

PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF PROVIDING ECONOMIC UNDERSTANDING TO PRESCHOOL CHILDREN BASED ON A MULTIFUNCTIONAL APPROACH

Allaberganova Nargiza Polvannazirovna

Teacher of the Department of Methods of Preschool Education, Urgench State University

E-mail: nargizaallaberganova89@gmail.com

Annotation:

This article analyzes the issues of Economic Education of preschool children, the formation of the foundations of economic culture, the involvement of children in the economy, pedagogical conditions for Economic Education.

Keywords: economic understanding, economic culture, economy, material resource, economic problem, spending, need, income, business, economic accounting.

POLIFUNKSIONAL YONDASHUV ASOSIDA MAKTABGACHA YOSHDAGI BOLALARGA IQTISODIY TUSHUNCHA BERISHNING PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI

Allaberganova Nargiza Polvannazirovna

Urganch davlat universiteti, Maktabgacha ta'lim metodikasi kafedrası o'qituvchisi

E-mail: nargizaallaberganova89@gmail.com

Annotatsiya:

Ushbu maqolada maktabgacha yoshdagi bolalarni iqtisodiy tarbiyalash, iqtisodiy madaniyat asoslarini shakllantirish, bolalarni iqtisodiyotga jalb qilish, iqtisodiy tarbiyalashning pedagogik shartlari masalalari tahlil qilingan.

Kalit so'zlar: iqtisodiy tushuncha, iqtisodiy madaniyat, tejamkorlik, moddiy resurs, iqtisodiy muammo, sarf-xarajat, ehtiyoj, daromad, ishbilarmonlik, iqtisodiy

ПЕДАГОГИКО-ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ДАЧИ ЭКОНОМИЧЕСКОГО ПОНИМАНИЯ ДОШКОЛЬНИКАМ НА ОСНОВЕ ПОЛИФУНКЦИОНАЛЬНОГО ПОДХОДА

Аллаберганова Наргиза Полванназировна

Преподаватель кафедры методики дошкольного образования

Ургенчского государственного университета

E-mail: nargizaallaberganova89@gmail.com

Аннотация:

В данной статье проанализированы вопросы экономического воспитания дошкольников, формирования основ экономической культуры, вовлечения детей в экономику, педагогические условия экономического воспитания.

Ключевые слова: экономическое понятие, экономическая культура, бережливость, материальный ресурс, экономическая проблема, расход, потребность, доход, предпринимательство, экономический расчет.

Introduction

As a result of the independence of the Republic of Uzbekistan, radical changes took place in the country's economy. Changes are being made in the way of strengthening and developing the national economy.[1]

The Uzbek people have long paid special attention to family spirituality. Today, it is the sacred duty of every family to use spiritual heritage to educate future generations that meet the demand of our independent republic. Fulfilling this duty with honor begins with instilling in the minds of the younger generation in the family a sense of generational genealogy, profession, customs, traditions, methods of upbringing, its place in the development of society, its own positive history, pride in it.

It is natural for a person who is proud of his parents, his family, his ancestral history, to be proud of his country, nationality, people, language, religion, culture, to awaken him, to look into the world. To do this, it is necessary to instill in the mind of the child in the family such concepts as “you are the child of a rich, great nation in history”, “you are the ancestor of great thinkers, allomai-great-grandfathers who gave birth and raised times”, “the Uzbek people are rich in spirituality, Homeland, people, faithful people”, “the nature of our country. Currently, Economic Thought requires the upbringing of a person who is prepared for practical activity in the conditions of developed, continuously developing and improving market relations. If earlier economic problems were artificially alienated from the child and kept away from them until the onset of practical activity, now life itself is required from preschool age, to know what the child needs, what their satisfaction is limited to, how to choose at a time when the choice is always limited [2]. The child should clearly imagine the task of money, the structure of the family and kindergarten budget, how the price of goods is formed and what its sources consist of, ETC.

LITERATURE ANALYSIS:

Increasing contradictions cause such situations among preschool children as negative phenomena: unwillingness to perform work related to meaningful and simple work, laziness and neglect of Labor, waterfall, extreme indiscipline, poor organization of Labor and habituation to low labor productivity.

The purpose of Economic Education and upbringing is to prepare the younger generation for conscious and economically literate participation in the reforms carried out in our country. This greatly accelerates the transfer of reforms, reducing the spending associated with the transformation of the economy. Economic education should give (form an idea) about the types of needs of Bo and the sources of their satisfaction, about the need to choose, about the role of money in the life of a person and society, about the source of your income and the structure of family spending. Children's knowledge of goods and services, how they are formed, the relations of the manufacturer, the Trade Organization and the consumer, about what property is, should be based on the aforementioned imagination (concepts). Children should be brought into the world of multilevel economics: kindergarten and housing, enterprise, economy.

It is necessary to teach him to analyze the needs of his family, including his own, to highlight the first of them - vital ones, to determine the possibilities of the family budget in meeting the needs of the family. He should be told how to better use his money, buy the simplest things from stores, explain the importance of labor in meeting his needs (See Figure 1).

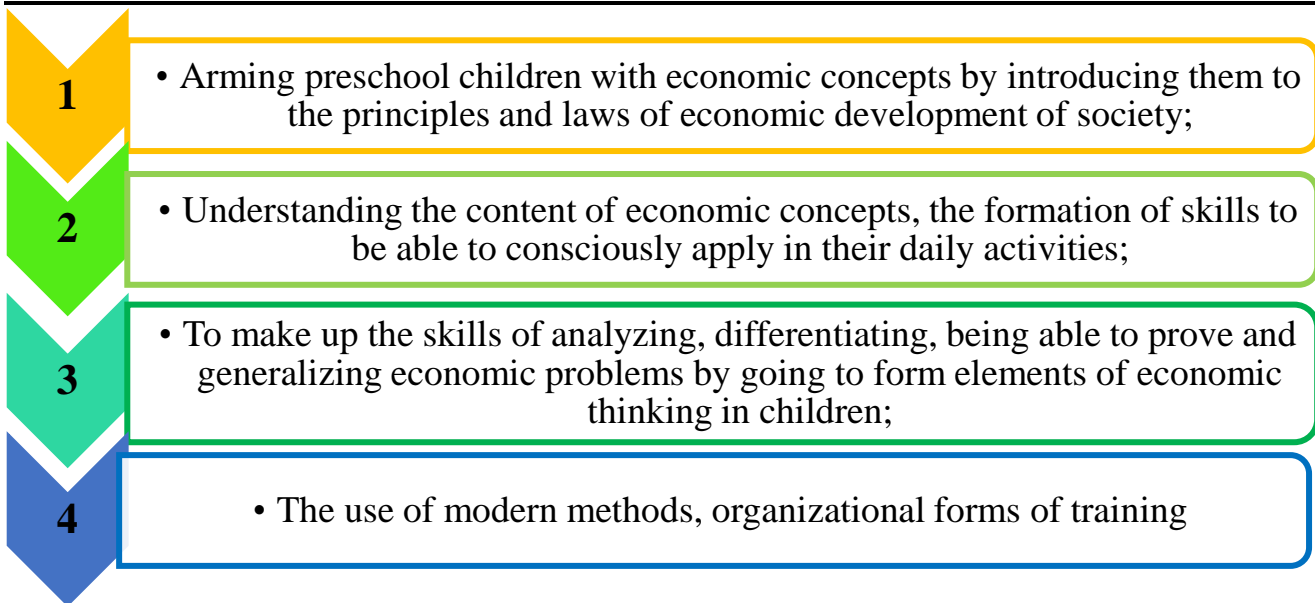


Figure 1. The purpose of providing economic education and education to preschool children

Economic education should be aimed at preparing a person for economic activity, taking him into account the participation in the economic life of our society, the formation of the diligent, bright youth of the Republic. Economic Education is a necessary condition for the harmonious formation of an individual. Economic education of preschool children has been and remains one of the main problems of pedagogy. It is important to form children's economic thinking both in one context and in subsequent development, which is moving towards a market economy. Our government is taking care of this area, and there is a lot of research on the issue of the use of innovative technologies in the economic education of children by specialists in the field. The main goal of providing economic understanding to preschool children forms the ability of children to make savings, business, economic calculations.

RESEARCH METHODOLOGY

In an economically educated person, his vision of solving many everyday attitudes in our lives changes. But, unfortunately, in everyday life, many examples can be found of the use of public and public funds in a non-purposeful way. To reduce them, all citizens, “from small to adult”, need a pragmatic, non-standard approach to solving economic attitudes that arise in life. And for this it requires the creation of a new economic thought. It is for this purpose that the economic educational and educational work carried out at the MTT should serve. Economic Education and upbringing should reveal to children tevarak-the world of economics around us.

- For this, what does economics learn in the process of training from preschool age?
- What does knowing economics give a person?
- What is the need to study economics at MTT?
- What is the role of economic knowledge in the transition of the country to market relations and in the future life conditions and work of each child in the market environment? should shed light on the questions.

Economics should be revealed from a historical point of view, starting with the emergence of Commodity Exchange in the primitive periods of mankind. It is necessary to show how the development of turnover, market structures: open and closed market, carrying and selling, shops brought to fairs and exchanges. As long as the primitive forms of market exchange remain in improved form until the dagger, the child will better

remember the transition from the elements of the ancient form of Commodity Exchange to the modern procedures of market infrastructure (see Figure 2).

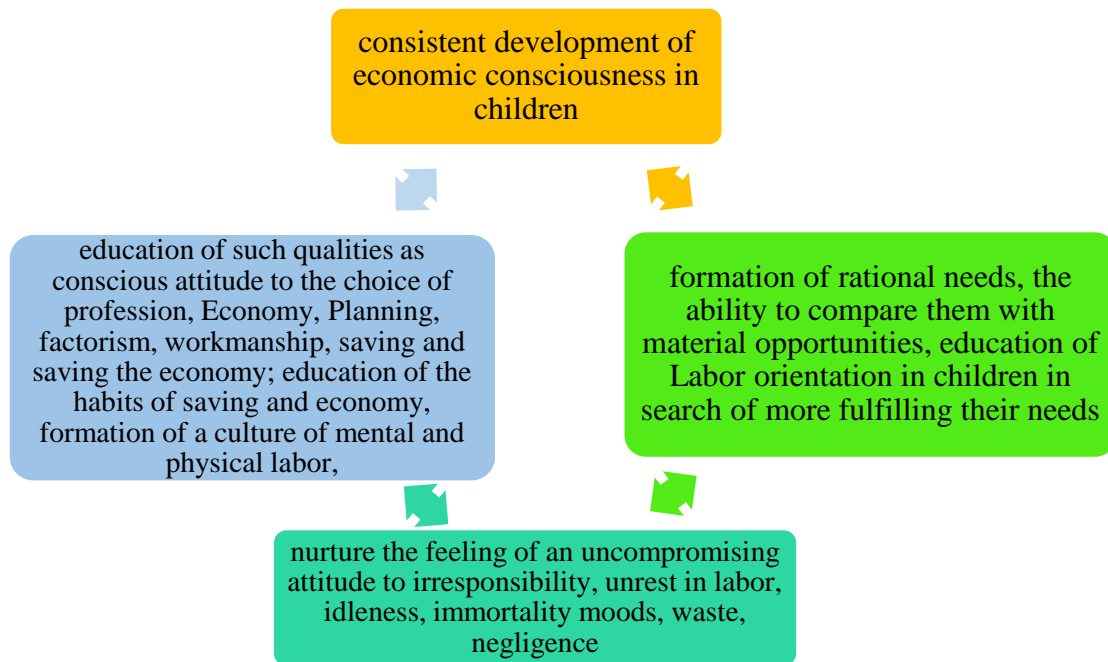


Figure 2. Tasks of providing economic understanding to preschool children

Economic education of preschool children, the formation of the foundations of economic culture, the involvement of children in the economy, initial economic education have a great influence on the child's attitude to material and spiritual values and, in general, on the formation of the child's personality.

The variety of problems studied in the theory of economics is admirable, but the issue of studying the pedagogical conditions for the economic education of children in a preschool educational organization remains relevant.

Mastering economic concepts for preschool children is, first of all, one of the methods of improving moral and labor education. Today, of particular importance is the need to develop economic educational technologies that meet the requirements of the time, which allow the correct implementation of this process.

ANALYZES AND RESULT Those of our educators in educational and educational processes in preschool educational organizations will definitely draw our attention to the requirements, the development, upbringing of the child and the requirements of the state standard, as well as the organization of activities in accordance with the curricula applied to the practical process in the system, as well as the negative effects of various issues and Because the day-long practical activities of the educator-all activities in the period from the morning reception processes to the observation of the child-are carried out according to the agenda plan, at this time the process of generating almost identical knowledge, skills and qualifications in all children in the group of the educator does not give the expected result. From such a situation, the educator is required to take a creative, multifunctional (diverse use of various components of the developing environment) approach to activity. For this, it is important that the conditions are sufficient for all processes related to the social environment, activities in which the child is being raised, developing.

● person-oriented-the educator must ensure that each child is engaged according to his own interests (children easily move in a group Environment, know where they are located, can freely use toys and all resources).[2]

Facilitation (relief) –(from English “facilitate” – “facilitate”, “encourage”, “create favorable conditions”) these are conscious learning processes, a way of developing education, creating a favorable environment that positively affects children to increase their interest, helping them gain self-confidence, stimulate and support their needs for independent and productive activities;

A facilitator is an educator who does not work within the framework of a traditional educational concept, but rather directs and helps children to learn about themselves (for example, choosing ideas, forming their own ideas about them, mastering material through research and conversation) [2].

The concept of multifunctional is considered a category that has just entered the preschool education system, and the main purpose of using this term in our study is - under the supervision of Educators of the preschool educational organization for the age periods of the child, as well as in the family, to improve their approach to the development, improvement, formation of competencies during different stages of the composition of the environment, which are considered various components of the social environment, to form such qualities mentioned above, characteristic of the process, even in future educators.

This concept is noted in the improved variant of the current variative curriculum used by preschools VI i.e. in the chapter “Organization of the developing environment”, as one of the requirements for the content of the developing environment:

Multifunctional-the possibility of diverse use of various components of the developing environment. [3]

Poly – (yun.poly-much, much, much) international appropriation the first part of compound words: indicates the plurality of something, diverse, complex composition.[5]

Functional-function-specific; task-related; task-specific. Functional linkage. Functional analysis. Functional range of language. Functional styles. Each functional style serves one of the specific areas of social activity. [6]

Conclusions

1. The views of scientists on the general development of preschool children, education and the development of their vision of economic concepts, national and foreign experiments made it possible to formulate the following conclusions: to analyze the historical foundations and scientific research work of the formation of economic concepts in preschool children, to correctly understand the essence of the main concepts on the topic, to clearly define the, the content of such concepts as” economic activity“,” polyphynxional“,” multifunctional approach " was highlighted.

3. The content of activities on the structural structure (economic imagination, economic education, economic education, economic activity)of the economic concepts of preschool children and the compatibility of competencies in the field of base and development on the content were determined on a strict basis.

3. Formation of economic literacy of educators social necessity.

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