

FORMATION OF ECONOMIC LITERACY AMONG YOUNGER STUDENTS

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Abstract

If we talk about children, then for them financial literacy is an understanding of economic processes and the formation of the right attitude towards money in the future. The purpose of the article is to develop and test a lesson on financial literacy for younger students. As a result of the study, it was found that schoolchildren show a high interest in the topic of the lesson, they are actively working, but they know very little about finance, which actualizes systematic work on teaching financial literacy among schoolchildren.

Keywords: Economic literacy, junior schoolchildren, methodological scenario of a lesson on financial literacy for schoolchildren.

Introduction

Financial literacy is one of the leading and emerging issues in the world today. Considering the conditions for the development of a modern market economy and the financial system as a whole, the task of developing the financial literacy of students, expanding financial knowledge of future consumers and their ability to make decisions regarding financial services, including through the development of a financial education system, is of particular relevance in state policy.

One of the most important tasks of schools is the formation of economic thinking in students. Financial literacy is a sufficient level of knowledge and skills in the field of finance, which allows you to correctly assess the situation on the market and make reasonable decisions [1]. Knowledge of key financial concepts and the ability to use them in practice enables a person to competently manage their money. Mastering the basics of financial literacy allows you to set realistic goals and confidently go towards their achievement.

If we talk about children, then for them financial literacy is an understanding of economic processes and the formation of the right attitude towards money in the future. From an early age, this must be taught to children, because in the future they will become participants in the financial market, taxpayers, borrowers and savers.

Well-informed and literate future consumers will place high demands on the quality of goods and services, thereby not only improving their quality, but also stimulating healthy competition among their suppliers [2]. At the same time, it is still too early to say about the massive introduction of financial literacy in the education of the younger generation, but I believe that the sooner a child learns about the role of money in private, family and public life, the faster



useful financial habits will form that will help avoid many mistakes in further adult and conscious life [3].

A modern school should prepare for real life, for the difficulties on the way of growing up and becoming a person in all spheres of life, especially in matters of financial education. Therefore, lessons on the formation of financial literacy are simply necessary today.

Financial literacy is brought up over a long period of time on the basis of the principle "from simple to complex", in the process of repeated repetition and consolidation, aimed at the practical application of knowledge and skills, and financial skills are instilled in the same way as the rules of etiquette.

In view of this, several reasons for the necessary integration of financial education into existing curricula stand out:

First, it allows you to cover the largest number of students.

Secondly, the proportion of students who start making financial decisions at an earlier age (pocket money, spending on a mobile phone, the Internet, etc.) is growing rapidly [4, 5].

At an early age, not only the foundations of culture are laid, but also incentives for knowledge and education throughout life.

That is why I am convinced of the need to include a course on the formation of financial literacy in the training programs (curricula) of younger students in the lessons of additional education. I am confident in the need to study the issues of financial literacy by younger students using modern multimedia teaching aids, but it is still too early to insist on the massive introduction of financial literacy into the approved curriculum.

The script of the lesson on the topic "Financial literacy. About money"

Topic: "About money."

Purpose: formation of financial literacy of younger schoolchildren and a culture of handling money.

Tasks: 1. Generalize knowledge about money

2. Give the concept: coins, banknotes, banknotes, currencies.

3. Develop the ability to communicate properly with money

Technical means of the lesson: Interactive whiteboard with a projector, teacher's computer.

Progress:

Introductory conversation:

- Pupils, for starters, let's determine the topic of our meeting with you. And for this, please guess riddles:

a) small, round

Rides from pocket to pocket

(Coin)

b) For everyone, we are born in abundance.

Some of us have a lot, and some of us don't.

(Money)

- Today we will talk about money and find out what we know about them, and what else we need to know. After all, you have been familiar with money since childhood. These are pieces of paper or coins that can be used to buy a lot in the store.



- In exchange for colored papers, you can buy a fashionable jacket in the store or buy bread with milk.

- How to treat them? What is the mysterious power hidden in money? What more - good or evil they bring to people. Why is money needed?

Generalization: Money expresses the value of goods, services, labor. According to their number, you can tell whether a person is rich or poor. Because of money, people can lose honor, conscience, reason, and even life. Every day we deal with money, we are constantly dependent on it. Money determines the prosperity of the family, the solvency of the company, the well-being of the state.

- Do you know what the very first money looked like? What is barter? Do you know what Russian money looks like now? What denominations of banknotes did you see? What about coins? What is on the coins? What are they made of?

- What is foreign money called?

- Have people always used paper and metal money? What replaced money in the old days?

- Our assistant Kubokot from will help us answer these questions (a 7-minute training video is included).

And now we will play with the Bunny-Know. Attention to the interactive whiteboard (the theoretical part viewed and listened to is reinforced by practical tasks that children go out to perform on the interactive whiteboard).

Final part:

- Well, if today's conversation will be useful for you. Whatever you do in the future, remember that the most expensive things have no price! So skimp on ice cream or cakes, but don't skimp on lunches. Save money on trendy clothes, but don't save on a good book, or good music that you enjoy. Remember that money cannot buy a good mood, or the respect of loved ones. Or their love.

For more effective assimilation of new material, the following format was chosen: the theoretical part was brought to younger students in the form of a video demonstration, and practical tasks were performed on an interactive whiteboard using animated presentation slides. The following categories of tasks were identified as the most interesting and entertaining for the selected age group of younger students:

- Puzzles;
- Game "yes-no";
- Collect a proverb;
- Crossword "Financial literacy".

These categories are the most common among younger students. The tasks are not difficult, but effective and will help in memorizing the theory. The lesson, which includes theoretical and practical parts, is designed for 15 - 20 minutes.

The methodological scenario of one lesson, aimed at developing the financial literacy of the younger generation, can have an impact if a number of key conditions are met, which include: accessibility and a fascinating form of presentation, adaptation to age-related characteristics of perception, motivation, continuity, mass character.



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