

THEORETICAL AND PRACTICAL ASPECTS OF TEACHING ECONOMIC KNOWLEDGE AND SKILLS TO STUDENTS IN GRADES 5–6

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Abstract

This article analyzes the theoretical and practical aspects of teaching economic knowledge and skills to students in grades 5 - 6. The author justifies the need for the formation of economic literacy from an early age in modern society. The article describes ways to organize economic education based on person-oriented, activity-based and integrative approaches. Also, methodological recommendations are given for instilling economic concepts in children through practical exercises, role-playing games, project work and digital tools. These knowledge and skills play an important role in the formation of critical thinking, planning, responsibility and financial culture in students.

Keywords: Economic education, economic literacy, activity-based approach, economic skills, role-playing games, project method, financial education, general secondary education, child psychology.

Introduction

In modern society, every citizen should have the ability to understand the essence of economic processes and make conscious economic decisions. This, first of all, creates the need to form economic knowledge and skills from childhood. In the Republic of Uzbekistan, based on the new concepts adopted in the field of education, the principles of “New Uzbekistan - new education”, special attention is paid to the issue of economic education in the general secondary education system.

Providing economic education to students in grades 5-6 in general schools is one of the main tasks in developing their economic awareness and forming independent thinking. Economic knowledge is not only a guarantee of economic freedom for young people, but also a guarantee of making effective and conscious decisions in the future. In this process, Uzbekistan's education system and its continuous development, as well as the approaches developed by economists and education specialists, are of particular importance. The state comprehensively supports the development of the creative economy and the creation of a favorable investment and business environment in the creative industry.[1]

Especially in grades 5-6, students are at a stage when they are interested in mastering economic concepts and strive to understand economic relations in the environment. Therefore, the formation of economic literacy in this age group is of great importance not only from an educational, but also from a pedagogical point of view.

Theoretical foundations of economic education

Economic education is the process of introducing students to the economic environment, market relations, labor, costs, income, savings and other economic categories. These relatable examples help students connect economic principles to their own lives, making the learning process more engaging and meaningful.[2] This process should be strengthened by pedagogical and psychological approaches.

The following are taken into account as a theoretical basis:

- Person-centered approach: Formation of educational content based on the individual interests, level of knowledge and social experience of each student.
- Activity-based approach: Strengthening knowledge through active participation of students, experimental activities.
- Integrative approach: Economic knowledge is given in integration with other subjects - mathematics, environment, technology and even the native language.

Through these theoretical foundations, economic education can be established in accordance with the psychological and mental capabilities of children. Information about thrift from the press, radio, and television, as well as advice and reprimands from parents and elders, also have a positive impact on expanding this understanding in children. [3]

Content aspects of teaching economic knowledge in grades 5–6

Since students in grades 5–6 cannot fully understand abstract concepts, economic knowledge should be given to them based on real-life examples and everyday events. At this stage, it is necessary to pay attention to the following content areas:

- Money and its function - what is money, how is it earned, spent and saved.
- Labor and income - how a person earns income by working, respect for labor.
- Spending and saving - conscious spending of any resources, separation of necessary and unnecessary expenses.
- Family budget - family income and expenses, saving and planning.
- Market concept - supply and demand, product selection, comparison and attention to quality.

These concepts form financial literacy, economic responsibility and independent decision-making skills in students.[4]

Practical methods and forms that can be used in the lesson

It is advisable to teach economic knowledge not only theoretically, but also through practical activities. The following methods and forms are recommended for this:

1. Role-playing games: Economic processes are modeled through scenarios such as “Opening a store”, “Banker and client”, “Making a budget”.
2. Project method: Students prepare small projects - for example, “My weekly budget”, “How do we save at home?”, “Compare product prices”.
3. Infographics and tables: Explain cash flow through diagrams, visually display expenses and income.
4. Communication and discussion: Students express their opinions, argue in groups, analyze economic decisions together.
5. Digital tools: Knowledge is reinforced through economic games, interactive lessons, online quizzes.[5]

This approach helps children not only understand economic knowledge, but also apply it in real life.

The importance of preparing students for economic activity

Through economic knowledge, the following qualities are developed in students:

- A sense of responsibility - a conscious attitude towards money, time, labor and resources.
- Critical thinking - analyzing the pros and cons when making purchases and choices.
- Planning skills - coordinating income and expenses.
- Saving and goal setting - the need to save money to achieve long-term goals.[6]

These skills serve as a very important basis for students in later stages of life, choosing a profession, and achieving financial independence.

Conclusion. The formation of economic knowledge and skills in grades 5-6 of general education schools is an urgent task today. If this process is combined with theoretical approaches and practical activities, students will become economically literate, responsible and conscious citizens. The teacher plays the role of a guide, role model, and motivator in this regard. Thus, economic education is formed as an integral and important component of the general education system.

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