

**MODERN MECHANISMS FOR DEVELOPING PRIMARY SCHOOL STUDENTS' RESOURCE MANAGEMENT SKILLS WITHIN THE EDUCATIONAL CLUSTER***Saparova Umida Bakhromovna*

*Researcher, Chirchik State Pedagogical University, 104 Amir Temur Street, Chirchik city  
(E-mail: [umidasaparova7@gmail.com](mailto:umidasaparova7@gmail.com) ORCID: <https://orcid.org/0009-0005-5709-4073>)  
Tashkent University of Applied Sciences, 1 Gavhar Street, Tashkent, 100149, Uzbekistan*

**Keywords:** economic education, resource management, primary school, family–school cooperation, frugality, Eastern scholars, pedagogy, sustainability.

**Abstract:** The article examines the essence, content, and importance of economic education in the upbringing of primary school students. It analyzes the philosophical and pedagogical heritage of Eastern scholars such as Al-Farabi, Ibn Sina, Alisher Navoi, Amir Temur, and Beruni in relation to economic thought and its educational value. Special attention is given to the role of family–school partnership in shaping children's economic behavior, rational use of resources, frugality, and diligence. The article also proposes a pedagogical model that integrates theoretical, methodological, and practical aspects of resource management for primary school learners.

**Introduction:**

The development of society is inseparably linked with meeting human needs and fostering responsible, resource-conscious individuals. Economic education, as part of the holistic upbringing process, provides the foundation for sustainable development by cultivating rational decision-making, efficient resource use, and active participation in social and economic life. From ancient times, Eastern thinkers highlighted the significance of human needs and the necessity of their proper satisfaction. For example, Al-Farabi emphasized the role of cooperation in societal formation; Ibn Sina underlined the importance of material needs such as food, housing, and clothing; while Alisher Navoi stressed honest labor and fair trade as essential pillars of economic and moral life.

**Main Discussion:****1. The Concept of Economic Education and Its Social Importance**

Economic education equips students with knowledge, skills, and attitudes that enable them to manage resources effectively and responsibly. It develops qualities such as frugality, diligence, entrepreneurship, and respect for labor, which are vital in today's global economy.

**2. Human Needs and Socio-Economic Conditions**

Human needs can be classified as social, economic, political, and spiritual. Socio-economic needs occupy a central position, as their fulfillment ensures survival and development. Education must address these needs by preparing learners for rational consumption, saving, and effective use of available resources.

**3. Pedagogical Heritage of Eastern Scholars**

Eastern scholars provided valuable guidance for economic upbringing:

- Al-Farabi developed the theory of needs as the foundation of social life and emphasized

mutual assistance.

- Ibn Sina, in his “Poem on Medicine,” highlighted the significance of material well-being for intellectual and physical health.
- Alisher Navoi viewed honest labor as “as pure as mother’s milk” and emphasized trade, frugality, and creativity as essential qualities of a perfect human being.
- Amir Temur’s “Tuzuks” offered strategies for organizing and stabilizing the economy in governance.
- Beruni stressed moderation, condemning wastefulness and advocating for rational economic behavior.

#### 4. Economic Education in Primary School

Primary education plays a crucial role in forming children’s economic thinking. Through family–school cooperation, students acquire practical habits of managing time, money, and other resources. Didactic games, interactive technologies, and project-based learning methods such as “Resource Allocation,” “My Treasure,” and economic role-playing games are effective tools in this process.

#### 5. A Model for Resource Management Skills

The proposed model consists of:

- The goal component: forming resource management skills in primary students.
- The theoretical component: based on Eastern scholars’ views, national traditions, and modern educational needs.
- The process component: use of innovative teaching methods, integration of family–school efforts, and emphasis on practical application.
- The pedagogical and methodological component: motivation, reflective evaluation, and differentiated approaches.
- The assessment component: measuring outcomes in terms of students’ knowledge, skills, and values.

#### Conclusion:

Economic education is essential for the comprehensive development of individuals and the sustainable growth of society. The integration of classical Eastern thought with modern pedagogical practices ensures that primary school students develop responsible, resource-efficient, and socially active personalities. Strengthening family–school cooperation and applying innovative teaching technologies will further enhance the effectiveness of economic upbringing in the context of today’s market economy.

#### References

1. Serikov, V. V. Methodology of Scientific Research in Pedagogy (Instead of a Preface) // In: Methodological Resources of the Quality of Pedagogical Research. Proceedings of the International Online Scientific Conference of the Russian Academy of Education “Methodology of Scientific Research in Pedagogy” (dedicated to the 90th anniversary of academician V. V. Kraevsky). Edited by V. V. Serikov and V. K. Pichugina; text preparation and photo materials by V. K. Pichugina. 2016. – pp. 6–9.

2. Saparova, U. B. Specific Aspects of Forming Economic Educational Skills of Students of Primary Education Institutions of Higher Education. – European Science Methodical Journal, 2024, Vol. 2, Issue 12, pp. 82–90. ISSN (E): 2938-3641.
3. Saparova, U. B. Pedagogical Principles of Forming Economic Education Skills in Primary Class Students with Family Partnership. – Best Journal of Innovation in Science, Research and Development, 2023, Vol. 2, Issue 9.
4. Saparova, U. B. Theoretical Principles of Forming the Skills of Economic Education in Students. – Procedia of Theoretical and Applied Sciences, 2023, Vol. 11, September. ISSN: 2795-5621.
5. Saparova, U. B. Specific Features of Forming Economic Education Skills in Primary School Students through Family Partnership. – Public Education, 2023, No. 6 (November–December), pp. 63–67.
6. Saparova, U. B. The Role of Eastern Thinkers' Historical Heritage in Forming Economic Education Skills of Future Primary School Teachers within the Framework of the Science of Education. – Teacher and Lifelong Education, 2024, No. 5/2, pp. 484–492.
7. Saparova, U. B. Methods of Forming Economic Education Skills in Students. – Continuing Education, 2025, No. 1, pp. 101–107