor and farm work in order to educate thrift, care, and responsibility in children.

B. N. Feldman focuses on the correct formation of their attitude to money in the matter of economic education of children and gives the following six suggestions:

- Teaching children to be thrifty;
- Giving children money for small expenses;
- Involvement of children in household work;
- Not to use money as a means of punishment or diversion to one's goal;
- Not to hide the financial situation of the family from the child;
- Sharing with the child about his training and work.

In fact, these suggestions will come in handy in the economic upbringing of children who are entering the world of economics.

Z.A.Valiyeva called the period from 3-5 years before school to the stage of higher education as the "Stepped Education System", and the purpose of its systematization is to classify children according to their age, from the simplest concepts of economics to complex economic attitudes. stated that it is necessary to consider the uniqueness of children, to develop a system of activities that will affect the raising of it to the level of economic culture. In his opinion, the main foundations of economic education are laid at the age of 3-5.

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