

ECONOMIC EDUCATION OF PRIMARY STUDENTS ON THE BASIS OF COOPERATION PEDAGOGY

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ANNOTATION

In this article we will talk about economic education of Primary School students in general secondary schools on the basis of cooperation pedagogy and its essence

Keywords: Uzbek families, school, "economical Startup", "School Business Model", Primary class

INTRODUCTION

Recognized by international organizations and most countries of the world as the main force ensuring sustainable development of education, the new concept of Education, which was established until 2030 "improvement of the process and means of assessing the quality of education, the introduction into practice of ICTs that allow to determine the achieved results"¹ the actual task was determined. In particular, special attention is paid to the design of the quality of education on the basis of cooperation pedagogy, individualization of the educational process on the basis of the educational dialogue, development of collaborative teaching technologies and improvement of the methodological system of application to practice.

In the scientific research carried out on improving the quality of Economic Education on the basis of cooperation pedagogy in the world, special attention is paid to the effectiveness of the educational process, the main emphasis is placed on the need to develop training models based on the personal-humanitarian approach on the basis of cooperation pedagogy. In particular, special attention is paid to the development of scientifically-based proposals and recommendations on the definition of methodological conditions for improving the quality of education on the basis of cooperation pedagogy, the application of concerted ideas of cooperation in practice. At the same time, the development of educational technologies, the improvement of pedagogical norms of ensuring the integration of family, school plays an important role.

Ensuring the development of the Society of market production, serving to increase the well-being of the population, is ensured on account of the upbringing of economic consciousness and culture in citizens, the emergence of production competition between them. Free competition dictates that members of society should be able to carry out special activities in the conditions of market education, demonstrate domestic opportunities. And competitiveness means the level of readiness of the population, in particular, to organize the socio-economic education of young

¹ Decree of the Cabinet of Ministers of the Republic of Uzbekistan "on the implementation of the "Sustainable Development Goals" for 2016-2030 in the Republic of Uzbekistan" dated February 15, 2016.

people who are stepping into independent life. Therefore, it is worthwhile to pay serious attention to the effective training of primary schoolchildren in general secondary schools on the basis of collaborative pedagogy in economic education.

Economic education of Primary School students is a complex and multi-stage process. Therefore, the successful organization of economic upbringing by an adult person is not only determined by the fact that the economic, financial knowledge or financial resources utilized by him are sufficient. Bunda, the most important thing is practical in planning, production and management of an individual on the basis of a full-fledged imagination on the basis of the economic concept, the essence of Economic Education it is considered to have qualifications. After all, although it is divided into theoretical knowledge, its application to practice can not be active in the process of Economic Education of a person unless his skills, skills are progressively developed.

For centuries in Uzbek families, the maintenance of the family economy (farmland and auxiliary farm) for children, the formation of the family budget, the establishment of the distribution of family labor, payment of taxes, the implementation of daily purchases, food products and thematic clothing, storage (repair) of shoes, the construction of Housing, current and capital repairs, ensuring the suitability of household (kitchen) equipment and items, , to master the secrets of a particular craft, it is necessary to give both theoretical and practical training.

Trade handicraft from the age of 9-12 years in the Agarda boy children, it is noteworthy that girls are directly involved in horticultural and peasant Affairs, and from the same age, with the help of grandmothers, mothers and sisters, they are focused on mastering the secrets of cooking, sewing, keeping the house in order, mastering the secrets of a certain craft (embroidery, gilding, weaving).

In the economic direction, it is necessary to organize family education in such a way that children do not perceive money as a symbol of wealth, fullness, power. On the contrary, let it be accepted that monetary means, like all material blessings, is the product of human labor, the result of an effective, successful activity. Let him also take such a responsible approach to the expenditure of money, no matter how carefully they treat all material goods.

Parents or grandmothers 'or grandmothers' or their children's sons about the fact that it is possible to earn money only as a result of honest labor, relying on personal or other life experiences the concepts of the need to recognize labor as a vital necessity and a living condition, the need to save and investigate money, which is the result of laborious labor, are formed. It remains only to learn to be in a relationship with composure, calmness, even if in the future they will receive a large amount of money.

And teaching children in the family to understand their rights as consumers ensures that even in independent life the material found in the labor account is not wasted.

In the economic education of Primary School students, it is important to educate them on how to make as much income as possible as consumers and how to spend the income generated wisely. For this, it is worth paying attention to the formation of abilities that will allow them to earn more income. It is in this position that it is desirable to achieve their ability to organize labor and professional activities in the direction of a particular profession or profession, while

remaining, to find a reasonable approach to the use of material funds and its use in primary school students.

So, Economic Education of Primary School students is a complex, multi-stage pedagogical process. Economic knowledge, active participation in family business activities or school business projects, skills of Labor and production, as well as the qualities of economic competence (possession of a clear goal and Action Plan, initiative, entrepreneurship, creativity, proper assessment of the situation in economic matters, rational decision-making in various economic situations, tolerance to competition, non-discouraged in the face of failures, willingness to risk, etc.) The correct, effective organizational and methodological implementation of the pedagogical process aimed at the economic education of Primary School students depends on the selection of principles of priority importance.

Mechanism of preparation of Primary School students for Economic Cooperation in the classroom and out-of-school environment:

1-option	2-option
1. The organization of the "school group of entrepreneurial students" (or the establishment of family entrepreneurship).	1. The organization of the "group of young school entrepreneurial students" (or the establishment of family entrepreneurship).
2. Reach an agreement with the trade shops.	2. Organization of the school fair.
3. Delivery of the product to commercial stores.	3. Realization of products at the fair
4. Product realization	

Mechanism incredibly simple, though, but to put it into practice is considered a somewhat complicated process, for which it is necessary to initially prepare a thorough based business plan (business project or startup-startup business plan).

An important component of personality life in different eras, the market

the correct, effective organization of economic activity, which is the main condition of its economy, is considered as a separate direction of social education. It was concluded that economic upbringing of Primary School students during the period of the study is a complex process by studying the literature on pedagogical, psychological and economic motivation, analyzing the ideas put forward in them, observing the activities of the relevant age categories of individuals, economic upbringing of Primary School students will go through the following stages: 1) diagnosis stage – with the help of questionnaire survey, interview, observation, assess the social, individual importance of Economic Education by Primary School students, determine if there is any interest and need for mastering economic knowledge, skills, skills;

2) adaptation stage-preparation of students for the process of practical economic activity by integrating theoretical economic education into the minds of Primary School students using practical tasks and didactic games (crossword, anagram, rebus);

3) practical and active stage-the creation of "thrifty startup", "school business model" with the character of a role – playing and Business game, the study of students' participation in family entrepreneurial activities, the organization of economic activities in adolescents with the help of assignments based on interactive techniques skills, formation of skills;

4) control and evaluation stage – assessment of skills, level of development of skills related to practical application of Economic Education by primary schoolchildren according to the practical results of "economical startup" and "school business model";

5) reflexive stage – the development of skills of independent assessment of the level of economic upbringing in primary school students; achieving a consistent set of reflexive assessment by them.

These stages cover the process of teaching, the process of extracurricular activities and are carried out on a mandatory and voluntary basis. At each stage, local conditions and reliance on national and economic values ensure deep, solid knowledge, skills acquired by Primary School students.

The age, physiologic and psychological characteristics of Primary School students in general secondary schools as well as the reliance on their personal moral and moral qualities make it possible to effectively promote economic education among them. The implementation of these tasks at certain stages in accordance with their essence ensures consistent and systematic organization of pedagogical activity.

The main directions, an effective pedagogical approach, the correct selection of priority principles are important in the preparation of primary schoolchildren for the organization of Economic Education in the classroom and in extracurricular conditions. The main direction, pedagogical approach, priority principle, which is defined as the cognitive basis, constitute the methodical and empirical basis of research.

Pedagogical activity aimed at economic education of Primary School students expresses a certain meaning in itself.

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