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### SOME ASPECTS OF ECONOMIC EDUCATION TO PRESCHOOL CHILDREN

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#### ABOUT ARTICLE

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**Abstract:** Increasing economic literacy of children in preschool educational institutions in world educational organizations and scientific centers, innovative models of developing initial economic knowledge and skills using "Forsite" innovative educational technologies; In Russia, the USA, South Korea, Sweden, Germany, from preschool age, to provide children with basic economic knowledge and education, to develop practical knowledge and skills in economics, entrepreneurship, thrift, money and monetary relations. scientific research is being carried out. At the same time, special attention is being paid to scientific research on modeling the processes of primary economic education, expanding the use of innovative technologies in the formation of economic culture.

#### INTRODUCTION

In recent years, the first economic concepts, initial knowledge and skills of the students in the preschool education system in our republic; formation of labor, thrift, organization, efficiency, entrepreneurship competencies, ensuring consistency in primary economic education and training, supporting the work of parents, guardians, and qualified teachers-pedagogues working with children of preschool age are being created. "Creating conditions for comprehensive intellectual, moral, aesthetic and physical development of preschool children; introduction of innovations, advanced pedagogical and information and communication technologies into the preschool education system" were identified as priority tasks. This creates great opportunities for improving the technologies of formation of economic knowledge of preschool children.

#### THE MAIN RESULTS AND FINDINGS

The Law of the Republic of Uzbekistan No. ORQ-595 of December 16, 2019 "On Preschool Education and Training", the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "Uzbekistan On the Strategy of Actions for the Further Development of the Republic", Decree No. PF-60

of January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026", 2016 - No. PQ-2707 dated December 29 "On measures to further improve the preschool education system in 2017-2021", No. PQ-3261 dated September 9, 2017 "Fundamental improvement of the preschool education system on measures", dated May 8, 2019 No. PQ-4312 "On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030", decisions of the Cabinet of Ministers of the Republic of Uzbekistan No. 391 of May 13, 2019 "Improving the activities of preschool educational organizations This research work serves to a certain extent in the implementation of the tasks defined in the decision "On measures of suppression" and other regulatory legal documents related to this field.

The problem of comprehensive education of preschool children has acquired a historical character, and in this regard, scientific and didactic sources created by Eastern thinkers such as Abu Nasr Farabi, Abu Ali ibn Sina, Al-Khorazmi, Abu Rayhan Beruni, Alisher Navoi are of particular importance.

Issues of formation of initial economic knowledge and competences of children in pre-school educational organizations in our republic I masov, D. Roziyeva, Sh. Sodikova, P. Salimov, D. Sabirova, I. Tuychiyeva, M. Umarova, Kh. Khudoykulov, N. Khojayev, T. Chabrova, Kh. Shodiyeva, Sh. Shodmonova and researched by others.

In the countries of the Commonwealth of Independent States, A. Amend, I. Varilo, Z. Valiyeva, N. Gorlach, M. Ermolenko, I. Itkin, V. Kiselyova, K. Klepach, L. Kurakov, L. Melnikova, L. Nulman, O. Plahotnik, L. Ponomoryov, T. Sergeyeva, V. Tovstik, L. Fesenko, A. Shpak and others conducted studies on the development of cognitive competencies of preschool children through economic education.

The problems of developing cognitive processes in preschool children by giving them the first economic knowledge by scientists of foreign countries: M. Montessori, U. Bronfenbrenner, S. Broström, I. Chalufour, K. Worth, Sh. Grollman, K. Rosengren, S. Gelman researched.

It is known that providing economic knowledge in pre-school education should introduce the world of economics, introduce children to economic concepts and economic thinking as an intellectual trait, reflect the child's economic characteristics, know their essence, describe the abilities to master economic concepts, categories and build economic activities in accordance with them. aimed at development. As a result of economic thinking, economic knowledge is systematized. In contrast to verbal, mental movement and practical skills, combining the characteristics of both, it can be concluded that economic thinking has a generalizing and abstract nature.

Economic thinking and economic consciousness are inseparable and multifaceted. Together they form the intellectual basis of the economic culture of the individual and society. Their development is one of the most important conditions of economic development.

The analysis of these areas allows us to distinguish between the concepts of "economic education" and "economic education". In our opinion, economic education, first of all, serves as a foundation for children to acquire economic knowledge, skills, labor, its results, time, natural environment, money, and attitude to certain activities that are a way to participate in the economic life of society.

In the process of forming and developing a child's personality, education and upbringing are an indispensable force. The unity of education and training is the most important condition of educational activity. Therefore, it is necessary to set educational tasks in the organization of educational activities. Among the educational tasks, the following can be distinguished: arousing interest in studying the world of economy and finance; to teach to respect one's own and other's work, to get used to teamwork, mutual help, i.e. helping parents, siblings, relatives, neighbors, friends. Cultivation of moral and

economic qualities of a person, hard work, business acumen, conscientiousness, responsibility and self-control, self-confidence, formation of skills to find the most optimal solution in situations. Careful treatment of all types of (personal, collective, state and public) property; family and public property, conscious spending of material resources, motivation for mutual help and support, formation of a desire to share and give; to cultivate the habit of coming to help a loved one in case of need.

Studying the variety of economic relations that members of society engage in allows to determine the main goal of economic education, that is, to ensure the necessary level of human activity in the production process, to form rational economic needs of the individual, to find effective ways to solve economic problems, in the economic thinking of the enterprise, existing rational use of material resources and working time, identifying reserves for more production. To achieve this goal, economic education and educational researchers promote the following main tasks of children's economic education:

laws of economic development of the society, management principles and methods, organization of economy and production, formation of children's economic abilities and calculation skills, formation of economic analysis, rational organization of work.

Respect for work, hard work, respect for all kinds of property. Children's moral and economic qualities: thrift, organization, efficiency, education of entrepreneurship.

The conflict that arose between the child's economic curiosity, the readiness of the field of knowledge to acquire economic knowledge, the existence of literary works with economic content aimed at preschool children on the one hand, and the lack of targeted economic education of preschool children on the other hand. studying and developing approaches aimed at special economic education for children, more in-depth study of the economy at school and encouraging the inclusion of activities of all age groups of our society. The problem of economic education is one of the most urgent problems of domestic and foreign pedagogy, and as the least developed department in the general education system, the development of goals, content, and methods of economic knowledge, quality, and thinking, taking into account the age characteristics of children, is of particular importance. .

In our republic, innovative forms of education are gradually gaining a strong place in the search for the improvement of the preschool education system. The emergence of new forms of education puts responsible tasks before preschool educational organizations and families. One of these responsible tasks is to form in children the qualities of frugality and entrepreneurship, which are the main components of economic education.

Interest in economic knowledge in older preschool children, the high rate of changes in the environment, the collection of a large amount of information, creates the need for constant research, learning and development, development of competencies.

As defined in the "First Step" State Curriculum of the preschool educational institution, the goal of the educational process is to create appropriate conditions for the formation of general basic competencies and competencies of development areas in children. This document reflects 4 important general competencies of a preschool age (6-7 years old) child: communicative competence - ability to use communication tools in various situations; game competence - the child's game process and creative use of experience, knowledge and skills in its organization, it is the basis for the educational process; social competence - behaving in accordance with moral rules and standards in communication with adults and peers in life situations; cognitive competence - conscious perception of the environment and use of acquired knowledge, skills, competences and values to perform educational and practical tasks.

In order to more successfully manage the process of formation of economic knowledge of preschool children, it is necessary to introduce the technologies of teaching children to primary economic knowledge. Pedagogical technology, in turn, means a pedagogical-psychological set of control technological units, a certain system, process, implemented forms, methods, educational tools, special selection and order for a certain pedagogical result. Technologies allow planning in advance, formulating goals through the expected results of education and objective control of these results.

In order to organize the study of the basics of economic education, it is necessary to create a developmental environment taking into account the age-related and individual characteristics of children. The characteristics of learners, their educational needs and interests are also important. Educational tools are one of the main factors in learning the basics of economic education.

Educational tools are mainly divided into: demonstration (used by adults) and handouts (used by children); visual (to see and perceive); audio material (for auditory perception); audiovisual (for visual perception); natural and artificial (man-made); real (existing) and virtual, etc. First of all, it is recommended to use them purposefully for the development of children's activities: reading fiction (perception, books for children to read, including audiobooks, illustrative materials); cognitive (natural objects for learning, layouts, maps, models, pictures, etc.); game (games, toys); labor (equipment for various types of work); communicative (didactic material, electronic educational resources); effective (equipment and materials for modeling, application, drawing and design); musical and artistic (children's music, musical instruments, didactic material, etc.); motor (walking, running equipment, crawling, climbing, jumping, playing with balls and other objects).

## CONCLUSION

Summary. The content of the teacher's activities on improving the technology of providing economic knowledge to older children of preschool age, ensuring children's mastery of social and moral norms, forming positive behavioral skills, arming children with early economic knowledge and diagnosis.

The process of improving the technology of providing economic knowledge to older children of preschool age requires improvement on the basis of prioritizing inter-thematic, inter-training, inter-activity, inter-development center cooperation and theoretical approaches.

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