

# Improvement of Work Skills and Economic Education of Students in Work Classes

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## Abstract

Abstract: Preparing the young generation for economic activity and employment is one of the main tasks of education and training in current general education schools. This task is carried out both in the general educational system and in vocational education classes.

**Keywords:** Preparing, generation, economic, employment, main tasks, general educational, educational system.

## Introduction

The culture, wisdom, and perfection of our nation, which produced great scholars and thinkers such as Muhammad Ibn Musa Al, Khorezmi, Abu Nasr Farabi, Avesta, Ibn Sina, Abu Raikhan Beruni, have been recognized since ancient times. Adhering to the rich experience of our forefathers, for their rich treasures in the development of economic labor for the prosperity of the present day, was born from the process of social activity with the hardworking people in the way of spiritual culture.

In the legacy of thinkers, it is considered as the basis of intelligence, manners, modesty, and humanity instilled in the child in the family.

Methodical approach to economic education has been regularly enriched by our thinkers.

For example, Muhammed Ibn Musa Al-Khwarazmi makes sure that the science of economics plays a major role in human life.

1. According to Al-Khwarizmi, a person defines knowledge of economic science and being able to use it very highly.

Only then will he perfectly master the results of his cocktail.

Abu Nasr al-Farabi admits that a person needs many things to live and that he can turn to other people for the process of creating them.

2. In this case, he demonstrated the role of the cocktail in the economy.

In fact, today's life conditions prove how important economic relations are to economic understanding in providing economic education to elementary school students.

Abu Nasr Farabi writes about the achievement of happiness: "One should know how to spend one's money properly. Indiscriminate spending leads to greed. It is not the unplanned use of money that leads to poverty."

3. It can be seen that it is necessary to expand the knowledge and economic thinking of young people in school and family conditions, to teach them thrift, entrepreneurship,

Economic education of primary school children begins first of all with the family. When the child goes to school, he begins to get thorough knowledge in this regard.

Abu Ali Ibn Sina states in his works that in order to prepare children for life, it is necessary to teach them a trade: "A person must learn a trade carefully. Because the craft will help him to make a living in the future."



At the heart of economic education in the family is the formation of hard work in the child. It should be carried out in such a way that the child can see the result of his work, only then the child will be satisfied with his opportunity. How?

The role of cocktail in the development of national ideology in elementary school students is very big.

It is known in our history that along with teaching children the science of manners, it is necessary to teach them the simple formulation of economic issues, as well as the secrets of making cocktails.

The current state of economic education of schoolchildren has its own characteristics. The fact is that the sleepers are not directly connected with the current economic activity.

Children's love for economic work, social environment in the family plays the biggest role in child education. The service of all people and family members, starting from the primary school teacher, is unparalleled. The moral formation of a person is perfected by educational efforts such as diligence, pursuit of knowledge, respect for the traditions of the Uz people, loyalty to the Uz Motherland, courage, loyalty.

In folk pedagogy, adults have been role models for children's love for cocktails since ancient times.

Usually, it was used on the basis of methods such as helping in the household, preparing food, looking after siblings, sewing and sewing. This, in turn, helped children's psychology. In turn, the boys did the work of planting crops, tending, feeding animals.

In folk pedagogy, there are various ways and methods, tools and sources of educating the young generation in economic work.

Aristotle, Comon, Xenophon, Plato, Ancient Egyptian, Central Asian, Chinese, and Indian thinkers, who have paid attention to economic ideas since ancient times, presented many economic concepts and tried to explain their interrelationship.

"Economy" (economy) is derived from the Greek word "Oy konomio" ("Oikos" means house, economy, "nomos" means rule, law) at the beginning it was interpreted as the science of the rule of law.

In order to achieve the desired results in providing economic education to students, first of all, it is necessary to involve them in the process of preparation, in polytechnic and socially useful direction, with general education. At each stage of education, students acquire specific characteristics of the general tasks of economic education.

In elementary grades, students are taught the unique program of craft education, which consists of five sections: technical, household craft, the basics of artistic processing of various materials, agricultural craft, and socially useful crafts are performed outside of class.

In the cocktail education program, students are asked the following tasks:

- education of enthusiasm in school-aged children; fundamentals of economic thinking; respect for the spirit of the cocktail; to democratic ownership; to educate a careful, economical attitude to nature;
- formation of their skills of conscious participation in the socially useful cocktail process, initial economic knowledge and skills;



• implementation of economic, moral, aesthetic and physical education in the process of craft education, ensuring the development of economic thinking in children in the process of practical activities.

It is known from the history of the development of cooking education that special attention was paid to the development of basic economic knowledge and agricultural cooking skills for primary school students.

At present, school-age children's educational work on agriculture mainly includes work related to crop care, and such work creates the basis for the development of economic knowledge in them. Practice shows that six-year-old children know 5-6 types of cultivated plants (mostly vegetables). It is recommended that they be given more thorough knowledge about sowing seeds of annual plants in the open ground, caring for indoor plants (watering, softening the soil).

Based on the existing knowledge of elementary school students, listeners working in these classes are assigned more complex tasks, including the following:

- to strengthen and develop students' concepts and ideas about decorative trees, vegetables, and fruit plants in their living areas;
- to form the skills of school-aged children to perform general works related to plant care throughout the year, to teach them to determine the effectiveness of these works in summer and winter;
- clarifying and expanding children's initial concepts and ideas about the main branches of farming and animal husbandry in their places of residence, showing them the economic efficiency of using machines and equipment;
- to acquaint them with the content and conditions of the cocktail in the most widespread agricultural occupations in the place of residence, to arouse their interest in these occupations.

It is very interesting to teach school-aged children about farming and animal husbandry. Usually, the cultivated crop is primarily used for educational purposes, with instructions for plant care, as food, and partly as a product for feeding children in school canteens. This has a great significance in the development of students' economic thinking. Therefore, it is necessary to pay special attention to the practical use of these plants in order to plant and care for primary school children. Such an approach to the issue ensures that all the knowledge and skills expressed in the program are included in the students, including the regular implementation of economic education with specific examples.

In economic education, it is very important to organize the productive work of school-aged children in the agricultural economy. In this case, it is necessary to rely on the knowledge of the structure and development of plants, the properties of soil, soil and other elements related to farming, and in the process of doing it, economic thinking should be developed. It is necessary to teach children to plan their time at each stage of the technological process.

Pupils get the main part of economic knowledge from mathematics, science, mother tongue (reading) classes. This is how to expand and deepen economic knowledge, how to work on what methods

theoretical justification of agro-industry methods, periods and plans for agricultural work, and selection of plant care tools. The pedagogic effect of using the connections of these academic



subjects is of two types. Mathematics, natural sciences, reading classes are enriched with specific knowledge of an economic nature, and agricultural work is understood from the point of view of knowledge about nature, plants and their components.

It should not be forgotten that in solving economic education issues, it is necessary to build on the creative power and knowledge of any productive workers.

In order to meet this demand, many experiments with plants have been included in the program of the economic cocktail. A number of experiments are included in which they are transferred. The teacher can use them to develop economic thinking in the students accordingly. During these experiments, the students will not only learn the methods of caring for certain types of plants, but will also clearly learn the importance of each method, its suitability for the purpose from the economic point of view. In the process of experimental work, rapid development of research thinking, observation, imagination, memory and other mental processes is achieved in school-aged children. This hall is particularly important for the improvement of this initial economic thinking. Based on practical economic knowledge of children, certain economic thinking is formed in them. They are convinced that this or that phenomenon exists in nature.

In the current conditions of school work, it is necessary to give a polytechnic orientation to the productive work of students in the agricultural economy. In particular, it is necessary to pay serious attention to the development of economic thinking in students, to show them the universality of knowledge and skills related to farming. In solving certain tasks, students acquire economic knowledge along with improving certain agro-methods of caring for certain plants. They should understand that this knowledge is reflected in the cultivated crop, its effective use in life, and its economic value.

The use of the universality of general knowledge and skills related to farming in the process of economic education, for example, finds a specific expression in comparing the methods of planting seeds. In this, school-aged children perform certain economic calculations and acquire cooking skills. The readiness of bakers for cocktails depends primarily on the level of their creative attitude to the performance of cocktail tasks.

It has been confirmed in practical pedagogical activity that children's independence in learning the elements of economic knowledge depends on the degree to which they have developed general working skills. It is necessary to inculcate these skills in the students. Therefore, in the process of developing economic thinking in students, in the organization of agricultural activities, it is necessary to provide for the formation of the following skills:

- set the goal of the next labor activity in front of you (realize the need to acquire general labor and economic knowledge, skills and qualifications as a result of practical work);
- to learn to identify the list and order of necessary work activities, to plan work in order to achieve the final result;
- selection and preparation of tools and materials necessary for work, training students in the quality and aesthetics of performance;
- implementation of the set plan, self-control, regular evaluation of the results of activities, development of economic thinking skills;
- mastering the basics of cooking and economics in the process of analyzing the results of the work;





- compliance with the rules of cocktail hygiene, safety equipment;
- save materials, energy and time;
- preservation of tools and other tools of craft activities;

In the given example, the economic objectives of the lessons are expressed in a somewhat generalized way. Certain changes should be made to each of them depending on the specific economic nature and the plant being cared for. In classes where there is a possibility of this, the purposes of developing observation, comparison and curiosity, and improving economic skills in conducting experiments with plants are set.

From the educational point of view, the relevant goals are set in each lesson, these are: to arouse interest in the care of plants in children; development of general economic qualities such as orderliness, discipline, caring for plants, nature, materials and tools they use; It consists of formation of elements of economic thinking and so on. Thus, the goals of the lesson are to show what the students should learn, and its educational tasks are to express what practical work it is necessary to do in order to achieve these goals.

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