

THE IMPORTANCE OF THE ECONOMIC COMPETENCE OF FUTURE TEACHERS DURING PRACTICE IN BEING A FACILITATOR

Quchqorova Nargiza Mamajonovna

Head of the "Methodology of Preschool Education" Department of Urganch State
University, Doctor of Philosophy in Pedagogical Sciences, Associate Professor
UZBEKISTAN

E-mail kuchqarova06071979@gmail.com

ABSTRACT

In this article, the components of the development of economic competence of future educators during the practice period, the types of games that create economic skills in children in their formation as facilitators, the types of economic educational environment at preschool age, the importance of the micro-environment in providing economic education, and the practical-educators of economic concepts in children information about formation methods is given.

Keywords: Practitioner-student, economic literacy, economic culture, facilitator, types of games, objective environment, social environment, information environment.

INTRODUCTION

Today, great attention is paid to strengthening the education system of the Republic and harmonizing it with the requirements of the times. In this regard, it is important that the system of training, education and education of specialists is closely connected with the requirements of reforms. One of the important issues facing us is the training of specialists who meet the requirements of the time, the improvement of education and all its structural structures based on the State educational standards. The role of professional practice is extremely important in mastering the complex of knowledge in subjects, in the integration of theoretical and practical training, in the perfect formation of qualifications and skills. Practice is in the form of educational or educational-production training, and is directly focused on professional-practical preparation of students.

Qualification practice plays an important role in training a qualified specialist. Practice is a factor that connects the student's theoretical knowledge and independent practical activity.

It is known to us that today students of pre-school education work 4 days in an educational institution and 2 days of internship in a pre-school educational organization. This gives them the opportunity to apply their theoretical knowledge in practice. Based on their economic competence, they create initial economic concepts in children.

LITERATURE REVIEW

In our country, several scientists such as M. Artikova, S. Musayeva, J. Khasanboyev, Kh. Khudoykulov, Kh. Umarova are relevant in giving children the first economic concepts, teaching children economic knowledge, teaching students entrepreneurship in the cooperation of family and school. conducted research on the problems.

Economic culture from a philosophical point of view B. Valiyev, L. Zorayev, B. Tolipov, psychologically I. Andreeva studied and conducted scientific research.

The need for economic education in preschool education, the didactic foundations of the development of economic education from scientists of the Commonwealth of Independent States (CIS) are researched by S. G. Medyanseva, N. V. Kavkayeva, V. Abrosimov, G. Belyaev, I. Shakina, N. I. Gorodetskaya, M. Sh. Kadyrov, A. P. Kazakov, N. V. Mikhalkovich.

The goals and objectives of Preschool educational organizations (PEO) are as follows: "To create favorable conditions for the child's comprehensive development according to the state curriculum of PEO, based on the requirements for children of the first and preschool age, necessary for the personal life of the child". [1]

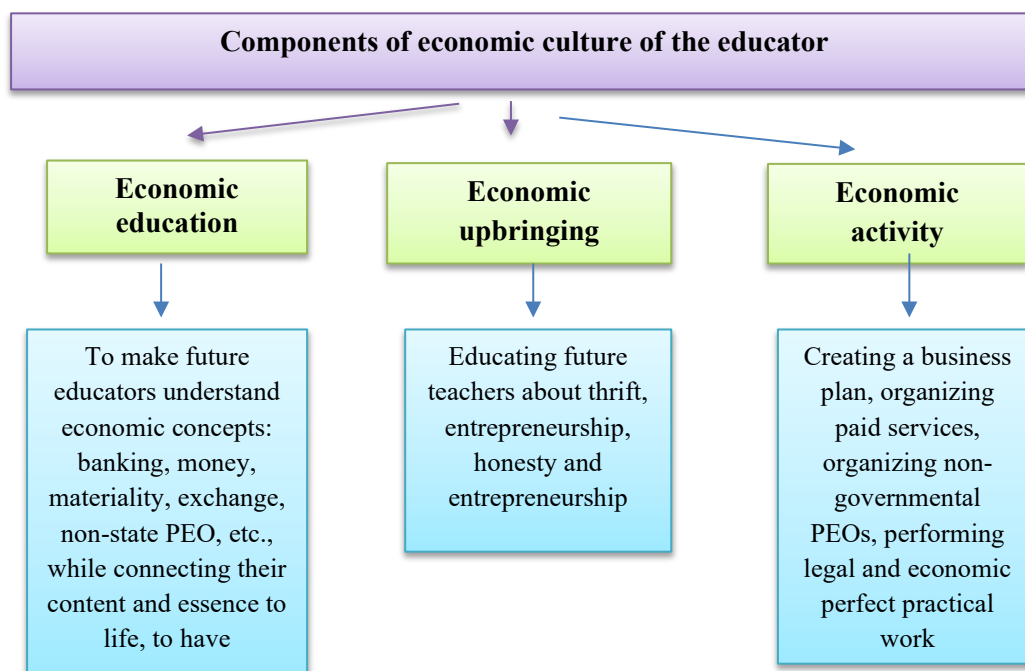
METHODOLOGY

When organizing the education and training process at PEO, it is most appropriate if it is carried out based on the goals and tasks of PEO. Today, taking into account the personal needs of the child in the process of education and upbringing is the most effective way in this method. Because it is very important for the educator to achieve the expected result in the activity. In this process, taking into account the opinions, it is possible to come to the conclusion that if the teachers-pedagogues who carry out the education and training process at PEO are carefully and responsibly observed, if they constantly work on themselves, today's practitioners-students will become masters of their work, i.e. , competence is formed. Because the role of practice is extremely important in this process. As a result of the student acquiring all the knowledge and skills related to the economy during the internship, he himself is educated in this spirit. He draws his own conclusions and makes good use of the acquired knowledge in the independent implementation of his work.

The research used the methods of analysis, pedagogical observation, interview, diagnosis, and comparison and evaluation of pedagogical-experimental test data.

RESULTS

The role of educators of preschool education organization (PEO) in raising children in the spirit of thrift is incomparable. Because the child spends almost every day in PEO. It should also be mentioned that the social policy implemented in our Republic creates a basis for the formation of the personality of an educator for him to be a creator.



Therefore, forming and training a socially active and creative person in the conditions of market relations is a vital necessity. It should also be said that the issue of providing a child with economic education has been one of the main problems of pedagogy since ancient times. If we look at our past, our ancestors established trade and exchange of goods by discovering the Great Silk Road. Thanks to this, they were able to develop production, increase their material well-being, enjoy the innovations in the field of science, literature, and culture.

The development of economic culture during the practice period of future educators requires clarification of the components of this process.

Component (lot.componens, componentis - constituent; component part) means a component [2] of something.

Based on the analysis of existing research, the following components of the development of economic culture of future teachers were determined (see Figure 1.1).

DISCUSSION

The activities conducted by the teacher at PEO have a special effect on the psyche of each child. Constantly not having enough money is the cause of war and conflict in many families, they do not know how to spend money properly. A riddle can be told to students about spending money wisely:

"The father gave money to his son:

"Buy something to eat for us, our cow, and our chickens," he said. His son went to the market and bought something. Father was happy about that. What did the boy buy?" Melon.

We can see how our ancestors encouraged their children to be thrifty in the example of folklore. For example, the topic of thrift is also reflected in folk proverbs. After all, these proverbs have been passed down from generation to generation and preserved in the language of the people for hundreds of years. Proverbs are formed after many tests as a historical experience of people and acquire a deep meaning. Here are some of them:

"He who saves adds one to another, and one who does not save loses one."

"To earn money, you need strength, to save, you need understanding."

"Save yours once, save the people's a thousand times"

"Frugality and honesty - brother, honesty - honesty - sister".

"A thrifty man gets applause, a spendthrift gets a lot of money" and so on.

Even our parents considered the task of educating them in the spirit of frugality as a condition for their children's happiness, as a form of moral education.

The goal of the market economy is to teach all members of society, including parents and their children, practical calculation and rational efficiency. After all, money also educates a person. Ignoring it can lead to double errors. One side of it is the habit of not wanting the child to know the financial difficulties of the family, and he learns to be greedy. On the other hand, it causes vices such as greed, greed, selfishness, and avarice.

Parents often think that their children will have everything, that is, they will eat well, dress well, and have a home when they grow up. They do all this to their children out of their infinite kindness and love for them. For the sake of their children, they put aside the satisfaction of their most necessary needs, but the child does not even remember this and gradually gets used to thinking that he is more than everyone else, that my will is the law for my parents.

This is a wrong and harmful way of education, and the parents themselves suffer more from it. In our opinion, parents should do the following to raise their children to be hardworking and thrifty.

A child should know where his parents work and what they produce, what importance this production has for the whole society.

In general, the child should understand as early as possible that the income earned by his parents is a salary obtained from a large and useful social work.

Competency of economic literacy of the student-practitioner: to be able to explain the content and essence of the main economic concepts in PEO in necessary situations, to be able to use the economic terms in real and educational situations in oral speech, to be able to apply the laws of the market economy to be able to explain in a language that is understandable to children, to be able to find optimal solutions to problems that may arise in normal and unusual life and educational situations, to be able to use economic analysis tools such as diagrams, tables, drawings, economic maps in an appropriate and simple manner, is a pedagogue-educator who has the ability to connect the knowledge of economic education with other life examples. In this process, the educator is required to develop creativity and pedagogical skills. It requires more research, self-improvement, and the ability to explain economic political messages in a simple language that children can understand. Because children usually spend more time with the teacher than their parents, and the children do whatever the teacher tells them to do without a word.

Competence of the student-practitioner to acquire economic culture: to be able to optimally own the economic resources at his disposal, to be able to use and dispose of them efficiently, to be economical and rational towards social benefits, to protect ecology and the environment in the course of economic activity. to have a priority attitude, to know the methods and means of realizing personal economic interests in harmony with the interests of society, to be able to correctly assess the existing economic and educational situations, to be able to find the most

optimal solution, within the framework of the current legislation on economic relations. Having the ability to access is a very important and urgent task today.

The content of the environment of economic education in preschool age consists of the following:

- Objective environment (creating an economic environment based on the game);
- environment (parents, educational team PEO),
- event-knowledge environment (interesting excursions, meetings with famous people)
- information environment (puzzle, illustrations, shops, banks, service centers, map of urban industrial enterprises, samples of coins).

The educator should be able to process the information of social agents in a professional manner, to direct this influence in a targeted manner, to be able to turn the situation of social development into a pedagogical situation, and to create an educational environment aimed at the formation of leading moral and economic qualities. It is important to take into account the age, individual characteristics and needs of children, as well as the cultural and historical characteristics of the region, when creating a developmental environment in a preschool educational organization.

A practitioner-student should work with a separate example for each piece of information when giving economic concepts. Because in giving economic concepts, the activity becomes more effective if the child is involved in the activity by seeing with his own eyes and holding it with his hands. In this process, it is necessary for the educator to properly organize the developing environment.

Another condition of economic education is to organize and complete the types of children's activities (play, work, knowledge) related to the family, people, society and the economic situation of the society, and on this basis, they are knowledgeable about the positive norms and values of the socio-economic society. is to develop interest. The choice of organizational forms of education and the types of economic education activities depend on the children's goals, tasks, and age.

It is known that the main task of the economy in any state and society is to choose the most effective and rational ways of using the available resources in the conditions of resource scarcity and to fully satisfy the needs of the citizens of the country. For this purpose, economics is faced with the problem of finding answers to the following three main questions:

What? How? For whom?

Finding answers to these three questions should be the goal of any PEO educator. Because today's young generation needs to educate a young generation with strong knowledge that can find answers to these concepts and questions. It would be useful if the teacher planned how to find answers to these questions and how to demonstrate the goal he set for himself. When planning the process of teacher education and training, first of all, it is necessary to develop a targeted strategic way to find answers to these questions.

Traditional economic system - What? How? For whom? Answers to these questions in accordance with the centuries-old traditions preserved in the society. The product is produced using ancestral methods and distributed according to old traditions. This type of economy is ancient and started with the emergence of natural economy. Currently, it is necessary to meet the communities and tribes living in the tundra, African and Amazonian grasslands, Siberian taigas, small islands in the oceans and high mountains, which are backward, isolated from the

world, and difficult to communicate with the outside world. At this point, it is necessary for educators to make use of the above-mentioned examples in the process of activities and convey simple concepts that are understandable to children.

The game is the best way for a preschooler to learn. Knowledge is not imposed on him: through trial and error, the child draws conclusions for himself, and the educator guides him without noticing. Game activity can be in the form of a "journey". Quest game is the most effective and unique educational technology that creates favorable conditions for activating children's cognitive interest and eagerness to solve problems. (To the city of Econominsk, famous fairy tales), quizzes, competitions.

Economic education is the role of production in society, the essence of means of production and working tools, teaching of the organic relationship between them and the formation of skills in people for this knowledge. The main goal of economic education and training is to form a conscious attitude in the minds of students and young people to the qualities that include economic aspects such as thrift, business, and entrepreneurship. In order to achieve this goal, a number of tasks have to be solved.

They are as follows:

- Explaining the importance of human economic power in increasing the economic power of the family and the state by explaining the essence of the economy;
- Valuing and preserving the material and spiritual blessings that are the product of human labor and labor;
- instilling a love of thrift and entrepreneurship;
- increase knowledge about family budget and spending of material resources;
- to see thrift and wealth as a social duty;
- regular formation of ideas about material and spiritual wealth;
- education of a conscious attitude to the organization of economic activity;
- organizing the economy on a scientific basis;
- pride in work efficiency.

It is possible to achieve a positive pedagogical effect if attention is paid to the essence of economic education in the process of education and upbringing of students at PEO.

CONCLUSIONS

Students who are practicing in a preschool educational organization should consciously analyze the following idea. As a facilitator, a teacher uses his knowledge, skills and resources to educate and educate children. The pedagogue plans the process of education and upbringing, creates a developmental environment that contributes to the comprehensive development of the child and unlocking his potential. [3.] In order for the student to become a facilitator, what should he pay attention to today?

In order to become a facilitator, a teacher must first of all take into account the child's personal needs and individual characteristics. Then, in the planning of the education and upbringing process, he inculcates the teaching of economy based on economic concepts to the children in these activities, and based on the teaching of these concepts, he improves the developing environment for working in activities in order to inculcate economic concepts and knowledge in the minds of children. Uses resources efficiently. The role of the pedagogue is extremely important in this process. If the pedagogue takes into account the feedback of the practicing students, the result can be more effective if they work together.

It is no secret that the family budget and economic power are the most important foundations in the economy. The cooperation of the preschool education organization with parents is one of the important components of the quality of preschool education [4] Because in PEO, if the educator organizes the activities related to the economic topic by involving the parents in the activities, this activity is more effective and in a cheerful spirit. will be Parents also gain knowledge about economic education and continue this process at home and in the family. Therefore, it is necessary to teach economic education starting from the family with the cooperation of parents. Through this, it is possible to reach the value of opportunities and blessings that belong to his family and, moreover, to himself personally.

ACKNOWLEDGEMENTS

Abdurakhmonov Botirjon Department of Geography, Namangan state University, Uychi street 160136, Uzbekistan Telephone: 998-231-7612 E-mail: Botu76@mail.ru

REFERENCES

1. State curriculum for preschool educational organizations of the Republic of Uzbekistan /*Improved second edition/Chapter I, Clause 1* //"*Goals and tasks of PEO*"
2. An explanatory dictionary of the Uzbek language. (under the editorship of A. Madaliyev), (2008) "*National Encyclopedia of Uzbekistan*" State Scientific Publishing House. - T. p. 397, 398.
3. State curriculum for preschool educational organizations of the Republic of Uzbekistan /*Improved second edition/Chapter I, paragraph 3* //"*The role of the pedagogue*"
4. State curriculum for preschool educational organizations of the Republic of Uzbekistan /*Improved second edition/Chapter II, Clause 5* //"*Cooperation with parents and local community*"
5. Tolipov B.Kh. (2009) *The combination of material and spiritual factors in personal economic culture: Philosophy.fan.nom. ... diss.-T. -p.152.*
6. *Decision of the President of the Republic of Uzbekistan dated September 30, 2018 PQ-3955*, <https://lex.uz/docs/-3923110>
7. National Encyclopedia of Uzbekistan. P. 257
8. Mirziyoyev Sh. M. (2017) "*Critical analysis, strict order, discipline and personal responsibility should be the daily rules of every leader's activity.*" Uzbekistan. T., p. 45.
9. Kuchkarova N.M. (2022) *Development of economic and legal competence of teachers-pedagogues "Bookmany" Tashkent-*, p. 150
10. Kayumova N.(2013) *Preschool pedagogy. T.: TDPU*
11. Kadirova F.R. (2019) *Preschool pedagogy "Thinking". Tashkent.*