

## FORMATION OF BASIC AND LIFE COMPETENCIES THROUGH ECONOMIC EDUCATION IN PUPILS AT MATH LESSONS AT PRIMARY SCHOOL

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### ABSTRACT

This article discusses the basic competencies, the need for their formation for pupils, the pedagogical conditions, directions, components of cognitive and scientific competencies created for the formation of these competencies in the preparatory groups of preschool education and primary school and it serves as a programmatic guide for parents, elementary school teachers, program and textbook authors. Thus, the formation of basic and life competencies in pupils of primary education during math lessons is carried out with the help of a certain level of economic knowledge.

**Keywords:** science competencies, basic competencies, mathematical knowledge, primary school pupils, life competencies, economic knowledge, didactic tools, pedagogical process.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The formation of pupils' economic knowledge and competencies has always been in the focus of attention of specialists. During the years of independence, the urgency of this problem has increased. Especially educators, psychologists, specialists in mathematics teaching methods, representatives of primary education pedagogy, sociologists and economists are paying special attention to this issue. Nevertheless, it is obvious that the formation of elements of economic knowledge and economic competence in pupils is carried out with delay.

Educators are still plagued by a number of questions. Is it necessary to form economic knowledge and competencies in pupils? Why if you need to? Which subjects should be used in the transmission of economic knowledge to pupils? A number of questions are pending.

We have tried to answer the above questions as much as possible while thinking about the formation of basic competencies in primary school pupils in mathematics lessons.

It is known that today the economy of Uzbekistan is developing rapidly. The economy is the basis of social life. Most of the pupils are trying to choose the professions of entrepreneur, economist, banker, business manager, marketer in the future. The basis of these professions is mathematical knowledge. This requires knowledge of mathematics, mathematical literacy, awareness of scientific and technical advances and the ability to use them. Because everyone faces economic challenges throughout their lives and careers. Therefore, it is necessary to equip pupils with knowledge of economics and the necessary social competencies from primary school. Accordingly, one of the main tasks of school education is the formation of pupils' life and social competencies. Only then pupils will be able to solve the problems they face in a variety of life situations independently.

Today, in the process of education, first of all, the formation of a person with entrepreneurial qualities is a priority. In a market economy, a person with a developed economic thinking can

be ready for economic and life activities. Therefore, it is necessary to provide pupils with economic knowledge in the form of various examples and problems, even in the primary grades, especially in mathematics. Because pupils should not be left out of economic problems. Otherwise, they do not have enough basic competencies necessary for life. Our observations showed that pupils' knowledge of economics was not sufficiently formed. In particular, children of small school age are strictly required to buy a variety of sweets, toys and clothes when entering the shops with their parents. In the process, they are absolutely not interested in the price of these things, whether the parents have enough money to buy it. Or when they send a child to a store and ask him to bring bread, milk, sugar, his children bring a toy, a sweet, or a colorful drink instead. They don't care at all about their household needs, whether their parents have other money to buy bread. It can be seen that economic competencies are almost not formed in pupils. Because pupils don't understand how money is earned and how to spend it. Therefore, it is necessary to give pupils a special idea of economic concepts in the process of primary education. Only then they will understand the reasons why parents refuse to buy this or that. Therefore, one of the important tasks of the educational process is to form elements of economic thinking in mathematics lessons in primary school pupils, thereby preparing them for life and economic activities.

Primary school teachers should form in pupils the basic knowledge of economics, concepts, terms, economics, acquaint them with the basic laws. The main purpose of this is to give pupils an idea of what a family budget consists of, what money is, the price of things, what it is related to, how to use money.

The knowledge pupils have acquired in the basics of economics will help them to participate in the economic life of their families. This will help pupils to master the basics of a market economy in grades 5-11.

What is clear is that the process of formation of personal human qualities begins in pupils of small school age. During this period, different levels of cognitive processes develop rapidly, including perception, memory, contemplation, speech, attention, imagination. Therefore, it is easier for primary school pupils to understand and master economic knowledge.

It is well known that the basics of economic knowledge are not studied as an independent subject in primary school. Primary school pupils are provided with economic knowledge, data and concepts in a variety of subjects. But economic concepts are also taught more broadly in mathematics lessons precisely because different numbers are related to computational operations. Different views of economic knowledge are presented to pupils using mathematical methods. Mathematical operations are applied in the process of solving various economic problems and issues.

Mathematics is a narrow field and complex educational activities are carried out in this sphere. In the process of narrow field education, pupils are formed specific qualities of mathematical activity, the acquisition of concepts and problem-solving skills are taught in connection with social practice.

In the educational process of a complex nature, pupils develop professional mathematical qualities. The pedagogical process aimed at this goal is based on the principle of harmonious development of pupils in all respects. This process has the character of continuity.

The main task of the teacher in each lesson is the continuous development of pupils' personal qualities and basic and scientific competencies. It is a long and continuous pedagogical process. Therefore, it is impossible for a teacher to achieve the expected result in a single lesson. This requires the organization of a didactic process that can gradually develop the basic and scientific competencies of complementary pupils. Therefore, the primary school teacher should improve the knowledge, basic and scientific competencies of pupils from lesson to lesson.

Basic competencies are also formed during the subjects as Reading, Mother Tongue, The World around Us, and Natural Science. In this process, the teacher is required to pay special attention to ensuring interdisciplinary connections. The subject of mathematics is suitable for the formation of vital basic competencies in primary school pupils. Many educational tasks can be solved by forming basic competencies in pupils at mathematics lessons. The study of mathematics in the primary grades serves to acquire their mathematical skills and competencies. This is important for the development of pupils, their continuous mastery of mathematics in the later stages of education, and the acquisition of vital competencies. Also, in mathematics lessons, pupils' cognitive abilities, memories, thinking activities, imagination, speech, attention are constantly developing. In general, the intellectual development of pupils is ensured in the mathematics lessons of the primary grades. Mental development is the product of a teacher's goal-oriented activity, helping pupils acquire a culture of mental labor by developing their intellectual abilities and thinking.

Mental development occurs as a result of the acquisition of scientific knowledge. The acquisition and regular deepening of knowledge serves to determine the national pride and active citizenship of the Uzbek youth, as the acquisition of this knowledge becomes a personal belief, spiritual wealth of the pupil. One of the main tasks of school education is to form stable, fast-thinking activities in pupils. The thinking processes of pupils should serve the intellectual needs of a rapidly evolving society.

It is impossible to develop a pupil intellectually without making mental development. The intellectual potential of the individual plays an important role in the process of mental formation. "Personal mental powers" means his mental development. These forces motivate a person to demonstrate the ability to perform intellectual actions, to enrich their knowledge, to acquire certain intellectual skills that combine different aspects of thinking and mental development of the person.

Mathematical knowledge and actions help to form logical thinking in pupils, teach them to express themselves in certain life situations. Therefore, the following principles of complex development of pupils in mathematics lessons are based. They are: systematic, consistent and gradual, humane, democratic approach to pupils, personal example of the teacher, goal-orientation, showmanship, initiative and activism, relevance to life.

In the process of teaching pupils to think, it is also important to remember to nurture emotions in them. Because a person's mind and emotions develop in an interconnected way. Certain emotions develop pupils' mental activity, and certain behaviors hinder it. That is why a teacher should create a positive emotional state in the classroom and form a number of emotions in pupils. They are: surprise, curiosity, enjoyment, joy and satisfaction with finding effective solutions to a problem. Mathematics lessons not only affect the mental development of pupils, but also prepare them for the formation of aesthetic and moral qualities. At the same time, as noted above, the foundation is laid for the formation of economic knowledge in pupils. The topics presented in the curriculum of this subject allow pupils to embody the processes of

economics in front of the eyes of pupils. This knowledge gives pupils an initial understanding of the secrets to ensuring the well-being of community members, where money comes from, why parents can't always buy what they want, their limited economic opportunities, and why products are advertised. At the same time, mathematical activities allow pupils to develop mathematical competencies, and teachers to achieve educational goals in this process. Therefore, in the classroom, pupils are required to perform interesting tasks and exercises, solve problems. From this point of view, in mathematics lessons, pupils have a high chance of forming vital competencies.

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