

PEDAGOGICAL MECHANISMS FOR TEACHING PRIMARY STUDENTS TO USE NATURAL AND ECONOMIC RESOURCES RATIONALLY IN THE EXTENSION OF ECONOMIC LITERACY

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Abstract

This article discusses the pedagogical mechanisms for enhancing the economic literacy of primary school students within the framework of modern education. It emphasizes the use of various pedagogical methods, games, and interactive lessons to help students understand economic concepts. The article also highlights the importance of developing students' abilities to make economic decisions, familiarizing them with real-life economic processes, and the role of family collaboration. These approaches are aimed at strengthening the students' economic literacy and preparing them to engage effectively with economic activities in their daily lives.

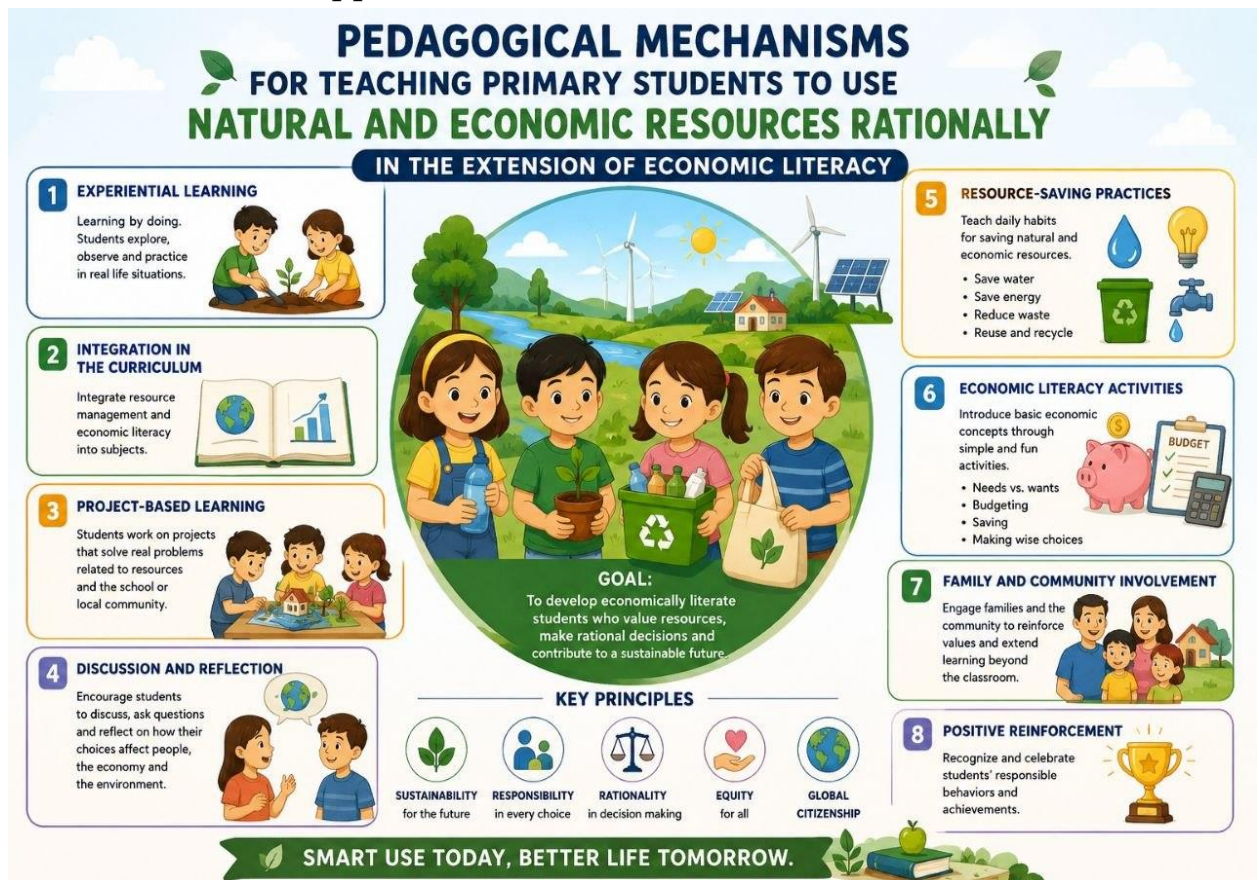
Keywords

modern education, ecology, literacy, natural economic resources, economic education

INTRODUCTION

The importance of economic literacy in introducing students to economic knowledge is increasing in modern society. The future generation of students should not be limited to scientific knowledge, but should also have the skills to solve economic problems encountered in everyday life, make financial decisions, and understand economic activity. Introducing students to economic knowledge, preparing them for practical life, and developing their economic decision-making skills should be an integral part of the educational process. In school practice, some ways of applying students' theoretical knowledge to conduct exercises have been identified. Therefore, the development of economic literacy at the primary education stage should become an important pedagogical task. The most common, but least effective method of doing this is to verbally recall certain concepts and rules that are relied on when performing exercises provided for in the lesson plan.

A more effective way to repeat theoretical material before performing exercises is to set practical tasks on the application of this material.[2]



This material was prepared by the author using artificial intelligence technologies.

Finding effective ways to teach students economic knowledge using new pedagogical approaches and teaching technologies is of great importance, especially in the formation of economic literacy among primary school students. These approaches help students not only understand economic knowledge, but also apply it in practice.[6] In addition, the role of familiarizing students with real economic processes, developing their own economic decision-making skills, and family cooperation is also discussed. In this work, the effectiveness of pedagogical approaches and their role in increasing students' economic literacy are demonstrated.

LITERATURE ANALYSIS AND METHODOLOGY

R.A.Mavlonova, N.H.Rahmonova, K.O.Matnazarova, M.K.Shirinov, S.Hafizov. General pedagogy, A.Vahobov, S.Khajibakirov, Sh. Khojayorov "Green Economy" Textbook, Alimkhodjayev S.R., Ibragimova S.A. "Economy of Nature Use" Textbook, Sh.Sh. Mavlonov "Green Economy" Textbook, Nurullayeva Sh. The role of didactic games in the implementation of pedagogical technologies in the

primary school. Advanced pedagogical technologies. Materials of the International Scientific and Practical Conference. Q.: Nasaf, 2001. 224-225-p., Nurullayeva Sh. Problems of modern teacher skills and creativity. Public Education. 2021. №3. 6-9-p. In the above literature analysis, the essence of providing economic education to students and the methodological foundations of teaching them to effectively use natural economic resources were analyzed in the scientific part of our article.

RESULTS

Primary school students master economic concepts, namely money, supply and demand, resources, budget, production and other important concepts. With the help of pedagogical mechanisms, students learn to apply these concepts not only theoretically, but also in practice. As a result, students' economic literacy is strengthened and they gain confidence in making economic decisions. In this regard, the main issue of today's educational process is, first of all, instilling the concept of economic education in the minds of the younger generation.

Economic education consists of providing students with economic knowledge, forming in them the skills and competencies to organize economic activities (forming a family budget, managing a household, preserving and increasing existing material wealth, properly organizing trade relations, etc.), and is considered an important component of social education.[2]

Introducing primary school students to real-life economic processes, involving them in markets or economic activities, creates new opportunities for them. Also, the importance of increasing economic literacy through family cooperation encourages students to actively participate in planning the family budget or purchasing. Conversations, discussions, and trainings on economic topics, meetings with production leaders, excursions to production enterprises, business games that form the skills of organizing entrepreneurship or a specific professional activity, competitions that allow students to demonstrate their creative abilities in production, and organizing conferences, seminars, and discussions on economic issues that develop their economic thinking ensure the effectiveness of economic education.[2]

The effectiveness of pedagogical methods used to teach students economic literacy is scientifically confirmed. Through interactive methods, group work, projects, and problems, students acquire solid economic knowledge. These pedagogical mechanisms significantly increase the level of economic literacy of students. [6] As a scientific result, the economic literacy of primary school students increases and their skills in making economic decisions, understanding and applying economic processes in practice develop. These pedagogical approaches

lay the foundation for students to conduct independent and responsible economic activities in the future.

DISCUSSION

Increasing the economic literacy of primary school students is one of the important pedagogical tasks. Teaching students economic knowledge, developing their ability to make economic decisions, and preparing them for real-life economic processes - these processes should be consistent with the modern development of the education system. Improving economic literacy through pedagogical mechanisms allows students not only to learn economic concepts, but also to apply them in practice.[7]

When developing pedagogical mechanisms for teaching primary school students to use natural and economic resources in a rational manner, special attention should be paid to the following tasks;

✚ it is necessary to use age-appropriate pedagogical methods and technologies when teaching economic concepts. Teaching economic topics to primary school students should start with simple concepts and focus on introducing them to complex issues. For students, the acquisition of economic knowledge can be made more interesting and effective through methods such as games, interactive exercises, and group work. Such methods increase students' interest in economic concepts and develop practical skills.

✚ in improving economic literacy, it is necessary to pay special attention to real-life economic processes. It is important to teach students skills such as economic issues that arise in everyday life, such as budget planning, purchasing, and allocation of funds. This allows students to apply economic knowledge in practice and develops their ability to make economic decisions. Observing and directly engaging with economic processes at school or in the environment also helps prepare students for real-life economic conditions.

✚ to develop students' independence in making economic decisions, it is necessary to give them various tasks and issues. This increases students' thinking skills and forms an independent approach to making economic decisions. For example, giving students tasks to plan a family budget or solve an economic situation develops their logical thinking and strengthens their practical economic skills.

✚ the role of the teacher is important. The teacher plays a leading role in improving students' economic literacy. His methodological approach, interesting and effective organization of lessons, create the opportunity to explain economic concepts to students in a clear and simple way. Through the active participation of

the teacher, the process of students' mastering economic knowledge becomes more effective.

✚ family cooperation is of great importance. In improving economic literacy, it is necessary to strengthen cooperation between the family and the school. Teaching students economic knowledge together with parents, for example, by planning a family budget or participating in shopping, can increase their responsibility in making economic decisions. Through family cooperation, students can test their economic knowledge in practice.

Economic education is carried out in close conjunction with economic education provided in educational institutions. Relying on strong cooperation between the family, educational institution, and the community in organizing economic education guarantees positive results.[2] This leads to further harmonization of educational processes.

CONCLUSION

Improving the economic literacy of primary school students is an important way not only to successfully manage their future economic activities, but also to develop the economic skills necessary for them in life. In the continuous implementation of economic education, both curricular and extracurricular conditions in educational institutions, as well as activities carried out in the family, are of great importance. Organizing practical entrepreneurial activities (creative work in one or another craft) in the form of conversations, meetings, excursions, and circles of an economic nature helps to form economic thinking in students. Thus, the economy is the main aspect of human activity and is the most important basis of society, its foundation. Because, first of all, the satisfaction of a person's needs as a person is, of course, achieved on the basis of his economic activities.[2]

The pedagogical mechanisms described in the article allow achieving effective results in ensuring students' understanding of economic concepts, increasing their independence in making economic decisions, and preparing them for real-life economic processes. Also, the role of the teacher in clearly and effectively conveying economic knowledge to students, as well as the importance of family cooperation in increasing students' economic literacy, are of great importance. Stronger cooperation between teachers and parents serves to increase students' responsibility in making economic decisions.[7] As a result, pedagogical mechanisms used to increase the economic literacy of primary school students make a significant contribution to preparing students for real-life economic conditions and developing their economic skills. These approaches help to educate

students as responsible, conscious, and capable individuals who can make economic decisions in the future.

In conclusion, pedagogical mechanisms for improving the economic literacy of primary school students are aimed at forming their economic knowledge, developing an independent approach to making economic decisions, and introducing them to real-life economic processes. These approaches are an effective tool for teaching students economic skills and preparing them for future economic activities. Also, modern educational methods and the role of the teacher remain key factors in teaching students economic literacy.

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