

FORMATION OF ECONOMIC EDUCATION IN PRIMARY SCHOOL STUDENTS

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Abstract: This article discusses the importance of forming economic education in primary school students and the role of modern pedagogical technologies in this process. It analyzes interactive teaching methods, didactic games, project-based learning, and information and communication technologies (ICT) as effective tools for developing economic thinking, responsibility, and basic financial literacy in young learners.

Keywords: economic education, primary education, pedagogical technologies, financial literacy, interactive methods, ICT, didactic games.

Introduction

In the modern era of globalization and rapid economic development, educating the younger generation in economic awareness has become one of the key tasks of the education system. Primary school is the foundational stage where children begin to form basic concepts about society, work, value, resources, and responsibility. Economic education in primary school aims to develop simple but essential skills such as saving, responsible use of resources, understanding money, and recognizing the value of labor.

These competencies are not only academic but also practical life skills that shape a child's future behavior and decision-making. Therefore, the use of modern pedagogical technologies in teaching economic concepts is highly important for making the learning process more effective, engaging, and meaningful.

The issue of economic education in early schooling has been widely studied in both local and international pedagogical research. According to J. Dewey, education should be based on real-life experiences, where learners actively participate in the learning process rather than passively receiving information. This approach strongly supports the idea of teaching economic concepts through practical activities.

L. Vygotsky emphasized the importance of social interaction and collaborative learning in cognitive development. His theory suggests that children learn effectively when they interact with peers, which supports the use of group work and interactive methods in economic education.

P. Freire highlighted critical thinking and learner-centered education, arguing that students should be encouraged to analyze real-world problems. This is particularly relevant in developing economic awareness, where students must understand everyday financial decisions.

Among local scholars, N. Avliyoqulov, B. Khodjayev, and S. Mirzayeva have researched the effectiveness of modern pedagogical technologies in improving student engagement and independent thinking. Their studies confirm that interactive methods and practical learning activities significantly enhance students' understanding of economic concepts.

Interactive methods such as "Cluster," "Brainstorming," "Fishbone diagram," and "Pair work" play an important role in developing students' economic thinking. These methods encourage learners to analyze concepts such as money, work, needs, and resources independently.

For example, the "Fishbone diagram" helps students identify causes and effects of economic problems, such as why saving money is important or how family budgeting works. "Brainstorming" develops creativity and allows students to generate multiple solutions to simple economic situations.

Didactic games are one of the most effective ways to teach economic concepts in primary education. Games such as "Shop," "Market," and "Distribute money correctly" help students understand real-life economic situations in a simple and enjoyable way.

Through the "Shop" game, students learn how money is exchanged for goods and how prices work. The "Market" game introduces basic concepts of supply and demand, while money distribution activities teach budgeting and saving skills.

Project-based learning allows students to actively engage in solving real or simulated economic problems. Small projects such as "My Small Business" or "Family Budget" help learners understand financial planning, income, and expenses.

For example, in the "My Small Business" project, students can simulate buying and selling simple goods, calculating profit, and understanding customer needs. This approach develops both economic thinking and creativity.

ICT tools such as multimedia presentations, educational videos, and interactive software make economic concepts more visual and understandable. These tools increase student motivation and make learning more engaging.

Digital platforms also allow students to explore economic topics independently, improving both their economic and digital literacy.

The primary school teacher plays a crucial role in forming students' economic education. The teacher acts not only as a knowledge provider but also as a guide, motivator, and facilitator.

By using real-life examples, interactive tasks, and engaging activities, the teacher helps students connect theoretical knowledge with practical experience. Moreover, the teacher must consider individual differences among students and encourage them to think critically and independently.

The formation of economic education in primary school students is a vital pedagogical task that requires the use of modern teaching approaches. Interactive methods, didactic games, project-based learning, and ICT tools significantly enhance students' understanding of basic economic concepts.

When applied effectively, these technologies help students develop financial literacy, responsibility, and critical thinking skills, which are essential for their future personal and social development.

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