



FORMATION OF ECONOMIC EDUCATION IN PRESCHOOL CHILDREN

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ABSTRACT: - In modern conditions of the development of society and the formation of a market economy, the success of each person, and hence the prosperity of society as a whole, is possible only if the majority of people consciously, based on traditions and personal experience, act in accordance with objectively existing laws. To ensure their future in the new market conditions, completely new requirements are being put forward for preparing the future generation to participate in production and forming a willingness to be included in modern forms of economic relations, which is possible subject to studying the theory and practice of economics and shaping the economic thinking of the younger generation. This is also indicated in the concept of economic education in a secondary vocational school.

KEYWORDS: Child, preschool education, economic knowledge, stages of formation, results.

INTRODUCTION

In the short term, the national economy of the Russian Federation should receive a young generation of personnel capable of working in stock exchanges, commercial banks, brokerage houses, advertising offices, marketing and management departments, based on the world experience of free

competition and the new climate caused by privatization processes in the national economy, corporatization of property, etc. An effective tool for implementing this provision should be new economic disciplines, specialties, curricula that allow training specialists in the field of: banking, commercial and stock exchange, marketing,

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management, financing, lending, law, insurance, taxation, etc. .d" (97).

THE MAIN RESULTS AND FINDINGS

There is no doubt the thesis that many serious difficulties in implementing state programs to bring the economy out of crisis are the result of professional incompetence of various categories of workers, their lack of economic knowledge and experience in market management. All this dictates the need for fundamental changes not only in the content of economic education, but also a serious organizational and methodological restructuring of the educational process. We are talking about creating a system, the fundamental principles of which should be the continuity of all its links, the gradation and variability of training, taking into account regional and sectoral characteristics, the needs of an individual and society as a whole.

Civic education involves the participation of a citizen in the social, political, economic life of his country, a person must be independent, enterprising, intellectually developed, able to build communication links, be tolerant of other people, able to perceive the ongoing changes and make appropriate decisions. All these qualities are laid already in preschool childhood and therefore it is very important that the child be able to:

- 1) understand that people have common (need for food, water, housing, rest, money, etc.) and differences (social, economic position in society, appearance, traditions, values, etc.);
- 2) be prepared for the fact that everything in the world is gradually changing and understand the necessity and inevitability of these changes;
- 3) be able to identify situations in which there are several opportunities for decision-making, and the choice of the most optimal of them;

- 4) live in the community of family, preschool, neighbors, friends;
- 5) have ideas about production, tools and products of labor, materials, resources and their origin;
- 6) understand the interrelationships and dependencies of living beings, natural resources and their collective use by people.

The breadth and diversity of research in the field of economic education, upbringing and thinking mainly affects the primary, secondary, and higher levels, and the primary school age is considered as propaedeutic.

We do not entirely agree with this state of affairs. Recently, while observing the play activity of preschool children, analyzing the questions asked, we have come across the fact that they are interested in very serious problems related to the economic content. The most common among them are: the cost of goods, needs and their satisfaction, why prices for the same goods are different, the emergence of goods, money, the concept of currency, why everyone receives different salaries, can everything be bought for money, what to do when there is no money, why mom does not buy toys like other children, where goods are made, is it possible to make others from some materials, etc. Very often in the speech of children one can hear the words: advertising, barter, exchange, businessman, insurance, bank and others, the meaning of which many of them do not know or use without any need. How can one explain such "economic" curiosity of preschoolers? We believe that the reason lies in the penetration of the economy into all spheres of people's life and, above all, into the life of the family, where a child at every step faces economic problems discussed by members of his family. Do we always satisfy a child's curiosity of this kind? Is a preschool child able to perceive and understand such

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complex economic concepts and categories as labor, production, means of production, needs, budget, taxes, savings, losses, profits? Is it possible to form elements of economic thinking in preschoolers? Will they be able to understand the essence of the profession of an entrepreneur, marketer, manager, broker, etc.? To imbue with respect for these professions? In our opinion, the solution of these problems is possible and necessary.

As prerequisites for economic upbringing and education, one can distinguish previously acquired knowledge from the field of economics, curiosity and keen interest, the presence of an outlook, a high level of conceptual thinking, and the child's readiness to master economic knowledge. Moreover, the latter should not only be accessible to children, but also meet their interests and level of thinking, personality traits necessary in a particular economic activity and manifest themselves in play and work activities of preschoolers. We share the opinion of A.D. Shatova that preschoolers should know everything about labor and everything connected with it: production, means of production, means of circulation, the simplest technologies for cooking, making toys, monetary units and their purpose, cost and cost of goods, profits and losses, insurance and taxes, professions of an entrepreneur, marketer, advertising agent, manager, insurance agent, etc. (203).

An analysis of the psychological and pedagogical literature allows us to note the significant interest of scientists in the problems of economic education and upbringing, the formation of economic thinking among students. Of particular importance are the studies of A.F. Amenda, V.G. Afanasiev, Yu.K. Vasilyeva, O.V. Voshchenkova, N.G. Gordienko, B.C. Dudik, M.I. Ermolenko, K.Ya. Klenog, E.N. Kamyshechenko, N.V. Lebedeva, S.A.

Malinina, A.S. Nisimchuk, T.N. Pilshchikova, A.A. Presnova, G.A. Romanova, I.G. Ryabova, I.A. Sasova, B.P. Shemyakin and many others who are devoted to economic upbringing and education, the development of the economic thinking of the younger generation, who do not consider preschool age as propaedeutic

Studies on the above problems have an ambiguous solution. Researchers such as P.R. Atutov, S.Ya. Batshev, Yu.K. Vasiliev, N.V. Kulakova, E.D. Novozhikov and others consider economic education and upbringing as one of the parts of labor education. These authors note that economic education and upbringing is manifested in the preparation of school students for life and work and becomes one of the necessary conditions for their civil, labor and moral maturity.

Some researchers consider this problem as a synthesis of labor, moral and ideological and political education, and therefore it cannot be considered an independent direction. (V.K. Rozov and others)

The main group of scientists justifies economic education as an independent direction, an integral part of the entire education system (A.F. Amend, I.A. Varilo, Z.A. Valieva, N.I. Gorchach, M.N. Ermolenko, I.B. Itkin, V. P. Kiseleva, K. Ya. Klepach, L. P. Kurakov, L. P. Melnikova, L. M. Nulman, O. V. Plakhotnik, L. N. Ponomarev, I. A. Sa -owl, T.E. Sergeeva, V.A. Tovstik, L.A. Fesenko, A.T. Shpak, etc.).

As a special branch of knowledge, lying at the intersection of economics and psychology, the essence of which is to study the patterns of development of economic consciousness and thinking, such researchers as P.G. Bunich, A.I. Kitov, V.D. Popov, P.K. Platonov, K.A. Sabirov and others.

In preschool pedagogy, the problem of economic education and training was

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considered as an integral part of labor education. This is evidenced by the works of such researchers as R.S. Bure, L.S. Dzinters, I.V. Zhitko, L.M. Kazaryan, L.V. Krainova, L.Ya. Musatova,

B.G. Nechaeva, A.P. Okopeshnikova, L.I. Saigusheva, D.V. Sergeeva,

C.I. Teplyuk and others. Recently, this problem is considered as a kind of synthesis of labor, moral and economic education, as evidenced by the studies of A.D. Shatova and others.

The range of issues considered by these researchers is extensive. This is, in particular, the specificity of the work of a preschooler (R.S. Bure, V.G. Nechaeva, etc.), the role of knowledge in the deployment of the labor process (N.M. Krylova, S.M. Kotlyarova, V.I. Loginova, L.A. Mishcherina and others), modeling the situation as a means of enhancing labor actions (A.D.

Kosheleva, Ya.Z. Neverovich and others), pedagogical conditions for organizing the labor activity of children (D.O. Dzinters, L.A. Porembskaya and others), the formation of a positive attitude to work, diligence, labor activity (G.M. Kiseleva, A.E. Obratsova, L.I. Saigusheva, D.V. Sergeeva, A.D. Shatova, etc.). Such researchers as G.N. Godina, R.I. Zhukovskaya, I.I. Rozanova, L.A. Shurakovskaya devoted their works to the formation of such a quality as "thrift" in relation to nature, things (books, toys, etc.), and the study of D.S. Chesnou-skene is devoted to a problem directly related to the economy - the author considered the formation of ideas about price, cost, monetary units in children of older preschool age.

Research by A.D. Shatova are devoted to the problem of studying the possibility of economic education and upbringing in the

conditions of preschool educational institutions.

The problems of the formation of economic knowledge, concepts, categories, the development of economic thinking were practically not considered and insufficiently studied in preschool pedagogy and psychology.

Despite the lack of scientific and theoretical substantiation of this problem in the field of preschool education, curricula, technology for the formation of economic knowledge, the development of economic thinking, many preschool institutions carry out work on economic education and upbringing, sometimes on a purely intuitive level.

The theoretical and practical significance of economic education, its insufficient development in the field of education of preschool children, served as the basis for determining the research topic:

Formation of elementary economic knowledge in children of senior preschool age.

This study is connected with the achievement of the goal, which consists in the theoretical substantiation of the economic education of older preschoolers, in the allocation and implementation of a set of pedagogical conditions that ensure the formation of economic knowledge in children of older preschool age.

The object of the study is the economic education of children of senior preschool age.

The subject of the research is the process of mastering economic knowledge by children of senior preschool age.

The course of the study is determined by the following hypothesis, according to which the process of forming elementary economic knowledge in children of senior preschool age

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will be more successful, under the following conditions: if a system-activity approach is chosen as a theoretical and methodological basis, providing consistency, personal orientation, as well as activity the process of formation of elementary economic knowledge in older preschoolers; if the pedagogical process is built on the basis of a specially developed system, in which the formation of elementary economic knowledge among older preschoolers will be designed on the basis of the unity of purpose, content, forms and methods of teaching and is based on establishing interaction according to the “teacher-child-parent” type, as well as an economic subject-spatial developing environment will be created; if a technology for teaching children elementary economic knowledge is developed and implemented, including the stages of formation:

- emotional and motivational;
- cognitive;
- activity and game.

In accordance with the goal and hypothesis put forward, we have identified the following research objectives:

1. To study, analyze and determine the level of development of the problem in pedagogical theory and practice, and on this basis to develop and justify a strategy for the economic education of older preschoolers.
2. Develop, test and put into practice a model of elementary economic education for preschool children and a program for the formation of elementary economic knowledge for children of senior preschool age.
3. Identify and experimentally test the pedagogical conditions that ensure the formation of elementary economic knowledge in older preschoolers.

4. To develop scientific and methodological recommendations for the implementation of the results of this study in the organization of the educational process in preschool institutions, preschool faculties of educational institutions, the family in order to implement an integrated approach to the economic education of preschoolers.

The theoretical and methodological basis of our research are: the theory of knowledge; dialectical theory of universal connection, interdependence and integrity of phenomena; the philosophical position on the leading role of activity in the process of formation and development of the personality, the conceptual and theoretical provisions of domestic and foreign psychologists, teachers, philosophers on the development of the personality, as the highest value of the development of society, associated with the topic of our study; ideas of uniqueness and intrinsic value of preschool age; position on the potential of a preschool child; about the patterns of mental development of preschool children.

Our work was greatly influenced by the research of JI.C. Vygotsky, N.Ya. Galperin, A.V. Zaporozhets, A.I. Leontieva, N.A. Menchinskaya, S.A. Rubinstein, V.A. Smirnova, D.B. Elkonin and others, who considered preschool age as a sensitive period in the field of personality formation and development. Theoretical provisions JI.C. Vygotsky about the leading role of learning and the zone of proximal development (the leading role of learning in mental development is manifested in the fact that the child, mastering new actions, learns to perform them under the guidance and with the help of an adult, and then independently).

In developing the content of the formation of economic ideas, methods of mental education and economic development of preschoolers, we relied on the theoretical positions of leading teachers: Yu.K. Babansky, Z.N. Borisova, I.D. Zvereva, A.M. Leushina, T.A. Markova, Ya.Z. Neverovich, G.P. Peskovoy, E.I. Radina, N.P. So-kulina, A.A. Smolentseva, T.I. Shchukina and others, whose research is aimed at the formation of an elementary system of knowledge in children.

In addition, we relied on the theory of a holistic approach to personality development, highlighted in the works of A.M. Arsenyeva, V.G. Afanasiev, F.F. Koroleva, I.Ya. Lerner, Yu.P. Sokolnikova, N.M. Yakovleva and others; theory of the development of economic thinking, disclosed in the studies of L.S. Blyakhman, N.G. Gordienko, B.C. Dudik, S.A. Malinina, T.N. Pilytsikova, V.D. Popova, K.A. Ulybina and others; the theory of economic upbringing and education developed by A.F. Amendom, I.A. Barilo, N.I. Gorlach, M.N. Ermolenko, I.A. Sasova, T.E. Sergeeva, A.T. Shpak and others, as well as psychological studies of the thinking of preschoolers, carried out in the works of L.A. Venger, P.Ya. Golperin, A.V. Zaporozhets, A.N. Leontiev and others.

We also applied the general scientific principles of the systemic and personal-active approach in the study of the processes of education and upbringing, concretized in the psychological and pedagogical theory of activity, the authors of which are P.Ya. Galperin, S.L. Rubinstein, A.I. Leontiev, N.F. Talyzina, F.D. Shadrikov, and others; in the theory of personality development in the system of interpersonal relations, disclosed in the works of B.G. Ananyeva, G.M. Andreeva, M.M. Bakhtin, V.N. Mesyatseva, A.V. Petrovsky and others; as well as in works on the theory and methodology of pedagogical

research Yu.K. Babansky, V.I. Bospalko, M.E. Duranov, V.I. Zhuravleva, V.V. Kraevsky, A.Ya. Naina, A.D. Sazonova, N.A. Tomina, P.I. Chernetsova, G.M. Serikova, N.M. Yakovleva and others.

The method of participant observation was used to study and analyze the work of teaching staff and preschool educational institutions. On the basis of the chosen hypothesis, we determined the pedagogical conditions that contribute to the formation of economic knowledge in children of senior preschool age. At this stage, the base of scientific and applied research was being prepared. Through analysis, questioning, the method of expert assessments, the pedagogical conditions for the successful formation of economic knowledge among older preschoolers were determined.

The leading research methods of this stage were: theoretical modeling, prognostic methods (peer assessment, self-assessment, etc.), praximetric (analysis of the results of activity products using methods of mathematical statistics), diagnostic (questionnaires, interviews, etc.).

At this stage, the model of economic education for older preschoolers was introduced and corrected. A set of pedagogical conditions aimed at the successful management of the process of forming economic knowledge was introduced and tested. The analysis, systematization and registration of the results of the experiment were carried out, recommendations were developed for the successful management of the formation of economic knowledge in preschool educational institutions. The dissertation work was underway.

The leading methods of this stage of the study are: analysis, generalization, methods of mathematical statistics.

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The conditions for the successful formation of elementary economic knowledge among preschoolers are: as a theoretical and methodological basis, a system-activity approach will be chosen that provides consistency, personal orientation, as well as the activity of the process of forming elementary economic knowledge among older preschoolers; the pedagogical process will be built on the basis of a specially developed system, in which the formation of elementary economic knowledge among older preschoolers will be designed on the basis of the unity of purpose, content, forms and methods of teaching and is based on establishing interaction according to the "teacher-child-parent" type; a technology for teaching children basic economic knowledge will be developed and implemented, including the stages of formation:

- emotional and motivational;
- cognitive;
- activity and game.

The theoretical significance of the study lies in: determining the theoretical and methodological substantiation of the economic education of children of senior preschool age; in determining the main directions of economic education of older preschoolers; in specifying and clarifying the concepts: "economic education", "economic knowledge", "economic activity"; in determining the multicomponent structure of economic training of children of senior preschool age.

The practical significance of the work is that:

- the results obtained in the course of the study and on their basis the theoretical conclusions are the basis for methodological recommendations on the economic education of older preschoolers; methodological recommendations for the formation of

economic knowledge in children of older preschool age have been developed;

- Criteria for assessing the level of formation of economic knowledge in children of senior preschool age have been developed.

The research materials can be used in the mass practice of preschool educational institutions, in the creation of special courses for students of pedagogical educational institutions, as well as in the system of advanced training of teaching staff.

CONCLUSION

The proposed methodological recommendations make it possible to scientifically substantiate and determine the patterns, content, forms and methods of forming economic knowledge among older preschoolers.

Scientific novelty is:

- in the definition, theoretical substantiation and experimental verification of pedagogical conditions that contribute to the formation of elementary economic knowledge of children of senior preschool age:

- as a theoretical and methodological basis, a systemic-activity approach will be chosen, which ensures consistency, personal orientation, as well as the activity of the process of forming elementary economic knowledge among older preschoolers;

- the pedagogical process will be built on the basis of a specially developed system, in which the formation of elementary economic knowledge among older preschoolers will be designed on the basis of the unity of purpose, content, forms and methods of teaching and is based on establishing interaction according to the "teacher-child-parent" type;

- a technology for teaching children elementary economic knowledge will be

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developed and implemented, including the stages of formation: emotional and motivational; cognitive; activity-game. in the development of a diagnostic system that helps determine the level of economic knowledge among older preschoolers;

The validity and reliability of the obtained results and scientific conclusions is ensured by the initial methodological positions: the use of a set of methods corresponding to the object under study; representativeness of experimental data; quantitative and qualitative analysis; confirmation of the hypothesis of the study by its results, processing of the results of the experiment by methods of mathematical statistics using computer technology.

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