

## THE ROLE OF NATIONAL VALUES IN THE FORMATION OF ECONOMIC EDUCATION

<https://doi.org/10.5281/zenodo.20273531>

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### **Annotation**

This article highlights the role and importance of national values in the formation of economic education. The educational potential of national traditions, customs, and spiritual heritage in developing economic thinking, thriftiness, diligence, honesty, and entrepreneurship among young people is analyzed. In addition, the interrelation of family, educational institutions, and national values in the effective organization of economic education is scientifically substantiated.

### **Keywords**

Economic education, national values, economic culture, economic thinking, diligence, thriftiness, honesty, entrepreneurship, youth education, spiritual heritage.

In today's conditions of globalization and a market economy, educating the younger generation to be economically conscious, entrepreneurial, and responsible is considered one of the important pedagogical tasks. The development of society largely depends on people's economic thinking, their attitude toward work, their rational use of resources, and their economic culture. Therefore, the issue of forming economic education in the teaching and upbringing process has become highly relevant.

Economic education serves to develop such qualities in individuals as thriftiness, diligence, honesty, entrepreneurship, and responsibility. In developing these qualities, national values play an invaluable role. The customs, traditions, examples of folklore, and spiritual heritage of the Uzbek people, formed over centuries, embody important ideas related to economic education. In particular, values such as glorifying labor, condemning wastefulness, and encouraging the earning of an honest livelihood serve as important factors in developing the economic thinking of young people.

Furthermore, educational processes within the family, such as teaching children to be thrifty, accustoming them to work, and encouraging them to appreciate material wealth, are also carried out on the basis of national values. This not only helps to shape the economic culture of young people but also plays an important role in preparing them for an independent future life.

This article scientifically and pedagogically analyzes the essence and significance of economic education, the role of national values in economic upbringing, and their importance in developing the economic thinking of young people.

Economic education is considered an important pedagogical process aimed at preparing individuals to actively participate in the economic life of society. It contributes to the development of economic culture by forming economic knowledge, skills, competencies, and economic thinking in individuals. In today's market economy conditions, educating the younger generation to be economically conscious, entrepreneurial, thrifty, and responsible is regarded as one of the key factors of social development. Therefore, economic education has gained special importance as an integral part of the educational and upbringing system.

Economic education develops a conscious attitude toward economic activity in individuals. In this process, a person gains an understanding of the principles of the creation, distribution, and use of material wealth. As a result, individuals learn to value the outcomes of their labor, use financial resources rationally, and practice thriftiness. Through economic education, young people acquire such qualities as economic independence, entrepreneurship, and diligence.

The main goal of economic education is to raise young people to be economically literate, independent-minded, and adaptable to market relations. In achieving this goal, it is important to develop students' economic knowledge, improve their economic thinking, and prepare them for economic activities. In addition, fostering respect for labor, careful attitude toward property, thriftiness, and a sense of responsibility are among the key directions of economic education.

The content of economic education is broad and includes several components. In particular, providing economic knowledge, developing economic thinking, forming economic culture, and cultivating economic behavior constitute the foundation of economic education. Through economic knowledge, young people learn about the market economy, forms of ownership, entrepreneurship, family budgeting, and the concepts of income and expenditure. This knowledge helps them make correct economic decisions in their future lives.

Economic thinking reflects a person's ability to understand economic phenomena and processes. An individual with economic thinking can analyze economic issues, knows how to plan financial resources, and strives to use available opportunities effectively. In this regard, developing economic thinking is considered an important condition for preparing young people for life.

Economic culture, on the other hand, refers to the combination of a person's knowledge, values, and behavior in the process of economic activity. A person with a high level of economic culture values labor, treats property carefully, avoids wastefulness, and acts while taking the interests of society into account. Therefore, economic education serves not only to make young people economically knowledgeable but also to raise them as spiritually mature individuals.

Economic education is primarily formed within the family. Parents' attitudes toward work, the way they manage the family budget, and their practice of thriftiness and discipline greatly influence children's economic worldview. In the family, children acquire skills such as working, taking care of belongings, valuing time, and saving money. Later, schools and other educational institutions continue this process by further developing economic knowledge and skills.

In educational institutions, economic education is carried out through classroom lessons, extracurricular activities, and practical training. Explaining economic concepts to students through simple and real-life examples helps strengthen their economic knowledge. In particular, labor education, entrepreneurship-related activities, and economic games are considered important tools in developing young people's economic thinking.

National values are an important educational factor that embodies the spiritual heritage, lifestyle, customs, and traditions formed by the people over centuries. They play a significant role in raising the younger generation to be well-rounded individuals, especially in shaping economic thinking and economic culture. This is because economic education involves not only creating material wealth but also using it wisely and efficiently, engaging in honest labor, being responsible, and developing entrepreneurial skills. In the formation of these qualities, national values are considered one of the main sources.

In the rich spiritual heritage of the Uzbek people, diligence is glorified as a special value. Since ancient times, our people have regarded honest labor as the main criterion of human perfection. Folk proverbs such as "The reward of labor is comfort" and "Blessings come through effort" serve to educate young people in the spirit of hard work. A hardworking person finds their place in society and lives a materially and spiritually prosperous life. Therefore, in economic education, it is

important to teach children to work from an early age and encourage their interest in professions and crafts. Parents' attitudes toward labor within the family directly influence the formation of their children's economic worldview.

The idea of thriftiness also occupies an important place within national values. Among the Uzbek people, wastefulness has long been condemned, while the rational use of available resources has been encouraged. In particular, valuing bread, saving water, and treating clothes and food carefully are considered inseparable parts of our people's way of life. Thriftiness teaches individuals to be economically stable and to plan the family budget properly. Today, forming thriftiness skills based on national values is regarded as an important pedagogical task in raising economically conscious young people.

Honesty is also an important component of economic education and is highly valued in our national traditions as a noble human quality. Our people have long lived according to the principle, "Honest work brings honest earnings." Concepts such as fairness in trade, earning a livelihood through one's own labor, and not violating the rights of others are of great importance in shaping the economic culture of young people. Economic activity based on honesty ensures trust and stability within society. Therefore, in the process of economic education, it is necessary to teach young people the value of honest labor and the negative consequences of illegal income.

The ideas of generosity and solidarity also occupy a broad place in our national values. Traditions such as the mahalla system, collective community work (hashar), mutual assistance, and compassion strengthen economic cooperation within society. Since ancient times, our people have ensured social unity by helping those in need and supporting one another. These values encourage young people not only to be economically active but also to take the interests of society into consideration. As a result, a sense of social responsibility is formed in them.

Furthermore, national customs and traditions also play an important role in guiding young people toward entrepreneurship. Ancient occupations such as handicrafts, farming, and livestock breeding have been passed down from generation to generation. This increases young people's love for professions, their interest in independent work, and their desire to earn income. In particular, traditions of family entrepreneurship serve as an effective means of developing the economic skills of young people.

Today, raising young people to be economically literate, independent-minded, and entrepreneurial is considered one of the important tasks facing the state and society. In this process, the effective use of national values increases the impact of

economic education. This is because national values embody the people's centuries-old life experience, spiritual views, and educational traditions, and they serve as an important source in the economic upbringing of the younger generation.

In the economic upbringing of young people, the family plays a particularly important role. The family is the child's first educational environment, where children acquire their initial economic skills. Parents' diligence, rational use of financial resources, and practice of thriftiness directly influence their children's economic worldview. For example, teaching children within the family to avoid unnecessary expenses, take care of belongings, value time, and engage in work helps develop their economic culture. In particular, traditional advice common among our people, such as "Do not waste" and "Value even a crumb of bread," plays an important role in educating young people in the spirit of thriftiness.

Organizing economic education on the basis of national values in educational institutions also yields effective results. Using folk proverbs, wise sayings, the economic views of great thinkers, and examples related to national customs and traditions during lessons helps develop students' economic thinking. For example, through proverbs such as "The reward of labor is comfort" and "Those who save will prosper," it is possible to instill the concepts of diligence and thriftiness in the minds of young people. This also helps enrich theoretical knowledge with real-life examples.

Organizing labor activities is also one of the important means of economic education for young people. Involving students in various work processes from an early age helps develop responsibility, independence, and economic activity in them. In particular, encouraging interest in traditional professions such as handicrafts, farming, sewing, and cooking plays an important role in helping young people choose their future careers. Through this process, young people come to understand the importance of honest work and earning an income.

National holidays and traditional events are also important tools of economic education. For example, community work activities (hashar), Navruz celebrations, and neighborhood events teach young people collective labor, solidarity, and mutual assistance. During such events, young people gain a deeper understanding of the role of labor in the development of society. At the same time, activities based on national values help harmoniously develop young people's spiritual outlook and economic thinking.

Today, guiding young people toward entrepreneurship is also one of the important directions of economic education. Family entrepreneurship, handicrafts, and trade traditions formed on the basis of national values encourage young people

to engage in independent activities. In particular, teaching family business experience to the younger generation develops their initiative and business abilities. This helps young people grow into economically independent individuals in the future.

Furthermore, economic education can also be effectively organized through the use of modern information technologies. Internet resources, electronic textbooks, economic games, and multimedia tools contribute to improving young people's economic knowledge. However, in this process, it is important to preserve national values and provide education based on them.

In conclusion, economic education is an important component of preparing the younger generation for life, in which the formation of economic knowledge, economic thinking, and economic culture occupies a central place. In today's market economy conditions, raising young people to be hardworking, thrifty, entrepreneurial, and responsible is considered one of the key factors of social development. Therefore, the effective organization of economic education is regarded as one of the urgent tasks of the educational system.

As analyzed in the article, national values constitute an important spiritual foundation of economic education. The customs, traditions, folklore, and spiritual heritage of the Uzbek people, formed over centuries, embody many ideas related to economic upbringing. In particular, values such as diligence, thriftiness, honesty, generosity, and solidarity play an important role in developing the economic worldview of young people.

Furthermore, economic education based on national values within the family, educational institutions, and the mahalla system contributes to the formation of economic culture among young people.

Involving young people in labor activities, teaching national professions and entrepreneurial traditions, and using folk proverbs and wise sayings increase the effectiveness of economic education. This helps young people grow into economically independent, initiative-driven, and competitive individuals in the future.

Thus, the effective use of national values in the formation of economic education is considered an important condition for raising the younger generation to become not only economically mature but also spiritually well-rounded individuals. Therefore, widely promoting national values in the educational process and making effective use of them as a pedagogical tool is one of the important tasks of today.

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