

## THE FORMATION OF ECONOMIC REPRESENTATIONS OF STUDENTS OF PRIMARY SCHOOL

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### ABSTRACT

The article analyzes the problem of economic training of primary schoolchildren and, based on the results of research and theoretical analysis of literature, its relevance is substantiated.

**Keywords:** economics, economic training, elementary school students, economic training, elementary school, money, economic preparation of students, economics, general development of schoolchildren, primary school age, level study, economic thinking, economic education.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the current socio-economic conditions, a special role in learning is given to school economic education, which is essentially “designed to form children's economic thinking and instill the skills of rational economic behavior” [2, p. 94].

This creates the prerequisites for the subsequent professional training of the younger generation and their effective practical activities of the younger generation. According to A.F. Amend, “Economic education at school is a prerequisite for the formation of social competencies in students, equipping them with skills to adapt to social roles in a changing economic environment, and fostering a new synthesis of value attitudes among younger generations” [1, p. 32].

The essence of economic training in a comprehensive school is to develop a clear understanding among students about the economic laws of the development of society and the formation of personality traits on this basis, such as thrift, economy, prudence, thrift, efficiency, and others. At the same time, the formation of these qualities must be started as early as possible. In our opinion, primary school age is most suitable for starting this process. The problem of economic preparation of elementary school students was studied by such scientists as A.F. Amend, Yu.K. Vasiliev, B.Z. Volfov and others. So, the subject of research by E.N. Zemlyanskaya, M. B. Ramazov, N. S. Tolstoy, L. P. Friedman was the problem of the formation of an economic culture among younger schoolchildren, and the problems of economic upbringing and education of younger schoolchildren were raised in the studies of M.L. .Alferova, T.M. Kondratenko, E.V. Savina, E.V. Popova, O.A. Shumakova. An analysis of the literature on the problem under study shows that the process of economic preparation of elementary school students should be focused and systematic, while it must take into account the psychological readiness of children for this.

In this regard, in the process of our work, the modern educational systems of primary schools were analyzed. This analysis showed that only in the developing system of L.V. Zankov is offered an educational training course “Economics. The first stage of training. ” The study of this course is based on the textbooks “Economics. House in the usual side street ”for class 1, “ Economics. Squirrel and Company ”for the 2nd class, “ Economics. New Adventures of

Squirrel ”for 3-4 classes, authored by T.V.Smirnova. In these textbooks, children are offered material on economic categories “in the form of fairy tales about forest dwellers, which helps to convey to the pupils of elementary grades the difficult economic categories necessary for mastering” [5, p. 4].

Based on the general goal of the educational system aimed at achieving the optimal level of general development of schoolchildren, developed under the leadership of L.V. Zankov, the course of economics in elementary school is aimed at solving the following problems: - “using economic categories and concepts to promote holistic perception and wide coverage of the picture the surrounding world, an important part of which are economic relations; - contribute to the overall development of students: to develop thinking, emotional and volitional sphere, to form moral qualities; - to form knowledge, abilities, skills necessary for the student in life and to continue studying this course; - develop a culture of economic thinking, teach children how to use economic tools ”[4, p. 22].

In other programs for elementary schools, the educational component of economic training is presented in the integrated course “The World”. However, in our opinion, this is not enough. Most schools begin to study economics only in high school. Thus, the analysis of scientific and literature and educational practice allows us to conclude that, despite the sufficient interest in the problem of economic preparation in modern society, research on this issue is not enough, and in the practice of work of educational institutions this area of training is mainly implemented only when working with high school students. All this prompted us to conduct a study of the level of economic training in primary school students. The sample was 48 children of primary school age 11 years. The study of the level of economic training was carried out using a questionnaire to identify the level of formation of economic ideas among younger students [3, p. 34].

The questions of the questionnaire concerned the study of children's awareness of such economic categories as “economy”, “rent”, “bank”, “money”, “goods”, “credit”, “salary” and others. These categories are fundamental to children's economic training. Analysis of the results of the survey showed that not all students were able to give definitions of these concepts. So when answering the question about money, children answered that money is “currency for purchases” (17%), “banknotes, paper sheets with a certain amount” (22%), “solvent” (10%), “this is what we pay for are different currencies ”(41%). At the same time, 10% of respondents did not answer this question at all. Particular difficulties were caused by the issue of defining the concept of economics. Of all the respondents, only 25% of respondents answered this questionnaire.

Fourth graders answered that the economy is “money circulating in the state” (3%), “saving money” (1%), “it is when they save something” (10%), “these are the rules to save your things” (5 %), “When they save money” (6%). Some children (about 25%) ignored this questionnaire. This suggests that younger students in their lives are far from economic problems, because most likely parents do not involve their children in discussing the family budget. When asked about what a bank is, the majority of children (77%) answered "where they store money." What speaks of everyday representation of children. However, there were some, this is a small number of students (9%) who said that "a bank is where parents put their money to earn money." 14% of elementary school students answered this question that “you can borrow money in the bank if there is none”.

When answering the question about “how do you understand what a product is”, the guys overwhelmingly (89%) indicated that this is “what is sold in a store”. Another 11% of respondents found it difficult to answer. The easiest, according to the analysis of students' answers, was a question related to the definition of such a thing as salary. So most of the respondents (91%) said that "salary is when you get money for work." This indicates that younger students often hear this definition from their parents. Nevertheless, even to this question, some of the children (9%) could not give a clear definition. Thus, the analysis of the results of the study shows that the level of economic training of primary school students is below average, while knowledge of the economy in children is mainly presented at the level of everyday perception based on personal experience, and most of the economic terms are not known to them. Therefore, it is necessary to conclude that today the issue of introducing the system of economic training of students into the primary school course is acute.

All this is due to the fact that at the moment in the educational school there is practically no experience in the formation of stable ideas about the basic principles or concepts of the economy, and these ideas are of value-forming nature. However, to solve this problem, it is necessary to provide economic training for teachers and determine the place of economic education in the school curriculum.

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