



TASKS TO BE IMPLEMENTED IN THE PROCESS OF FORMING THE ECONOMIC CULTURE OF FUTURE SPECIALISTS

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Annattosia

Youth activity is the criterion of our prosperous life. In this sense, we should pay serious attention to the education of young people. Youth education is the sacred duty of every parent, teacher and educator to the Motherland. In the conditions of transition to market relations, the solution of socio-economic, political, cultural and moral problems in higher education institutions is becoming an urgent task.

Keywords: Young generation, motivation, technology, purpose, content, process.

In the socio-economic policy of the Republic of Uzbekistan, it is important to fundamentally develop all aspects of the country's life, especially to create all the necessary conditions for the healthy growth of the next generation. It is no longer a secret to anyone that the socio-economic development of our republic depends on the efforts of the young generation.

Life itself demands that the future of our republic is in the hands of young people, depending on the growing young generation and what professions they will acquire in the future. Youth activity is the criterion of our prosperous life. In this sense, we should pay serious attention to the education of young people. Youth education is the sacred duty of every parent, teacher and educator to the Motherland. The decision of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on September 26, 2017 "On measures to train pedagogues, retrain public education workers and further improve the system of their qualification" in the field of education in the Republic of Uzbekistan is a logical continuation of the ongoing work and serves to raise the quality of training, retraining and upgrading of pedagogic personnel.

In the conditions of transition to market relations, the solution of socio-economic, political, cultural and moral problems in higher education institutions is becoming an urgent task. It requires the introduction of new programs into the educational process in the training of the youth of the 21st century, in the training of future specialists in higher education institutions, in the improvement of their professional competence.





The process of organizing future teachers in higher education institutions according to the specific characteristics of their economic culture should fulfill the following tasks:

Taking into account the most important pedagogical conditions related to the determination of the main approach to solving the above tasks, the fact that reproductively acquired "ready-made" knowledge does not contribute to the formation of students' independence weakens their internal motivation. As a result, a person cannot realize his potential. In the process of forming the economic culture of a modern future teacher, his competitiveness, it is necessary to educate his intellectual personal characteristics and qualities in accordance with the requirements of modern educational practice, to develop his creative abilities and to increase his self-demand. It is necessary to improve the quality of education in higher education institutions, to develop the economic culture of students in the educational process, based on the perspective of students:

- organization of a specific educational procedure in the society;
- to implement the type of education of different levels recognized by the world to ensure the implementation of this procedure;

In order to increase the economic culture of future specialists, the inclusion of training courses that help to increase the economic culture in the educational process.

The quality of economic knowledge and skills implies new models of education and professional training of future primary school teachers. However, the most important task of higher education today is not to create a set of stable knowledge and skills that will remain with a person until the end of life, but to learn the ability to produce and acquire new knowledge throughout life. On this basis, professors and teachers of higher educational institutions should have their own skills.

Development of economic culture among future primary school teachers requires a comprehensive approach to the educational process. For this purpose, firstly, between educational programs for training future elementary school teachers, and secondly, it is desirable to ensure the integration of pedagogy higher education programs and subjects taught in elementary classes. concluded. Elements of the credit module system were used for this. In particular, "Uzbekistan's development strategy" in the curriculum of the bachelor's program of primary education and sports-educational work based on the application of interdisciplinary modular education technology. Civil society", "Information technologies in education", "General psychology", "General pedagogy", "Methodology of teaching mathematics", "Pedagogy, innovation and integration of primary education", "Technology and its education teaching methodology", "Science and its teaching methodology", "Methodology of educational





work" and "Mathematics", "Technology", "The world around us" and "Natural science" taught in primary classes of general secondary schools "The didactic system of teaching subjects aimed at mastering the basics of economic knowledge has been defined. The integrative modules of the development of economic culture in future elementary school teachers are united around the didactic system. The didactic system was developed based on the author's elective (special) course "Fundamentals of Economic Culture".

It should be emphasized that the curriculum of pedagogic institutions of higher education and general secondary schools does not provide for the teaching of the basics of economic culture in primary grades. Therefore, within the framework of the study, we proposed to teach the basics of economic culture on an integrative basis with other fields of education.

In the selection of educational materials for the elective course "Basics of Economic Culture", on the one hand, it was envisaged to prepare future teachers for the formation of economic knowledge in elementary school students, and on the other hand, to increase their economic literacy as a vital need. . The didactic system developed within the framework of the research consists of an invariant basis (module) and variant elements (hypertext, assignment, tests). Regulatory documents in the field of pedagogic education (State educational standard, qualification requirements, training programs) that ensure systematic acquisition of knowledge are reflected in the module. Hypertext and tasks enriched with interactive software tools serve to prepare future primary school teachers for the formation of economic skills in students. The test tasks were developed according to the content of the integrative module of various science foundations.

The contents of the submodules of the elective course "Economy. Man. In the "Family" sub-module, "Trade and market", "Stock company", "Profit and cost", "Family budget and savings" in the field of "Mathematics and information technologies" in the field of education "Art and technology" transfer is expected.

"Economy. Man. The "CITY" submodule is integrated in the "Economy of the Country" and "World Economy" classes in the field of "Personality and Society" education. In the "Art and Technology" field of education, integrative trainings on the topics "Production Technology", "Urban Industry" are carried out. As a result, future elementary school teachers will develop economic culture by mastering educational materials integrated with various fields of science. Through the organization of an integrated educational process, interrelationship and mutual action is ensured between all components of the development of economic culture.

System of development of economic culture of future primary school teachers:





- organization of economic culture formation processes, determination of goals, tasks, content and teaching methodology;
- to clarify the process of developing the economic culture of future primary school teachers, to develop the motives of their economic activity, to increase their economic knowledge, skills and qualifications, to increase their economic thinking, to develop their personal qualities that are important from an economic point of view, to analyze the results increase the sense of social responsibility for;
- introduction of motivational, cognitive, ethical and professional components in the process of forming the economic culture of future primary school teachers; to determine the set of external and internal conditions affecting the formation of the future teacher's economic culture;
- it is necessary to establish the main criteria for evaluating the effectiveness of this process, to create conditions for differentiating the achievements of the future elementary school teachers in the way of forming their economic culture.

In addition, from an economic point of view, information and communication technologies have had a significant impact on changing the strategy of higher education and its further development. They brought innovative elements such as information resources, new network services and previously unknown communication skills to study and teach future elementary teachers.

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