
Economic Culture In The Form Of The Pedagogical Analysis Of The System

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Abstract— *This article describes the conditions for the formation of students' economic culture in higher education institutions, the development of economic culture through economic education, as well as pedagogical analysis, economic thinking, structure and components of economic culture in developed countries.*

Keywords— competency, economic thinking, innovation, component, economic education, economic choice, economic literacy, economic system.

1. INTRODUCTION

The state scientific, technical and educational policy pursued in the Republic of Uzbekistan is aimed at preserving and ensuring the development of scientific and technical potential, creating optimal educational conditions, creating innovative activities, and concentrating efforts in solving socio-economic problems in the context of a profound transformation of the economy. Successful solution of these urgent problems will ensure the effectiveness of creating and implementing an innovation development strategy in the interests of further improving the country's economy and increasing its competitiveness in the global market.

2. MAIN PART

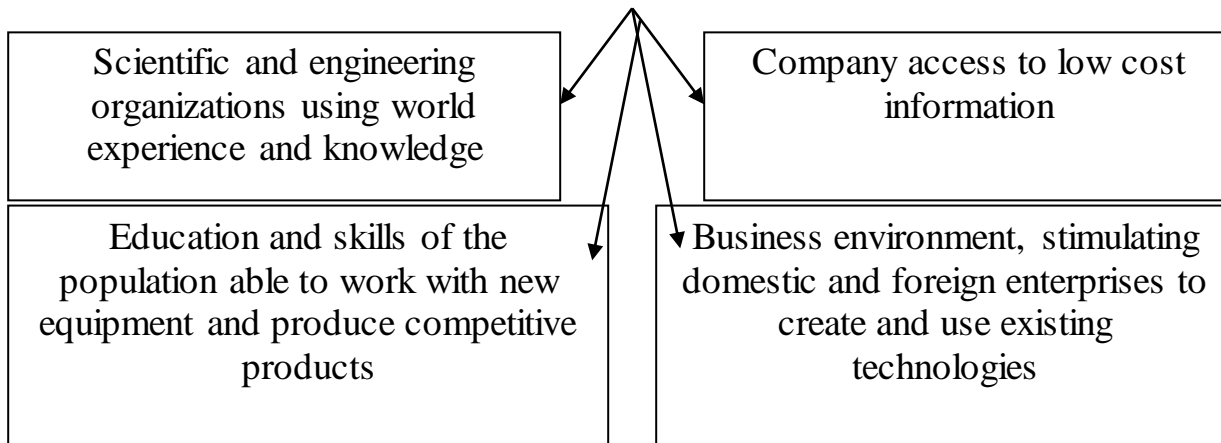
In reforming the educational system of our republic, alignment with curricula based on international experience that meet the requirements of international standards is the basis for improving the system of higher pedagogical education. Under the conditions of Uzbekistan, a fundamental reform of the education system, taking into account the national mentality, traditions and obysaev, is a requirement of the time. In this regard, the Strategy for Action in the five areas of development of the Republic of Uzbekistan in 2017–2021 defines the main tasks as “and innovation, the creation of effective mechanisms for the implementation of scientific and innovative achievements in practice ...”, [1; 70c] improving the quality level of training, created necessary conditions for the training of highly qualified personnel based on international standards, the establishment of each higher educational institution close cooperation with leading scientific and educational centers of the world and the development of students' creative abilities, effective use of interactive methods in working with young people, improving higher education.

In the coming XXI century, a number of significant changes are needed in the system of continuous higher education, aimed at training modern specialists and the need to maintain the appropriate level of quality of vocational education of the future teacher. In the conditions of modernization of the education system of the Republic of Uzbekistan and the transition to a two-tier system, the status of a graduate of the university is changing substantially. Modern people, thanks to scientific and technological progress and globalization, receive a certain amount of information every day, which should and can contribute to raising the level of education, qualifications of specialists and their professional level. In turn, this raises the need for continuous education, the requirements for a general and material and economic culture, for professional competence, for the mobility of the preparation of students in various fields increase. At the same time, one of the main senses of education is the creation of conditions for the constant development and improvement of each individual throughout his life.

Material and research methods

The experience of developed countries shows that the formation of the economic systems should effectively develop four basic components (Figure 1.1).

The main components of the formation economic system



Economic thinking of the emotional plan does not contribute to the formation of active behavior within society. At the same time, economic illiteracy gives rise to conflicts, which negatively affects the economic results. Knowledge obtained in the process of learning and the ability of rational thinking should enable a person to quickly adapt to the requirements dictated by economic and social transformations in society, competently implement their economic choices in various life and work situations.

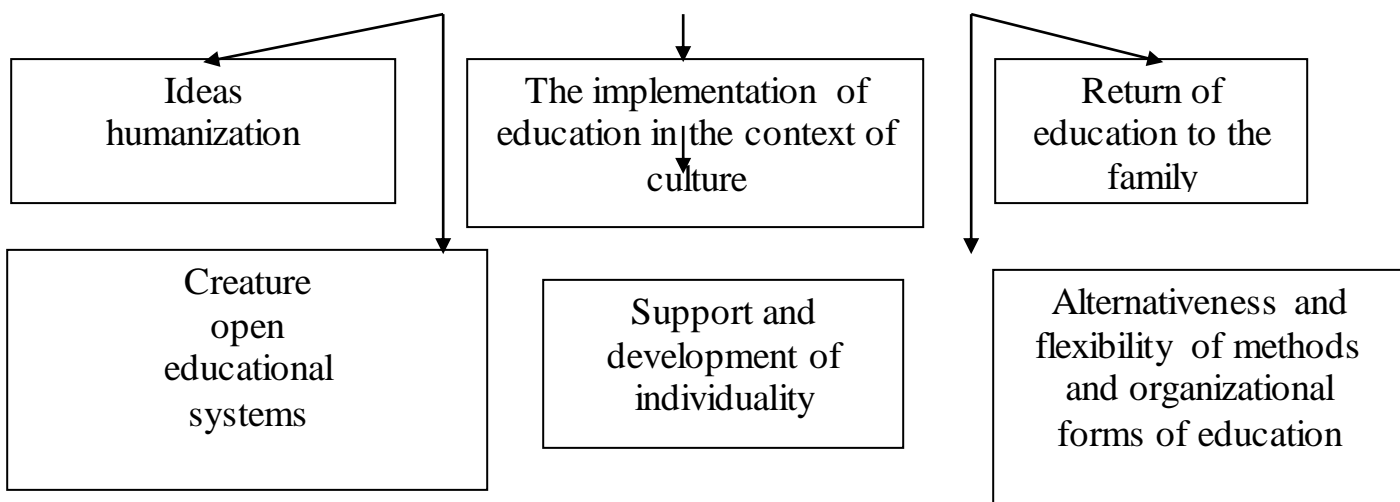
Also, from an economic point of view, information and communication technologies have had a significant impact on changing the strategy of higher professional education and further development. They brought to the education and training of such innovative elements as excessive information resources, new network services and previously unknown communication opportunities. As this process deepened, the educational system absorbed, as it were, the socio-technological capabilities of information and communication technologies. Thus, the network libraries and digitized resources of a general cultural nature that emerged unexpectedly began to be actively used by the faculty and students - from them the resources of the educational nature and purpose grew. For example, services for analyzing large arrays of information, on the presentation of knowledge in the form of tables and presentations, have become a natural companion of the educational process. And, finally, new communication opportunities have given rise to networked communities for a variety of interests.

Results and discussion

In the modern educational system of higher educational institutions, a creative search for new approaches, conceptual ways and meaningful forms in the work on developing the skills of the economic culture of students is needed.

Modern pedagogical concepts are distinguished by the desire to rely on universal human values and civilized forms of vital activity in all spheres. The following components are present to some extent in all concepts (Scheme 1.2).

Components of pedagogical concepts



In pedagogical science, problems of the development of a multifaceted personality culture are being developed, which emphasizes its theoretical and practical need for a real educational process. The urgency of this issue lies in the fact that humanistic education makes a decisive turn towards the student's personality - he becomes really the subject of his development in all aspects of culture: informational, entrepreneurial, physical, economic, corporate, managerial, and not the means by which teachers implement alienated from this individual abstract plans and programs. Such an education respects the personal dignity of each student, his individual life goals, requests and interests, creates favorable conditions for his self-determination in the development.

Economic education is the basis of economic education of the individual and the basis for the formation of economic culture. Economic culture is a structural quality of a person, developing in the process of training and education, synthesizing in itself deep and solid knowledge of the fundamentals of the functioning of the economy and the individual's ability to use this knowledge in the process of life activity [3; 158p] All this determines the basic principles on which the system of economic education of students should be built:

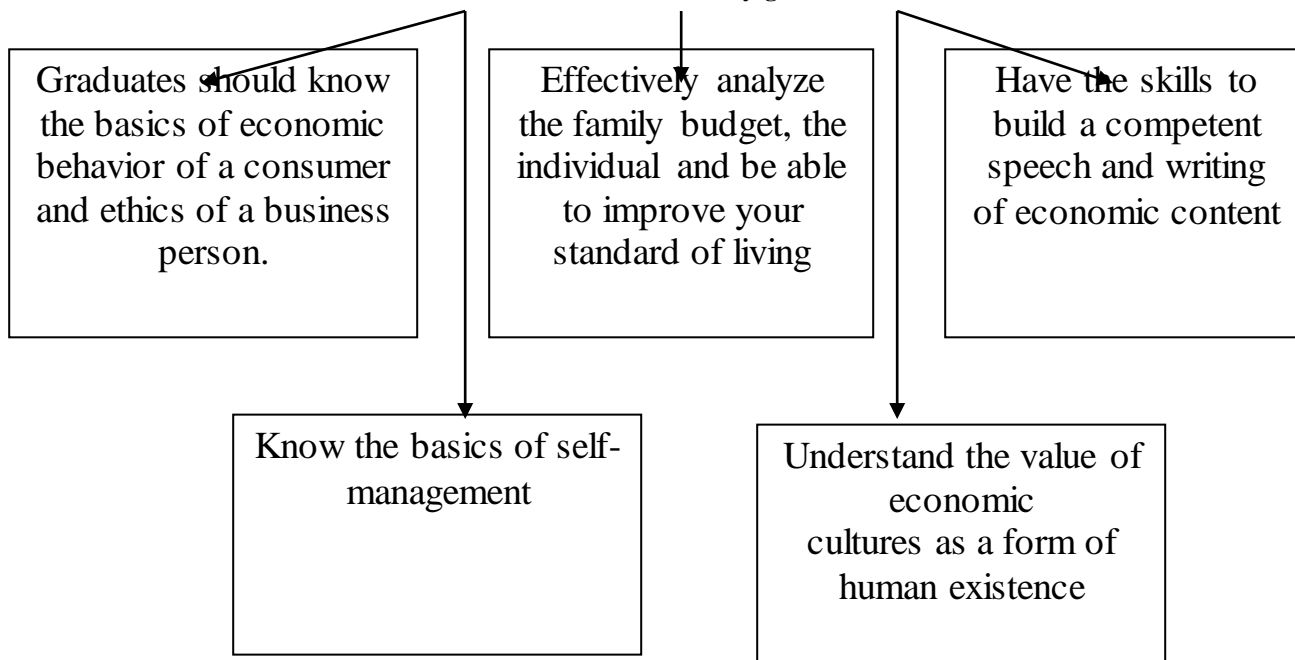
- student-centered approach to the teaching of economic disciplines;
- their orientation to universal values in the economy;
- consideration of modern economy as a complex ecological system;
- consistency in subject teaching, the interaction of various types of didactic connections, between training topics, courses, subjects, cycles.

It is customary to single out the elements of economic culture:

- economic literacy;
- economic thinking;
- system of ideas about the laws and mechanisms of market economy functioning;
- ability to analyze economic information;
- character traits that provide literate "economic deeds."

As a result of a focused and comprehensive higher professional education, it should have a positive effect on the economic culture of the population, and university graduates should competently apply their knowledge and skills (Figure 1.3).

**Application of economic knowledge and skills
university graduates**



3. CONCLUSION

Today it is obvious that no matter how competent a person is and in whatever field of activity they work, he must understand the importance of economic culture, since a person is from birth and his whole life is in a circle of social and economic relations. Therefore, any person should be economically cultural.

Today, there is an acute demand for economic knowledge, economics education in higher pedagogical education, since in recent years the subject "Economics" has been given priority attention in the curricula of higher educational institutions. This will certainly have a positive effect on the formation of the economic culture of society as a whole.

The main task of such networks is the intranetwork exchange of practical knowledge, accumulated by teachers during their pedagogical activity. This knowledge can be accessible to other educators only in a situation of real cooperation. Networking provides such benefits as reducing isolation, professional development, finding joint solutions for similar problems, sharing experiences, accelerating knowledge sharing.

One of the most promising characteristics of network professionals' cooperation is the mutual motivation of the participants, the synergetic effects that lead to the emergence of internal dynamics. At the same time, as experience shows, the task of public authorities is not even moderation, but the provision of infrastructure for networking

4. REFERENCES

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