

# Characteristics Of Developing Economic Competence In Future Primary School Teachers

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**Abstract**— *This article provides information on the specifics of the development of economic competence in future primary school teachers, the factors of design and implementation of programs aimed at improving economic culture, and the sections of the program developed for the development of economic education.*

**Keywords**— economic education, economic culture, technological principles, software, individual level, indicators of economic culture, cognitive component, semantic-operational, evaluation-reflexive.

## 1. INTRODUCTION

In higher education, speech activity is the most priority, leading type to provide with economic education for future primary school teachers, because it is engaged in the search, processing and management of the most important information about their professional activities. The main sources of information are literatures, textbooks and problem solving for all specialties of zero level, in general, the scientific and popular science literature in the context of the chosen specialty.

## 2. MAIN PART

Primary school teachers are required to teach students primarily in economics and economic culture. Based on the scientific approach to the consideration of modern competencies in the management of economic culture and economic education, the object of knowledge in the methodology is the ability to determine what the student needs to learn.

The strongest foundation for economic development is man. Therefore, in today's market management relationship, every student, teacher, business government, businessman, should have the opportunity to learn about the implementation of activities, to cultivate control.

Economic culture and economic upbringing in harmony reflect human social activity. It is impossible to consciously, consistently and scientifically change and improve economic relations without mastering the skills of economic culture and economic education.

As the President of the Republic of Uzbekistan Sh.M.Mirziyoev noted, "we all understand that one of the most important and urgent issues is to bring up young people with high spirituality, modern knowledge and professions, independent thinking in the spirit of national and universal values" (1.40 p) Therefore, educating young people as professionals in accordance with the requirements of the labor market imposes a number of tasks on the education system. Such tasks include the formation of an economic culture among young people.

Economic culture is a set of intellectual, emotional and practical components, moral and spiritual relations that allow an individual to integrate into the predicted socio-economic conditions of self-awareness and adaptation in economic activity and behavior in society (2.167p).

It envisages the development and implementation of a program aimed at improving the economic culture of the students of the future class, which was necessary, first of all, to ensure a three-level important factor in the implementation of the program:

The first factor is that all students are living in the modern global era, and the second is that market economy activities today can be in any conditions for business loyalists and interactions;

The second factor is to identify global challenges in an economic environment with economic education competencies. Supervise the development of the mutual economic culture of future professionals, which has created problems in the international arena, which constitute the economic culture in future professionals;

The third factor is the exchange of projects to plan and work with future primary school students on the development of economic culture in other countries, i.e. foreign countries.

In addition to analyzing the current problem of the formation of economic culture, we offer a curriculum aimed at improving the economic culture of future primary school teachers.

The technological principle can be presented as a leading methodological principle in assessing the cost-effectiveness of future primary school teachers and taking into account their goals.

This principle requires the introduction of simple, cost-effective, understandable, convenient technologies and methods for evaluating efficiency; requires the use of hardware, hardware, computers, software.

In the field of economic education, we have studied in detail the existing textbooks and manuals that reflect the problem of "Economic culture in education", the lack of literature on economic education, economic culture. We analyzed the focus on management in education.

The analysis of these textbooks shows that although economic education has a certain place in these textbooks, at the same time, they do not have enough topics aimed at forming an economic culture in future teachers. Most topics are focused on developing the ability to read scientific literature.

In our study, we focused on the need to develop a culture of communication in future primary school teachers, as well as economic culture.

It is possible to follow a certain position, according to which "the principle of communicative orientation necessitates the use of different organizational forms of communication, as well as the appropriate organization of self-training for the implementation of different games" [3, 50-p].

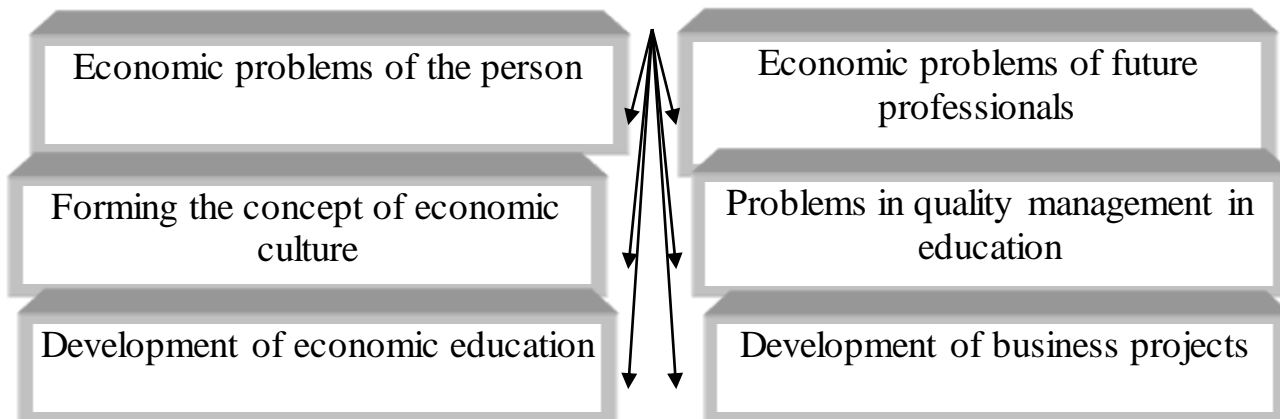
The communicative approach usually seeks to fully systematize the interactions between the components of the learning content.

They can include the following.

- system of general (pedagogical) activity;
- communication system (speech communication, speech activity);
- text as a system of speech products;
- system of structural-speech structures (dialogue, monologue, different types of speech comments and messages);
- The structure of human speech.

In view of the above, during our research we tried to develop a methodological manual for future primary school teachers to increase economic culture, which includes blitz assignments, problem based questions, business on topics related to the development of economic culture, along with economic education. games, debate - enriched with questions for discussion. [4,495-p] We have organized our program for the development of economic culture and economic education of future primary school teachers on the basis of the following sections. (Figure 1)

Program sections on the development of economic culture and economic education of future primary school teachers



The content of the topics in each of the sections discussed is aimed at enhancing the economic culture of future primary school teachers, as well as a series of questions for group discussion, dialogues, business and role-playing games, and dialogue. A block of questions on other forms was created. For example, we asked the following question for discussion in order to improve the economic culture of future primary school teachers. "What is the role of the family in ensuring that our children receive a quality education in secondary schools?" This question is, in a sense, related to economic problems. This game can be played by two or more people, who during the conversation (discussion, debate) prove to their interlocutors all the advantages of living here or there. Questions like these are available in all sections of the collection to create debates and role-plays, which, in our opinion, help students develop their communicative skills, which are essential for increasing their economic knowledge as well as learning the culture of communication. he agrees.

### 3. CONCLUSION

In order to improve the economic culture of future primary school teachers, we recommend that the education system in foreign countries analyze the courses aimed at improving the economic culture in the educational process. What is important for us is that during such classes, students can clearly see the positive results of other countries in solving some economic problems. This approach will shape the global outlook of future professionals and help them develop a sense of internationalism.

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